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Early Career Language Educators Experience Joy and Purpose in the Creation of Multilingual Classroom Ecologies

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Early Career Language Educators Experience Joy and Purpose in the Creation of Multilingual Classroom Ecologies

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by

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Abstract

The goal of this phenomenological study was to intensely analyze and interpret the experiences of a select sample of early career language teachers as they reflected on their languaging interactions with their learners. To answer the research question: *How do early career language teachers experience the creation of multilingual classroom ecologies?,* four individuals participated by collectively providing 14 interviews, submitting 13 bi-weekly journals, and sharing 17 self-selected semiotic images over a two month time period. Interpretative Phenomenological Analysis (Smith, 1996) was then employed using a double hermeneutic to uncover themes in each case by elucidating descriptions and then cohesively analyzing all sets of data. Findings included that each teacher experienced reported translanguaging moments as joy, purposeful connection, and the analysis of ecological factors. Subsequent major learnings included the following regarding the early career language teacher experience: 1) they felt joy when they were able to use or help students to use multilanguaging, 2) they associated the use of multiple languages as a way of supporting connections with and for students holistically, academically, culturally, and linguistically, and 3) they were both conscious of and conscientious with multiple facets of their ecological experience related to language use. The dissertation concludes with a call for further exploration of the experiences of language educators to forward our shared understandings of translinguistic practices within a multilingual educational context.

Acknowledgments

The gestation of this dissertation, interrupted as it was by the need to focus on transitions and the supporting of my family, colleagues, and teacher candidates during the pandemic, was in actuality longer than even that leading up to the birth of my children. Joining me in celebrating this long awaited "baby" then, are my dear family, friends, colleagues, mentors, and students. Each of these have played a role in supporting me at different stages and in different ways, encouraging me and inspiring me to continue.

There is one person that I must extend my deepest gratitude and love for: my husband, Matt. Without his constant encouragement throughout these many years of doctoral program preparation and research, I simply would not have finished. Myles and Ellanor, you have also been my support and encouragement. I am beyond grateful that you have extended oodles of grace to me for the many years needed to write this and that you have remained proud of having a "professor mom"... Less than 1% of the world's population have the three little letters attached to their names signaling a doctoral degree, and even fewer people are women. Never doubt how unique your support is or how much I appreciate it. We are finishing this TOGETHER, which makes it mean so much more to me.

I would also like to thank my families and friends, who have always supported me and cheered me on in my academic pursuits. In 2020, when my dad looked at me and said, "Just finish this; be the first.", it became a mantra that I used to motivate me through every long moment of writing because I knew that I wanted to use this support and opportunity to amplify the voices of those currently marginalized and under-represented

in research in any small way that I could. I hope for the day when there is more equity represented in the field of educational research.

And so, I would also like to thank the research participants of this study. This magnificent group of early career teachers took the time to explore and express their perspectives to me, and are the beating heart of this formalized contribution to the field of teaching and language learning. To my language teacher cohorts, you also deserve to be acknowledged as so much of the inquiry guiding this research was inspired by you and the hope that you lend me each year that our field can change and is in the process of being re-imagined and transformed into one more reflective of linguistic justice and equity. I am thankful that in the future, we will have you to lead us. I look forward to seeing the future that we create together; a future that is not chained to our past, but full of freedom.

For my committee, I also want to thank you. Your collective guidance and insight was transformative. You each inspire me, and I am humbly grateful for your investment of time and prodigious talent lent to this project. From you, I have a road map for integrating teaching, leading, scholarship, and research in a way that is complementary to our shared professional and personal contexts. Thank you, most sincerely, for your willingness to partner with me.

Dedication

I would like to give a shout out to my cohort, Ed.D. Ten. We experienced so much life together, and I hear your perspectives still echoing in my mind after our many hours spent together. I have more hope for the world because you are all in it. Your souls shine so brightly, and your influences on my life have only amplified with time. To all of Ten: thank you for being on this journey with me and for not giving up when things are hard. Andrea, thank you for showing me what sacrifice for this particular goal truly looks like and for spending time with us when you knew you didn't have much of it. You, more than anyone, have made me realize what a gift the opportunity to publish this small contribution is.

Finalmente, I would like to dedicate this to my God, who is a steadfast source of grace, hope, love, and joy. Thank you for continually expanding my perceptions. "Ensancha el espacio de tu tienda, y despliega las cortinas de tu morada. ¡No te pongas limites! Alarga tus cuerdas uy refuerza tus estacas." (Isaías 54:2).

Be patient toward all

that is unsolved in your heart and

try to love the questions themselves.

-Ranier Maria Rilke

Table of Contents

Table of Figures

Table of Tables

Chapter One

Introduction

> *"Students entering school today will leave to work in jobs that do not yet exist, using knowledge that has not yet been discovered and technologies that have not yet been invented, facing complex problems our generation has been unable to solve . . . [while] growing international migration is creating increasingly diverse societies"* (Darling-Hammond et al., 2017, p. 7)

This quote remains a powerful reminder for me that we all need to plan for a future that will be its own beautiful variation of the world we live in now. When reflecting on the rapidity of change in our modern world, one could be frustrated in trying to adjust to all of the changes in migrations or technology in the educational context. Or, one could be excited about the potential for collaboration and growth; for a future different from our past and filled with hope when we take the time to prioritize inviting all perspectives into the process (Block, 2009). Admittedly, it is within this second orientation towards what is possible that I chose my topic of inquiry with hopes to describe the experiences of early career language teachers as they navigate their roles as mediators and creative moderators of multilingual classroom interactions.

My current interest in working with early career language educators is rooted in my own journey into the profession of teaching when, as a recently state-licensed ESL educator, I stepped into my first teaching experience at an all refugee and immigrant

Multilingual Learner (ML) high school in Minnesota on the day that fatefully became known by the very date itself, 9/11. My refugee students, representing more than twenty distinct language groups, had fled from the mortal dangers and violence of their homelands to that day find their newly adopted homeland also under attack.

Even now, many years later, I am awed by the way that my lived experience on such a seminal day fostered a radical empathy and connection with my high-school aged immigrant and refugee students that has continued to allow me to glimpse into the impact of that day as it was manifested in cultural shifts as well as policies. I recognize that this pivotal moment early in my career fostered my passion for equitable practices founded on a commitment to creating constructivist-influenced classroom community spaces. I also empathize with the next generation of language educators who face unprecedented challenges and opportunities side-by-side with their learners, entering into their classrooms riding yet another wave of change amidst the global COVID-19 pandemic and the (renewed) call for racial justice and equity.

As a teacher candidate, I had always assumed that I would teach English as a Foreign Language (EFL) in a different global context, utilizing my emergent bilingualism in English and Spanish, armed primarily with the benevolently imperial motivations similar to those of many early career language educators (Motha, 2014). Instead of going abroad to teach, however, I remained in my home city due to the feeling as if the whole world came each day into my classroom. My ML high school classroom's *super-diversity*, representing the layered and meshed overlapping relationships between communities, became a new sort of home to me (Vertovec, 2007). My classroom was filled with such variety that it becomes difficult to describe the feeling of hearing Hmong,

Congolese French, Cambodian, Vietnamese, Spanish, Somali, Oromo, Amharic, Karen, Karenni, and many more languages washing over the room like a soundscape of linguistically diverse ocean waves.

Historical precedence, however, indicates that many of these languages spoken by my refugee students would be lost by the third generation after immigrating to the United States of America (Alba, Logan, Lutz, & Stults, 2002). And so I seek to explore alternatives to this pattern, so prevalent in language education, of students abandoning their Language(s) Beyond English (LBE, Cunningham, 2019) in order to succeed in English. The cost of such a trend is simply too great to continue, for it results in "an unnecessary and needlessly destructive loss individually for students, and a dire linguistic loss for the nation" (Nieto, 2017, p. 11). Despite the trend that more bilingual immigrants moved to the United States than any other country for the past 3 centuries, "most language minority immigrants to the United States lose their heritage languages rapidly, typically within two generations, despite ample research evidence detailing the benefits of bilingualism" (Cook & Bassetti, 2011, as cited in Motha, 2014, p. 4).

With this in mind, McKinley (2019) calls for language teachers and teacher educators to "influence the research agenda" to support diverse plurilingual learners through the development of holistic academic researcher-practitioners who embrace the real world messiness of having students with valuable and unpredictable personal histories (p. 876).

In analyzing the modern roles of educators as sociocultural mediators having influence on students language use and retention (Nieto, 2017), I also concur with Barko-Alva et al.'s (2020) assertion that educators as a result of experiences related to pandemic pedagogy and the Black Lives Matter (BLM) movement are now tasked with

being (more deeply) cognizant of the intersectionality of race, equity, and justice, and that the work is both challenging and stressful. I emphasize that the pursuit of linguistic, social, and racial justice is also necessary during such a time as this; these three facets of justice, in reality, are intertwined. As evidence, initial studies have found that during the recent pandemic, districts were "overwhelmingly out of compliance with requirements to provide equitable access to education as mandated" (Cushing-Leubner et al., 2021, p. 139) in ways that educators and researchers continue to attempt to explain and define (e.g. Johnston, Foy, Mulligan, & Shanks, 2021).

Research Question

In the backdrop of such current events in our present context, I continue to wonder how critically conscious new teachers might experience engaging students as a form of advocacy in their linguistic spatiotemporal contexts, building on the work of Oliveira & Athanases (2007, 2008), Mady and Arnett (2019), Menken and Sánchez (2019), Seltzer (2017, 2019a, 2019b, 2020) and others examining the perspectives of bilingual and plurilingual students and the strategies that have been adopted by experienced educators and researchers as they collaborate to facilitate translingual practices for the purposes of learning. The co-created relationally interactive linguistic environment, or *multilingual ecology* (Creese & Martin, 2003), is made up of complex interwoven factors "drawing from linguistic-semiotic, cultural, and historical repertoires" (García, Flores, Seltzer, Wei, Otheguy, & Rosa, 2021, p. 203) in which the interpretation is being examined in light of an increased focus on raciolinguistic ideologies (Flores & Rosa, 2015). With these tenets and movement within the field of applied linguistics in mind, the research question used to frame this study was: *How do early career language*

teachers experience the creation of multilingual classroom ecologies? Said differently, the focus of this research was on how critically reflective novice language educators experience the mediation of a positive translingual environment in their classroom(s). This is especially relevant since it is likely that they are attempting to negotiate an evolved multilingual ecology different from their own schooling experiences (García et al., 2021; Prada 2019, 2021).

Like Nelson Flores (2014), I am conscious of the ways in which enacting translanguaging pedagogy is a political act which "historicizes the creation of linguistic boundaries and examines the ways that language-minoritized communities take-up, resist, and are marginalized by… socio-historical constructions" (para 5). This research seeks to work in solidarity with language-minoritized communities by developing our shared understanding of how early career language educators mediate and experience enacting translanguaging practices to support the development of multilingual ecologies.

Background and Context

Here, I will begin by describing my linguistic genealogy and background as a foundation for later explaining my analytical, theoretical, and philosophical orientations that have informed frameworks used for this research.

Language, Identity, and Power

I grew up in a monolingual English-speaking household in a suburb adjacent to a large metropolitan area in the northern United States. I am among the first generation of my family to speak English as a native language; my mother spoke a German dialect at home before beginning her education in a one-room schoolhouse in the 1950s where only English was allowed. Equally of interest in defining my background, my paternal

grandmother spoke Polish before acquiring English in a monolingual school context. Later on, she decided to adopt a monolingual English stance in raising her own children. The collective impact of their linguistic journeys and selections enable me now to claim membership in the dominant monolingual white caste without linguistic complications of identity and affinity. Interestingly, I have also always felt the loss of this subtractive linguicism, or the loss of one language in perceived exchange for another, of my family's bilingual genealogy and often asked about my family's languages as a child and young adult. Even years after such choices were made and practiced, these lost bilingual identities remain something that flit on the edges of my linguistic periphery.

Growing up as I entered high school and had the opportunity to select a foreign language, I recall the tension of having to decide between learning Spanish or learning one of the heritage languages spoken in my family. It was the first time in my life that I would associate language and choice, a selection that could be owned and made. At the time, I thought about the nature of my foreign language options in a hierarchy of power and functional capacity. I consider now how linguistic stances and options for language selections are made for children, as in the cases of my mother and father and in the narrow options available to me for school sanctioned language learning. However, back then I could not have explained the way that these choices "mimicked patterns of colonization," or the perceived power implications inherent in framing linguistic decisions in false dichotomies for generations of learners (Motha, 2017, p. xxii).

In the end, I chose to learn Spanish in school in part because it was and continues to be a popular spoken language in the United States and in part because it had classes offered for college credit in the last year of high school. I share this because it is part of

my personal journey, and as this is but one example of what linguistic standardization looks like at the institutional level with policies and practices grounded in raciolinguistic ideologies and systematic monolingual orientations (Flores & Rosa, 2015). Though my classmates growing up were from a variety of racial backgrounds and spoke a variety of dialects, we used standard English as a Lingua Franca and all power and privilege was associated with it to near total exclusivity (Nieto, 2017; Canagarajah, 2013).

These and other reflections of my linguistic and professional background have centered me in agreement with Motha's (2014) assertion that English and other standardized languages with colonial roots, like Spanish, are a contradiction- with enticing multiple meanings and perspectives "connected to social advancement, opportunity, modernity, wealth, enlightenment, Whiteness, and cosmopolitanism" as well as a relationship with inequalities around the world and related economic disparities, including the extinction of other languages spoken by only a small number of individuals (pp. 4-5). With this foundation, I approach this research as a grandchild of immigrants- with a past that includes the erasure and erosion associated with assimilation, and who ultimately chose a professional role that enables continued practices of assimilation within the same educational system.

> As English is increasingly commodified, racialized, and globalized, it is implicated in the persistence of racial inequalities, in cultural and economic domination, in heritage language loss, in the extinction of less-commonly-spoken languages and in their inherent epistemologies, and in inequitable distribution of global wealth and resources. (Motha, 2014, p. xxi)

My subsequent selection of a major in becoming an English language teacher was conceived as a "neutral enterprise or even a benevolent one" (Motha, 2014, p. xxi) to promote access and equality. Though like Suhanthie Motha, I have since grown increasingly conflicted upon reflecting further on the impact of English language instruction on global and local communities and cultures.

Language Teacher Educator

As I reflect on my personal and professional journey as an teacher of the English language, I continually hold these perspectives or themes in tension. I endeavor to bring awareness of the inherent conflict and tensions in the teaching of English to my current role as a language teacher educator. Language teachers are, after all, also "participants in the making of school culture [which] contribute to the reinscription of representations and stereotypes" that reinforce inequitable relations of power (Motha, 2014, p. 89). In my role as a language teacher educator, I work to forefront these tensions throughout a candidate's experience in the program, desiring all candidates to be well-versed in considering nuances of identity, language, and power.

I teach at a small metropolitan area university in Minnesota as the principal instructor and licensure coordinator of both the Spanish World Languages Education and the English as a Second Language (ESL) Education K-12 licensure areas. While I use the acronym ESL here and elsewhere when it refers to the official licensure accreditation program as currently authorized by the state legislature of Minnesota and subsequently the Professional Education Licensing Standards Board, I agree with Cunningham (2019) that "ESL" is not a term with a positive or even neutral orientation for the profession of teaching English to those who have languages beyond English (LBE). With such

terminological considerations in mind, LBE and Multilingual Learners (ML) or other asset-based and neutral terminology will be used when possible throughout this paper. In my work with teacher candidates, I often use this as an entry point into conversations regarding conscientiously using words that carry great meaning and beginning discussions on perceived versus actual ML public school demographics for our regional area.

Local Context

Student demographics related to language change rapidly and frequently in my state due to the impact of U.S. immigration policies and procedures and in understandable relation to world events. Minnesota has welcomed more than 109,000 refugees directly since 1979, with many more moving here from other states, and has the largest population of Hmong, Somali, and Karen community members in the United States (Arrive Ministries, 2018).

With an interest in better contextualizing this study, I will add that many of the students with LBE in Minnesota public schools have immigrant and refugee family backgrounds. This includes the school where I taught, which was the site within the metropolitan district where new-to-country students were recommended to attend if the newly enrolling were identified as SLIFE (Students with Limited or Interrupted Education) with largely pre-literate backgrounds and a history of interrupted or unequivocal schooling (DeCapua, Smathers, & Tang, 2009). DeCapua, Smathers, and Tang had proposed a similar term in 2007 without the additional clarification of the term *limited,* with the additional implication that not all educational experiences encompassed the same equivalencies in subject matter, learning time, or materials. I will therefore use

the SLIFE acronym, as it better describes key background characteristics and norms of the student population at local school sites that feature predominantly in the schools my teacher candidates and I are privileged to partner with. My state, Minnesota, is one of a growing few in the nation to define and add accountability measures specifically for SLIFE within a passed legislative statute known as the LEAPs Act (2014). The LEAPs Act also passed with the intention to position multilingualism as an economic and cultural asset as all students are further eligible to be awarded a multilingual or bilingual seal on their high school diploma with a demonstrated level of proficiency. Given my explained background and orientations, I believe this research aligns well with the stated goals of the Minnesota LEAPs Act.

Of equal importance is acknowledging the growth of language immersion programs in Minnesota. From 1976 to 2016 the number of language immersion programs offered grew from one to 77, with 50 programs offering Spanish and 27 programs offering other diverse languages such as Dakota/Ojibwe, Korean, Hmong, Mandarin, German, and French (Minnesota Advocates for Immersion Network, 2017). Additionally, some public schools have also begun to offer indigenous or heritage languages along with other specialist offerings such as music, gym, and art. This increase in the number of programs and programming available to Minnesota students points to an overall trend of rising support for language learning within the state community as a whole.

Immersion: Family Experience

After teaching in the above described multilingual context for many years along with my role as a language teacher educator, I could not imagine sending my children to a school without exploring language immersion options in my area. Subsequently, my

children attend a Spanish/Chinese full-immersion International Baccalaureate (IB) public charter school in a suburb of our large metropolitan area. There are two principle parts to our family's experience with this particular program that I would like to highlight here as a means to further build background understanding of myself and my approach to this research centering on languaging experiences within a classroom. The first is that the design of the school's curriculum enables students to identify as trilingual at graduation with two or more LBE. The second is our family's choice to participate annually in an opportunity to host "ambassadors," or the undergraduate students and early career teachers from around the world who intern at the school for the academic year.

As a tangible example of the school's design structure translated into the student experience, I will share a snapshot of my own child's present journey. My oldest child is in his fourth year of French as a foreign language as he enters high school, with a foundation of six years of elementary schooling in fully immersive Spanish and three years at the middle grade level with the language of instruction and learning divided by subject area as fifty percent each of English and Spanish.

Indeed, as I write this and attempt to explain the language design of this particular multilingual school, I realize that this brief description at best gives only a partial glimpse at the level of strategic planning and complexity embodied by this unique program. Therefore, further norms of this and other bilingual immersion programs are explored in the subsequent chapter as a summary of current research as it relates to applications of the various conceptualizations of multilingual usage and linguistic ideologies.

The second important experience that our family has had relates to our hosting of an "ambassador" teacher each year. In collaboration with international internship

programs, the school hosts an average of 20 intern teachers each year, which are called Ambassadors within the school community. Ambassadors come from many different countries and backgrounds where the target languages of Spanish or Chinese are dominant and pass a rigorous application process for the opportunity to come to the United States. Many are undergraduate or graduate education majors, and the opportunity to intern alongside the experienced teachers at an American immersion school is highly valued. As a group, they are actively and energetically involved in events throughout the year with the community as well as a part of grade-level planning teams delivering instruction to students.

As I write this, my family has had the privilege of welcoming seven individuals into our home from countries as diverse as Taiwan, Spain, Argentina, and El Salvador. As a family, our goal is to provide a safe, welcoming "home away from home" for them while they are here. At first, I admit it was strange to be called someone's "host mom," but now I welcome both the title and the role with each new addition to our family. In truth, they each have been delightfully adept at connecting with each member of our family. As we have the opportunity to live with them daily, we see and hear much about the unique language, culture, and customs of each individual.

It is through this type of cultural and linguistic analysis that the languages of these experiences are "reflected and refracted" (Macedo & Bartolomé, 2014, p. 12). Through these school-related experiences with my family, I have had the privilege of watching my own children continually develop as sociocultural mediators, adept at describing and analyzing their sociocultural realities and strategically building bridges to connect with others across different sociocultural contexts, cultures, and languages. Of continuing

concern to me and fuel for reflection, however, is the many ways in which bilingual education prefers languages of power, while other "vernaculars are denigrated and ignored, rendering bilingual education colonial-like in nature" (Macedo & Bartolomé, 2018, p. 24). Though the ways in which the people in our family interact with others are expanded due to our participation in this particular immersion program, consideration of how colonialism and power factor into my experience with it is one of countless other factors which create the lens through which I approach this research.

Present Tensions

A similar awareness of time and space as influences in the ways that early career language educators approach and mediate their roles within the classroom has by extension informed this study, as I complete this research in the backdrop of recent events such as the trial for the murder of George Floyd, less than ten miles from my office and immediately after a year in which COVID-era adjustments and related equity disparities are at the forefront of the minds of most educational stakeholders (Aguliera & Nightingale-Lee, 2020; Barko-Alva, Porter, & Herrera, 2020; Cushing-Leubner et al., 2021; NCAAP, 2020). This constructivist-minded phenomenological research contribution is inextricably bound to and acknowledges these and other influences of environment and culture. For example, initial large-scale research regarding pandemic era experiences for teachers includes data that teachers experienced 40% more anxiety during the COVID-19 pandemic than healthcare workers, office workers, or other workers (Kush, Badillo-Goicoechea, Musci, & Stuart, 2022). Certainly our recent collective foray into "pandemic pedagogy" was novel for all, admittedly with

repercussions for early career teachers that are as of yet unknown (Milman, 2020, para. 4).

Nieto (2017) insisted that “teachers and teacher educators… must learn to address differences by becoming sociocultural mediators" amidst this vast backdrop of human demographic shifts, shared cultural experiences, and ever evolving sociopolitical influences (p.15). Therefore, in my current role as a teacher educator I also identify as a sociocultural mediator and continue to “recognize and interrogate the ways in which my whiteness makes [me] an outsider to the lived experiences" of other people, including my BIPOC teacher colleagues who participated in this study (Machado & Hartman, 2020, p. 348). For white educators like myself, who possess a classroom or community leadership role, this practice of critical self-reflection within the context of their organizations and research is important and necessary.

The underlying question of what raciolinguistic orientations are influencing U.S. educators and education research today is a practical one, worthy of both time and careful attention. When educators can begin to think more systematically and thematically about precedents that are influencing their pedagogical practices and research, they can begin to see things from multiple perspectives instead of only through the lens of their own experiences. I believe that when educators see these influences then we are better poised for, as Block (2009) wrote, “considering the possibility of a future distinct from our past” (2009, p. 5).

By critical reflection and an examination of my limitations in this study, I can better welcome differing perspectives in full acknowledgement of our shared interdependence. I have the privilege to work with many teacher candidates from racial

and linguistic backgrounds different from my own in my role as a literacy and language teacher educator and program coordinator for Spanish Education and ESL Education. In this study, I endeavored to understand the differing lived experiences of teacher education program graduates as they take up the proverbial mantle and attempt to "face complex problems that our generation has been unable to solve" but for which solutions are urgently needed (Darling-Hammond, 2017, p. 7).

Statement of the Problem

At present, an evolving intersection of language conceptualization, pedagogical shifts, and technological advances continually create unique opportunities for innovations within the discipline of language teaching. Some of these transformations can be captured in our evolving terminology in language education, with terminological shifts evolving from as English as an additional language (EAL), to languages other than English (LOTE) proposed by Garcia (2008) as a more equitable solution, to the present acronym Languages Beyond English (LBE) proposed by Cunningham (2019) as a way to celebrate multilingualism without "othering" non-dominant languages or speakers. I believe these types of intersectional and ideological shifts, signaled in terminology and which relate to people's social values and assumptions, are eventually leading all into the evolution of the familiar systemic school experience for multilingual learners.

> Given this moment of transformation and resistance, educators must embrace acts of courage in which they find themselves in dissonance with the fossilized practices embedded in the educational system. (Barko-Alva, Porter, & Herrera, 2020, p. 2)

With this in mind, language education researchers would do well to frame any innovation in education as Caldas (2019) encouraged, namely by reflecting on current practices in educating multilingual students, promoting new awareness of language marginalization, and fostering a commitment to avoiding new cycles of linguistic injustice. To support these aims, this research seeks to understand the experiences of early career educators as they are positioned to negotiate socio-historical linguistic boundaries in their own classrooms as an application of their pre-professional and early professional theoretical discussions rich with the reconceptualization of linguistic ideologies in practice (Flores, 2014).

A gap in research that exists is in the area of translingual pedagogy itself, where practical contributions have largely remained situated in teacher education programs (al-Bataineh & Gallagher, 2018; Caldas, 2019; Flores & Aneja, 2017; Franco, Ángeles, Faulstich Orellana, Machado & Cornell Gonzales, 2020; Minkoff, 2020; Taylor & Hikida, 2020). Yet, professional development bulletins and other resource tools produced by language teacher membership organizations such as WIDA (2020) and teacher education textbooks such as García, Ibarra Johnson, and Seltzer's (2017) *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* promote translanguaging pedagogy as a tool that can be adopted agentively by educators for the benefit of their multilingual learners. In a review of such resources about current discussion around translanguaging pedagogy, I think two things are remarkable. The first is that translanguaging research remains largely situated in bilingual classroom contexts, as opposed to the lexically super-diverse communities most common in my area. The second is that teacher/student positionalities, culturally relevant factors, and politics of

location remain primary factors in translanguaging decision making; so much so that there are very few, if any, “one size fits all” practices associated with enacting translingual practices.

Few studies highlight the complex challenges that new teachers face in advocating for linguistic equity in their classroom by utilizing translingual practices. One encouraging study by Athanases and de Oliveira (2007) reported finding acts of conscientious advocacy amidst new teacher narratives in trying to meet the needs of diverse students, including students with LBE. In another notable Canadian study, Mady and Arnett (2019) found that novice language educators in French as a Second Language (FSL) classrooms focused on maximizing French, minimizing English, and using Languages Beyond English (LBE) to maximize French language growth. Novice teacher considerations were limited to teacher language use, leading to the recommendation that additional opportunities for reflection on how to support student plurilingual development (Mady & Arnett, 2019). Relatedly, it is further encouraging that the research describing the translingual practices of experienced educators continues to grow (e.g. Allard, 2017; García & Kleyn, 2016; Jonsson, 2019; Machado & Hartman, 2020).

Little to no research has been documented specific to language educators embarking upon their early career journeys equipped with teacher education program experiences influenced by translingual practice included within a foundational understanding of raciolinguistic ideologies in our current context, especially amidst COVID-era adjustments (Flores & Rosa, 2015). Barko-Alva, Porter, and Herrera (2020) argued that “with the onset of COVID-19, instructional actions surrounding the equitable use of technology and antiracist pedagogies are central to the provision of inclusive

learning opportunities," a feat that is made both challenging and stressful for educators balancing care for their students and the external forces sanctioned by monolingual orientations (p. 1). Taken with the reality that the "COVID-19 pandemic interrupted schooling across the globe", we are embarking on a new era of linguistic educational research which necessitates close examination of the early career language educator experience (Chang-Bacon, 2021, p. 187).

Definition of Terms

Throughout this dissertation, I use terminology that warrants definition due to the possibility of multiple meanings or ambiguity based on context and generated indexicalities. For purposes of clarity, here are definitions for these terms to serve as a foundation for further discussion here and in the following chapters:

Early Career Teachers. For the purposes of this study, early career educators will be those identified as in the first of three stages of the teaching cycle, in accordance with Day, Stobart, Sammons, Kington, & Gu (2007) in their seminal publication examining the lived experiences of career educators. The first stage, that of the early career educator, was identified by Day and his colleagues and reported in Hargreaves & Fullan's *Professional Capital: Transforming Teaching in Every School* (2012) as having two distinct phases. The first phase in the initial stage encompasses the first three years, and is characterized by a high level of commitment while developing teaching capabilities.

In language education research, the term "novice teacher" (Farrell, 2012) is also used to describe this same group. Both labels will be used interchangeably throughout this paper. However, I would like to acknowledge that "novice" could be taken to mean

someone is at an entry level of skill in every area of teaching, while "early career" leaves more room for the idea that new teachers may have developed skills or strengths in particular areas of language pedagogy. One such area of strength for an early career language educator could well be the creation of multilingual spaces or confidently acting on the theoretical concept of translanguaging stance, design, and shifts (García, 2017).

Language. Worth explicating is also the notion that languages (i.e. English, Hmong, Spanish, etc) and varieties of languages (i.e. North American English, Mexican Spanish, etc) used throughout this paper are identified for purposes of supporting, affirming, and empowering these social groups, while acknowledging that the languages themselves do not possess true ontological status (Canagarajah, 2013). Instead, I take up Canagarajah's description of languages and communities as "changing, relational… inherently heterogeneous, as they are always socially constructed" (Canagarajah, 2013, p. 16). As such, labeled languages and varieties of languages hold status with varying degrees of power in the spacio-temporal context they are used within (Hornberger, 2002). With Seltzer (2019), I consider that if languages can be identified and "invented" via social construct, perhaps they can be collectively "disinvented" so that certain named languages and speakers are not elevated or routinely marginalized (p. 990).

Languages Beyond English (LBE). I will follow Cunningham's (2019) use of "LBE" in order to frame multilingualism as ideologically positive instead of neutral or negative in orientation. In using this, I acknowledge in naming "English" as a language within the term that power is, in a sense, given to this particular language as "standard," or more correct and appropriate. Instead, I encourage us to view this label critically as a reminder that decisions about language are arbitrary acts of "human beings who attach

meaning, power, and prestige - or lack of these - to certain ways of speaking… as a particularly dramatic example of how power is used" (Nieto, 2017, p. 8). There are many similar terms that have been used historically for the same purpose of labeling languages as used within communities, such as: community language, home language, mother tongue, Languages Other Than English (LOTE), and English as an Additional Language (EAL). For further perspective on the positive, negative, and neutral connotations associated with each term, Cunningham (2019) offers much fruit for discussion.

World Language. Additionally, while on the topic of named language terminology used in this study to forward critical reflexivity in research and teaching, it is worth mentioning for clarity that English as well as LBE which are acquisition target languages for (non-TESOL) language educators will also be called *world languages* as it is the name for the state licensure associated with the teaching of LBE in full-immersion, dual-immersion, partial-immersion, and exposure contexts. Historically, the teaching of world languages within the United States has been termed "foreign" language, as seen in the naming of the global professional membership organization, American Council on the Teaching of Foreign Languages (ACTFL). However, the field is moving to embrace the use of "world language" in both communications and intentionality, as seen in the emergence of "multiculturalism, multilingualism, and translanguaging" as a research priority for the 2022-2023 research agenda (American Council on the Teaching of Foriegn Languages, 2022) and the many recent iterations of TESOL and World Language teacher-researcher collaborations emphasizing critical reflection to combat raciolinguistic ideologies in each applied linguistic fields (e.g. García et al., 2021; Mady, 2013, 2017; Mady & Arnett, 2019; Palmer, Martinez, Mateus,& Henderson, 2014).

Multilingual. The term "multilingual typically conceives of the relationship between languages in an additive manner" (Canagarajah, 2013, p. 7). In this light, it is seen as having a positive orientation towards the accruement and usage of multiple languages, and is often called "plurilingual" in other parts of the world (Cenoz & Gorter, 2013). There is some discussion by Canagarajah (2013), in which he cautions the usage of the term where it might be considered misleading if it creates a view that languages are separate and usually function best in their distinct spaces and communities. As such, in this paper the term multilingual will be used to signal the having and using of multiple languages as an asset.

Multilingual Ecologies. Multilingual classroom ecologies are defined by Creese and Martin, (2003) as the place "inter-relationships, interactions, and ideologies are explored within an ecological perspective" that takes into account the environment and the linguistic diversity that exists within the classroom space (p. 161). In this study, the broad term *multilingual ecology* will be used to describe both ecological, or environmental, resources and relationships that include interactional and agentive translingual practices. Metaphorically, such a classroom could also be considered a *third space* as it demonstrates the creation of an alternative option to our historically dichotomous classroom languaging norms in the United States (Tatham-Fashanu, 2021). Within this study, multilingual ecologies were conceptualized as deriving from and within the broader theoretical lens of translingual practice.

Third Space. Third space theory is derived from the work of cultural anthropologist and translation expert Bhaba (1994), and relates to "liminal spaces in which members of diverse communities collaborate, leading to transformative

interactions" (Tatham-Fashanu, 2021, p. 4). Both multilingual ecology and third space term descriptions fit the classroom environments studied in this research and have been used interchangeably throughout this discussion, though there are subtle differences in disciplinary association. *Multilingual ecology* is more often taken up by the area of applied linguistic research in which mediating translingual classroom practices, the focus of this study, is situated. *Third space* is more often associated with anthropology in the areas of intercultural communication and translation and as such, is often a term uptaken in a variety of fields of interdisciplinary research that includes education (e.g. Job, & Coles-Ritchie, 2016; Johnston, Foy, Mulligan, & Shanks, 2021; Tatham-Fashanu, 2021; Xiaowei-Zhou & Pilcher, 2019). Both terms capture the hybrity of borderline, or the "borderlands" (Anzaldúa, 1987), of social practices of communication amidst a myriad of complex factors including the temporal, spatial, human, and semiotic (Batchelor, 2008).

Semiotic Resources. Semiotic means the science of signs, where the "true nature of things is seen to lie not in the things themselves but in the relationships which we construct and then perceive among them" (Van Manen, 1990, p. 186). Consequently, it is all human and non-human tools and resources within an environment (Zapata, Kuby, & Johnson Thiel, 2018). A post-humanist view is understood and held in this study in which everything in an environment influences the interactions within its created ecology.

Translingual Practice. With this perspective, language as a highly mobile resource utilized within contact zones conceptually aligns with *translingual practice*, or the view that "meanings and forms that are thus created are situational, arising from the modes of alignment between participants, objects, and resources in the local ecology" (Canagarajah, 2013, p. 27). Many multilingual practices, such as translation and what is

known as bilingual code-switching, are subsumed under the umbrella of translingual practice. Translingual practice, with its influence within applied linguistic subfields such as language teaching, is the theoretical framework for this inquiry.

Translanguaging. Taken with the above definition for language in mind, translanguaging can then be defined as "an approach to the use of language ...as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (García & Li Wei, 2014, p. 2). It is, in essence, treating any dialect(s) or language(s) held as one comprehensive linguistic system instead of multiple monolingual orientations in practice as an applied study of translingual theory (Canagarajah, 2011, 2013). For pedagogical purposes related to language acquisition, Garcia and Li Wei further share that translanguaging differentiates itself from code-switching and code-mixing because it is more than a shift between languages as the speaker's construction includes "original and complex interrelated discursive practices" (2014, p. 22). These more familiar terms and modes of translingual communication, code-switching and mixing, are subsumed under the umbrella of translingual practice and are ideologically distinct from translanguaging. By intensely shifting the historically monolingual and monolithic ideologies held in public education, translanguaging pedagogy seeks to use students' multilingualism as a resource in instruction by capitalizing on their linguistic repertoire flexibly and strategically (Garcia, Ibarra Johnson, & Seltzer, 2017; Menken & Sánchez, 2019).

Translinguals. Every person who inhabits or is present in a space where multiple languages and dialects are present is a translingual. Built on the above ideological language construct, it follows that contexts in which more than one language is available

create bilingual spaces, like classrooms with students or teachers who have one or more LBE then would create "in a sense, a bilingual classroom" (Palmer & Martínez, 2016, p. 380). As such, all members within the space are translinguals, in actuality "not native speakers of a single language in homogeneous environments," but individuals who utilize language(s) as a resource for performative functions within diverse communicative modes and media (Canagarajah, 2013, p. 8).

This understanding broadens the scope of language for communicative purposes related to performative competencies and conceptualizes languages in an additive manner across pedagogical contexts, unrelated to grammatical competence or the need for full fluency to claim multilingualism. Further, to solidify this conceptual connection the term *translingual* will be used interchangeably with the term *multilingual* to propose that having more than one language as an asset and that the communication practices of those having more than one languages are typical and expected. Further discussion related to the topic of language and translingualism as ideological constructs will occur in the next chapter.

Description of Topic

Key concepts associated with this inquiry include topics such as multilingual classroom ecologies, which are inextricably linked to translingual theory via translanguaging classroom practices, and the experiences of early career language educators. Novice language teachers reportedly leave the profession at a rate of 40-50% within the first five years, underscoring the importance of exploring their perceptions of preparedness within the many facets of cognitive linguistic competence and pedagogical expertise necessary for cultivating classroom environments conducive to language

acquisition (Cong-Lem, 2021; Faez & Valeo, 2012; Ingersoll & Smith, 2003; Moon, 2007). Early career teachers are therefore the focus of this study for a variety of reasons, including their familiarity with newer theories and conceptualizations of practice, like translanguaging, which foreground positive ideologies related to multilingual spaces without their necessarily having had prior personal or professional experiences in an exemplar plurilingual classroom context.

Currently, translanguaging pedagogy is the subject of intensive discussion in applied linguistic research, with applications of these ideas described in García, Ibarra Johnson, and Seltzer's (2017) *The Translanguaging Classroom.* This resource includes examples of how teachers may apply these ideas across various specific spatiotemporal language teaching contexts, and is one of many newly developed resources in the field of language teaching. As Faez and Valeo (2012) so eloquently stated, the focus of this research is on examining "how teachers draw on what they know as opposed to what they are taught" (p. 452). This study remains focused on the *how* of this by examining the lived experiences of early career language educators when creating multilingual classroom ecologies.

Purpose of the Study

Athanases and De Oliveria (2008) suggested that new teachers can and will advocate for diverse or underserved students, challenging "conventional models of learning to teach" by capturing narratives illustrating that even in the induction period, early career educators were able to identify inequities, engage co-advocates, critique systemic practices, and propose alternatives (p. 98). It is important to acknowledge this example of advocacy for students is the creation of multilingual norms within the

historically monolingual space of a classroom as it challenges conventional linguistic modalities for learning and teaching. Indeed, Wiktor Lynch (2018) asserted that qualitative researchers have found that all teachers, including bilingual or multilingual educators, play a critical role in establishing the transitional languaging norms that assist emerging bilinguals to develop self-efficacy and a positive academic dual-language identity.

Furthermore, the ability to capture the voice of early career language educators in their experiences creating positive multilingual classroom ecologies is of additional critical importance to this dissertation. New teachers are a generally underrepresented group in current educational research. Seldom does research about early career educators explore, let alone celebrate, the potential assets that they may bring as new graduates who may have experienced a critical awakening (Prada, 2021). As early career educators are seldom engaged in publishing research in the first few years of teaching, a phenomenological inquiry about their experiences allows for the "means to bring to light, to a place of brightness, to show itself in itself, the totality of what lies before us in the light of day" in a way that differs from the opportunities embedded within other methodological variations and related differing foundational philosophies (Heidegger, 1977, pp. 74-75).

As all learning begins with understanding, my intention is always to bracket my own assumptions and examine the experiences of new teachers to better understand their challenges, innovations, and perspectives. Through this, I seek to contribute both to the professional development of early career language educators as well as candidates currently enrolled in TEPs. As a teacher educator, I reflect often on the potential impact

of new understandings and orientations within the field of teacher preparation. This type of perpetual reflection and professional examination is necessary, for “all good education requires beginning where [we] are, and then opening [our] minds to other worlds” (Nieto, 2014, p. 10).

Through my investigation, my hope was to understand the sociopolitical context and raciolinguistic ideology of which early career language educators act within and are influenced by, taking up their role as sociocultural mediators (Díaz, Moll, & Mehan, 1986; Flores & Rosa, 2015). Translanguaging is both the dynamic language practices of multilinguals as well as a theoretical instructional and assessment framework used for instructional practices (García, 2009). The application of translingual practice warrants further research and exploration in the many ways in which it manifests uniquely in each spatiotemporal classroom context among various communities (Canagarajah, 2013). This study does this by answering the call put forth by Machado and Cornell Gonzalez (2020), in which they write, “we believe that there is a need for research that follows TCs [teacher candidates] into their first years in the classroom, examining how they enact the translanguaging pedagogies they have explored as preservice teachers and how their contexts shape the stances they assume and the designs they employ in their own classrooms" (Machado & Cornell Gonzalez, 2020, p. 226).

My goal was to uncover how early career language teacher participants view their experience within the multilingual ecology of the classroom. Ideally, this study represents a collaboration within a constructivist minded community that perpetually builds towards a common goal, thereby meeting with a clear purpose (Senge, 2006). All participants, by nature of their engagement, are honored and appreciated co-researchers, with care taken

to engage this community through transformative and restorative practices (Block, 2009). The lack of similar studies involving early career educators suggest that they are not generally asked to make potentially positive collaborative contributions to scholarly educational research, making this a notable feature of this study. Through this lens I have approached this research question reflectively acknowledging the interrelationship of "race, language, power, and learning through the paradigm of critical theory… seeking to enable teachers and other educators to envision actions they can take to help preserve the rich linguistic diversity that students bring to the nation's schools" (Motha, 2014, p. xiii). The complexity of this task within the present context supported the adoption of an emic perspective for a deeper exploration of the non-linear intricate complexity of personal narratives exemplifying considerable variability and the interconnectivity of learning factors (Cenoz & Todeva, 2009).

Theoretical Foundations

Phenomenology is a theoretical framework that assists in orienting this inquiry. This theory has been interwoven throughout chapter one, and will be explored further in the next chapter as it relates to influencing research. For the purposes of this inquiry, qualitative phenomenological practice is supported by both the philosophical foundations of posthumanism and constructivism through a philosophy of epistemological interpretation (Cresswell, 2013). Interpretative Phenomenological Analysis (IPA, Smith, 1996) as an inductive approach blended seamlessly with the adopted phenomenology orientation to inform the analysis of the early career language educator experience. IPA provided a robust hermeneutic scaffold from which to interpret the lived experiences shared by participants (Mady & Arnett, 2019; Menken & Sánchez, 2019; Prada, 2021;

Seltzer & V. de los Rios, 2018) as reflective and agentive learning experiences conducive to the development of a critical translingual approach (Seltzer, 2017). My exploration of these theories influenced my interpretation in both practical and conceptual ways as the findings submitted reflect the co-constructed nature of participant and research reality within individual experiences.

Of these stated theoretical influences, I believe that the posthumanist orientation weaves all together. As teachers grapple with how to address the needs of students in our current sociopolitical context, an ecological perspective grounded in translingual theory as practice calls us to notice the interconnectedness of all living and non-living things, which influence and modify each other continually (Tatham-Fashanu, 2021; Zapata, Kuby, & Johnson Thiel, 2018). It is this alignment with a posthumanist orientation that acknowledges the an ecological perspective in a multicultural classroom context, including mapping the fit of translingual practices in relationship to "pedagogies, language policies, ideologies, interpersonal relationships… and [also] connected to other practices in and beyond the classroom" (Allard, 2017, p. 116).

Creating a positive orientation to multilingualism within a classroom, thereby creating a new translanguaging (third) space ecologically, engages a constructivist-oriented design that does not belong to any one entity but instead is a generative and cumulative contact zone for all. Said differently, students and teachers have "the agency to move beyond their 'native' cultures to reconstruct third cultures or new spaces for the negotiation of meaning" in utilizing every resource within the classroom context (Canagarajah, 2013, p. 79). A constructivist approach, which focuses on the perspectives, feelings, and beliefs as shared by participants is then an instinctive

and reasonable choice for supporting this posthumanist-centered inquiry into the emic experiences of new teachers within the multilingual classroom through the use of phenomenological orientation (McMillan & Schumacher, 2010).

Methodology

As this study explores a particular phenomenon, it is designed as a qualitative phenomenological study with the aim to investigate how early career language educators experience the multilingual ecology of their own classrooms. In phenomenology, "intentionality is where one looks to find meaning" (Vagle, 2014, p. 126). It was therefore the intention of this study to closely explore the experiences of four early career language educators.

In keeping with a phenomenological perspective and Englander's (2012) recommendation, four participants were selected for participation in this study based on their experience with the selected phenomenon (Smith, Flowers, & Larkin, 2009). This study foregrounds the question: "What is it like?" (Gallagher & Zahavi, 2008; Georgi, 2009; Nagel, 1974) in terms of experiencing a multilingual classroom environment as a new language teacher, and as such, sought to deeply understand their perspective.

Phenomenological human scientific research tends to center on the interview process, due to their "interest in the meaning of a phenomenon as it is lived by other subjects" (Englander, 2012, p. 14). Data collected for this study does indeed include participant interviews using a partially-open question format, participant selected ecological semiotic artifacts, weekly journal entries, and researcher field notes. Analysis was iterative with techniques including the categorizing and coding meaningful units with artifacts and transcript data from participant interviews following the "double

hermeneutic" of IPA (Smith, 1996) which acknowledges that the researcher and participants are both involved in a dual interpretative allegorical process. To aid in this complex tiered analysis, the data corpus was processed using descriptive Nvivo methods (Saldaña, 2012). Care was taken to achieve a deep interpretative understanding during analysis via a systematic process of reflection, identification, description, clarification, interpretation, and contextualization as presented in the translation of the participants' experiences into the language of this study (Larkin, Eatough, & Osborn, 2011).

Summary

The goal of this research is to explore how early career educators experience the creation of translingual orientations within their class community which include practices exhibited in multilingual classroom ecologies. In the second chapter, I detail the research and theory that forms the foundation for this study. In the third chapter, data and methodology are discussed at length. In the fourth chapter, analysis and results are presented. In the fifth chapter, findings are discussed along with implications and possibilities for future research.

Chapter Two

Literature Review

The purpose of this phenomenological qualitative study is to explore how early language educators experience the creation of multilingual ecologies. Two themes immediately emerge from this inquiry: early career language teachers and multilingual ecologies. Summaries of current research in the key content areas of early career language teachers and multilingual ecologies follow, along with brief descriptions of theoretical frameworks from various disciplines of cognitive and applied sciences which were used to guide the process of this inquiry. My alignment with constructivist and posthumanist philosophy is explored as the thread within my principle orientation of phenomenology, which is also my methodology. Data was analyzed with the aid of Interpretative Phenomenological Analysis (IPA), a flexible modern analytical approach which provided a method for making sense of the experiences shared by participants as they mediated the development of multilingual ecologies within their classrooms (Smith, 1996). Finally, with hope, I address the potential significance of this research which seeks to "reignite creativity, innovation, and learning" through rehumanizing the learning process for both language researchers and teachers (Brown, 2012, p. 184).

Research Question

For about three decades, language acquisition researchers have continued to question traditional teacher training due to the method by which teacher candidates are provided with a "great deal of research-driven theory but very little practical teacher training, creating difficulties for the novice teachers and their schools" (Freeman & Johnson, 1998; McKinley, 2019). One of the newest such theories, geared towards

creating avenues for linguistic justice is translanguaging pedagogy (García, 2014; García & Wei, 2014), has sparked much interest in the field and many teacher-researcher collaborations have begun to develop which compel researchers and educators to resist monolingual norms as it "represents an epistemic break from traditional notions of bilinguals as two monolinguals and posits that bilingual speakers have an integrated linguistic repertoire" that appears flexibly within different spatiotemporal contexts (Tian & Shepard-Carey, 2020). I concur with Tian and Shepard-Carey's proposal that there is much room for teacher-researcher collaborations within the field of applied linguistics in teaching, and so have designed this study in such a way that acknowledges the co-constructed nature of practice-theory-practice cycles within language teaching (Wei, 2018) .

This study sought to further explore the implications and practices associated with translanguaging theory as it seeks to create positive multilingual classroom ecologies for plurilingual learners and educators. Research continues to emerge regarding the classroom practices associated with translanguaging (García, Ibarra Johnson, & Seltzer, 2017; WIDA, 2020), the critical reflection that it inspires for experienced language educators and researchers (e.g. Seltzer, 2017, 2018, 2019b), the shifts in stance of teacher candidates as they experience translanguaging pedagogies within their programs (e.g. Caldas, 2019; Machado & Cornell Gonzalez, 2020; Prada 2021), and the experience of translingual students in various language learning contexts (e.g. Machado & Hartman, 2020). However, how novice teachers experience the creation of multilingual classroom ecologies as the product of applying translingual practices has not yet been studied.

Therefore, this research explored the following question: how do early career language teachers experience the multilingual ecologies within their class contexts?

Early Career Language Educators

There are three principle concepts to unpack in regards to the topic of early career language educators; namely, understanding: 1) the role and factors affecting the retention of language educators, 2) the perspective of early career general educators and how they learn, and 3) the unique characteristics of early career language educators. A central continual influence for educators in this group remains the larger context relative to this study, as it occurs amidst the COVID-19 pandemic and after the switch to emergency schooling formats in 2020 with the constantly evolving and shifting modes of delivery and staffing following pandemic shifts.

The Role and Retention of Language Educators

This study centers on the experiences of language educators who are new teachers to further explore both the potential and constraints that this group of educators experiences when attempting to disrupt monolingual norms within pedagogical spaces. Many types of multilingualism or multidialectalism are included within the role of *language teacher,* including teachers of world or indigenous languages and local dialects such as Spanish, French, and German, Hmong, English, and Ojibwe. Following Canagarajah (2013), I include teachers of English to learners with Languages Beyond English (LBE) as language teachers along with other types of bi/multilingual and English-medium classrooms (Cunningham, 2019). This inclusion of all types of languages teachers allows for a greater influence from a growing body of English-focused and LBE-focused applied linguistic research as it relates to language

acquisition in pedagogical contexts (al-Bataineh & Gallagher, 2018; Caldas, 2019; Ek, Sánchez, & Quijada Cerecer, 2013; Jonsson, 2019; Machado & Cornell Gonzales, 2020; Wiktor Lynch, 2018; Zapata & Tropp Laman, 2016). Language educators remain a scarcely researched population, with much room for additional exploration related to a variety of facets within the field (Gironzetti & Belpoliti, 2021).

I join Marrun (2018) in insisting that teacher educators must enact "teaching which bridges theory and praxis as central in developing" multiculturally responsive teachers, a task that only becomes increasingly more urgent (p. 6). The racial, cultural, and linguistic demographic ratio of teachers and students in the United States is decidedly unbalanced (Ingersoll, Merrill, Stuckey, Collins, & Harrison, 2021). Additional consideration would have been warranted for any participant who self-identifies as members of the Teachers of Color and Indigenous Teacher (TOCIT) community, who may offer additional insight into aspects of teacher shortage and the experiences of early career educators. Regretfully, no participant in this study self-identifies as an indigenous or non-White community member.

This makes sense within the context of the current number of Minnesota educators identifying as Teachers of Color and Indigenous Teachers, or TOCIT, number just 5,497 (or 7.28%) of the 107,905 total licensed educators currently employed in public and private institutions (Minnesota Professional Educator Licensing and Standards Board, 2021, p. 20). In terms of the larger local context of this study, it is of further note that the small number of TOCIT in the state differs substantially from the just over 38 percent of students identifying as Students of Color and Indigenous Students (SOCIS) (Minnesota Professional Educator Licensing and Standards Board, 2021, p. 20).

Normative differences between the cultural and historical expectations and linguistic practices of TOCIT, SOCIS, and teachers and students from white, non-hispanic origins are well documented in research in relation to the establishment of transmodal and translingual spaces for communication (Creese & Blackledge, 2010; Creese & Martin, 2003; DeCapua, Smathers, & Tang, 2007; Flores, 2019; García, 2009; García, Ibarra Johnson, & Seltzer, 2017; García & Wei, 2014; García & Kleyn, 2016; Kampfe, 2017). As such, further relevant discussion is situated within the topic of the translanguaging classroom.

Advocacy initiatives, such as The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota (2021), continue to attempt to address the gap in the ratios of teachers and candidates in teacher education and the professional workforce through complex and multifaceted approaches to this issue. Of note for this particular research in Minnesota is that the rate of attrition for early career TOCIT is greater than that of other early career teacher groups (Minnesota Professional Educator Licensing Standards Board, 2022). As such, we must continue to advocate that all educators meet the needs of an “increasing population of culturally and linguistically diverse (CLD) students from various socioeconomic backgrounds" (Kea & Trent, 2013, p. 82). This is a facet within the role and retention of early career language teachers that undoubtedly warrants future study.

Secondly, we must address factors within teacher education programs that have contributed to a lack of implementation of CLD supportive strategies in all stages and class experiences of a program (Banks & Banks, 2016; Gay, 2010; Kea & Trent, 2013; Ladson-Billings, 2001, 2017; Paris & Alim, 2017). Addressing these issues will continue

to be a focus for much future research as the profession of teacher education strives to provide equitable education for teacher candidates in the hopes of influencing their future students. Indeed, any movement along the continuum of CLD responsive teaching "requires reflection, reconstruction, and response… eliciting new cognition, affect, and action" - all things which cannot be standardized and must therefore instead be relentlessly applied and contextualized specific to individuals, communities, and geospatial contexts (Zygmunt-Fillwalk & Clark, 2007, p. 288; Ladson-Billings, 2017).

Early Career General Educators

One group that I found as often talked about in the interest of potential educational needs and reforms but not often invited to contribute their own thoughts actively in educational research is that of early career educators. Early career educators, by the nature of their experience and role in the profession, do not often have many opportunities to contribute their narratives into the research process since their focus is rightly on mastering understanding previous pedagogical knowledge and researcher or theorist contributions as applied in their unique classroom context rather than on the writing and sharing of formal contributions to research such as this. It is therefore the intention of this research to create space for early career educators' voices and perspectives to be made visible through the use of phenomenological orientation and constructivist stance in the hopes of furthering our understanding of translingual practice and the experiences of early career language educators.

Current program candidates and recent graduates, or early career educators, are the subject of some research in teacher education and in understanding the development of teachers as professionals. For great summaries of this type of research, one can refer to

the texts written by Hargreaves and Fullan (2012) and Darling-Hammond (2017). This inquiry, alternatively, seeks to expand the influence of these educators as a presence in the research itself by continuing the work of Caldas (2019), Kea and Trent (2013), Ladson-Billings (2001, 2017), and others to extend our perspective understandings beyond pre-service teachers to include that of newly in-service teachers.

Though there are many pathways into teaching, the participants in this study are licensed teachers that have graduated from an accredited program in education and have been teaching less than three years. These language teachers include English as a Second Language (ESL) state-licensed educators and teachers licensed in World Languages, predominantly in Spanish in the context of this study. ESL and World Language (K-12) licenses are regulated by the state's teacher governing board, demonstrating that all early career language educators participating in this study have met requirements included in initial licensure teacher training, including the Standards of Effective Practice and core standards related to licensure specific areas such as language acquisition and technology for assistance in language acquisition.

Over the years, I have known many practicing teachers and administrators to emphasize the need to support early career educators in the form of close mentorship, classroom management interventions, and specific professional development opportunities based on their roles and school or community initiatives. The initial stage of teaching is also often also the focus of discussion regarding early career teacher attrition rates due to an estimated attrition rate as high as 50% in the first three years for BIPOC teachers as well as teachers in high-poverty contexts (Hargreaves & Fullan, 2012). Subsequently, this attention to early career educators for the purpose of understanding

their positionalities and shared reasons for leaving the profession early are not unwarranted. According to one long-term study, the national average attrition rate is between 10-17% each year for the first five years of teaching (Gray & Taie, 2015; Hargreaves & Fullan, 2012). And in my own state, nearly a third of all new teachers leave the profession within the first five years of teaching (Minnesota Professional Educator Licensing and Standards Board, 2021). Exploring the phenomena of early career educator experiences, as is the goal of this research, may have additional benefits in further understanding how to recruit, retain, and support our newest education professionals.

Discrete data regarding the attrition rates of early career language educators is currently not disaggregated further in the national data available, though more study and analysis is warranted in this area to perhaps further address ESL and World Language teacher shortages in various states- including my own (Minnesota Office of Higher Education, 2021). This information is relevant in establishing that participants involved in this study are individual members within an exclusive community of early career language educators.

There is further benefit in understanding each stage and phase of an educator's career. There are six phases with primary characteristics as follows: 1) Phase 0-3 years with a focus on commitment through support and the availability of appropriate challenges, 2) Phase 4-7 years with a focus on their identity and efficacy in the classroom, 3) Phase 8-15 years with a focus on managing changes and growing tensions, 4) Phase 16-23 years with a focus on managing work-life balance or transitions along with challenges to both motivation and commitment, 5) Phase 24-30 years with additional challenges to sustaining motivation, and the final stage 6) Phase 31+ years

with challenges related to sustaining and overall declining motivation (Hargreaves & Fullan, 2012, p. 64).

Within these phases, there are three key times in a teachers' career where their experiences can "have a critical effect on their commitment," occurring at the beginning, middle (years 8-23) and the end of a teachers' career (Hargreaves & Fullan, 2012, p. 64). The scope of this study is focused within the first key or critical time period within a teachers' career. Indeed, this key time in the early career of an educator consists of many complex factors which subsequently influence the ability of teacher programs to attract and retain high quality candidates as potential educators consider the landscape of entering the teaching field (Hargreaves & Fullan, 2012).

Early Career Educators as Adult Learners. Some theorists argue John Dewey had the greatest impact on our understanding of andragogy, or the study of adult learning (Knowles, Holton, & Swanson, 2005). Relevant to this study is Dewey's conceptualization of experience, continuity, and interaction as being central to holistic development (Dewey, 1938). These three concepts help to frame learning as an inquiry-process-orientated procedure leading from experience with the knowledge to "utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute" and the internal factors that decide what kind of power and purpose a given experience holds (Knowles, Holton, & Swanson, 2005). An experience becomes the beginning of the learning process, not the result.

At the current career and life stage, the participants are continuing to grow in autonomous, or self-directed, learning. An aspect of autonomous andragogical learning that can seem counterintuitive is that self-directed learning still develops through

connection with a teaching figure, flexing with the adult learner's stage of autonomy within the situational context. When an adult learner is at the initial stage of autonomy in learning, the teacher figure may act as a coach while as the learner progresses in interest and involvement, the teacher figure can act as a motivator, guide, facilitator, and consultant as autonomous learning develops (Knowles, Holton, & Swanson, 2005).

Through the phenomenological open interview model used in this study, myself as researcher de facto fills the theoretical role of a teacher figure within the autonomous learning process of the participant. This supports the flexible learning through an inquiry-process-orientation process as the participant moves along the continuum from dependent to self-directed. This type of learning leads to "an internal change of consciousness in which the learner sees knowledge as contextual" (Knowles, Holton, & Swanson, 2005, p. 186). In other words, Mezirow (1978) called this a "perspective transformation" (p. 100) and Brookfield (1986) proposed that this is done through the development of competence in critical reflectivity through analytic facilitation in the consideration of previously held values, beliefs, and behaviors. As early career language educators engage with the complex practice of change within existing raciolinguistic systems, scholars have recently sought to name the deeply ideological and critical perspective transformation individuals undergo. Recent examples purpose terminology for the perspective transformation experience of educators engaged with translanguaging pedagogies as a "critical awakening/despertar crítico" (Prada, 2021, p. 1), a "metanoia" (Werner & Todeva, 2022, p. 214), and taking up a "critical translingual approach" (Seltzer, 2017, 2018, p. 50).

It is also relevant to this inquiry to note that while perceiving having a supportive work environment is a factor in retention for all early career educators, there is additional evidence that a main cause for attrition for BIPOC teachers during the first five years of teaching is dissatisfaction with the "level of collective faculty decision-making influence and the degree of individual instructional autonomy," which are considered key hallmarks of respected professions (Day et al., 2007; Ingersoll & May, 2016). It is important to acknowledge that these and other complex factors affect the early career experiences of many teachers, including the participants of this study. The decision of a language educator to enact their translanguaging stance in the multilingual classroom could be considered an act of individual instructional autonomy which cultivates feelings of empowerment and agency, as reported by researchers in several classroom translanguaging studies (al-Bataineh & Gallagher, 2018; Caldas, 2019; Canagarajah, 2013; García & Kleyn, 2016; Jonsson, 2019; Machado & Cornell Gonzalez, 2020)

Early Career Language Educators: A Unique Group

Early career language educators are learners who, by their average age, largely fall within two adult life task developmental model groupings, that of the "early adult transition" period (ages 17-22) in which they explore possibilities and make tentative commitments and that of "entering the adult world" (ages 22-29) in which they create their first major life structures (Knowles, Holton, & Swanson, 2005). There are second career or late entry licensure recipients who enter the field from within a variety of other demographic age groupings; the lived experiences of these later entry language educators may be significantly different from those described by participants in this study for a variety of reasons, some of which may be related to disparate life task development

stages in creating, reassessing, and adjusting primary, secondary, or tertiary life structures.

The concept of stages related to teacher development add a foundational layer of understanding when acknowledging that the complexities of fostering a positive multilingual classroom ecology require a great deal of critical thinking and self-reflection on one's identity and ideology relatively early within an educator's career path. New teachers as early as their second year of teaching could have entered the Consolidation Stage in which they have begun to focus on instruction and the needs of individual children; these teachers are ready to network with their colleagues, having successfully navigated the survival stage, and are gathering a "wide-range of materials and ideas ready to meet the specific needs of the children in their classes" (Stoot, Keil, Stedman Lohr, Faust, Schincariol-Randall, Sullivan, Czerniak, Kuchcinski, Orel, & Richter, 1998, p.4). These teachers then begin to move to the next stage of renewal in which they are "continually trying new methods or adding new 'twists' to their teaching patterns" (Stoot, et al., 1998, p. 5). It is this pedagogical openness to the exploration of new methodologies and classroom practices which makes this stage of developing language educators ideal to research for this particular study. When early career teachers are asked to engage in the types of mature thinking necessary to co-create multilingual ecologies reflective of transformational third space, we mean that they begin to ask "deeper and more abstract questions about their philosophy of teaching and the impact they may be making in and out of the school setting" (Stoot et al., 1998, p. 5).

Research on the impact of language teacher advocacy, agency, and efficacy supports Stoot et al.'s assertions. According to Wiktor Lynch (2018) and others, many

qualitative researchers have found that teachers play a critical role in establishing the transitional bilingual, or translanguaging norms, that assist emerging bilinguals to develop self-efficacy and a positive academic dual-language identity. Wiktor Lynch goes on to explain that language educators and their students engage in ways that provide "the context of meaning for and the development of identities" (p. 219).

Within the field of language teaching itself, there has admittedly been some contention between the English language teaching and world language education as far as what identity an ideal language learner should manifest, however. Modern and world language teaching intersects with the broad language learning and teaching subdisciplines (i.e. TESOL), and yet have systematically operated separately. For years, the ideological differences centered around double monolinguistic versus multilingualistic views until rather recently (Cunningham, 2019). Again, the use of Cunningham's (2019) Languages Beyond English, or LBE, indeed caputres a desired shift in perception related to raciolinguistic hierarchies that have dominated language teaching related fields for so long. Albeit, perhaps it is more true to say that this is admittedly an incremental and slow-moving shift. For example, Machado and Cornell Gonzalez (2020) found that not all language teacher candidates are thrilled to be engaged in such a deep ideological shift when asked to engage in transliteracy or translanguaging practices within the university context due to the perception of academic discourses holding a higher prestige than other held dialects. Through evolving practices such as those described by Machado and Cornell Gonzalez and others for dual-language and English-medium classes, preparation of language teacher candidates continues, or some would say must continue, to shift in transformative and holistic ways with varying degrees of reception and uptake reported

about program graduates (Caldas, 2019; Collins, Sanchez, & España, 2019; Prada 2019, 2021).

The varying degrees of reception to integrating translanguaging practices to create a positive multilingual space into the classroom is attributable to complex factors, including, but not limited to: a) educator or candidate positionality, b) background, c) personal language practices, d) held raciolinguistic ideologies, and e) translanguaging stance (Athanses & de Oliveira, 2007; Collins, Sanchéz, & España, 2019; Ek, Sanchez, & Quijada Cerecer, 2013; Flores & García, 2017; Gironzetti & Belpoliti, 2021; Mady & Arnett, 2019; Menken & Sánchez, 2019; Seltzer, 2017; Seltzer & de los Rios, 2018; Xingzhen & Jie Yang, 2022). As such, early career language teacher participants were asked to self-identify in each area for the purposes of this study. García, Ibarra Johnson, and Seltzer assert that these factors are significant because many language teachers begin as teacher candidates with admitted deficit views of bilingualism, "subscribing to a narrow definition of bilingualism in which bilinguals are seen as two monolinguals in one person" (2017, p. v). This could at first appear counterintuitive or surprising as many, but not all, language educators are functionally or fluently multilingual. However, as Flores & Garcia (2017) remind us, the connection between post-civil rights era bilingual educational practices within the United States and the subsequent prioritizing of the needs of White-middle class children through dual immersion language programs has led to “the abandonment of equitable education for minoritized students and the increased focus on bilingualism for economic interests and global human capital” (p. 26). Sociolinguistic theory provides some context for this idea, namely that being bilingual has become a

valuable commodity for White children but does not have an equitable value for children from multilingual backgrounds (Flores, 2013).

As stated previously, it seems that language educators must navigate deeply sociocultural factors such as this in order to enact translanguaging pedagogies, even if they themselves are bilingual. While some language educators have reported developing a conscious resistance to influences of dominant raciolinguistic ideologies that lie at odds with translingual practices, of special consideration here is the idea that the bilingual positionality of a teacher or teacher candidate impacts their perceptions and ideologies associated with the use of various dominant and nondominant languages, particularly for those who have learned a language other than English (Ek, Sánchez, & Quijada Cerecer, 2013). Much like Fuller and Brown's ethnographic-like focus on the demographics of teachers in 1975 and their call for better research on "interveners" within teacher education to help build the case for a modern view of teacher education that conceptualizes the developmental journey of a teacher as existing within a complex and idiosyncratic cultural and community context, I maintain the idea that each individual educator and learner is a fully more complex and whole person within their given community and politics of location and history (Fuller & Brown, 1975). As such, consideration that language educators are a diverse group of people with varied backgrounds and language practices underscores the importance of learning through this inquiry without projecting findings out-of-context.

Research has begun to capture the difficulty and complexity of preparing teachers to recognize and expand on children’s linguistic resources even as their own academic experiences have remained largely monolingual (Caldas, 2019; Flores & Aneja, 2017;

Franco et al., 2020; Prada, 2021). There are few notable studies which explore the perspectives and practices of novice language teachers in relation to translingual practices, and who are teacher preparation program graduates. One such study was published in 2019 by Canadian researchers Mady and Arnett, in which they report novice teacher perspectives on the inclusion of languages within the French as a Second Language curriculum. Novice teachers consistently identified the need to "maximize French, minimize English use, and include languages from students' language repertoires as [a] useful means to support French language acquisition" by plurilingual English learners (Mady & Arnett, 2019, p. 82). Though this is what the early career language educators reported, however, the study further found that participants' consideration of English and languages other than French was limited to teacher use– meaning they did not reflect on student language usage beyond French. Mady and Arnett end with the recommendation that "additional teacher reflection on if and when to provide space for students to use all of their language knowledge may prove advantageous to supporting plurilingual development" (2019, p. 82). The design of this study then endeavored to exemplify such a space for the purposes of partnering with participating early career language teachers as the recommended reflective hermeneutic practice towards the development of critical translingual approach.

Translingual Practice

Translingual practice is a theoretical orientation which houses many conceptions of language that are connotations of a new ideological and epistemological paradigm in the field of linguistics. It is an "umbrella term for many communicative modes which scholars are finding in diverse domains and fields," including the following elaborated

list of emerging terminology according to four different fields of linguistic study and principal inceptual researchers, as categorized by Canagarajah (2013, p. 9):

- In composition: translingual writing (Horner, Lu, Royster and Trimbur, 2010), codemeshing (Young, 2004; Canagarajah, 2006), and transcultural literacy (Lu, 2009);
- In new literacy studies: multiliteracies (Cope & Kalantzis, 200), continua of biliteracy (Hornberger, 2003), and hetero-graphy (Blommaert, 2008);
- In sociolinguistics: fused lects (Auer, 1999), ludic Englishes and metrolinguistics (Pennycook, 2009), poly-lingual languaging (Jørgenson, 2008), and fragmented multilingualism (Bloomaert, 2010);
- In applied linguistics: translanguaging (Creese & Blackledge, 2010; García, 2009), dynamic bilingualism and pluriliteracy (García, 2009), plurilingualism (Council of Europe, 2000), and third spaces (Gutiérrez, 2008).

This proliferation of ideas within the concept of translingual practice has provided rich discussions across multiple academically constructed theoretical fields, all which are united in their orientation as holistically engaging social practices, including ecological human and non-human resources, by focusing on both practice and process (Canagarajah, 2013). As the "literature on translanguaging already is so expansive that a comprehensive account would leave little room" (Jaspers, 2018, p. 2) for critical engagement within the topic itself, care has been taken to summarize key findings which highlight current discourses and tensions within the study of translingual practice as related to themes within this study. At this point, there is little disagreement that an updated meta-analysis and literature review within the fields of translingual research is necessary for

clarification and as claims related to applications of translingual practices have continued to evolve (Lewis, Jones, & Baker, 2012a, 2012b; Jaspers, 2018; Wei, 2018).

Contributions from each subfield above have forwarded understandings of the nature of spatio-temporal contexts for communication within the post-monolingualism paradigm of translingual practice. As such, following a brief clarification as to the nature of language as it is conceptualized in translingual practice before discussion about the theoretization of translingual practice. Next, along with common terminological misconceptions, findings from the first three intersecting and interdisciplinary research fields of composition, new literacy studies, and sociolinguistics will be discussed as they relate to the research question. The fourth field under translingual practice, that of applied linguistics, is more fully explored in the literature review as it is inextricably epistemologically tied to the focus of this study on practices within language education.

Languaging

In order to clearly articulate the theorization of translingual practice in the next section, it is beneficial to revisit one's definition of *language.* "Language is not a cultural artifact… Instead, it is a distinct piece of the biological makeup of our brains" (Pinker, 1994, p. 4). Often the status of the language for acquisition is a so-called standard form and conceptualized as a "bounded system of communication" (Palmer & Martínez, 2016, p. 381). An ideological shift is necessary to conceptualize language as a practice, as "something we do" (Pennycook, 2010, p. 8). To capture this shift in the philosophy of language from a static and named entity to a fluid one, Swain (2006) coined the term *languaging* to refer to the never-ending process of using language to make meaning.

This is not to say that all participants within the different language acquisition contexts in education are all empowered equally. It is important to note that "native speaker ideologies continue to dominate the field" of education despite our understanding that all languages and dialects are diverse, meaning that there exists a continuum of language norms within any given geospatial context (Canagarajah, 2013; Flores & Aneja, 2017, p. 441). English itself is a highly diverse language that follows principles of linguistic evolution common to all languages (Canagarajah, 2013). As is reflective of our current context and the many ways that race and language intersect in relationship to power, this area of theoretization is especially generative at the moment. For a good segway into this much larger discussion, I suggest referencing the combined works of Jonathan Rosa and Nelson Flores (2015, 2017, 2019).

Language Borderlands. Poet Anzaldúa (1987) described and validated bilingual/bilingüe spaces between named monolingual languages within her seminal work, naming them *borderlands*. Building on this idea and other modern ideological shifts in language conceptualization, Canagarajah modified Lave and Wenger's (1991) theoretical framework in positing that language can be understood as a resource that is utilized within a *community of practice* (CoP), which is a "flexible and fluid community with open and changing memberships," (Wenger, 1998, as cited in Canagarajah, 2013, p. 30). This expands understanding of communities and spaces in the idea that rather than having clear boundaries, borders become difficult to discern in the many ways that CoPs are layered and mixed in practice (Canagarajah, 2013). Recent research, such as that of Hamman (2018) and others, continues to explore with criticality what such fluid linguistic memberships mean for schools as intersectional spaces. This expanded

understanding of CoP has implications to our interpretations of observed linguistic phenomena in classrooms and other community contexts, some of which will be discussed further here as it relates to the creation of multilingual classroom ecologies.

One further implication of Canagarajah's (2013) use of CoP worth mentioning here as it relates to this inquiry is the idea of community membership as fluid, with a subsequent focus on communicative transactions as translingual practice. The many places where interactions overlap between CoP is perhaps best captured by the term *contact zone* (Pratt, 1991) as it "shifts our awareness away from communities to the spaces where diverse social groups interact" (Canagarajah, 2013, p. 26). In this study, the classroom is considered a multilingual ecological contact zone filled with linguistic phenomena as communication between a created CoP sharing the temporal, physical, and conceptual space.

Theorization of Translingual Practice

Translingual Practice moves away from many recent "-ism"movements, including industrialization, structuralism, colonization, imperialism, and Romanticism; the last of which center language and community in relation to place in ways that created unique bonded communities that "owned" a specific language (Canagarajah, 2013; Flores & Rosa, 2015; Motha, 2014). An outcome of post-humanist and post-modern descriptive linguistic research, the theorization of translingual practice offers a practical and dynamic perspective which views the communicative context "as itself generative" (Canagarajah, 2013, p. 27). Canagarajah clarified further what translingual practice uses as generative resources when he writes that the "meanings and forms that are thus created are

situational, arising from the modes of alignment between participants, objects, and resources in the local ecology" (p. 27).

Translingual practice is admittedly a huge paradigm shift for the linguistic field. It is such a "profound and encompassing shift of mind" that researcher-theorists Werner & Todeva (2022) have proposed using the Greek term *metanoia* as an "all-inclusive term" for this fundamental change in orientation (p. 215). Given that translingual practice as a theory produces unbound languages and embeds processes of trans-semiotization into intra-lingual meaning making, it is easy to see why there have been rich discussions within the various linguistic sciences around such a metanoia as theorists remain largely situated in the process of translingual practices, as opposed to the product of co-constructed communications (Canagarajah, 2013; Creese & Blackledge, 2010; Tian & Shepard-Carey, 2020; Werner & Todeva, 2022). Advice such as "soften the boundaries between languages" (Cenoz & Gorter, 2013, p. 591) has left some educators calling for more transparency around the challenges that are as of yet underrecognized in the various field applications of translingual scholarship (Arnold, 2020), while others continue to remind us of the high cost of language(s) loss by continuing to treat languages as static, bounded entities (Alba, Logan, Lutz, Stults, 2002; Flores & García, 2017; Wei, 2018).

Translingual practice as a new paradigmatic orientation moves away from the idea that multilinguals are just "double monolinguals" who own specific language(s), dislodging the epitomic native speaker fluency as the ultimate product goal of language acquisition. As Flores, Phuong, and Venegas (2020) reminded us, theoretical translingual practices disrupt raciolinguistic "discourses of languagelessness" that suggest that speakers are not fully proficient in any of their dialects, a phenomenon seen when a

student in the United States is “classified as both an English learner *and* a first language English user” (p. 629). With this example, we acknowledge that interlocutors across any number of languages practice “negotiation strategies to align diverse semiotic resources” into a hybrid form for communicative purposes that is contextually situated, and which socially may not be accorded equal status with prestigious named varieties (Canagarajah, 2013, p. 69). This re-imagined or invented language creates conceptual new spaces, also known as third spaces, for interlocutors to move within in order to dynamically negotiate meaning.

Translingual interlocutors adjust and adapt their communications agentively using different cultural frames or language norms, creating shared meaning through diverse semiotic resources across time and space. What is fascinating about this negotiated space is that it is not constructed around shared norms, but rather through an acceptance of differences using collaborative and reciprocal strategies within the contact zone (Canagarajah, 2013). That said, linguistic theorists are quick to point out that any contact zone negotiation amidst interlocutors necessitates complex decision making due to sociological differences in power and prestige as influences on the nonlinearity of constructed and performed identities (Escobar & Dillard-Paltrineri, 2015; Escobar, 2019; Flores, Phuong, Venegas, 2020; García & Sylvan, 2011; Hornberger, 1989, 2002; Lin & He, 2017; Liu & Fang, 2020; Ortega, 2019; Pennycook, 2010; Wei, 2011). Ecological challenges to translingual or multilingual practices are often situated in the held ideologies of the communities themselves. Raciolinguistic ideologies "frame the linguistic practices of racialized populations as deficient regardless of the extent to which they might be perceived as corresponding to standardized norms, creat[ing] an inverted

conceptualization of bilingualism" (Rosa, 2019, p. 126-127). Such new spaces for communication are therefore co-constructed, but not inherently or typically equitable.

Dissent in research as to the overall positivity of translingual practices exist, though it is relatively small, with some reported findings such as Charalambous, Charlambous, and Zembylas (2016) in which the overall CoP experienced a decrease in well-being through the use of translingual practices and chose agentive silence over participation. As Wei and Lin (2019) remind us, it is findings such as these that support the argument that translingual practices are always situated in ideology and power dynamics within the context of specific communities, which also influence the results garnered from the adoption of translingual practices. This, then, captures a difference between theoretical translingual practices versus previously conceived multilingual practices in research, situating discussions about translingual practice squarely within ethno-linguistic ecological boundaries. As such, multilingual ecologies will be discussed further within this section of the literature review.

Translingual Terminology Clarifications. A few usage notes and further clarifications of specific terms interrelated with the concept of translingual practice are helpful. Within the above listed terminological constructs related to translingual practice, *translanguaging* is most prominent as a term used within the applied linguistics field of education in the United States where this study is situated, while *plurilingualism* is a similar term used most prominently in Europe. Conceptually, these two particular terms within the realm of translingual practice are not interchangeable (García & Otheguy, 2020). Plurilingualism was originally defined as an individual phenomenon by the Council of Europe (2001) where “all linguistic abilities have a place” (p. 5).

Translanguaging similarly rejects a monolingual view but retains a more sociolinguistic leaning via an emphasis on communicative interrelatedness with co-constructive aspects of meaning making (Werner & Todeva, 2021).

Perhaps among the more common questions or misconceptions about translingual practice is how it differs from the more familiar terms of *code switching* and *code mixing*. Here, again, Canagarajah (2013) continued to point us to ideological processes as key to understanding differences of orientation within the terms and their uses while advocating for the concepts of code switching, code mixing, and code meshing to be subsumed under the umbrella of theoretical translingual practice.

Differences between these terms and their relationship to translingual practice is an on-going area of discussion within the field, complicated by the fact that the terms code switching and code mixing are themselves "changing in definition as scholars relate to contemporary forms of multilingualism" (Canagarajah, 2013, p. 10). Code switching is when an interlocutor moves back-and-forth between bounded (named) languages as autonomously separate and disparate codes, and has historically been distinguished from code mixing by requiring bilingual competence (Romaine, 1989). Auer (1999) proposed that code switching did not require full competence in two languages, while others doubt there is a difference between the two because each practice holds rhetorical significance (Eastman, 1992).

As a counterpoint to these external monolinguistic-oriented perspective, translingual practices adopt an internal perspective that any language used is all one language to the speaker, and that languages are not bounded but co-created within transformational third spaces (García, Ibarra Johnson, & Seltzer, 2017). Translingual

practices are transformative, allowing creations beyond the sum of their singular parts. In sum, Lewis, Jones, and Baker (2012a, 2012b) have emphasized that the main difference between translingual practices and other related terms for multilingual communication, such as code switching/meshing and translation, is largely ideological in nature. Indeed, as an observed practice described by mono-linguistic orientated linguists, intersentential code switching has a similar appearance to translingual practices. However, code switching does not theoretically account for the inventive meaning making and creativity within such a multilinguistic interaction as captured in works by Gutiérrez, Baquedano-López, and Tejada (1999), Canagarajah (2011b, 2020), Martin-Beltrán (2014), Prada (2022), and Wei (2018) in which the trans-semiotic languaging choices made by speakers take on new and nuanced meaning within the context of a specific CoP which extend beyond their definition and usages within their named linguistic boundaries as examples of the transformative potential of translingual practice.

Translingual Practice in Related Linguistic Fields

In this section, I have presented selected relevant studies to this inquiry project organized by the interrelated linguistic fields of composition, new literacy studies, and sociolinguistics. Due to the plethora of studies within scholarly discourse showing a high degree of investment and engagement within each subfield related to the process of translingual practices, findings reviewed here in detail have been selected based on relevancy. Readers are encouraged to continue to explore the connections across linguistic subfields as related to translingual practice, and also reminded that this literature section concludes with a deeper dive into findings related to the fourth field, that of applied linguistics in which this study of language education is situated. In this

section, findings in the field of composition are discussed first , followed by those of new literacy studies and sociolinguistics.

Composition. As stated previously, the linguistic subfield of composition includes translingual writing (Horner, Lu, Royster and Trimbur, 2010), codemeshing (Young, 2004; Canagarajah, 2006), and transcultural literacy (Lu, 2009). Utilizing more than one language in writing affords opportunity of expression on a "level and range of rhetorical power which may not be possible in texts which only use one language" (Wei & Martin, 2009, p. 121). There have been a number of studies that highlight the potential of translingual writing in particular, while codemeshing and transcultural literacy have largely been subsumed under this main theme within translingual practice. Interestingly, most of the research published within this subfield has been situated within higher education and adult education contexts, as opposed to K-12 education. This is possibly because translanguaging pedagogy is situated as an applied linguistic field which conceptually includes translingual practice within all language modalities: Speaking, Writing, Reading, Listening, Viewing, and Interacting (WIDA, 2020) without the specific focus on literacy alone within translanguaging research. That said, studies engaging with the translingual practices of translingual writing, code meshing, and transcultural literacies have contributed several key ideas in theory and findings in practice which can also be considered as relevant to early language teacher education and translanguaging pedagogies, which are the focus of this study and are therefore discussed below in more detail within the context of translanguaging classroom practices.

Canagarajah (2011) identified four types of "teachable strategies" for use in the translanguaging classroom through codemeshing for academic writing:

recontextualization strategies, voice strategies, interactional strategies, and textualization strategies (p. 401). In this study, Canagarajah focused on the decision making process of one of his Saudi Arabian undergraduate students in her essay writing, finding that she was able to articulate complex and nuanced socio-cutural reasons for the inclusion of each strategic codemeshing between her languages as represented within the text. This article highlights both the rhetorical significance of this student's codemeshing choices as well as the importance of negotiation within a CoP as it relates to the perceived purpose of and affordances within university level discourse.

New Literacy Studies. New literacy studies includes research related to multiliteracies (Cazden et al., 1996; Cope & Kalantzis, 2000), continua of biliteracy (Hornberger, 2003), and hetero-graphy (Blommaert, 2008). New literacy studies include all communication channels for the development of meaning making. This linguistic subfield includes a particular emphasis on the inclusion of technological and environmentally available semiotic resources in the development of new multi-modal and multilingual landscapes of communication. Contributions in new literacy study research have largely centered around two themes. These are the potential of linguistic, trans-semiotic, and multimodal resources within translingual practice to transform meaning making within individually responsive communication, and the conceptualization of translingualism as something that can be utilized at any stage of multilingual development. Taken together, these themes point to a "reformulation of what counts as real literacy practices in academic spaces… in keeping with how transcending the imagined boundaries of named languages may be seen as unacademic and inappropriate" (Prada, 2022, p. 16).

The idiosyncratic, or individual, nature of communication is reflected in the meaning making practices of translinguals within contexts of multiliteracies, the continua of biliteracy, and hetero-graphy. Utilizing an individual's full linguistic repertoire to communicate, including trans-semiotic and technological resources, has enabled deeper and more complex affordances within sense- and meaning-making (Prada, 2022). Through an ethnographic study using Interpretative Phenomenological Analysis (IPA, Smith, 1996), Tai and Wei (2021) posited that teachers and students can co-learn both content and language through hetero-graphic resources as experienced in a Hong Kong secondary mathematics classroom.

S**ociolinguistics**. Theorists Cenoz and Todeva (2021) have recently called for the use of both emic and etic perspectives to inform the sociolinguistic study of multilingualism, signaling the value of both existing quantitative work and emerging qualitative work within this linguistic subfield which embraces the messiness and complexity of factors influencing language development in society. This subfield of linguistics includes fused lects (Auer, 1999), ludic Englishes and metrolinguistics (Pennycook, 2009), poly-lingual languaging (Jørgenson, 2008), and fragmented multilingualism (Bloomaert, 2010). To this list, I add plurilingual (Cummins, 2008), of which "recognizes that while students' language competencies vary, the combined accumulation of such competencies serves as a resource that can enhance additional language learning" and is similar enough to poly-lingual languaging as conceived by Jørgenson as to warrant similar discussion (Mady & Arnett, 2019, p. 84). Indeed, trans-disciplinary connections between these identified sociolinguistic concepts and those of applied linguistics (translanguaging pedagogies) are abundant as this and other

subfields of translingual practice continue an interwoven conceptual development to inform applied practices. As such, sociolinguistic studies related to k-12 education will be explored further in the subsequent section entitled "The Translanguaging Classroom," while the work reviewed here relates to themes emerging from higher education and community contexts.

Historical Language Immersion Practices

Though complex, the structure and norms of the immersion school that my children attend, described in the first chapter, reflect design norms and practices typical in schools, including bilingual schools, where languages are separated following tenets of separate bilingualism (Creese & Blackledge, 2010). Alternatively known as parallel monolingualism (Heller, 1999) or the double monolingualism norm (Jørgensen, 2008), these terms attempt to describe the monolingual orientations to which each dialect is approached in practice and program design with implications on the multilingual ecology created within the classroom as a contact zone.

In immersion programs such as the one my children attend, teachers typically overtly state which language is to be in use at any given time (Jonsson, 2019). For example, in the program my children attend, teachers use the target language (either Spanish or Chinese) exclusively beginning in kindergarten. Students are allowed to speak in English in kindergarten and first grade, though attempts to speak in the target language are encouraged by positive feedback or recasting student responses in the target language. In the middle of first grade, teachers create a celebratory event in which the students "graduate" into exclusively using the target language in their classroom. Similar to Jonsson's (2019) findings, English is still utilized periodically at the discretion of the

teacher but predominantly for purposes related to safety or language comparisons. Examples of this practice include when one of the teachers in third grade had a special "English hat" that they put on to signal when the discussion or directions would be given in English instead of Spanish, while others had a class responsive chant to signal the "switch" from one language to another. In this manner and others, "languages are kept as separate parallel monolingualisms in planning and the schedule" at the immersion school my children attend as well as most others (Jonsson, 2019).

To clarify historical language immersion further, most English language focused programs can also be considered immersion programs (Baker, 2006). Other than two-way dual immersion and bilingual program models that are grounded within communities that share that same language background, service models for learners with LBE in the United States are historically monolingually orientated with English as the normative language for acquisition. As a shift towards translanguaging practices continues to emerge, the translation of translingual practice into applied educational contexts is rich with potential. Many ESL teachers and related educational practitioners continue to explore applications of bilingualism as a "superpoder" (superpower) and translingual practice for use as "unbounded and an agentive dynamic action," furthering the work of Ofelia-Garcia and others in defining practices within the translanguaging classroom (World-Class Instructional Design and Assessment, 2020, pp. 3, 5).

Multilingual Ecologies

Garcia, Ibarra Johnson, and Seltzer (2017) expand on Blackledge and Martin's (2003) earlier definition of the term *multilingual ecology* by specifically and fully situating it within the classroom context, defined as "the ways in which the different

language practices of a community are reflected in schools and classrooms… [by referencing] visual features (e.g. bulletin boards, signage, posters, and student work in multiple languages) and audible features (e.g. talk, announcements, and songs)" (p. 184). The use of the word "ecology" within the term reveals the interconnectedness of all human and non-human resources within a physical and temporal space in order to synthesize this concept in practice.

Research has found that teachers undeniably shape the linguistic space, or landscape, of a classroom (Allard, 2017). When engaging in translingual pedagogical practices, they do so to "ensure that all language practices are present and visible in their learning environment" as an act of advocacy and to facilitate an asset orientation to being translingual (Cenoz & Gorter, 2019; Flores, 2019; García, Ibarra Johnson, & Seltzer, 2017, p. 63). Creating a multilingual ecology utilizes practices that reflect how translingual community members use their languages and thereby situates itself within the Design (second) strand of interrelated translingual pedagogies presented as scaffolds to implementation by García, Ibarra Johnson, & Seltzer (2017), which will be discussed further in the next section. Said differently, the responsive design necessary to develop a (positive) multilingual ecology makes it the stage of implementation where the evidence of the translingual stance of the teacher is visible in any number of ways reflective of the local context and community.

A few examples of things that teachers can do to influence the creation of a positive and linguistically responsive multilingual ecology include: a) having and using bilingual dictionaries and translation software, b) modeling the use of sociocritical literacy strategies, c) using bilingual labels with repetition and translation across

languages, d) recognition that teachers and students skillfully use their named and unnamed languages for different functional goals, e) using translanguaging to annotate texts, f) invite others to co-construct knowledge, and g) draw upon funds of knowledge to defend word choices and deepen understandings by co-constructing meanings (Creese & Blackledge, 2010; Martin-Beltrán, 2014). These and other similar practices help to engage all learners across the continua of biliteracy as translinguals (Canagarajah, 2013; Hornberger, 2002).

Qualitative ethnographic and autoethnographic educational research has greatly informed our understanding of classroom multilingual ecologies that include translingual practices which are situated in both global and local contexts language acquisition contexts (Allard, 2017; Creese & Martin, 2003; Creese & Blackledge, 2010; Gutiérrez, 2008; Hornberger, 2002; Macedo & Bartolomé, 2014; Machado & Hartman, 2020; Martin-Beltrán, 2014; Seltzer 2019a, 2019b, 2020; Titham-Fashanu, 2021; Velasco & García, 2014). These studies have mainly focused on describing what translanguaging may present in a given classroom context. The focus has been on how it may be conceptualized, modeled, uptaken by participants for varied purposes, and understood from a multilingual perspective.

There is growing interest in how both teachers and students experience the multilingual ecological spaces within classrooms (e.g. Breen, 2021; Hinemen & He, 2017; Martin-Beltran, 2014; Menken & Sánchez, 2019; Prada, 2021; Seltzer, 2019b). As in the ecological sciences, the main interest of researchers is in how language practices influence each other and flow within a given context to create unique functional norms

within the environment. More specific summaries of this sociolinguistic research will be described in subsequent sections as it relates to translanguaging classroom research.

In this study, the created multilingual ecology includes a *third space* conceptualization (Himan & He, 2017; Hornberger, 2002; Xiaowei Zhou & Pilcher, 2019). Titham-Fashanu (2021) used this term, originally borrowed from Bhabian (1990) translation theory in the field of ethnographic studies, in reference to the creation of multicultural and multilingual physical and conceptual spaces which act as bridges between members of super-diverse communities. School children as young as four-year-olds were found to create physical and conceptual third spaces with many ways to enter and exit a translingual discourse in practice (Tatham-Fashanu, 2021; Wei, 2011). The Bhabian vision of third space is as a hybridy, an in-between' that is powerful, difficult, and conflictual. It is a negotiated, indeterminate space through which “all acts of [communication] about culture pass” (Batchelor, 2008, p.54). The liminality of a third space allows for a less individualistic interpretation of the communication process, and decenters dominant culture into just one of many potential influences within the conceptualization of a multilingual ecology. Recalling the findings of Mady and Arnett’s (2019) study regarding the beliefs and practices of novice teachers in French as a Second Language classrooms, it is possible that this de-centering of self within a co-created multilingual third space is part of the translingual perspective transformation that early career language teachers are attempting to negotiate in practice.

Given the flexibility of this idea, Bhabhian third space has recently gained attention in the field of education as researchers explore the application of translingual social practices. Moje, Ciechanowski, Kramer, Ellis, Corillo, and Collazo (2004) posited

that a third space is often conceptualized in three ways in educational contexts: (a) as a *bridge*; (b) as a *navigational space* that allows participants to bring funds of knowledge to bear on school learning; and (c) as a *transformational space* where the integration of different funds of knowledge leads to new understandings, to new forms of learning, and to knowledge production. It is facilitating this third conception, of a transformational space, that is the goal of much translingual research related to the creation of multilingual classroom ecologies. Translanguaging is a sociocultural practice which provides a key example of the creation of a third space within a multilingual classroom ecology, acting as an indicator of agentive participant interaction (Gutiérrez, 2008; Hineman & He, 2017; Jobe & Coles-Ritchie, 2016; Jonsson, 2019).

Wei (2018) recently proposed that this type of multilingual third space in the classroom be elaborated upon through the adoption of the hybrid term: *translanguaging space*. However, since translanguaging scholars have posited this idea in many different ways, including as a linguistic third space (García et al., 2015), in between space (Wei, 2011), and trans-space (García & Wei, 2014), no one neologism was adopted for this particular conceptual construct for the purposes of this study as uptake of a singular term was perceived to be still in process within the field of translingual practice.

Barton and Tan (2008) posit as a result of their study that "acts of creating hybrid spaces, Discourses and identities, are always political and the highest risk for those whose knowledge, Discourse, and identities are positioned as lesser" (p. 52). With this in mind, the political nature of any created multilingual ecologies is acknowledged (Coles, Ritchie, 2009; Hornberger, 2002). Gutiérrez (2008) reminds us to view the classroom as having an "underlife" where the borderlines of communication rest within bounds of

"scripts" and counterscripts," or interactions that follow dominant culture expectations and interactions/actions that are characterized by resistance and transformative emancipation (Gutiérrez, 2008, p. 152). Through Gutierrez's explanation then, the enacted connection of Moje et al.'s (2004) third conceptualization of transformative third space aligns well with the theoretical intention of translanguaging.

Ecological challenges to translingual practices captured in co-created third spaces are often situated in the held ideologies of the communities themselves. For example, Rosa (2019) uses the notion of a racialized ideology of languagelessness to characterize perceptions of Latinx community members in the United States. Nelson & Flores (2015)'s raciolinguistic ideology posits that this creates an inverted valuing of multilingualism. As teachers engage in practices to support the development of multilingual ecologies, they can therefore expect to sometimes face complex challenges and resistance from both within and outside the class community of practice.

The Translanguaging Classroom

Multilingual interactions within flexible contact zones have not changed over time; the ecological communicative practices of multilinguals themselves are long-standing. Whether communication occurs locally or globally, using a form of new media or any of the semiotic resources available within a given geotemporal space, it is theoretically the same communicative, translingual practice. When such spaces are a classroom, scholars use the term *translanguaging* (Creese & Blackledge, 2010; Garcia, 2009; Garcia & Li Wei, 2014) to describe the "practice of multilinguals [in] using their full linguistic repertoires to communicate" (Arnold, 2020, p. 319). Colin Baker popularized the term in 2001 upon translating the work of a Welsh-English bilingual

educator named Cen Williams (1994), who coined the popular neologism to emphasize the way in which languages could be used "in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning" (Lewis, Jones, Baker, 2012a). In translanguaging, one does not have to have full or perfect competency in the utilized language(s) in order to make use of various dialects as a resource. In this way, all participants within an ecological space where multiple languages are in use becomes, or is in a sense, a translingual and engaged in translanguaging. It does not deny the "existence of named languages, but stresses that languages are historically, politically, and ideologically defined entities" (Wei, 2018, p. 27).

García and Wei (2014) further explains that each affix of the term *translanguaging* holds added value. The affix *-ing* refers to conceptualization of creating language fluidly and continuously in a moment-by-moment manner through a process of knowledge construction, as described in an earlier section. In 2019, Wei and Lin further extended the original *trans-* affix triple layered set of meanings, which now include the potential a) to *transcend* socially constructed language systems and structures to create "a trans-system and trans-spaces" (p. 210), b) for *transformative* capacity within language systems as well as an individual's cognition and social structures, and c) for the *transdisciplinary* consequences of re-conceptualizing language by "working across the divides between linguistics, psychology, sociology, and education" (Wei, 2018, p. 27). These aims have been central to the dissemination and development of translanguaging pedagogies, though understanding the term *translanguaging* itself can still be somewhat elusive. Jaspers (2017) contends for the need to further clarify terminology based on the

multiple potential grammatical uses within an utterance, to the effect that “the occurrence of translanguaging ([as in] fluid language use) is triggered by translanguaging (the pedagogy) and can be explained as an instance of translanguaging (speakers’ natural instinct” (p. 3). Indeed, the myriad of discourses related to translanguaging pedagogies reflect these different usages in practice despite the attempts of theoreticians to continually clarify it over the last decade (García & Sylvan, 2011; García & Otheguy, 2020; Lewis, Jones, & Baker, 2012a, 2012b; Wei, 2018; Wei & Lin, 2019).

Translingual theory supports the creation of linguistically sustaining pedagogies and positive multilingual classroom ecologies which are embodied within translanguaging pedagogy as a practice. Multilingual classroom ecologies closely align with the theory of translingual practice, in that they are often a highly diverse contact zone within a community that leads to innovations in co-constructing communication. There is no doubt within the research that translanguaging theory brings us to "new linguistic landscapes" (García, Ibarra Johnson, & Seltzer, 2017, p. v). It is at the intersection of our concepts of language and identity, multilingualism, language ideologies, semiotic, and transidiomatic practices.

Ecological challenges to translingual or multilingual practices are often situated in the held ideologies of the communities themselves. For example, Rosa (2019) uses the notion of a racialized ideology of languagelessness to characterize perceptions of US Latinx community members. Nelson & Flores (2015)'s raciolinguistic ideology reasons that langaugelessness "frames the linguistic practices of racialized populations as deficient regardless of the extent to which they might be perceived as corresponding to

standardized norms, creat[ing] an inverted conceptualization of bilingualism" (Rosa, 2019, p. 126-127).

Transliteracy researchers Zapata, Kuby, and Johnson Thiel (2018) contend that semiotic resources would include available technologies and other translingual assemblages and intra-activity, and so technology will be considered as a component influence among other environmental and ecological considerations. Due to the unique interconnectedness of technology between both asynchronous and synchronous spacio-temporal contexts associated within modern classroom communities, further discussion about technology as it relates to this inquiry is explored in the next section.

Translanguaging Stance, Design and Shift. The above connections situate translanguaging pedagogies deeply within the theoretical framework of translingual practice and the creation of multilingual ecologies as third spaces within the historical educational context. Given the afore-mentioned perspective that this then is a complex act with socio-historical and spacio-temporal influences, how does one enact translanguaging pedagogies? García and Seltzer (2016) proposed a three stage conceptual framework for the process of leveraging student bilingualism for the purpose of learning through translanguaging, known as *Stance, Design,* and *Shift* (p.28). The first stage, Stance, "refers to the philosophical, ideological, or belief system that teachers draw from to develop their pedagogical frameworks" (García, Ibarra Johnson, & Seltzer, 2017, p. xii). As mentioned previously, this means that a teacher must see language as a resource or asset that can be utilized in the classroom to enhance and enrich learning for everyone. This always reminds me of an example from when I was teaching early emergent literacy to refugee high schoolers from a mix of global backgrounds and languages the first year

of my career. I share this example for two reasons. In part, because it highlights that language teachers have been using translanguaging pedagogies before we had a name for them, as Canagarajah (2017) and Flores (2014) remind us. But also because it reminds me that early career teachers, such as myself and the ones selected to participate in this study, innovate and expand on the foundational theories and practices from their TEP experiences related to raciolinguistic ideologies and translingual practices. Through my K-12 licensure preparation coursework, which included extensive background in the teaching of early literacy, I knew that connecting sound-letter correspondences (as in the development of both phonemic awareness and phonics) is a uniquely challenging task for any brain (Wolf, 2008), let alone a late adolescent brain that is learning to read for the first time and in a new language.

The students in this particular class had already been through the usual beginner literacy classes, and had not made adequate progress enough to proceed to the next level of emergent literacy. The previous class had been taught by a highly accomplished and qualified teacher with ten years of experience teaching pre-literate refugee high schoolers to read, who maintained a monolingual English focus for the course. Thankfully, I was given the freedom to innovate on the firm foundation already modeled for me as a new teacher and was able to apply this knowledge utilizing my students' LBE (Languages Beyond English) as assets. By fostering the use of words from languages within our class' multilingual ecology to make transliteracy and transcultural connections, these same students made great progress along the continua of biliteracy development. I will share anecdotally that many graduates from this class attributed their success to our class' multilingual ecology, where they were able to connect their funds of knowledge to

academic literacy and learning goals. In this brief example, the ideological underpinning of this idea to use students' full linguistic repertoire to learn to read demonstrated my translanguaging Stance.

This same vignette from my early career further provides a touch point for understanding the second stage within the translanguaging pedagogy process, that of Design. García, Ibarra Johnson, and Seltzer (2017) write that this stage includes the integration of home, school, and community language and cultural practices. It is a "flexible framework for teachers in both English-medium and bilingual classrooms" (p. xiii). I modeled the (translanguaging) Design process in the above example when I strategically implemented daily connections on rotation with each represented culture and language within our CoP, supporting active engagement for transliteracy learning. My Stance enabled my Design to support translanguaging pedagogies.

Based on translanguaging's positive orientation to multilingual communications, Li Wei (2018) proposed a *translanguaging instinct* to "describe the human tendency to transcend the boundaries of culturally defined linguistic categories" in their communications with one another as is often experienced in the contact zone of the multilingual classroom (Li Wei as cited in Flores, 2019. p. 46). This situates multilinguals as assets for the function of communication, humanizing the teacher-student and parent partnership as equitable interactions by validating and affirming students' culture and languages (Franco, Ángeles, Orellana, & Minkoff, 2020). Captured in this responsive, elemental, and dynamic interpretation of bilingualism is the use of one's dialects as a *translanguaging corriente* (Garcia, Ibarra Johnson, & Seltzer, 2017), an experience full of flow with its own unique river-like topography and movement. The flow of the

translanguaging experience could encompass a practice metaphorically like the mighty Mississippi River, where the interweaving of different linguistic resources occurs with flow that shows strong currents of connection, or it could be like a tiny stream (known as a "crick" where I am from), where the interweaving of different linguistic resources seems soft and slow with easy shifts based on the topography of the environment. This conceptualization of a translanguaging corriente connects to García and Seltzer's (2016) *Shift,* the third conceptual practice within translanguaging pedagogy, by allowing flow to influence the moment-by-moment decision making that enable an educator to be flexible and respond to the needs of the translingual learners and to become a co-learner with them (p. 28).

In my previous early career teaching anecdote, this translanguaging Shift would have been reflected in the moment-by-moment choices made throughout the class time as my students and I co-negotiated which words to utilize for our transliteracy practices. One example that I can recall was a spur of the moment decision to use the words for "rice" across the eight represented languages in our community to analytically search for common sounds with logo-graphic connections; the word was selected from that day's reading of an engaging autoethnographic immigrant story because of its centrality within the traditional dietary practices of so many cultures and that there is a degree of phonemic connection between some (i.e. "rice" in English and "arroz" in Spanish both have /r/ sounds). The selection of such a word for exploration across linguistic and semiotic boundaries reflects a co-negotiated decision that was embodied by teacher and students' uptake of and engagement with such a translanguaging Shift in practice.

Developments in Classroom Translanguaging Research. Translanguaging pedagogies, or the practices of Stance, Design, and Shift as rooted in linguistic advocacy for social justice, have four purported purposes: (1) Support students as they engage with complex content and text, (2) provide opportunities for students to develop linguistic practices for academic contexts, (3) make space for students' bilingualism and ways of knowing, and (4) support students socioemotional development and bilingual identities (Garcia, Ibarra Johnson, & Seltzer, 2017, p. ix). A cascade of recent research has upheld these four assertions, for the most part, as researchers and practitioners partner to fully explore the application of translanguaging pedagogies to support multilingual classroom ecologies (Jonsson, 2019; Osario, 2020; Palmer, Martínez, Mateus, & Henderson, 2014; Rowe, 2018; Sayer, 2013; Seltzer & de los Ríos, 2018; Zapata, 2020; Zapata & Tropp Laman, 2016). Translanguaging research includes multiple examples of how educators experience the perspective transformation necessary to engage in translanguaging pedagogies as it is negotiated being individually and collectively negotiated within the field (e.g. Hamman, 2018; Tai & Wei, 2021; Seltzer & V. de los Rios, 2018). Subsequently, this section concludes with a review of translanguaging andragogy, positioning teachers, researchers, and students as co-learners in the creation of multilingual classroom ecologies.

Translanguaging Andragogy. Two areas emerge when considering aspects of adult learning as related to facets of translanguaging practices within current research: a) the learning and development of the individual within the teacher role as they uptake and apply translanguaging pedagogies, and b) the transference of translanguaging pedagogies into the adult language learning experience, or the development of translanguaging

andragogical practices. The first area to explore is that of the teacher's role and development within translanguaging practices, as motivated in large part due to the reported positive results for students discussed previously. This denotes a dissemination gap area between theoretical knowledge and contextual implementation as TEPs and practicing professionals continue to develop ways to pivot towards translingualism through reflective Stance, Design, and Shift practices in each unique respective context (Machado & Cornell Gonzalez, 2020). The second area of translanguaging andragogy in research emerges as one looks to applying translanguaging pedagogies within adult language learning and teaching, that of higher education and community-based language acquisition programs.

This study relates to the first area of translanguaging andragogy as it explores the perspective transformations of early career language teachers, who self-identify in their aspirations to apply translanguaging pedagogies, as they experience the creation of multilingual ecologies within their classrooms. Within the second area that is not a focus for this inquiry, there are few recent studies which have begun to turn their attention to the potential for applying translingual theory into adult education language learning spaces (Turnbill, 2019; Klco, 2022) beyond use with students in university classrooms (Canagarajah, 2013, 2020), and even fewer which explore the reality of teachers as learners implementing and learning the art of translingual practice with and through their students.

Seltzer (2019) often mentions the attention to their own learning and practices that engaging in the study of translanguaging pedagogies has afforded them, bringing questions to the forefront related to the very ideologies that position the teacher as the

"linguistic expert" (p. 994). It was with this transformational shift for educators in mind that this study was designed to address gaps related to understanding an educator's lived experiences as they seek to implement translanguaging pedagogies. This transformational shift, rooted in the work of Cummins (1986, 2000) and many others, calls on emergent translingual teacher advocates to situate teaching and learning within the "broader sociopolitical context where language, status, and power play a crucial role in shaping schooling experiences for learners," thereby making the practices of language education a "multifaceted, complex phenomenon" (Dubetz & De Jong, 2011, p. 251, 255). In Dubutz & De Jong's 2011 meta-analysis of 30 qualitative studies on teacher advocacy for emergent bilinguals in English programs in the United States, there was evidence that teachers advocated for their students through curricular choices, language choice as used for instruction, and taking their advocacy efforts beyond the classroom. Each act of advocacy for emergent bilinguals documented in these studies varied according to teacher and context through a "negotiation process… heavily influenced by her assessment of the level of risk or professional sacrifice involved in her choices" (Dubutz & De Jong, 2011, p. 256). Challenging norms within monolingual English-oriented school contexts can be more isolating, risky, and challenging (Athanases & Oliveira, 2008; De Jong, 2008; Dubutz & De Jong, 2011).

This research has implications for the preparation of teachers to recognize and expand the use of students' linguistic resources as assets within the classroom context, with recent articles citing both the potential of this professional perspective transformation as well as the challenges related to its implementation within teacher preparation and development (Caldas, 2019; Franco, Ángeles, Orellana, Minkoff, 2020;

Zapata, 2020). To address challenges related to the implementation of translingual practices as experienced by language educators, Arnold (2020) suggests that more consideration should be given towards the readiness of students to appreciate and accept translingualism. This finding supports the contextualized advocacy reported earlier in Dubutz and De Jong's meta-analysis, addressing the need to respect student agency in their language choices depending on their specific context as "monolingualism has a string hold on students' and teachers' thinking about literacy and language" (Arnold, 2020, p. 337). Emergent research documents the challenges to and possibilities for transforming the monolinguistic centered thinking of teacher candidates, with initial findings suggesting that mentoring and modeling play an important role in the uptaking of translingual practices through reflective re-orientation towards language ideologies (al-Bataineh & Gallagher, 2018; Anathases & Oliveira, 2007; Caldas, 2019; Collins, Sánchez, & España, 2019; Coppersmith, Song, & Kim, 2019; Machado & Cornell Gonzalez, 2020; Prada, 2020, 2021).

Technology Tools as a Semiotic Resources

As this paper attempts to (re)conceptualize culture and language as a dynamic lived experience, it follows that attention must be paid to the student experience wherever it originates from: the neighborhood, the television, streaming, social media, or cultural customs and modes of interaction with parents and grandparents here and in countries of origin (Goldenberg, 2020). Due to the intersections of instructional technology for pedagogical purposes and digital tools utilized as semiotic resources in translingual practice, additional clarification is needed in order to situate this study in its current context.

In the move to emergency remote teaching and learning in March of 2020 amidst the early COVID-19 pandemic and then continuing a variety of remote and in-person teaching and learning models through the 2020-2022 academic years, many educational stakeholders utilized technology in new and innovative ways. During this time, teachers, teacher candidates, researchers, and teacher educators began making early discoveries, sharing building blocks, and encouraging collaboration in the use of technology for emergency and/or remote teaching and learning, sometimes known as E/RTL (Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, & Mouza, 2020). These became "stories of heroes using technology to respond to desperate situations… [shared] as a way of providing hope, support, and ideas for others" (Ferdig et al., 2020, p. xiii). These technological innovations in teaching and learning lay the foundation for the reconceptualization of space in this inquiry, and undoubtedly influenced the experiences of the early career language teacher participants. In the current context, preservice and inservice teachers have been been exploring in earnest how "instruction can be facilitated and enhanced using digital tools such as audio feedback, hyper-linked websites, 360-degree video, videoconferencing, storyboards, and digital storytelling" (Ferdig et al., 2020, p. xvi).

I build on this conceptualization of digital tools as resources within the environment by first acknowledging that these digital tools may exacerbate or reinforce socioeconomic and racial divisions (Barko-Alva, Porter, & Herrera, 2020). Educational systems, which include language teachers, can mistakenly dichotomize equity with access by utilizing a narrow repertoire of digital tools that socially and culturally elevate some sanctioned language dialects over other varieties (Barko-Alva, Porter, & Herrera, 2020;

Rowe, 2020). As such, semiotic resources including digital tools and the affordances, or "the perceived and actual properties of an object or artifact… that determine just how it could *possibly* be used" will be discussed in relationship to the multilingual ecology of the classroom environment (Carr, 2000, p. 6, as quoted in Rowe 2020, p. 364, emphasis in original quote). As explained within the section on methodological tools, participants in this study had the opportunity to self-select ecological semiotic artifacts as contextual resources for experiential inquiry.

Technology Tools in Translanguaging Research. A gap exists between the policies and practices of supportive multilingual classroom ecologies and the practices of language teacher education as they relate to technology usage, with most TEP teacher candidates receiving most, if not all, of their education within a monolinguistic English environment (Caldas, 2019; Franco et al., 2020; Prada, 2019, 2021). While the field of research on approaches to translanguaging and pedagogy has been growing at a fast pace (Creese & Blackledge, 2010; Jasper, 2017; Palmer, Martinez, Mateus, & Henderson, 2014; Wei, 2018), there is still a need to research subsequent shifts in technology practice among language teachers that apply their translanguaging ideologies.

There are a few studies which have focused on technology within classroom translingual practices. Madison (2011) advocated engaging in qualitative approaches for the study of teacher use of technology as a methodology which allows for an approach that acknowledges systemic oppression (Palmer & Caldas, 2017). Rowe (2020) highlights the potential of using digital tools to create a third space with a positive orientation to the intersections of named languages and raciolinguistic ideologies. This approach, then, has been found appropriate for working within the "language policies [of] schools which

result in the breakage of the link between language, identity, and culture" (Caldas, 2019, p. 3). Few additional researchers have begun to explore technological affordances within translanguaging practice, though the works of researchers Flores and Aneja (2017), Nuñez (2019), Tai and Wei (2021), and Prada (2022) include student-selected transmodal and trans-semiotic communications within their data analysis, with the reported benefit of providing students and teacher candidates the ability to create more complex representations of their reflective thinking.

What remains unclear at this time is how teachers contextualize translanguaging Stance, Design, and Shift as they integrate knowledge of technologies, including trans-semiotic resources, within the negotiation of both content and pedagogical knowledge for optimal learning (Angeli, Valanides, & Christodoulou, 2016). Rowe (2020) specifically calls for the study of the inclusion and evaluation of digital tools across differing content areas when the teacher does not speak all of the same language of their students, because most emergent bilingual children in the United States are taught by monolingual teachers with the "challenge of attempting to support students' [LBE] without institutional support" despite purported positive benefits for translingual students (p. 363).

The use of a qualitative method is important because at this time largely quantitative research methods have been established as measures of teacher evaluative proficiency in technology usage, and these quantitative methods have not been conducive to researching within specific content areas such as language learning, communities, or contexts (Archambault, 2016; Bakir, 2016). New norms for technology tool usage for the purposes of translingual communication after the shifts in schooling modalities following

the rise of the COVID-19 pandemic are still being established, admittedly while notable efforts are being made in other areas in order to understand multiple foundational effects of the switch to remote teaching and learning. As an example at a most basic level, one quantitative study found that roughly 51% of survey respondents, who were parents serving as proxy educators to their children during remote learning, reported that "at least one of their children struggled with distance learning," (Davis, Grooms, Ortega, Rubalcaba, & Vargas, 2021). This finding points to both the liminality and stress of the pandemic era learning on educators and proxy educators, and the possibility that technology as a tool has been implemented in remote learning with a range of effects on student learning and success. For the purposes of this study, careful notes were taken of teacher and student use of technology as semiotic tools for the purposes of translingual practice within the observed phenomena as it is an area in which our current understandings are limited.

Review of Design

There are ten critical elements of qualitative research outlined by Lichtman (2013) which were met and explored in the design of this study. Lichtman's (2013) criteria include that the study's main purpose is to holistically describe in-depth the human experience, that qualitative research is fluid and ever changing, and that the nature of it is dynamic and nonlinear. Fluid facets of this study such as the evolving pandemic-era context and the raciolinguistic ideological nature of this inquiry connected well with Lichtman's (2013) criteria and assisted in determining that the utilization of a qualitative research paradigm was best.

Qualitative research has undergone many movements since the beginning of the twentieth century until the present moment, and phenomenological research is known as one of the oldest of these with roots in the modernist era in the 1950s-1970s (Gerber, Abrams, Curwood, & Magnifico, 2017). Within any formal inquiry, but particularly so for any study claiming a phenomenological orientation or methodology, it is important to clearly articulate the philosophical orientation guiding the research (McMillan & Schumacher, 2010). Through the lens of constructivism and the subsequent epistemic of constructed realities, phenomenology centers itself on a reality that is participatory and created by both participants and researcher (Lichtman, 2013).

This use of phenomenology within a post-humanistic constructivist paradigm to describe "what is" beautifully aligns with Interpretative Phenomenological Analysis, or IPA, (Smith, 1996) lending appropriate criticality through a hermeneutic participant and researcher co-reflection that is respecting of life stages, namely that of epistemic cognition. Kitchner (1983) identified epistemic cognition as the third stage of cognitive thinking which develops in late adolescence and explains how humans monitor their problem solving when an issue is rooted in ontology and the nature of it deals with truth, values, and beliefs. As described in the section of translingual practice and multilingual ecologies above, the lived application and perceived experience of these concepts are highly value-laden and steeped in raciolinguistic context. Subsequently, this inquiry area fits well as an epistemological issue for early career language educators that can be explored through phenomenology as it follows an existing line of research that examines stated teacher beliefs regarding reflective practices and perceptions of efficacy

(Coppersmith, Song, & Kim, 2019; Faez & Valeo, 2012; Farrell & Ives, 2015; Mady & Arnett, 2019; Osario, 2020; Xingzhen Gao & Jie Yang, 2022).

Philosophical Orientations

Like Stake (1995) and Yin (2003) have suggested, this qualitative phenomenological case study is based on a constructivist paradigm with post-humanistic underpinnings (Stake and Yin as cited in Baxter & Jack, 2008). Posthumanist scholarship is situated on "inter-activity, trans-corporeality, and translingual assemblages… within perspectives on knowing (epistemology), be(com)ing (ontology), and doing (axiology).. in which the subject is emergent, unpredictable, and nonreductive" (Zapata, Kuby, & Johnson Thiel, 2008, pp. 478, 481). Constructivism allows for a "circular dynamic tension between subject and object," meaning the influence of both human and inanimate objects within specific spatio-temporal contexts are mutually influencing each other within a co-constructed and post-humanist reality (Miller & Crabtree, 1999, p. 10). As this study seeks to describe a phenomena within the real-life context in which it occurs (Yin, 2003), this aligns well within a phenomenology orientation, which is historically rooted within philosophy within applied scientific research (Creswell, 2013).

Beyond very few methodological procedures, phenomenology is primarily defined in relationship to its strong philosophical component and can be used to study phenomena in their naturally occurring context or in numerous other means by which researchers gain insight into lived experiences (Groenewald, 2004). There are many variations of phenomenological philosophy and practice, but all share a "similar focus on describing lived experiences and recognizing the significance of our embodied, intersubjective lifeworld… the intentional relationship between personas and situations"

(Finlay, 2009a, p. 4). The aim is to conceptualize how situations are meaningfully lived through as they are experienced (Giorgi, 2009, 2012).

Some scholars, such as Van Manen (1990) and Langdridge (2009), argued that further variants used to describe phenomenological research such as either descriptive or interpretive can be conceptualized as on a continuum where there is no hard and fast boundary between them (Finlay, 2009b; Fochtman, 2008). Indeed, Langdridge even notes that "such boundaries would be antithetical to the spirit of the phenomenological tradition that prizes individuality and creativity" (2008, p. 1131). This is in part due to the fact that the two branches of phenomenological orientation were birthed in close proximity to each other, with Husserl's descriptive phenomenology closely linked to that which was developed by his student and later colleague, Heidegger (Wertz, 2011). Heidegger's interpretive phenomenology is also known as hermeneutic or existential phenomenology. Both assume that the "lived human experience is always more complex than the result of a singular description… [the study of which] allows for insight into the complexity and/or broadness of peoples' experiences as they engage with the world around them" (Sloan & Bowe, 2014, p. 1292).

Gained insight from either branch of phenomenology, descriptive or interpretive, can clarify phenomena in the field of pedagogy in ways that formatively inform and transform the relation between being and practice (van Manen, 2007). As such, Randles (2012) summarized the copious discussion within the literature regarding the philosophical nature of phenomenological practice which have included periodic calls for further articulation of how this philosophy translates into conscientious methodological practice, while acknowledging that a great deal of the difference between descriptive and

hermeneutic (interpretive) phenomenology is ideological and so it can appear similar in methodological practice.

Due to the nature of this particular inquiry centered on the experiences of early career language educators, an interpretative or hermeneutic phenomenological approach was the philosophical stance adopted, though I acknowledge that both branches of phenomenological interpretation are on a continuum and greatly influence each other. After much consideration, the reasoning for the adoption of Hedeigger's interpretative phenomenological lens as a focus within the continuum was due to its potential to acknowledge researcher-participant collaborative inquiry. Indeed, Husserlian descriptive practices of abstention, or epoché, through reduction and bracketing of one's own attitudes, personal experiences, and values were not found within existing translingual practice research. Translingual scholars and theorists have maintained a consistent focus on the ideological connections and experiences of both participants and researchers, found explicitly within the call for collaborative research (Tian & Shepard-Carey, 2020) and within the research itself (e.g. Machado & Hartman, 2020; Seltzer & V. de los Rios, 2018). Hermeneutic (interpretive) phenomenology instead acknowledges the researcher's involvement as embodied or situated cognition that is enacted and ecological, as in part of the research inquiry process that can not be omitted through bracketing but instead acknowledged as a part of the inquiry process (Larkin, Eatough, & Osborn, 2022). Hermeneutic phenomenology values reflexivity, or "a person's reflection upon or examination of a situation or experience," as intrinsic to the inquiry process which is not descriptive by allows a description of it as it appears in consciousness (Sloan & Bowe, 2014, p.1297; van Manen, 1997, 2014). Essentially, these this reasoning flows also from

the post-humanist orientation described above as well, as "trans-corporeality does not bracket the biological or human endeavor from other bodies but recognizes its inseparability and its force within the collective," providing further philosophical alignment for this study (Zapata, Kuby, & Johnson Thiel, 2008, p. 488).

The strength of phenomenology as a philosophical orientation for education research resides in the close relationship between the researcher and researched phenomena, allowing for a "richness of data, results, and corresponding implications that might not have been attainable otherwise" and is especially true of research which takes shape as the shared stories or narratives of phenomena amidst natural settings (Randles, 2012, p. 18). Phenomenology distills findings into the essence of the phenomena, an intuitive approach to research in which "generalized findings are more substantial, and thus, provides qualitative analysis with stronger intersubjective findings" allowing for transference (Giogi, 2009, p. 55). Randles (2012) asserted that these facets of phenomenology allow teachers to engage in and understand phenomenological research findings more effectively and easily in their own contexts, as is a similarly evident finding in the field of nursing which has utilized phenomenological research to understand various phenomena found within the lived experiences of practitioners and patients alike (Bevin, 2014; Brocki & Wearden, 2005; Pun, 2021). As it follows a similar descriptive orientation to that of ethnographic translingual sociolinguists Creese and Martin (2003) and Tai and Wei (2021a, 2021b), this study utilized phenomenology as a philosophical, methodological, and analytical framework that centers on the experiences of early career language educators.

Though studies with transformative intentions can be rooted in critical theory (Cresswell, 2009), I did not choose that route for this study due to philosophical tensions. In establishing intention around the learning goal of valuing relatedness, transformation becomes possible within teacher education through an acceptance of co-constructed learning without adopting critical theory as a perspective or orientation. As a researcher, I will seek to create opportunities for "transformation and restoration [to] occur through the power of language, how we speak and how we listen to each other" and thereby honor the community created within the learning environment (Block, 2009, p. 101). Transformative growth by participants and potentially by stakeholders within the educational community is often presented as a benefit of phenomenological and constructivist oriented research, and critical theory does not generally align with the stance a phenomenological researcher must adopt (Giorgi, 1931). Instead, I adopted a stance of co-learning through collaborative inquiry about the phenomena in order to evolve the teacher-researcher nexus in applied linguistics by selecting an analytic framework that allows for critical insights into both research and participant perspectives (Leung, 2019; Tian & Shepard-Carey, 2020). Additionally, due to the nature of the topic of this inquiry, namely that of understanding experiences related to multilingual classroom ecologies through the lens of translingual practice, the participants themselves have likely contributed to the research via a critical slant as the theme of translanguaging itself reflects empowering human beings to transcend the constraints placed on them, acknowledging translingual practice as transformative of the historical languaging norms in Minnesota and other North American language classrooms (Finlay, 2009b; García & Li Wei, 2014; Spring, 2018).

As participants necessarily lead within the context of their class communities, their critical reflections shared within their contributions to this research do serve the general purpose of schooling in its role "as a powerful instrument for deliberate community re-creation and transformation" (Lagemann, 2000, p. 237). Where such critical reflections are found in the data and interpretations, however, are simply descriptions of participant lived experiences and held perspectives or positions. Phenomenology, as the philosophical orientation that guided this research, substantiates only the investigation of "participant consciousness and the intentional relationship between persons and situations" (Finlay, 2009a, p. 4). This philosophy aligns well with recommendations for researching language teachers which advises researchers to be sensitive to participants' anxieties by adopting a flexible approach while reducing power distances between teachers and researchers by acknowledging teacher expertise (Hobbs & Kubanyiova, 2008)

As a counterpoint worth mentioning, some philosophy-centric authors characterize phenomenological contributions as a "critical and radical tradition" due to the intentionality necessary to reinterpret information within the hermeneutic traditions of human sciences (Freeman & Vagle, 2013, p. 725). While phenomenology has been characterized as an interpretive discipline, examining the linguisticality necessary for such interpretations involves aligning words and concepts in such a way that perceptions are deepended and mediated by the quality of the language selected by the researcher, which Freeman and Vagle call "linguisticality as a virtue" (2013, p. 732). Linguistically here is used to mean the capacity of language to structure our thinking about the world (Freeman & Vagle, 2013). This argument also addresses another scholarly concern related

to the use of phenomenology, namely that it is “simply descriptive” and lacks a sufficient interpretive focus (Larkin, Watts, & Clifton, 2006). In essence, this reflects a soft-view of the Sapir-Whorfian hypothesis that all linguists are familiar with; namely, that the language available to us influences the way that we understand and perceive the world itself thereby reflecting a certain attitude of criticality (Wardhaugh & Fuller, 2021). In response, phenomenologists assert that it is then the specific charge of the researcher to select well how the phenomenon is best presented linguistically in its epistemological essence. This is done by assuming the correct attitude of phenomenological reduction and reflection described further within the methodological and analytical framework (Giogi, 2012).

Methodology

Different forms of methodology are demanded according to the type of phenomenon under investigation and the kind of knowledge sought, with a multitude of meanings and nuances equaling an appropriately numerous or multiplicity of methods in the field related to the principles, processes, and procedures by which a researcher approaches their inquiry (Langdridge, 2008). The philosophical and ideological foundation of phenomenology has birthed a family of methodological approaches, “which are informed by phenomenology but with different emphases” (Landridge, 2007, p. 4). Phenomenology maintains a flexible disposition to methodological and analytical frameworks that fall within its philosophical purview, being neither a “doctrine nor a contrived method but a diverse, living moment that is still changing” (Wertz, 2011, p. 130). As such, many methodological and analytical frameworks were considered for this study which might also align with a phenomenological orientation due to rich discussion

within literature about the differences between phenomenological branches and potential methodologies. Hermeneutic phenomenology was also taken up as a methodology for this study due to considerations of principle, process, and procedure.

A principle at the heart of the methodological choice to use phenomenology for this study was Heidegger's view of the person as "always and indelibly a 'person-in-context'... [i]t is a mistake to believe that we can occasionally *choose* to take up a relationship with the various somatic and semantic objects that 'make up' our world, because such relatedness is a *fundamental part of our constitution"* (Larken, Watts, & Clifton, 2006, p. 104). This first aim of understanding the perspective of someone within their ecological context can be compared to ethnographic studies in which small communities are closely investigated (Pietkiewicz & Smith, 2014). In a similar vein, Brocki and Wearden (2006) contend that hermeneutic phenomenology is fittingly valuable in the study of personal experiences compared with the use of grounded theory. As research on multilingual ecologies and translanguaging pedagogies often utilizes critical ethnographic orientated methodologies and practices (Seltzer, 2019, 2021; Caldas, 2019), it was important to utilize a similar methodological approach that could engage with the participant within their context without dismissing the impact or importance of post-humanist trans-semiotic resources and community relationships. Since hermeneutic phenomenology describes "how one interprets the 'texts' of lived experiences and semiotics", it is a natural fit for encompassing the participants and facets of their ecological environment (Sloan & Bowe, 2014, p. 1296). Heidegger's interpretive (hermeneutic) stance is, in essence, not seeing the individual as separate from their context but rather seeking to understand them from within and through their context.

Considering the challenges of researching language teachers (Dörnyei, 2007), multiple aspects of methodological process were also carefully considered within the framework of the established phenomenological orientation. While advice for overcoming obstacles when engaging in research with language educators is scarce (Spada, 2005; Spada, Ranta, & Lightbrown, 1996; Tang, 2000), there is a renewed call for teacher-research collaborations within the field of applied linguistics as new ideological paradigms are explored (Tian & Shepard-Carey, 2020) within which methodological tensions related to the production of high-quality research and optimal participant experience are inextricably bound. Hobbs and Kubanyiova (2008) advised that potential issues relating to time commitment and power distance be considered in particular as "in the specific context of researching [language] teachers, ethical issues arise surrounding the placing of unreasonable demands on individuals already steeped in work and responsibility" (p. 503). Concerns over demands for time is the primary reason why this inquiry focused on four participants as it disseminated the time requirement amidst a few participants instead of just one individual case study participants while remaining within the typical case boundaries of phenomenological research and the use of IPA for analysis.

In an effort to reduce obstacles for participation and sustain engagement, it was perceived that typical suggestions offered in the literature such as a letter of thanks were inadequate as compensation for the time and energy of the participants (Dörnyei, 2007). As such, a faculty research grant was obtained from my university to provide a small amount of monetary reimbursement for participation in the research, with the suggestion that the one hundred dollar gift card provided could be used to purchase classroom

materials. In taking up additional suggestions from Hobbs and Kubanyiova (2008) to address stresses of time commitment and issues related to perceived power distance betwist researcher and teacher roles, I endeavored to be sensitive to participants' anxieties and adopt a flexible approach that worked to ensure that "the teachers constantly experience[d] the benefits of their participation" (p. 505) through consistent communications of gratitude and acknowledging their expertise when possible to underscore that we are co-learning throughout the research process.

Subsequently, all data collection tools and procedures described in the next section and were selected for their alignment with the considerations for participant experience while maintaining high quality standards within this phenomenological inquiry. Considerations included, but were not limited to, aspects of principle, process, and procedure leading to the strategic selection of specific data collection tools.

Data Collection Tools

Data collected for this study includes participant interviews using semi-structured format, participant selected ecological semiotic artifacts, weekly journal entries, and researcher field notes. Analysis was iterative with techniques including the categorizing and coding meaningful units with artifacts and transcript data from participant interviews following the "double hermeneutic" of IPA (Smith, 1996) which acknowledges that the researcher and participants are both involved in a dual interpretative allegorical process.

Interviews. Semi-structured participant interviews are the foundation of data collection in typical phenomenological orientated research (Cresswell, 1998). Several key principles were foundational to the design of the semi-structured interview utilized for this phenomenological study, including the notion of co-construction of perceived reality

along with 12 characteristics of semi-structured qualitative interviews helpfully summarized by Brinkmann and Kvale (2015). Firstly, the phenomenological heuristic and constructivist perspectives point out that "interviewee subjectivity is not so much *revealed as constructed* during social practices such as interviews," thereby making the interview a specific kind of situated interaction typical of research but not as common a form of formal discourse practiced outside of scholarly pursuits (Brinkmann & Kvale, 2015, p. 107, emphasis original). As such, the interview itself represents a negotiation of co-constructed reality between the participant and researcher/interviewer reflective of an interpretative, or hermeneutic, phenomenological orientation to understand the living, acting, and knowing of the early career language teacher's embodied experience.

This epistemological knowledge goal acknowledges knowing as both a mode of being as well as doing. In doing so, I combine epistemological positions as proposed by Brinkmann and Kvale (20115) to depict the idiographic experiential knowledge gained in through the interview process as: 1) produced, 2) relational, 3) conversational, 4) contextual, 5) linguistic, 6) narrative, and 7) pragmatic (p. 55). Though the interview has similarities to an everyday conversation, phenomenological interviews maintain an emphasis on describing the power asymmetry between the interviewer and interviewee as a factor in later analysis since the co-constructed nature of the interview creates its own temporarily situated reality of the experience. Along this line, I furthered the agentive participation of the interviewees in this study by the addition of a stimulated recall technique for elicitation in conjunction with the use of the visual data gathered from participant selected ecological semiotic artifacts. Stimulated recall, used in conjunction with other qualitative data collection methods, can be used to "understand participants'

thinking and decision making" in particular contexts to aid in reflection in contexts which include on-line and in-person spaces that involve complex situated interactions (Gerber et al., 2017, p. 47). More information related to the visual utilized for the visual elicitation during the interview process and the reasoning for its adoption in this study are detailed in the subsequent section.

Secondly, phenomenological interviewing has many key characteristics in focus that distinguish it from other forms of interviewing and further orientate it within a phenomenological philosophical orientation and methodological approach. I have summarized twelve of them in my own words utilizing the list of key terms created by interview researchers and theorists, Brinkmann and Kvale (2015, pp. 32-35): 1) *life world*: the goal of phenomenological research is to understand someone's everyday experience "independent of and prior to explanations" (p. 32), 2) *meaning*: the interviewer listens to explicit descriptions in order to uncover implicit messages of meaning, 3) *qualitative*: knowledge is expressed through language, not numbers as in quantitative research, 4) *descriptive:* nuanced descriptions are encouraged, 5) *specificity:* experiential descriptions of "specific situations and actions are elicited, not general opinions" (p.33), though opinions may lead into experiential areas as of yet uncovered in the interview and should be followed if of interest relevant to the phenomena under exploration, 6) *deliberate naiveté*: the interviewer maintains an open mind to what is said and not said by the interviewee while maintaining a conscious criticality of their own presuppositions, 7) *focus*: "the interviewer leads the subject toward certain themes but not to specific opinions about these themes" (p. 34), hence the semi-structured nature of the phenomenological interview, 8) *ambiguity*: responses during the interview process may

be ambiguous because of the co-constructed nature of communication during the interview or because of "inconsistencies, ambivalence, and contradictions in the interviewee's life situation" (p.34) and it is up to the interviewer to try to discern which is leading to ambiguity, 9) *change*: interviewees may change their perspective within the interview process due to its reflective and co-created nature, 10) *sensitivity*: interviewer knowledgeability is key to eliciting detailed information related to specific themes- in essence, who the researcher is and what they know do matter, 11) *interpersonal situation*: the interviewer remains aware of ethical considerations or transgressions of the subject's personal boundaries through acknowledging the interview as a social interaction between unique individuals, and finally 12) *positive experience*: the benefit of having a well-conducted phenomenological interview includes it being an enriching experience for the interviewee as they consider new insights into their own life world experiences (Brinkmann & Kvale, 2015, pp. 32-35).

Some of these descriptors may now seem familiar based on the above description of phenomenological orientation. They are stated again in this space as they guide not only the interview process but the other selected methodological tools as well and so will be subsequently referenced as is relevant in the sections discussing participant selected ecological semiotic artifacts, journal entries, and the researcher field notes. Finally, this study dealt with potential existential issues related to systemic raciolinguistic ideologies in practice and so care was taken in monitoring how the interview was affecting the participant. Other ethical considerations related to the interview and research process are further discussed within the next chapter.

Interviews have been key methodological tools for researching the phenomenological experiences of educators (De Gagne & Walters, 2010). In a 2016 Iranian study relating authenticity in teaching with teacher's emotional experiences, researchers Ramenzanzadeh, Adel, and Zareian advocate for the use of in-depth interviews along with multiple other data collection methods. This supports Zembylas' (20xx) emphasis in moving "beyond the prevailing individual/social and mind/body dichotomies" (p. 67).

Participant Selected Ecological Semiotic Artifacts. Traditional ethnographic data collection of a situated physical or dialogic context inadequately reflects the complexity of the educator experience within the translingual contact zone that is the focus of this study. Instead of an ethnographic study which centers on the researcher's observations and interpretation of the ecological context, I sought a way for multiple data sources to be assembled and analyzed for the purpose of capturing richer pictures of the whole based on the theories of multilingual classroom ecology as a liminal third space that is co-created by both human and trans-semiotic resources using translingual multimodal and multidimensional communications across a spatiotemporal context. A key factor in the on-going development of researcher practice related to social ecological contextualized research studies such as this one is the use of technologies through the integration of on-line spaces for communication within a classroom learning community. In order to conduct qualitative research that includes online spaces, Gerber, Abrams, Curwood, and Magnifico (2017) propose that "researchers need to be creative in their approaches to data collection and analysis," a truth that has to me never seemed more so than in contemplating the potential of data collection tools for validity and reliability

following the shifts in pedagogical practices throughout the COVID-19 pandemic from 2020-2022 (p. xx). As such, many tools were considered relative to their pragmatic potential to capture key ecological data relevant to this inquiry while maintaining an idiographic and hermeneutic phenomenological philosophical and methodological orientation. The collection of data by participant-selected ecological semiotic artifacts fulfills both the pragmatic needs related to this study as well as provides context within which to better understand the experiences of the early career language educators. Such an artifact selected by the early career language educator participant was open to being anything meaningful to them in reflecting about the translanguaging or multilingual class community spaces that they could visually capture via file, photo, video, or screenshot.

The goal of this study was not to fully describe and analyze the multilingual ecology of the class community itself as this facet of translingual practice has been documented by both sociolinguists (i.e. Creese & Martin, 2003; Creese & Blackledge, 2010) and translanguaging researchers and practitioners (i.e. Seltzer, 2019b, 2020; Tatham-Fashanu, 2022; Wei, 2011). As such, this study and the selection of its methodological tools were not designed to gain new multilingual ecological ground in the area of translanguaging classroom practices through ethnographic observation. Instead the purpose for the inclusion of ecological (trans)semiotic artifacts selected by participants was to allow interpretive insights into their narrative accounts and experiences in a similar fashion to post-video stimulated recall interviews used to study co-learning of teachers and students utilizing the translanguaging perspective in a recent study by Tai & Wei (2021a) within the context of a Hong Kong English medium mathematics classroom and that of Ibrahim (20022) in which teacher candidates created

2D and 3D representations of their own multilingualism as a visual artifact for use in discursive reflections and narrative journaling.

Participant self-selection of trans-semiotic artifacts is undeniably similar in approach to the visual arts methodology of auto-photography, which asks participants to take photographs and then uses them as data (Collier & Collier, 1986; Noland, 2006; Tomas, 2009). In the case of this study, auto-photographic practice was expanded to include visual capture of trans-semiotic artifacts reflective of both digital and physical spaces within the classroom in order to capture the trans spatiotemporal nature of multilingual ecologies as third space. This continues the recent focus on visual and multimodal methods within the researching of education and translingual practices as "interesting new avenues" which include semiotic representations highlighting the critical and creative dimensions of multilingual ecologies as third spaces (Ibrahim, 2022, p. 3; Wei, 2018). Ibrahim further explains that using arts-based practices such as teacher selected trans-semiotic artifacts "opens up a safe, creative space for engaging with linguistic repertoires and exploring teachers' and students' identity connections with their linguistic histories and biographies," a goal that is in line with the aim and content of this study (2022, p. 3).

The methodological technique of auto-photography is purported to better capture perspective and experience of the participant when combined with photo elicitation techniques which use the photographs taken by participants to generate verbal discussion during the interview process (Noland, 2006; Thomas, 2009). Visual methodology researchers Glaw, Inder, Kable, and Hazelton (2017) claim that the combined practiced of auto-photography and photo elicitation "enhance the richness of data by discovering

additional layers of meaning, adding validity and depth, and creating knowledge" while cautioning that researchers take care to consider the meaning of the photographs from the perspective of the participant and that it may be different from their own interpretations and assumptions about the same image (p. 1). Socio-educational research has utilized auto-photography and photo-elicitation techniques to qualitatively examine a variety of topics within education, including spatial manifestations of discourse (Karlsson, 2001), spatial and power relationships in the classroom (McGregor, 2004), the development of professional identities for teachers (Mitchell & Weber, 1998), the engagement of teacher candidates with their own multilingualism (Ibrahim, 2022), and the class habitus, identities, and schooling of youth in Buenos Aires (Meo, 2010).

There are many advantages of using participant selected semiotic artifacts, a practice similar to auto-photography (Collier & Collier, 1986; Ibrahim, 2022), in the search for meaningful experiences reflective of their lifeworld within the multilingual ecological third space context of their classrooms, a few of which I shall describe here and others that are discussed further within the data collection description in the next chapter. A primary reason for the selection of this tool was that participant selected semiotic artifacts are inherently flexible. Inherently within the choices made by participants in self selection of these artifacts is both pragmatic considerations of what they have access to within the classroom, as indeed they are not even limited by the spatiotemporal boundaries of particular class periods or the school day itself, and as a agentive reflection of what they value and would like to reflect on together within the phenomenological interview process (Meo, 2010).

Secondly, these initial reasons also align with corresponding ethical considerations for this research. Ethical considerations related to this tool selection include both adherence to phenomenological principles of seeing the experience heuristically through the eyes of the participant and not overburdening early career language educators with ethnographic observations which may appear evaluative given the perceived power difference between the researcher and participants (Brinkmann & Kvale, 2014; Hobbs & Kubanyiova, 2008). Utilizing a teacher-led selection process for artifacts mitigates potential and stress and discomfort for the participant through allowing them to control themes relevant to the experience of multilingual ecologies within the interview. Auto-photography and photo elicitation for interviewing purposes has been found to have benefits when working with vulnerable populations (Copes, Tchoula, Brookman, & Ragland, 2018) and with those which have experienced trauma (Sinko & Saint Arnault, 20212). As such, it is considered a respectful and highly responsive technique suitable for eliciting rich descriptive experiential narratives through agentive participation. Meo (2010) found that it enhances rapport and facilitates communication by smoothing the process of interaction within the interview, while Sinko and Saint Arnault (2021) further report that participants voiced a high degree of satisfaction with this approach.

Meo (2010) described potential concerns related to the potential for photo elicitation during interviews, utilized in this study in conjunction with participant selected ecological semiotic artifacts, to elicit a closed communication effect. While visuals utilized during interviews can help to create a “map” for the traveler/researcher and perceptively relaxed the interviewee, Meo found that sometimes having the visuals “did

not contribute immensely to their commentary" but instead gave the impression that the participant believed the image could speak for itself (2010, p. 163). This concern is not mirrored in much of the literature related to the use of auto-photography and photo elicitation, however, with many researchers reporting positively on the complexity and richness of the narratives uncovered by use of these tools (Copes et al., 2018; Ibrahim, 2022; McGregor, 2004, Sinko & Saint Arnault, 2021).

In the end, Meo also encourages researchers to assess if this technique would help them to deepen explorations related to the phenomenon under study, and recommends it as a potential visual method to enhance participant's voice through "participation in research about themselves and their views and images of their social worlds" (2010, p. 165). In order to mitigate this potential concern after evaluating the purported benefits of using teacher selected ecological semiotic artifacts, care was taken to communicate with participants that any artifact of their choosing would be valued and accepted as a "slice of a person's perception at one place and one moment in time" (Noland, 2006, p. 3). When defined as such, artifacts provided agentively by the participants provided a metaphorical window into the early career language teacher's perception of the class multilingual ecology that were important for the dual hermeneutic process used for analysis while still providing some freedom from an evaluative paradigm connected to criticality within the perceived power distances documented within translanguaging researcher-teacher collaborations (Tian & Shepard-Carey, 2020).

Journal Entries. Giogi (2009) and other phenomenological theorists leave the method of data collection open to any one that provides concrete and detailed descriptions of experiences. As such, richly detailed narrative accounts have long been an

accepted form of methodological technique within the broader field of phenomenological research (van Manen, 1990; Sokolowski, 2000). In practice, then, the incorporation of teacher journaling for data collection adheres to a key component of phenomenological research process in which the phenomena is described by writing and rewriting (van Manen, 1997).

Support for the use of participant journaling is found throughout the literature (Groenewald, 2004). Participant diaries as open, weekly entries have been sometimes used as the main source of phenomenological data and were reported by the creator of Interpretative Phenomenological Analysis (IPA), Smith (1999), as an excellent alternative to other methods of soliciting narrative accounts. Teacher education researcher Kabilan (2013) utilized open-ended questions within reflective journaling "in order to discern the teachers' voices and experiences as part of the phenomenological research process" and as it is a tool that can be coded using the IPA approach (p. 201). Meerkerk (2017) argued that teacher logbooks as narrative self-reflective journaling spaces are supportive of authentic lived experiences of teachers to facilitate perspective transformations complicite with a phenomenological orientation. In a combination of these data options for participant journaling found in the literature, feedback was solicited from participants via email weekly as a means of providing self-reflective space related to the participant experience within the phenomena.

Researcher Field Notes. The reflective and iterative nature of phenomenological research utilizing IPA requires that the researcher draw from a wide array of analytic strategies related to the "balancing act" of descriptions and interpretations within individual cases and general patterns (Larkin, Watts, & Clifton, 2006, p. 116).

Sokolowski (2000) reminds us that the noticings of phenomenological researchers include interpretations of words, pictures, and symbols. This is a view conducive to the theoritization of translingual practice and its acknowledgement of trans-semiotic resources within a conceptual third space framework.

Analytical Framework

Interpretative Phenomenological Analysis (IPA; Smith, 1996) created an effective space for positive, asset-orientated personal criticality and growth within the analysis and interpretation of data for this study. IPA was developed through the integration of three influences: a) descriptive and interpretive phenomenology, b) hermeneutics, or the theory of interpretation, and c) idiography, or the focus on an individual (Smith, Flowers, & Larkin, 2009). Again, there is alignment within the use of a post-humanist phenomenological orientation and that of IPA through its focus of a person-in-context in the commitment “exploring, describing, interpreting, and situating the means by which our participants make sense of their experiences" within their given ecological context (Larkin, Watts, & Clifton, 2006, p. 110). IPA makes sense to use within the context of this inquiry as it “requires the researchers to try to make sense of the participants trying to make sense of their world” through a duel interpretation process, also known as a double hermeneutic, which describes well the process of meaning making necessary for this inquiry project (Tai & Wei, 2021a, p. 246; Smith, Flowers, & Larkin, 2013). As such, participants engaged with reflective data collection tools aligned within hermeneutical phenomenology as it provided a foundation for examining their perspective transformation related to their experiences in creating multilingual classroom ecologies. These experiences fostered critical reflection as a basis for both evaluation and action as

they engaged in constantly re-assessing and then applying learning within problematized educational issues such as raciolinguistic ideologies in education (Andiulienė, 2016; Canton, 1996; Stickney & Skilbeck, 2020). IPA has been used to guide and evaluate the translingual experiences of teachers and students as a means of leading to recommendations for research and practice on a wider scale through the potential for meta-analysis across studies completed through an IPA framework (Tai & Wei, 2021a, 2021b; Weinberg, Trott, Wakefield, Merritt, & Archambault, 2020).

Smith and Shinebourne (2012) have maintained that more scholarly reflection is needed about the use of IPA as an analytical framework regarding the level of interpretation or abstraction necessary in determining what is most important or fundamental to meeting a research goal while using IPA. Different levels of interpretation include, but are not limited to, the use of social comparison, temporal, relational, metaphorical, and physical orientations for discursive analysis depending on the different areas of interest amidst the varying topics of trans-disciplinary application (Brocki & Wearden, 2005). This affordance of flexibility makes IPA a very accessible analytic tool, while also leading to cautions that researchers take care to complete multiple levels of interpretative analysis (as opposed to just descriptive analysis) with each participant case considered fully before moving on to analysis of a different case (Wearden & Brocki, Smith & Shinebourne, 2012). It is difficult to prescribe to what level of interpretation is necessary in every inquiry, as “for phenomenological researchers, the inexhaustible diversity, depth, complexity, and fundamental mysteriousness of lived experience always exceed[s] our knowledge” (Wertz, 2011, p. 160). Instead of prescribing a specific level of interpretation to be achieved in the midst of this epistemological openness, Smith,

Flowers, and Larkin (2009) recommend that the researcher commit to a willingness to reflect on the process of collecting and analyzing data by offering a contextualized account within the results and conclusion section of any publication. Taking that to mind, the collection of researcher field notes continued throughout the analysis of all gathered data and was used to provide context and insight within the fourth and fifth chapters of this study.

Data for IPA research is most commonly collected through in-depth semi-structured interviews due to the goal to elicit rich, detailed first-person accounts of lived experiences through dialogue in real time (Charlick, Pincombe, McKeller, & Fielder, 2016). Other supplemental data collection tools can also be used, such as: diaries, focus groups, letters, observational notes, video recall interviews, document analysis, online discussion groups, written narratives, semi-structured questionnaires, or chat dialogues (Brocki & Wearden, 2005; Pietkiewicz, & Smith, 2014; Tai & Wei, 2021a, 2021b). Further discussion related to the selection of methodological tools for this study was discussed within the previous section, but worth mentioning here is that the tools selected for this study are also found within recommended tools for IPA researchers.

Summary of IPA Data Analysis Steps

In general, there is no specific process for completing IPA (Smith, 1996) other than adopting the appropriate attitudinal or philosophical orientation as similar other methods of phenomenological analysis and as described above along with the use of interview transcriptions for close reading and reflection. However, Pietkiewicz and Smith (2014) more recently offered general guidelines as an illustration of one possible way of analyzing the qualitative data: 1) Complete multiple readings and make notes, 2)

transform notes into emergent themes, and 3) seek relationships and cluster themes. This simplifies an earlier seven-step process proposed by Smith, Flowers, and Larkin (2009), which have been correlated within a summary table representation of Pietkiewicz and Smith's three general guidelines (see table 1).

Table 1: Summary of IPA Data Analysis Steps

General Analysis Guidelines for IPA	Potential Steps for IPA Analysis
Complete multiple readings and make notes	1. Reading and re-reading
	2. Initial noting: free association and exploring semantic content within meaningful units
Transform notes into emergent themes	3. Developing emergent themes: focusing on chunks of transcript and analysis of previous notes
Seek relationships and cluster themes	4. Searching for connections across emergent themes
	5. Moving to the next case
	6. Looking for patterns across cases
	7. Taking interpretations to a deeper level

One unique characteristic of IPA analysis is its emphasis on understanding idiographic, or individual, experiences (Smith, 1996). With this in mind, steps one through four are completed with a sole focus on the individual case, with the researcher using step five to attempt to bracket previous themes and assumptions in order to approach each new case with an open mind. Therefore, steps one through five are completed multiple times depending on the number of individuals participating in the research before moving to steps six and seven during the final analysis. With that iterative

or cyclical overview in mind, further explanation of each guideline and step follows along with considerations relevant to this research.

All steps described here in more detail were proposed as a practical support for IPA researchers by its creator, Jonathan Smith, and fellow theorists Larkin and Flowers (2009). In IPA, steps one through four are completed with a focus on one individual case before the researcher engages reflexively in creating open-mindedness before approaching the next case, once again using steps one through four. Step one is to read and re-read by “immersing oneself in the original data” (Charlick, McKeller, Fielder, & Pincombe, 2015, p. 210). This step connects well with the first general step of the phenomenological analytic process as delineated by Giogi (2009), in which the researcher reads for a sense of the whole.

Smith et al.’s (2009) second step for IPA follows this close reading of data with initial notations by free association in the margins. Since the level of notation recommended remains flexible as described in the literature regarding IPA, it is helpful to further consider correspondence with Giogi’s proposed general analytic procedures of “differentiating the description into meaningful units" and “reflecting on the psychological significance of each meaning unit” during this step (Wertz, 2011, p. 131). It is during this step that careful consideration of what constitutes experiential knowledge is evaluated within the data, as opposed to opinion or conjecture. Statements made beginning with the syntax frame “I think that…” could be followed by either opinion or experience; phenomenological research elevates the latter while subsuming the former unless there is additional implicit or explicit evidentiary support within the data (Pietkiewicz & Smith, 2014).

Thematic findings must be supported by solid experiential evidence within the data. As meaningful units are annotated for implicit and explicit meanings, Smith et al.'s third step begins to take shape in the form of developing emergent themes by transforming notes within larger chunks of transcript or semiotic data. Once these have been created, care is taken to understand how each theme functions or contributes within the whole while searching for "recurrent modes of experience, meaning, and motifs [while] extending and acknowledging the limits of comprehension" (Wertz, 2011, p. 132). Flowing from this, the researcher continues to search for connections across emergent themes within the individual case for step four (Smith et al., 2009). At the third and fourth stage of IPA analysis, imaginative inquiry can be used to aid in formulating descriptive language that identifies thematic structures in order to begin to make connections by searching for (Larkin, Watts, and Clifton, 2006).

In phenomenology, the validity of themes developed more aptly reflects both "convergence of across multiple data moments" and "contextual variations" embodied in a single powerful statement that reflects one moment in time of an experience (Vagle, 2014, p. 97). As such, there is no requirement of triangulation within idiographic or collective cases. Member checking is also not a required part of the IPA process, though Vagle (2014) reminds us that the phenomena we are trying to understand is in "intentional relationship with others and things in the lifeworld" (p. 122). With this premise of phenomenological research in mind, member checking was used to clarify themes during step four to ensure that participant voices were interpreted correctly or understandably within the context of their experiences, a practice found in multiple phenomenological research studies related to translingual practice (Prada, 2021; Tai & Wei, 2021a, 2021b).

Within the idiographic focus of IPA, the fifth stage holds great importance. Before engaging in analysis of another case, the researcher tries to bracket their assumptions or findings about previous idiographic themes in order to look for emergent themes with fresh eyes within the subsequent case (Charlick, McKeller, Fielder, & Pincombe, 2015, p. 210). To accomplish this, I utilized field journal entries to clarify assumptions and themes currently held and adopted a stance of exploration within the new data set by not searching for themes established in the previous case. It is worth noting, however, that IPA does not prescribe any one way to accomplish the adoption in practice though it is recommended that the researcher share their perceptions within the findings in order to contextualize them appropriately within the experience (Brocki & Wearden, 2005; Pietkiewicz & Smith, 2014). Again, there is no rule in IPA related to how many participants should be included as it depends on the richness and depth of individual cases and "other pragmatic restrictions" (Pietiewicz & Smith, 2014, p. 9).

After all cases are analyzed individually using the above described steps one through five, Smith et al. (2009) recommend that researchers look for patterns across cases while noting idiosyncratic instances. This duality of acknowledging idiographic experiences while searching for connecting patterns of shared higher order qualities across cases leads to the creation of a list of clustered themes which "need to be defined and exemplified with extracts from [the data] followed by analytic comments from the author" (Smith et al., 2007; Pietiewicz & Smith, 2014, p. 13). The sixth step of IPA is then reminiscent of step four, except performed across cases to highlight or focus on solidly experiential data clusters which may be explicitly or implicitly linked. Individual cases may be compared for "examples of the experience for general, even if implicit,

invariant characteristics" (Wertz, 2011, p. 132). Through the collection of these themes across cases, potential superordinate and subthemes merge. To accomplish this, Vagle (2014) further illuminates the potential depth of this step of analysis by encouraging the researcher to notice, essentially, two things within their post-annotation analysis: what doesn't seem to fit, and where might I appear un/certain of something- and why? (p. 135). These and other reflective questions captured in the researcher's field notes support the second layer of hermeneutic exploration within IPA, which is launched more fully within the next step of the analysis process.

The seventh and final stage of IPA takes the inquiry into its deepest level of analysis through the use of interpretation. It is here that the fruit of the dual interpretative lens can best be described as IPA both asks researchers to see what something is like from the point-of-view of the participant while also standing alongside the participant, "to observe the person from a different angle, ask questions, and puzzle over things being said" (Charlick et al., 2016, p. 211). Thus, the seventh step includes the creation of descriptions for each selected prominent theme area along with supporting themes. Within this descriptive analysis, researchers are encouraged to engage in imaginative interpretations in order to further illuminate any whole-part-whole insights (Smith et al, 2009). To focus the cumulative insights gained by finding the core ideas, Saldaña (2014) recommends that researchers extract no more than 10 quotes or passages and organize them in different ways, such as "chronologically, hierarchially, telescopically, [and] episodically," to find what is most salient for presentation within the context and parameters of the study's goals (p. 275). Pietkiewicz and Smith (2014) also recommend a minimal number of superordinate theme clusters (i.e. three) so that a persuasive narrative

account can be presented within the findings with ample support for each identified theme.

Summary

This chapter sought to provide a detailed analysis of each relevant area of scholarly literature related to the research question: how do early career language teachers experience the creation of multilingual ecologies within their class contexts? To this end, theories and current research related to early career language teachers and translingual practices were explored in detail. The interpretive phenomenological philosophical and methodological orientations guiding this inquiry were then described, along with reasonings as to their selection and applicability. Finally, IPA was identified and explained as the flexible framework which guided the analytic process. The potential for this research to transformatively impact practices and processes associated with language teacher education was woven throughout the literature review of this chapter, a theme of which is revisited more fully in the last chapter following a discussion of results in chapter four. In the next chapter, further details related to the methodology and study design are presented with an eye towards the potential to aid future researchers who may wish to replicate this study's design.

Chapter Three

Methodology and Study Design

Interpretative Phenomenological Method

This study was designed as a phenomenological case study, where "a number of cases are studied in order to inquire into a particular phenomenon" (Zucker, 2009, p. 4). This will better inform further steps in research in this area and perhaps lead to additional greater-scale studies and connections. I am also framing this study to support the formation of recursive construction of identity and language development within the multilingual classroom ecology (Madison, 2011).

Data collected for this phenomenological study included participant interviews using a partially-open question format, participant selected ecological semiotic translingual artifacts (documents, screenshots, and/or photos of the environment), weekly journal entries of participant observations, and researcher field notes. Analysis was iterative with techniques including the categorizing and coding meaningful units including artifacts and transcript data from participant interviews, ultimately using transformative learning theory as a frame for andrological inquiry. The data corpus was processed using the in vivo method for initial coding, followed by the addition of interpretive researcher annotations relative to identified meaningful units, and finally the pattern method for secondary coding of theme clusters (Saldaña, 2012).

Participants

The goal of this study is to understand how early career language teachers experience the creation of multilingual classroom ecologies. As language teaching is in the midst of a raciolinguistic shift in orientation towards translingual practice,

understanding the lived experiences of these educators may offer deep insight. This frames participants of this study as people with potential repertoires of giftings and capacities, without intention towards a critical focus on their particular needs and deficiencies in order to support the development of collaborative and restorative inquiry (Block, 2009).

The participants involved in this inquiry form an exclusive group of early career language educators who began teaching after the fall of 2020 and are in their first three years of teaching. They are an exclusive group for three reasons. The first is that a teacher is only in their early career stage for a relatively small number of years (up to three). The second is that teacher education programs graduate a relatively small number of candidates each year who are licensed as language educators in comparison with the number of teacher licensed graduates as a whole. Indeed, World Language licenses and ESL education licenses have remained consistent in their identification as teacher shortage areas in the state of Minnesota and in 32 other states (Minnesota Professional Educator Licensing and Standards Board, 2021; Minnesota Office of Higher Education, 2021). Purposeful sampling is represented in the invitation and selection of participants for this study in alignment with the selected philosophical, methodological, and analytical orientations for this study. The relatively small and selective sample size (four) is typical of phenomenological research which is analyzed through the use of a dual interpretive lens, also known as a double hermeneutic in IPA (Smith, 1996; Brocki & Wearden, 2005).

A third consideration for participants in this study is in the timing of when they began their full-time teaching careers. The fall 2020 date was strategically chosen

because the amount of shared pandemic context for these language educators is potentially greater than if responses were compared across the contexts with disparate career starting point (i.e. before and after the pandemic). For example, Emergency Remote Teaching and Learning, or ERTL (Milman, 2020), experiences from 2020 predominantly included variations of school models, such as virtual or distance learning (100% remote, on-line), hybrid (50% on-line and 50% in-person), and in-person (100% school site attendance) and may further include a conceptualized liminal third space with both families and educators involved in teaching roles (Johnston et al., 2021). Due to multiple variations of complex social, local, and regional factors, both learners and teachers may have experienced a continuum of such learning formats for varying amounts of time since the Spring of 2020 when ERTL was enacted. With these variations in mind, I have chosen to purposefully situate this research in the 2022-2023 pandemic schooling context and focus on collaborating with early career language teachers who began teaching in or before the fall of 2020. Researchers will continue to unpack the significance of this shift for some time though initial data and reflections from the field indicate the enormity of the impact of this change in school format in conjunction with multiple adaptations specific to local contexts.

Care and caution were taken in both the invitation and selection of collaborating participants in this inquiry research, with many factors considered in relation to the current pandemic-era context detailed in chapter one and unique challenges associated with language educator-researcher collaborations. While most qualitative research manuals include advice for the consideration of and for general participants meant to cover a variety of fields, there is evidence that conducting education orientated research

in the field of applied research entails additional specific and unique challenges (Dörnyei, 2007; Pica, 2005; Schachter & Gass, 1996; Spada 2005). Challenges to language teacher research participation include recruiting research participants, sustaining teachers' commitment, and handling physical and emotional strain (Hobbs & Kubanyiova, 2008). To address these potential challenges, a broader call for participation was initiated to find willing participants beyond the scope of my own professional early career educator network. In this call, requested time and other resource commitments were specifically delineated and maintained, and care was taken to include potential stress mitigating techniques and selective choices within data collection procedures and tools.

An emailed invitation to participate in this study was sent via survey (see Appendix A) through the state-affiliate Teachers of English to Speakers of Other Languages (TESOL) organization, MinneTESOL, which has roughly 3,000 members and the state-affiliate American Council on the Teaching of Foreign Languages (ACTFL) organization, Minnesota Council on the Teaching of Languages and Cultures (MCTLC), which has roughly 1,500 members. These professional organizations represent the largest English as a Second Language (ESL) licensure and World Languages licensure local Minnesota community memberships. The invitation specifically requested that language educators in their first three years of teaching, who were interested in sharing their experience enacting translanguaging in the classroom, fill out a brief contact survey. Alternatively, if members of these professional networks were not early career teachers themselves but knew of someone who would qualify to participate, it was asked that they forward the opportunity onto their qualifying networks. In the end, there were four respondents who sent follow-up information with an invitation to participate. Of those

that responded, all four agreed to participate. At the beginning of the study, participants self-selected the following pseudonyms: Emily, Rose, Beverly, and Abigail. Any reference to participant names or site contexts was omitted from the study data before coding.

All four participants graduated from Minnesota state accredited teacher licensure programs with K-12 licensures in either English as a Second Language (ESL) and/or World Languages. This established them as members in a unique group of educators as mentioned above as all their held licenses related to language education remain categorized as shortage areas within the state. It is worth noting where held licenses differ between participants; Emily, Beverly, and Abigail all hold two initial licenses gained at the same time within their undergraduate program experience. Their licenses are in ESL and World Languages (K-12) in Spanish. Rose completed her second undergraduate degree in ESL Education (only). All participants completed undergraduate degrees at accredited licensure programs at small urban private universities. Further, it is worth noting that all participants have established fluency in at least two dialects: North American English and Spanish. Some participants have several additional languages which will be described within their individual profiles below and in the following summary of participant background information and disclosed positionalities in Table 1: Overview of Participants.

Table 1

Overview of Participants

Participant	Age	Languages: listed in order of acquisition	Professional Licenses	Years in Teaching	Translanguaging Stance
Emily	21-30	English Spanish Galician	ESL Spanish	3	Positive
Rose	50-60	English French Swedish Spanish	ESL LPN/CRN	2	Positive
Beverly	21-30	English Spanish	ESL Spanish	1	Neutral
Abigail	21-30	English Spanish	ESL Spanish	3	Positive

All participants had taught in the field as language teachers for one to three years, thereby aligning with the study's goal of soliciting participation from early career language educators in the first phase of Hargreaves and Fullan's (2012) stages of an educator's career, in which educators are characterized by a focus on commitment through support the availability of appropriate challenges.

Varying degrees of reception to integrating translanguaging practices when co-creating positive multilingual experiences within the language classroom are attributable to complex factors, including, but not limited to: a) educator or candidate positionality, b) background, c) personal language practices, d) held raciolinguistic ideologies, and e) translanguaging stance (Athanses & de Oliveira, 2007; Collins, Sanchéz, & España, 2019; Ek, Sanchez, & Quijada Cerecer, 2013; Flores & García, 2017; Gironzetti & Belpoliti, 2021; Mady & Arnett, 2019; Menken & Sánchez, 2019; Seltzer,

2017; Seltzer & de los Rios, 2018; Xingzhen & Jie Yang, 2022). As such, participants were asked to self-identify in each category of the above at the beginning of the first interview (for full background interview questions, see Appendix B). Notably delineated within the last column of Table 1: Overview of Participants, Beverly responded that she had a "neutral" Stance towards translanguaging practices in the classroom while Emily, Rose, and Abigail responded that they each held "positive" Stances towards translanguaging practices.

All participants teach in elementary schools as full-time ESL teachers, working within the contexts of co-teaching with various classroom teachers and/or in small language proficiency-based groups, also known as pull-out groupings. School site enrollments range from 350-800 students, with the population of students identified as English Learners who qualify for service ranging between 15-25% of students. Other specific demographics of these programs, such as the percentage of students and families self-identifying as white or non-white is not reported here due to the need to preserve anonymity of participants. Emily, Rose, Beverly, and Abigail are ESL teachers within traditional school language models with focused transitional language programs designed to enhance student English proficiency. A summary of site contexts for each participant is provided in Table 2: Relevant School Site Information. Additional site-based program descriptors are located within individual participant profiles where relevant and within the presented themes in the following section.

Table 2

Relevant School Site Information

Participant	School Descriptor	*Number of Students	Official Language(s) of the Program	*Percentile of Students Identified as English Learners
Emily	Suburban Public Elementary	500-600	English	20-25%
Rose	Urban Private Elementary	350-450	English	15-20%
Beverly	Urban Public Elementary	700-800	English	20-25%
Abigail	Suburban Public Elementary	500-600	English	20-25%

*Based on 2022-2023 data as reported by Minnesota Department of Education

As a group, these participants began teaching post-2020 thereby establishing a shared pandemic-era starting point for their careers as opposed to disparate pre- and post-pandemic entries into the field. In many ways, these four educators have entered a very different education context within the field when compared to those that have come before, making it a key time to explore the individual lived experiences of early career language educators. As such, a description of each participant's background and disclosed positionalities follows within the next chapter in order to contextualize the results according to individual participants in the subsequent section in accordance with the hermeneutic model adopted for this study. While interpretation of individual experiences has remained the focus of this research, rich collective descriptive interpretations have allowed for a few potential shared themes to emerge which are later explored.

Data Collection

The raw data collected for this study constitutes the description of the experiences of early career language educators in relationship to their multilingual classroom ecologies. In following precepts of phenomenological philosophy as a foundation for data collection, I acknowledge that the data collected is a container also for the initial hermeneutic interpretation of the experience by the participants based on their own engagement with making sense of the multilingual context of their lifeworld. The selection of tools for data collection was deeply influenced by phenomenological methodologies utilized within the field of applied linguistics to solicit rich interpretive descriptions by participants while minimizing potential discomforts as recommended by researchers for this unique subgroup of early career language educators (Dörneyi, 2007; Hobbs & Kubanyiova, 2008). The tools selected for this research comprise four types of data: interviews, participant selected ecological semiotic artifacts, journal entries, and researcher field notes. A description of each tool and a short rationale for its selection follows, along with detailed information allowing for potential study duplication.

Interviews

Four respondents from the initial interest survey met the criteria for participation in the study through membership within the unique community of early career language educators, described in the participant section above. All interviews were semi-structured to elicit extensive description and flex as needed to follow lines of potentially relevant experiences which may initially present implicitly during the interview process (Charlick et al., 2016; Sloan & Bowe, 2014). These semi-structured interviews of 20-30 minutes were conducted three times with each participant by myself on a roughly bi-weekly basis

over the course of two months. Interviews were offered either via video conferencing application (ZOOM) or in-person, depending on the preference of the individual participant. Interviews were scheduled at a time convenient to the participant and, as such, usually took place after the school day. Interview protocols focused on enacting the twelve key aspects of phenomenological interviewing as described by Brinkmann and Kvale (2015) summarized within chapter two, as well as a key aspect of phenomenological interviewing, namely, keeping the intent to "gain a limited number of detailed and concrete stories" in mind throughout the interview (Van Manen, 2014, p. 317). A total of 270 interview minutes were transcribed before beginning analysis.

The planning of the semi-structured interviews consisted of creating four questions related to the theme of understanding the experiences of early career language educators within the multilingual classroom ecology. They were as follows: 1) can you tell me what you noticed about language use in your classroom recently? 2) what was [reported incident] like as an experience for [you/your students] 3) what types of things do you think influenced the languages used in your classroom recently? 4) what analogy or metaphor would you use to describe the use of language(s) in your classroom [time reference: at the moment, in the last two weeks, etc.]. The semi-structured format allowed for follow up questions as needed to elicit a richly detailed narrative. Additionally, the participant selected ecological semiotic artifacts described in the next section were used for elicitation purposes during the interview process following the prompt: 5) describe more about what is happening in this visual and why it is meaningful to you.

To support the desired construction of rich descriptions of participant experiences within the interview space, a variety of recommended practices were adopted by myself

as the principle researcher/interviewer including, but not limited to, several actionable items which I will describe here. Participants were given ample wait time for recall as needed when asked to select and describe specific instances or experiences. Secondly, I reiterated my position as co-learner related to the phenomenon of early career language educator experience within the multilingual classroom ecology at the beginning of every interview. Thirdly, reflective practices were encouraged through positive affirmations such as "What a great reflective idea!" I also engaged in neutral acknowledgement of disclosed challenges with statements such as "I can tell you are working to process that experience; I know I would be as well if it happened to me" with the intention of aligning myself with the participant as recommended by Hobbs and Kubanyiova (2015). Finally, I took care to express my continued gratitude for their participation and the sharing of their experiences in order to forward understandings within the field with the potential to impact future experiences of language teacher candidates and practicing teachers as well as language learners and their communities.

Participant Selected Ecological Semiotic Artifacts

Ibrahim (2022) highlights the potential of participant selected ecological semiotic artifacts, a visual arts approach normalized within research using autophotography in combination with photo elicitation techniques during interviewing, as research tool for use in linguistically diverse classrooms where the "symbolic, even metaphorical affordances of the creative process in engaging teachers with subjectively lived multilingualism; and eliciting narratives on the abstract concepts of multilingualism and identity, which reflect potential transformative processes in the identification of [teachers] as multilingual individuals" (p. 19). This combination of visual semiotic

artifact and teacher selection allows for both participant agency and voice within the collection of rich contextual evidence to enhance interpretation of early career language teacher experiences in their multilingual classroom ecologies. Ecological semiotic artifacts were identified as trans-modal or multimodal in order to encompass the entire spatiotemporal class community contact zone as a liminal co-experienced third space.

The purpose of the collection of visuals as selected by participants was Data collection requests from participants included the instruction to upload three or more visuals via email to the researcher of anything meaningful to them in reflecting about the translanguaging or multilingual class community spaces that they could visually capture via file, photo, video, or screenshot. Visuals were further described as representing a "slice of a person's perception at one place and one moment in time" and not meant as a means to evaluate translanguaging practices (Noland, 2006, p. 3). The request for artifacts was communicated three times throughout the course of the study ahead of each interview at the beginning, middle, and end of the data collection process. Participants were instructed to protect student identities; visuals submitted did not need to include any identifying characteristics of themselves or members of their class community. The prompt for participant selected semiotic artifacts was emailed along with the journal entry prompts during weeks one, three, and five of this six week study. A script of the prompt is included within the next section, which also details the journal entry procedures and prompt. Throughout the course of the study, visuals were submitted from each of the four participants for a total of 27 artifacts representing trans-semiotic resources within the classroom context. Each artifact was cataloged using the photo analysis worksheet (see appendix D) before its use as an elicitation technique within the connected interview.

Journal Entries

Van Manen (2014) writes that "if we wish to investigate the meaning dimensions of a certain experience (phenomenon), the most straightforward way to go about our research is to ask selected individuals to write their experiences down" (p. 314). In order to provide space for participants to describe their experiences within the multilingual ecological environment of their classroom in written form, a reflective journal prompt was sent to the participants each week via email with a request to reply within a few days. The prompt given within the email was as follows, and copied in Appendix E:

> "Would you describe one (or more) experiences you had with translanguaging in your class this week? Please also send two photos (of your choice) that may provide more context about how languages are experienced in your classroom context. Translanguaging experiences can include any kind of multilingualism and any kind of resource. It can be helpful to focus on a particular example or incident and consider the experience from the inside, including feelings, mood, and specific events. To respect privacy, you may use pseudonyms for students or other school identifying information. Photos of the class context may include digital and physical spaces, with no need to include identifying information (i.e. faces, school mascot).
>
> I know you don't have a lot of time to write; a few descriptive sentences in reply would be just fine and you can use any language you like in order to do so. I hope to hear back from you within a day or two. Thank you, again and always, for your support for this collaborative research!"

Rationale for each line of prompt can be found within the literature review, much of which is summarized in the work language education researchers Dörnyei (2007), Hobbs and Kubanyiova (2008), and of phenomenologist Max Van Manen (2014). In particular, the instruction to just write a "few descriptive sentences" was an attempted compromise between the phenomenological emphasis on rich narrative descriptions and the perceived tensions of priority for novice language educators within the practical functions of teaching and their participation in research. Over the course of the inquiry, six journal solicitation emails were sent to each participant. Information from participant journal entries was used to support the researcher's interpretative lens, the process of which is detailed further within the subsequent section on data analysis and procedures.

Researcher Field Notes

As explained in the literature review, within phenomenological research, memoing encompasses both analytic note taking and research field notes "recording what they hear, see, experience, and think in the course of collecting data and reflecting on the process" (Groenewald, 2004, p. 48). Researcher field notes were recorded throughout the study using the Notes application as it provided an easy means to include trans-semiotic resources. The text-based application includes the options to record and embed voice memos, to create lists or charts, and to add links, photos, movies, or other visuals. Additionally, notes are updated simultaneously across devices allowing for ease of accessibility while maintaining a compatible import format for use with NVivo.

Researcher field notes captured observations and reflections related to each case organized within separate files following the idiographic data analysis procedure recommended for IPA (Smith, 1996). In total, 16 meaningful entries were written and

coded within the researcher field notes throughout the data collection and analysis process. Research field notes used in this study were formatted in two ways for different stages of interpretive analysis, with the initial observation or note annotated within the data and the summary interpretative notes within the Notes application. Field notes also included analytic memos in response to prompts such as "what doesn't seem to fit, and where might I appear un/certain of something- and why?" as recommended by phenomenological practitioners (e.g. van Manen, 1990).

Data Analysis

During the last 30 years, several research methods drawing on phenomenology have emerged (Wertz, 2011), including those of van Manen (1990), Moustakas (1994), Sokolowski (2000), and Smith (1996). This study utilized Smith's (1996) IPA as an analytic framework to aid in the processing of all data. Data collected included multiple participant interviews, participant selected ecological semiotic artifacts, digital participant journals via email, and the researcher field notes. The Interpretative Phenomenological Analysis (IPA; Smith, 1996) method, rooted in the philosophy of modern psychology, uses a seven-step method of data analysis based on phenomenological principles (Smith et al., 2009). Due to the large amounts of data gathered, a Computer Aided Qualitative Data Analysis Software (CAQDAS) called NVivo, was used to aid in storing, organizing, coding, and analyzing the phenomenological data set (Baxter & Jack, 2008).

IPA was founded on the influences of phenomenological philosophy, hermeneutics, and idiography (Smith et al., 2009). In keeping with IPA practices derived from these influences, data from each participant was analyzed separately before searching for patterns across multiple cases or the exploration of interpretative metaphors

or theoretical connections. Nvivo coding was used for initially organizing the types of data collected from each individual participant in order to support the formation of a holistic picture for the analysis of each case before such a search for patterns and themes (Saldaña, 2014). Care was taken to approach each case as a unique individual-in-context with relevant consideration for the development of an empathetic perspective towards the early career language educator (Larking et al., 2009). Following the addition of the researchers' reflexive phenomenological marginal annotations, the data was lumped into 163 meaningful units before developing emergent case-level themes and connections through pattern coding (Saldaña, 2014). Based on the high number of found meaningful units within the data set, a deep level of phenomenological analysis was reached (Wertz, 2011).

Before moving on to each of the four cases, I reflexively wrote field experience journal entries considering the nature of the previous case and how to bracket the themes discovered therein so that I could approach the new case with a fresh and open-minded context respectful of nuances to this particular case and context. As recommended by Brocki and Wearden (2005) based on their meta-analysis and evaluation of existing IPA published research, these researcher observations and reflections were then used to create context within the presentation of results, implications, and possibilities for future research. This did not mean that I bracketed all of my assumptions or connections, but merely that I sought to acknowledge them within the given context through the use of reflexivity to inform interpretations. Interestingly, as the analytical process in IPA occurs throughout the data collection cycle related to each case under investigation, it becomes difficult to distinguish researcher analytic memos and those related to phenomenological

field experience journal entries. This is a unique distinction not shared within other areas of research, such as grounded theory, where the researchers secondary interpretation of the data is not dealt with so inclusively (Saldaña, 2016). As such, the researcher's field experience journal also contained analytic memos divided by case and created concurrently within the coding process.

After sufficient analysis of each individual participant case, I then looked for patterns and themes shared across the four cases while continuing to note idiosyncratic instances within the themed data. As noted by Pietkiewicz and Smith (2014), some themes were dropped at this stage because they did not fit well with other emerging theme structures or because they had a weak evidential base within the collected data. A final list of three superordinate themes and subthemes emerged from the data. As IPA does not prescribe a particular method in which to engage in this task, a simple code chart was created to compare distinct themes across the multiple cases for this research (Saldaña, 2016). As a final step, along with writing up a short description of each theme through key words and related concepts, representative quotes were selected that represented the given theme well. Pietkiewicz and Smith (2014) noted that this is a recommended practice for two reasons, namely, that it "enables the reader to assess the pertinence of the interpretations and [that] it retains the voice of the participants' personal experience… [giving] a chance to present the emic perspective" (p. 13). As such, each theme presented in the next chapter maintains a close relationship with individual participant voices.

Unlike grounded theory, which views a phenomena based on the gathering of data from diverse perspectives, phenomenological research seeks to interpret individual

experiences without creating a new holistic theoretical explanation (Brocki & Wearden, 2005). As phenomenological researchers are quick to point out, the value of each study is in its presentation of understanding related to a particular phenomena of interest (Giogi, 2009; Sokoloski, 2000; Vagle, 2014; van Manen, 1990). This is even more true in IPA, and so in keeping with this stance, after several levels of interpretation are subsequently presented within chapter four, the bulk of discussion presented within chapter five focuses on relating the identified themes and subthemes within existing literature or the potential for the emergence of new themes for future exploration as a final step in interpretive analysis.

Ethical considerations

It is the overall goal of this study to find a deeper and richer understanding of what it is like for early career language educators experiencing the multilingual ecologies of their classroom. One of the benefits to the participating teachers, and perhaps the educational community at large, is this richer understanding of the meanings beneath the phenomena of their experiences- which may not be realized in the moment or could be taken for granted. In essence, voluntary participation in this type of deep reflective inquiry can yield both professional and personal growth. Block (2009) described such benefits of participation this way- "Real change… is a self-inflicted wound. People need to self-enroll in order to experience their freedom and commitment" (p. 118). An educational learning environment lends itself to many opportunities to examine held beliefs through action, discussion, and reflection (Fosnot, 2005). Indeed, Fosnot & Perry state that "[c]hallenging, open-ended investigations in realistic meaningful contexts need

to be offered which allow learners to explore and generate many possibilities, both affirming and contradictory" (2005, p. 52).

Throughout the presentation of this research, I have endeavored to preserve and maintain the voices of the participants in this study as much as possible. One of the ethical advantages to engaging in a phenomenological study is that the phenomena of focus is already situated within its natural context. While other community members, including students, in the same context may experience a translingual event differently or from a different perspective, this truth does not invalidate the goal of understanding the lived experience of the participating early career language educators. At the same time, I acknowledge that study participants elected to participate voluntarily. Involuntary participation may have wielded very different results and themes to this same inquiry and any generalization or applications based on this phenomenological study should be considered carefully.

Ethical Consideration of Interviews

Careful ethical consideration was given to all data collection tools selected for this research. In addition to general ethical considerations for the data tools used within this study, it is worth noting several that are unique to the interview process. In Brinkmann and Kvale (2015) describe ethical issues when utilizing interviewing as a data collection tool, which have been considered carefully within the study's design in order to mitigate potential concerns, including but not limited to: a) the value of the study's contribution, b) the design of the request for informed consent, c) the potential stress of the interview situation for the early career educator as they experience potential "changes in [their] self-understanding" (p. 85), d) confidentiality and validity of transcriptions, e)

the right of participants to their own interpretations, f) potential impact of verification depending on "how critically an interviewee may be questioned" (p.86), and g) how to maintain participant confidentiality after publication (pp. 85-86).

Summary

In this chapter, I presented details related to the methodology and design of this interpretive phenomenological study utilizing IPA as an analytic tool. As my co-learners in this inquiry into their experiences as early career language educators within the multilingual ecology of their classrooms, rich descriptions of participants and their teaching context were provided. This practice is in keeping with phenomenological and translingual applied linguistic research, which maintains a focus on the individual experiences of participants. I then described the four types of phenomenologically oriented research tools that were used to gather data from the study's four participants: semi-structured interviews, participant selected ecological artifacts, journal entries, and the researcher's field notes. Finally, the data analysis process was described along with ethical considerations for this study. In the subsequent chapter, the results of this inquiry are presented as three themes that emerged from the interpretive process.

Chapter Four

Results

This research explored the following question: how do early career language teachers experience the multilingual ecologies within their class contexts? Through my investigation, my hope was to understand the context and ideologies of which early career language educators act within and are influenced by, taking up their role as sociocultural mediators (Díaz, Moll, & Mehan, 1986; Flores & Rosa, 2015). To gain perspective on the lived experiences of participants, I collected multiple forms of data over a two month time period. Participants completed one initial interview to solicit background information, followed by two to three additional individual interviews. Additionally, participants were invited to submit three journal entries via email and three sets of participant-selected trans-semiotic (photo) images from their classroom context. All data was gathered between October to December of 2022, and was interpreted using the IPA analysis principles and processes described in the previous chapter. Three themes emerged from this phenomenological process as key to understanding the lived experiences of early career language educators within a co-created multilingual ecology. Participants' experiences highlighted: 1) predominant positive feelings, as in joy, 2) languaging as a means for purposeful connection, and 3) their consciousness of the negotiation of multiple ecological factors.

Understanding how an early career language educator experiences the multilingual trans-semiotic space is potentially helpful for furthering the development of pre-service language teacher programs, in-service training for new teachers, and linguistic theory. Interpretations align with a posthumanist orientation that acknowledges

the an ecological perspective in a multicultural classroom context, including mapping the fit of translingual practices in relationship to "pedagogies, language policies, ideologies, interpersonal relationships… and [also] connected to other practices in and beyond the classroom" (Allard, 2017, p. 116). Within an in-depth analysis of each participant's experience, facets of each of these relationships are highlighted with the participant's lived experiences as a way to frame presented results. Finally, this phenomenology study yielded rich descriptions of individual lived experiences that, when interpreted collectively, hint at themes connected within the literature.

Phenomenological Perspective on Participants and Contexts

Throughout the reporting of research results, as selected by the participants, the following pseudonyms are used: Emily, Rose, Beverly, and Abigail. Relevant disclosed information about each participant is included here as background context for interpretive findings related to individual lived experiences found in the following section detailing themes that emerged from the data and analysis process.

In each participant description, I have been careful to cultivate an emic perspective in keeping with IPA analysis and phenomenological interpretation. Information was provided by the participants in response to the following five researcher-designed questions to elicit thick description in the initial interview:

1) How would you describe yourself? (positionality),
2) Tell me a little about your background as it relates to languages and learning?
3) What are some of your (personal) language practices or preferences?
4) Do you think being either multilingual or monolingual is better, and does it matter which languages one has? (If so, why?),

5) What is your stance on translanguaging, and why? (positive, neutral, or negative).

A copy of these questions, along with annotated comments and follow up question idea prompts, is located in Appendix B. Again, the development of these questions was based on a review of existing educator research on the negotiation of translingual practices which has summarized varying degrees of reception to integrating translanguaging practices to create a positive multilingual space into the classroom is attributable to complex factors, including, but not limited to: a) educator or candidate positionality, b) background, c) personal language practices, d) held raciolinguistic ideologies, and e) translanguaging stance (Athanses & de Oliveira, 2007; Collins, Sanchéz, & España, 2019; Ek, Sanchez, & Quijada Cerecer, 2013; Flores & García, 2017; Gironzetti & Belpoliti, 2021; Mady & Arnett, 2019; Menken & Sánchez, 2019; Seltzer, 2017; Seltzer & de los Rios, 2018; Xingzhen & Jie Yang, 2022). As this is a complex endeavor involving linguistic identity and practices, care has been taken to fully develop the profiles of each participant in order to honor their individual perspectives and contributions to the study, and to frame the themes that emerged through the phenomenological process.

Emily. This first participant self-identifies as a white woman in her mid-20s who grew up in the Twin Cities, near a suburb of St. Paul. She went to a local small private faith-based university and graduated with degrees in ESL Education, Spanish Education, and Bible as a triple major, and a biology minor. Through her program experience, she studied abroad in Seville, Spain and subsequently spent time abroad in Galicia, Spain following graduation.

Related to how she acquired her languages beyond her primary home and community dialect of English, Emily reports that she started learning Spanish in sixth grade, and continued through her undergraduate education. During a university semester abroad (prior to the COVID-19 pandemic), she attended classes in Spanish grammar, literature, dance, and history. After returning, she had pre-teaching practicums in both high school and elementary in Spanish, in addition to ESL student teaching at the middle grade and elementary levels. After graduation, Emily was awarded a prestigious international award that included a year-long English teacher assistantship in Spain. She shared that she was

> supposed to be in Spain that year from September to June, but then COVID hit so I came home in March. [But] while I was there, I continued to improve my Spanish fluency, and also learned a bit of the Galician language (Emily).

Since returning to Minnesota, Emily has continued to interact with students daily as an ESL teacher and school site lead in a large suburban district. In her roles as an ESL teacher and ESL Lead (team site administrator) at her school, she has interactions with students who speak all different languages and utilizes her Spanish to communicate with Spanish speaking students and families. In addition to her use of Spanish in professional contexts, Emily continually seeks out ways to use her additional language of Spanish through social interactions with Spanish-speaking friends and to utilize media in Spanish.

Emily's perspective on multilingualism is positive. In her initial interview, she states "Being multilingual is just better… It opens up a world of opportunity for you to communicate with people whom you would not be able to have relationships with without being able to speak another language" (Emily). She went on to list several valued

relationships that she has built, such as with her host family in Spain, that she would not have been able to have without the addition of Spanish as a language in her life. Emily further articulates her unmitigated positive stance towards the creation of a multilingual ecology utilizing translanguaging in the classroom when she shared that it is "important to see the value in each language", so that no one language is better than another. Though Emily acknowledges that some may "come in handy" more frequently than others, she believes that there is value in the ability to offer interpretation and connection to each student and family on a deeper level through a welcoming of each language within the community.

Rose. This second participant self-identifies as a white woman between the ages of 50-60, and in her second year of teaching ESL. Rose spent many decades in the field of nursing before completing a major in ESL Education and a minor in Spanish from an accredited urban private university. Her language acquisition experiences are varied and complex, beginning with French in high school and completing an initial degree as a French major in her previous university experience before entering the medical field. This program experience included a study abroad in France for about six months, but she notes that French is her "weakest language at the moment" (Rose). Her second major language experience was in a cultural and immersion program in Sweden for a year. Rose relates that this immersive experience was key for empathetically preparing her to work with English Learners in her current context, because through it she "experienced a lot of the same things that my students do."

Next, Rose highlighted experience that she gained through being a home care nurse for many years, and which entailed being in the homes of Hispanic families eight to

twelve hours a day. Motivated by the need for good communication with these Hispanic families, she subsequently enrolled in Spanish language classes at a local private urban university. She shares that through this process, she felt she had the "ultimate experience by being immersed and studying at the same time" and that "it took awhile… about eight years.. But I became pretty proficient" (Rose).

In regards to practices and preferences, Rose exhibits contextual flexibility in her language use. When in Sweden or with the Swedish speaking community, she uses that language. When in the homes of friends who are from Mexico, Rose said that it feels very natural to speak Spanish with them and considers it "fun" to have a conversation in Spanish because she "put all this effort in [to learning it], and you know, it pays off… I have a wonderful world of other people around me [that] I can speak to" (Rose). With that flexibility acknowledged, Rose also stated that she mainly uses English in her everyday life at the moment.

Finally, in regards to her stance on multilingualism, Rose states that it is better to be multilingual or bilingual in the USA. She shares that "just from learning Spanish later in life and knowing the process" of that learning, she has several reasons why she thinks being multilingual is better, including:

- "it really sharpens your brain"
- "broadens your vocabulary… an advantage that is multiplied with every language you learn"
- Better marketability in the workforce
- Social advantage in connecting with different communities
- Gaining insight "spiritually within religions" (Rose).

Rose finally adds that it is always advantageous to know the dominant language of the culture or society in which you live, so that you can move around within it the most. She clarifies that having languages beyond the dominant language is not bad but means that someone might struggle, be excluded more, or have fewer people to communicate with. With those ideas in mind, then, it is no surprise that Rose's stance on translingual practices within the class context is positive. She shared the need to focus on English within her work, but also shared many stories of joy and engagement exhibited by her students when they were able to see, hear, or use their Languages Beyond English as it "gives them pride in their language… helps them develop their language and ability to translanguage, back-and-forth" so that they can better develop their "language consciousness" (Rose). Finally, in her background interview, Rose stated several reasons why students need the flexibility of translanguaging in the classroom, including so that they can feel comfortable, learn more, breathe, and take a brain break when needed.

Beverly. This third participant identifies as a White young adult female in her first year of teaching. Beverly grew up in a middle-class family by US standards in a suburb in the Minneapolis-St. Paul area. She shared that she grew up going to a small public school where she did not "see a lot of diversity in terms of the languages at my school" (Beverly). A Christian, she went on a few mission trips through her church organization to the Texas-Mexican border in high school and was exposed to the Spanish language and Hispanic culture. She explained that these experiences were where the desire for learning languages began and so Beverly began,

> diving into learning languages… and [found] that I really enjoyed learning about people and their cultures, people who speak different languages

> than myself and [with different] backgrounds, while trying to pursue a second language myself.

And so Beverly became a Spanish Education major at her university in addition to her major in ESL Education. Throughout the course of her recent university study, Beverly completed her Spanish courses at the university and at an advanced level during her semester abroad in Seville, Spain, completing her abroad experience during the COVID-19 pandemic. Beverly's student teaching experiences included both Spanish and ESL classroom K-12 contexts. Following graduation, she accepted a position as an ESL teacher at an urban elementary school which has a transitional language program design, where students enter with a variety of language backgrounds and in which language support services and curriculum content are provided almost uniformly in English.

Beverly shared that she uses English every day in both her personal and professional life, and considers her fluency of English to be native-like. Conversely, she would personally love to spend more time continuing to gain fluency in Spanish. To that end, her current practices include listening to a Spanish podcast during her commute to work each day that she says, "gets my Spanish brain flowing" (Beverly). During her work day, Beverly has several ESL students that speak Spanish while knowing very little English and so communicates with them in Spanish. She continues to use Spanish after her work day, when at home with roommates or with friends.

Regarding her stance on translanguaging practices in the classroom, Beverly first clarified the nature of translanguaging and what it might look like in the classroom. She then stated,

> I think the idea sounds great, but it would be very difficult when I picture myself implementing something like that in my classroom. I don't think it would come easily, and so for that reason I feel pretty neutral about it (Beverly).

Beverly's views of whether it is better to be monolingual or multilingual coincide with her stance on the use of translanguaging practices in that it sounds like a beneficial practice that, when confronted with reality, is complex and sometimes difficult within specific contexts. She notes that while being multilingual is better, "it comes at a cost of getting there" (Beverly). She notes that she felt prepared to celebrate multilingualism as advantageous by her university program and seeing how "multilingual people can use both of their languages throughout their [lives]", but that "you just can't say that it's great" and leave it at that.

Abigail. This fourth participant identifies as female in her 20s, and grew up in a suburb of Chicago, Illinois. While in high school, she studied Spanish for four years and participated in an after school bilingual tutoring program with students who were in elementary school. Abigail shared that this is when she became interested in the field of English language teaching, because "while I was helping them with their homework, [the kids] were also helping me with some of my Spanish… and so, that was really fun and also just rewarding to see their progress" (Abigail). Following high school, she elected to attend a private university in Minnesota because her home state of Illinois does not offer a specific major or licensure program for English language teaching and she "really wanted that to be [her] major" (Abigail).

Abigail continued her study of Spanish at her university, and completed a study abroad program in Segovia, Spain during her junior year where she met her now husband.

It is important to note that Abigail completed her semester abroad experience before the COVID-19 pandemic, returning the December beforehand. She further shared that the study abroad program was a very challenging experience even though she had studied Spanish for many years before that. Abigail states, "it gave me a lot of empathy for EL students in general… yeah, it just gave me a new perspective because I have a couple of newcomers from Columbia and Togo, and they're having a whole different experience here and they are much younger, and have never had any exposure to English really, so, it's a lot with that" (Abigail).

After returning, she had student teaching practicums in both high school and elementary in Spanish, in addition to ESL student teaching at the middle grade and elementary levels. Following her subsequent graduation from the university, Abigail returned to the Chicago area to complete her first year of teaching in a bilingual Spanish-English school context in the midst of the first full year of pandemic era schooling. She has since returned to Minnesota and is completing her second year in the role of an ESL teacher at a suburban elementary school, working with a team of other ESL teachers.

Regarding daily language usage and preferences, Abigail notes that she uses English more frequently than Spanish in both personal and professional contexts. That said, she added "if I could speak Spanish all the time, I would! I love it." (Abigail). She further highlights some nuances of being a bilingual speaker as to when she feels comfortable using her Spanish as opposed to English. She reflected on this, sharing that

> sometimes I don't want to assume that someone else speaks it, even if I pretty much know they do. It feels weird to me to just, like, start speaking to them in

> Spanish because I don't want them to think… that I'm impersonating [them] in some way (Abigail).

Abigail further elaborated that she finds many positives in being a bilingual person because it is useful and fun to be able to speak two different languages. However, when asked the question of whether it was better to be monolingual or multilingual, Abigail clarified that while having multiple languages is an asset, not everyone is interested in language. So, she tells her language learning students that it is better but would not necessarily tell everyone that they need to learn another language. This perception of multilingualism played out in her response to the question of whether some languages are better to know than others. To which, she responded that it depends on the context as some languages are more useful to know. Equally true, though, she believes that this "doesn't make any language less meaningful, important, or cool to know" (Abigail).

Finally, Abigail detailed her stance on translanguaging practices in the classroom as positive. In her words,

> [translanguaging] validates a student's background and where they are coming from… and that they have a language and that [their] language is complete already, so they're not lacking anything when they're trying to add an additional language" (Abigail).

Abigail adds that this belief, then, makes her job easier by connecting things the students already know to what they are learning. Between Spanish and English, she is able to help students explicitly make those connections by engaging in cross-linguistic analysis together. She explains, "at least in my short, very short, experience- [translanguaging] is

really helpful to my students and me… No, I don't really see a drawback to it at all" (Abigail).

Results Related to the Research Question: How Do Early Career Language Educators Experience the Multilingual Ecologies Within Their Class Contexts?

Throughout the data collected, themes emerge related to the lived experiences of these four early career language teachers as they mediate or co-create with their students the multilingual ecology of their school context. Throughout the data, Emily, Rose, Beverly, and Abigail discussed their own perceptions of 59 multilingual incidents, as well as what they perceived their students to be thinking and feeling. They shared reflections related to influences from a variety of ecological factors, including: people, semiotic elements (visuals, bi/literacies, technologies), and spaces. Through eliciting rich descriptions of their reflections based on the phenomena of multilingual interactions, as well as the interpretation of creative metaphor, a complex interweaving of factors influence their lived experiences of mediating multilingual spaces in their school context. All data themes emerged to interpretive coding and annotation following the IPA method in which each participant's cohesive data was analyzed before moving on to the next participant's data for analysis. In all, 4.5 hours of interviews (with an average interview lasting 22 minutes), 30 participant-selected trans-semiotic images, and 4,118 words of journal entries (averaging 317 per entry) were analyzed for meaningful units out of which 163 total IPA annotations were created.

From participant descriptions, the three themes emerged regarding the experiences of early career language educators in translingual practices. These teachers experienced translanguaging moments as: 1) joy, 2) purposeful connection, and 3) the

negotiation of ecological factors. These three themes along with key words for each theme, and corresponding quotes from each participant, are summarized as follows in Table 3: Teachers' Experience of Translanguaging Moments.

Table 3

Teachers' Experience of Translanguaging Moments

Themes Identified:	Key Words and Concepts	Participant Voices
Translanguaging Moments as Joy	fun, proud, excited, positive, natural, engagement	"When I'm able to use my Spanish… I get really excited... I will use that to communicate, so I'm excited, and then I'm excited for the students as well because they're able to express more. And, I wish I knew more languages!" (Emily). "I thought it was a good experience… I felt good about it. So, I would say that I was excited because [the students] got excited. Yeah, it spurred me on as a teacher, I guess, because now I come in excited and ready to go- ready to hear more from [the students]" (Rose). "It was really cool. I really liked empowering my students [so] they have ownership over this topic… and it just felt good… It is an overall good experience" (Beverly). "So, [translanguaging] is really fun. And the [students] did a good job" (Abigail).
Translanguaging Moments as Purposeful Connection	Connections (cultural, academic, or human) cross-linguistic analysis (i.e. finding patterns, comparing languages)	"A lot of times I say, 'Oh, I wish I knew, like, everyone's language so I could communicate in that way because I'm able to see so much more of personality and what [they] are understanding" (Emily). "Seven red = siete rojo**s**" (Rose). "It was just so cute to see his little brain go, like I've never seen a Spanish speaker learning to read [in Spanish]" (Beverly).

		"[This student] came from her home country three months ago, so it's not really a long time… In my opinion, the most important thing about my job with her right now is to make sure that she does feel seen and heard for at least a little bit throughout the day, and have some social emotional support because that is a big transition to make" (Abigail, reflecting on her ability to use Spanish to connect).
Translanguaging Moments as the Negotiation of Ecological Factors	People spaces, semiotic (visuals, literacy, technology)	"I have a coworker who speaks Russian because she is a native Russian speaker, and she works with our Ukrainian students [who] also speak Russian. So she is continuously translating and translanguaging with them, and like multiple languages are going on in our classroom with those students" (Emily). "Being part of your research has let me be braver in trying it [translanguaging] out in my class and during my push-in times. It's also helped me advise classroom teachers in ways to slip it into their teaching and times they can encourage their students to think or speak in their L1" (Rose). "I was pretty excited. I am proud of the space that I created, and what I have displayed… when they pointed out the multilingual posters, that made me really excited because now I know that some of them can read in Hmong" (Beverly). "There was one example this week, just what [this student] was like in different contexts- with me and then with her teacher. Her teacher was talking to me this week, and [the student] is still just using hand signals… at some point, I would love to see or hear about [this student] interacting with other students in English" (Abigail).

It is important to note that by using IPA analysis in this qualitative phenomenological research, major themes were selected by the interpreted strength of

their influence as described by either individual participants or this group of participants. As such, within the above table themes are presented along with quotes from individual participants that describe the theme in their own words.

Teachers Experience Translanguaging Moments as Joy

In preparing to host a family event for the school community, Emily found that having students write bilingual poems,

> was super fun, because [the students] were all super engaged. I'm super excited to be able to, like, write about [students'] cultures and include words here… you know, those basic words that they use at home all the time (Emily).

This feeling of excitement and elation was overwhelmingly reported by all study participants when encountering a multilingual moment within the ecology of the classroom context. Participant descriptions of multilingual moments of applied translingual practice always accompanied a positive feeling descriptor such as: fun, happy, excited, motivated, inspired, spurred on, or feeling good. Joy is the emotive word used here to describe these overall positive emotional reactions that each participant had to instances of translingual practice with and for their students within the multilingual ecology. This term, joy, was selected because it uniquely captures two facets of the participants' lived experiences related to multilingual phenomena: agency as an self-adopted perspective or Stance, and the creation of a positive connection in communion with the student experience. According to recent research in a special issue of the *Journal of Positive Psychology*, joy "seems to suggest a more ecstatic understanding of agency than 'happiness' typically allows: an understanding of the human in which our action, our responsiveness, is solicited, to join in something larger

than ourselves, as we are called into true communion with others, in richer, more exuberant life" (Eammons, 2020, p. 2). Since teaching is not without challenges, as acknowledged by participants in other parts of the collected data, these counterpoint instances describing joy radiated strongly throughout the data and interpretation process. Each participant started the study with either positive or neutral Stances on the uses of translanguaging practices for purposes of language learning in their current contexts, and this carried through their reports of multilingual moments from their week as they would use affirming and positive feelings to describe their personal experience with it.

In addition to the positive feelings reported by each participant, one of the strongest indicators of this theme of experiencing joyful moments through translanguaging emerged through the interview questions regarding metaphoric interpretations of language interactions or perceptions of language experiences in the classroom. For example, Emily succinctly states in her third interview, "today I felt like the multilingual languaging used was a flower blooming, because there was just a lot of it happening and it was very exciting and positive." At the time of Emily's interview, the metaphorical choice of a flower blooming was an inspired, counter-seasonal choice in the midst of the Minnesota winter. This represents the hopefulness that translingual practices elicited for Emily.

As the weeks went by and the study progressed, 100% of participants responded positively to these routine professional dialogues about the multilingual ecology of their classrooms via journals, interviews, and emails with artifacts. Rose captured this sentiment directly when she wrote, "I'm so excited about doing this that I was about ready to ask if I missed the email this week! Ha! I'm so glad that you invited me to do

this" (Rose). I had wondered if repeating the same prompts for each journal response, artifact request, and interview would potentially elicit the rich descriptions sought in phenomenology as participants could perhaps eventually predict what experiences to focus on. But Rose's response, and others, highlighted the joy participants felt throughout this practice of deep reflection on linguistically significant moments in their teaching. "I am excited because [the students] are excited… it's spurred me on as a teacher, I guess, because I can come in excited and ready to go; ready to hear more from them" (Rose). This connection between student and teacher motivation highlights another characteristic of these joyful moments in that participants both reflected hope based on the perception of student engagement as well as feelings of fulfillment that they were able to utilize their own language skills as a tool to support students' languaging success, thereby reflecting the communal aspect of joy described in its early definition.

Teachers Experience Translanguaging Moments as Purposeful Connection

As stated previously, one of the strongest ways that themes emerged from the data was through participants' metaphoric interpretations of their own lived multilingual experiences as early career language educators. According to participants, translingual practices in teaching aid in the expansion of languages for a variety functional communicative purposes.

This idea of multilingual practices adding to the connectedness, beauty, and function of communication is captured in multiple examples and additional metaphors throughout the data. For example, Abigail shared that language is like a Christmas tree, as the ornaments that we put on make it beautiful and functional related to its purpose, and captured in her practice of using her own fluencies and power to assert multilingual

norms on a routine basis at the start of every lesson by letting students choose the language of response after she initiates opening inquiries in the non-dominant language (Spanish). For Abigail and the other participants, this practice applies the tree metaphor through adding connections across languages, thereby creating flexible opportunities for rich articulation in communication for a variety of purposes.

In particular, Rose captured the importance of the theme of purposeful connections in several of her metaphors, showing a deep level of reflection regarding the perceived importance of this factor within classroom interactions. Rose included such metaphors as multilingualism being like a tightrope in which the two languages act as two anchors for each end of the rope, and "though maybe our rope is sagging on one end, but it's as we use both languages [that] it tightens the tightrope and makes language and life more doable" (Rose). As the study progressed, Rose further expanded the ping-pong/tightrope/two team sport metaphors to explain that using two or more languages creates a new, protective metaphor for the student experience- allowing them access to an "umbrella" in the proverbial storm of life. This functional object, an umbrella, "is starting to open, and is getting bigger and bigger" as Rose is "finding more ways to use both languages and engage students in doing that with her or their fellow students." This exemplar metaphor of an umbrella captures the reflected experiences related to cross-linguistic interactions for functional and holistically supportive purposes found throughout the studied phenomenon where multilingual interactions were viewed as vehicles for purposeful connections. Examples of such purposeful connections include the ideas of student engagement, social-emotional development, cultural comparisons, and cross-linguistic analysis by finding patterns within or across held languages. Or, as

Beverly states, “it is language as welcoming… [and] as a motivator to contribute to discussions.”

Rose frequently put this idea of consciously building on linguistic connections in her descriptions of fluid languaging moments with and for her students. She described celebrating kindergarten students’ Spanish and English responses identifying various animals, and supplying the name for the animal in the other language if no one in the group knew it already. In another example, Rose explicitly shared with early elementary students playing a math game that “seven red” in English and “siete rojos” in Spanish were the same, but that it is permissible to add a plural morpheme to adjectives of color in Spanish only. It is these types of examples that highlights Rose’s support for the creation of translingual connections with her stated goal being language transfer and biliteracy development for her language learners, even though her site context is not a bilingual language development program.

All participants desired their students to feel connected, and participants with more than three languages reported many (more) instances of cross-linguistic transference or analysis than those with two languages. For example, it is possible that Rose’s quadralingual background and experiences allowed for greater flexibility of these types of Design (instructional planning for translanguaging practices) and Shifts (spontaneous utilization of or encouragement for the use of translanguaging practices). Said differently, there was some correlation within the gathered data for these four participants that those who held the most languages noticed, used, and described more fluid languaging practices with and for their students while those that held two languages noticed, used, and described fewer fluid languaging practices within their interviews,

journals, and submitted photos. Note that this did not seem to much affect a participant's reflection of the first theme of finding joyful moments within the fluid languaging of the multilingual classroom ecology, but rather just that there was some difference in quantity of translingual phenomena within the data attributable to the purpose of cross-linguistic connections.

As the sole participant that ascribed to a neutral Stance on the use of translanguaging pedagogies at the beginning of the study and the only participant in their first year of teaching, it is important to note within this phenomenological study the depth of importance that sanctioned purposeful connectedness held for Beverly in particular as she reflected on multilingual moments throughout the months of this study. In the beginning of the study, Beverly admitted feeling frustrated that some students "wouldn't try very hard in English, and they'd be immediately switched to Spanish." She went on to recall empathetically when she was pushed to explain things in Spanish in Spanish class and juxtaposed how frustrated she felt in that moment in comparison to how she thought the students might have been feeling. "I think they would get excited that they know the answer," she said, "and that's why they would switch to Spanish, because…their effective filter is lower" (Beverly). In this particular event Beverly found happiness in a different aspect of the interaction, namely that her students were working together. However, it is clear that her interpretation of the spontaneous, unsanctioned translingual practice was that it was interfering with her students being able to achieve their language acquisition goals. Contrastively, a few weeks later Beverly had a very different perception of a student multilingual interaction which was designed and sanctioned by her in order to

utilize student background knowledges about comparing cultural holidays. As students shared Hmong words as they co-authored text, she reflected,

> It was really cool. I really liked empowering my students with, like, to have ownership over this topic and taking a step back to say, 'I'm not the expert here; I want to learn from you.' And so, it just felt good because I know this was a relevant topic to nine out of ten of the students and so, yeah, it is an overall good experience… This is something that I took a lot of pride in- that I was really happy to [do] with my students and then, seeing how excited and involved they were with both days of our lessons, brought me so much joy (Beverly).

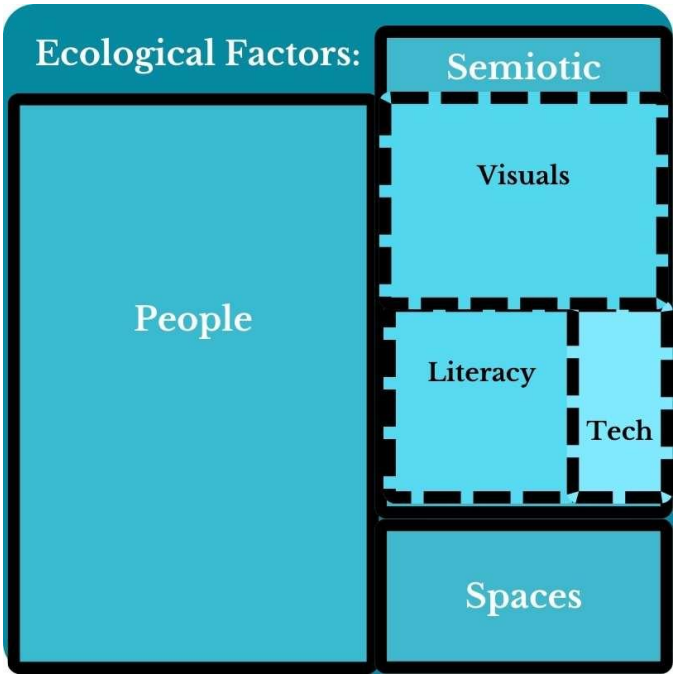
In these examples shared by Beverly, and in others of the 97 meaningful units described by these participants, clear consideration for connections across languages, cultures, students, and families was largely seen as a benefit of the co-created multilingual ecological space. These interactions created or reinforced connections between people and their languages. The above quote by Beverly also highlights the interconnectedness of the interpreted themes, where delight in the connections made for and with students contributed to the reported feelings of joy by these educators and where the influences of complex dynamics of ecological factors, such as the composition of a small group of students and instructional purposes behind un/sanctioned translanguaging acts. are considered.

Teachers Experience Translanguaging Moments as the Negotiation of Ecological Factors

The third theme that evolved from IPA analysis of the data was the early career language educators' awareness of the negotiation of ecological factors related to the use

of multilingual practices. As interpreted, these environmental trans-semiotic factors included attention to the human (people), semiotic, and transpatial (space) aspects of the educational ecology. Of these three, an awareness of the influence of people on translingual practices within the environment appeared most frequently for each participant with a total of 94 meaningful units or mentions within the data. Next, attention to the influence of semiotic features such as visuals, (bilingual) literacies, and technologies for translation or adaptation appeared with a total of 67 references. Lastly, transpatial, or space, aspects of the teacher and student experience were discussed in 31 references throughout the data. Within the negotiation of ecological factors, there then exists a hierarchy of participant attention to ecological factors with humans being of greater perceived importance in comparison to semiotic and transpatial aspects. This hierarchy is captured spatially within the visual below, Figure 1: Hierarchy of Reflected Influences within Ecological Factors. Dimensionally visible within the figure, ecological considerations regarding the people involved within the context of the translingual moment was of primary importance to participants. Of secondary importance or receiving secondary attention by the participants were semiotic factors. These factors are further analyzed into three subgroups: visuals, (bilingual) literacies, and technologies. Lastly, participants mentioned the ecological factor of space least frequently within the data, as depicted by the smallest visual reference within Figure 1.

Figure 1: Hierarchy of Reflected Influences within Ecological Factors



Teachers' Primary Focus: People. Of linguistic ecological factors discussed by participants, attention to the human factor within multilingual interactions was significant. Participants related a nuanced perspective of the importance of people in guiding translingual practices by including languaging anecdotes related to individual learners and educator colleagues amidst various (small and large) group dynamics. They also forwarded their own influence within their reflective process through acknowledging their own positionalities and held languages. These languages were often celebrated when participants were able to use their full linguistic repertoire to support their students, or subsequently lamented when they did not share a similar facility in the language backgrounds of their students. Within the lived experience of early career educators, then, attention to these three human factors within the multilingual ecology was most prevalent: a) attention to individual students as whole persons, b) attention to the perceived beliefs and practices of professional classroom colleagues, and c) attention to the implications of self in influencing linguistic interactions and opportunities.

A knowledge of individual students influenced how each early career educator investigated their co-created multilingual ecology, or how they reflected on any reported multilingual phenomena. Designing units aligned with the translanguaging potential of a group was perceived as important, as when Beverly described feeling successful in integrating Hmong vocabulary into a lesson since it was the language of "nine out of ten students' within a particular grade level group and students were excited to share. However, participants also mentioned sometimes being reluctant to ask students to supply spontaneous translations because they might not know the word, and sensed a "little bit of tension" (Beverly) when students have to say that they don't know a word in their language beyond English. At yet still at other times, when the teacher and student(s) spoke the same language this practice of requested translation was interpreted as helpful because the teacher could correct conceptual or linguistic misconceptions. In one example of this type of nuanced reflection, a student incorrectly supplied *ventana* (window) for the words *spy hole*, and again for *mirror*, in English. Emily was able to supply the specific Spanish words for each and so, in a reverse of the previous idea, saw the ability to request the word in a language beyond English as helpful even though the supplied translation by the student was incorrect.

Abigail captured the complexity of this tension, involving the consideration of individual students' backgrounds or knowledge, amidst the desire to support student LBE fluency in an analogy of language use in which language learners become butterflies through a process of metamorphosis. Abigail shared her own explanation of this metaphor by empathizing with her students feelings of safety as metaphorical caterpillars in their home language, and then the subsequent leaving of the cocoon or chrysalis as

scary when growing in communication in either English or their LBE. “But”, she emphasized, “I really want them to feel confident in their abilities and to recognize [that] they are really unique and capable” (Abigail). In this metaphor and explanation, Abigail captures the tension perceived by participants between the multilingual fluencies that their students are developing in the midst of many psycho-social aspects of child development, individual/familial experience, and cultural factors.

Participants further reflected frequently on two remaining facets of human-related ecological factors: the practices and beliefs of their colleagues, and the influences of their own language backgrounds and experiences. Participants described interactions with their colleagues within their reflections of multilingual phenomena. For example, Emily stated that one of the reasons why she celebrates her ability to make linguistic connections for the students in Spanish was because she hears from the classroom teacher different interactions with the same student, such that the student was “just staring at her”, and Emily reminded her colleague that the student might not know the word. In “trying to help the teacher be comfortable,” Emily recommended employing a translanguaging strategy. “I encourage the teacher to… just ask him what it is in Spanish. Like, it doesn’t matter that you don’t know what he’s saying- it’s just getting him thinking about it” that is a powerful practice for language learners (Emily). In this example, there is evidence of Emily’s own practices and preferences influencing her interpretations of her colleagues interactions with a multilingual learner as well as Emily’s confidence in translanguaging pedagogies as a positive strategy for supporting language learners regardless of shared linguistic repertoires between individuals.

This and other language teacher-classroom teacher interactions within the data are evidence that early career language teachers maintain attention to or awareness of the need to communicate with their colleagues to support or sanction the use of languages beyond English (LBE) within the classroom. “Yeah, I’m going to talk to teachers more about giving permission for the use of [student] languages”, said Rose, “because I don’t think they are on the same level as I am [with] that.” Rose was not alone in this, as other participants echoed the idea of an “almost outside pressure” (Abigail) when working with classroom teacher colleagues to support language learning for individual students.

Secondly, in regards to participant consciousness related to human factors within their lived experiences, there was evidence that these four early career language educators were deeply reflective of the influences of their own roles, backgrounds, knowledge of held languages, individual positionalities, and ideological beliefs about teaching and languages. Participants articulated their reflections of the influences of themselves within the co-creation of a multilingual ecology with and for their students. Rose, for example, wrestled with when or if she as a language teacher needed to establish bounded zones for Spanish and English with her students. She wondered at the perceived need for her to lead or guide language usage when in the larger classroom to support Spanish students’ content learning of difficult mathematical concepts, during student-moderated social activities or free play, and when students were at lunch or recess. In wonderings such as this, participants acknowledged the importance of the role of language teachers as language acquisition experts. As the language learning specialists, they each knew they had the power to affect the languaging of students and

themselves within school spaces and the responsibility to create practices that would support students holistically and linguistically in their development.

In an endeavor to holistically support students in a linguistically appropriate manner, participants shared a variety of examples of ways that they attempt to moderate language use with and for students. For example, Abigail shared how she opens her lessons for her Spanish speaking students since this is a language that they share together. She wrote,

> I often check in with students in their first language at the start of each class or lesson. I ask if there is anything they want to tell me and how they are feeling, and they are free to respond in whatever language they prefer; most of them prefer Spanish, because they can share more fully in their first language (Abigail).

Other participants also commented that the ability to connect with students in their languages beyond English was a benefit and allowed them to feel that they knew the student more deeply. Emily also articulated similar purposes for wishing to be able to speak all the languages of her students and when reflecting on the benefits of her Russian-speaking colleague being able to communicate with a few newcomer students in one of their LBE. In this way, the four participants acknowledged the power of their role in moderating language use for school purposes and also the different learner experiences possible based on what languages besides English that they had.

In all, the relevancy of who each person was and what languages they held was of primary importance when participants considered ecological factors within their contextual languaging experiences in school. Other results related to semiotic factors including visuals, literature, and technology are discussed in the next section.

Teachers' Secondary Focus: Semiotic. This facet of the reported multilingual ecology of the participant experience was interpreted as what trans-semiotic features of the environment participants selected or included within their descriptive reflections. Semiotic visuals included in the data held a variety of characteristics, and much of these were captured within the submitted photos self-selected by participants. In all, 19 images were submitted by participants along with brief explanations of their significance. These were processed analytically, and then interpreted in conjunction with data provided in the interviews and journals. No provided images included faces of any student or subject, or other identifying characteristic. As such, each image successfully supported a rounding out of perspectives on the lived experiences of the participants because much of the focus in interview discussion or journals remained on the students, colleagues, and community members within the schooling context.

Of trans-semiotic features, there were very few references to temporal aspects of the environment but many references to semiotic features within the data, such as: visuals or images, (multilingual) literature, and technology. These semiotic features solicited conscious attention from the participants, though it is important to note that any attention to or excitement about semiotic features was closely connected to perceptions of the student experience and seemingly secondary to the humans within the given context. As such, attention to human participants, perceptively of greater importance within the multilingual ecology, was discussed in the previous section separately from other semiotic features of the environment. Therefore in this section, themes related to participant perceptions of trans-semiotic features have been interpreted as visuals with

subsets of literary and technological features which supposedly enhance the fluid language practices occurring within the shared school space.

Perhaps because the nature of this study was about multilingual ecologies, participants largely selected visuals that held clearly delineated languages, such as posters with emotions labeled in Spanish and English, bilingual books, or signs in a variety of languages. As such, the images submitted and visuals described within narrative explanations largely contained normative classroom objects (e.g. student chairs and tables, whiteboards, box fans) or multilingual literacy. The semiotic features of the multilingual literacy encountered included that such as found in bilingual books, instructional content related translations written on whiteboards, bilingual student writing, or posters with images labeled bilingually in Spanish and English. Instructional visuals were described by participants almost as an afterthought, often needing additional prompts to elicit a full description during the interview process. When asked, participants included these instructional visuals within the semiotic resources that language learners were accessing during the described multilingual interaction. For example, Emily wrote that a great exchange between an Arabic speaking student and Spanish speaking student during a partner activity was possible because she could "show the students how they could bridge language gaps using what they knew in English, using the pictures, and using my support" (Emily). Similar descriptions from other participants caution against any conclusions about a relative unimportance of images without words within the multilingual ecology. Rather, it appears that participants consider the availability of images or real-life objects to support age-appropriate content and communication to be a given within the educational or instructional context.

The same was not also true of transliterate visual resources, which were forwarded in examples within the data. Emily, Rose, Beverly, and Abigail all selected images to share that were closely connected to observed translingual practices within their experiences and which contained examples of multilingual literacy. Some of these multiliteracy resources were features of the small spaces inhabited by participants as language specialists when they pull-out small groups of students for language support services throughout the day. For example, Beverly shared how proud she was of the space she had created as she brought her first small group into it:

> When [the students] pointed out the multilingual posters that made me really excited, too, because it was so cool. I've noticed a lot of my students can't read or write in Hmong, and so knowing that they could point at that one and say, 'that one's in Hmong and it says this'- that made me so excited (Beverly).

The availability of text in students' LBE as well as in English was viewed as important by all participants as evidenced by the many submitted examples and stories containing text written in the languages of the students as well as in English. The data samples highlight the trans-modal nature of literacy and the individual experience each participant brings, yet all viewed the availability of biliteracy resources as important and a matter of pride when students were able to access them as affirming tools for the development of their language(s) beyond English. For participants, the availability of biliteracy resources were closely connected to reflections about the importance of supporting students' holistic identity development and languages while acknowledging that students themselves represent a continuum of language ideologies and motivations. One example

of this type of semiotic resource is captured in the participant selected visual artifact submitted by Abigail, found in Figure 2.

Figure 2: Bilingual Book Bins

Abigail further articulated that bilingual text resources, such as classroom bilingual book bins, had the power to create excitement for her language learners- though, comparatively more within her current monolingual school context than in her previous role in a bilingual elementary school.

Another third explanation for participant focus on semiotic multilingual literacy features was that the available use of technology in their context allowed them to find supporting visual images or translations as needed. This was key in Beverly's designed instructional plan to compare and contrast cultural holidays with a group of Hmong students. Beverly used preparation time to find supporting visuals of Hmong food described by her students and find the Hmong vocabulary needed by the students. In this

example, technology expanded the semiotic features of the ecology to include an extended spatio-temporal context in which technology was used by the teacher between lessons to support the languaging processes of students. Conversely, Rose shared how she models the use of technology for when

> we get stuck on a word, whether I don't know it or they don't, and [the students] are always like, 'Google it!'... and I generally don't go to Google, I go to Word Reference [site] because they can see a sentence with [the word] in Spanish and one in English and I think that is much more valuable (Rose).

In this example and others, participant perceptions of technology was as a tool utilized flexibly within the multilingual ecology, whether it was utilized in modeling with language learners (as in Rose's example) or during preparation for use language learners (as in Beverly's example). Each participant acknowledged the influence of technology within their given context, though application of technology usage for fluid languaging practices varied considerably. Sometimes these variations in technology use were attributed to the unique aspects of spaces and practices for language specialists, and as such will be discussed in the following final subsection of theme three regarding how these early career language educators negotiated ecological factors that influence languaging practices with and for their students. For example, Emily shared,

> I use some technology, but we don't have a lot since we [have] four [ESL teachers] in our room. We only have one white board with a projector, so we don't use that as much. But sometimes we'll show videos on my iPad, or something, to connect to what we're talking about. Or, occasionally, pictures or slides (Emily).

Perhaps because of this, technology as a semiotic feature was mentioned far less within the data than considerations about the people involved in the phenomena (e.g. learner languages, proficiency levels, and backgrounds) or the availability and influence of biliteracy resources.

Teachers' Tertiary Focus: Space. As mentioned previously, there was a large degree of overlapping negotiations that participants were conscious of as they co-created a multilingual ecology with and for their students that included human, semiotic (and trans-semiotic) elements, and space. Though some examples mentioned previously include mentions of space as an contextual element related to the lived experiences of participants within their multilingual classroom ecologies as described through self-observed fluid languaging practices, in this final section of Theme Three: Negotiation of Ecological Factors, results of how participants relate perceptions of space within the context of translingual practices will be articulated. Interestingly, much like the previous interpretations of the importance of visual images though they were not mentioned often, participants shared perceptions of space sparingly while seeming to also acknowledge its importance. However, space was uniformly perceived as less important than the human composition of those engaged in the languaging experience. By that, I mean that who was in the room was of more significant importance to participants in negotiating a multilingual ecology than the space itself. That said, several aspects of space were described for context and reflected upon as influences for language use.

Some of the spatial aspects noted by participants included the room of the language specialist, the larger classroom, and other non-classroom school spaces such as the lunchroom or playground. However, only examples of translingual practices were

noted in the room of the language specialist. This room can be described as a small classroom or office-like space for small groups of up to four or five students, though some participants shared a larger sub-divided room with many school specialists as described by Emily in the previous section.

All participants noted feeling more comfortable encouraging or utilizing fluid languaging practices within their own teacher spaces, usually called their room or office. Some of the comfortability of this was reportedly tied to the semiotic features that they had selected for the environment to support linguistic and cultural inclusivity. These self-selected multilingual visuals aligned with the positive or neutral Stances of participants to translanguaging pedagogies, adding perceived ecological value within the room or office space. Perhaps in response to the "outside pressure" described by Abigail, these teachers endeavored to cultivate a place in their own rooms that their multilingual learners felt connected to and safe within.

As participants described their spaces, there was a sense that having a small room or office provided much needed spatial ownership for the early career language educator from which to develop their co-created multilingual ecology since it was this space that was most frequently mentioned as where multilingual practices occurred within. This idea comes through most clearly in Beverly's comments which included the following description of how she felt when bringing a small group of students to her room for the first time as a first year teacher:

> I was bringing [the students] into the room and showing them my space, and that this [would] be our community space to work together. I was really proud of the

> space that I created, and like, what I have displayed. And, so I was excited to show that off (Beverly).

Beverly included an example of the welcoming space that she felt she created within her submitted visual artifacts, found in Figure 3.

Figure 3: Multilingual Welcome Signs

Abigail also articulated the perceived importance of her space for her students when she shared that “sometimes when I pull [students] into my office… it is kind of like an oasis for them… like, with conversation all around [them] all day, it could be like a break for them.” However, once this oasis of space is established within the school zone and their work with students, participants also described negotiating how to guide student language use, or if and when that is appropriate to their roles and responsibilities as language educators. To this end, there appeared to be a constant evaluation around whether fluid language use, as in translanguaging practices, were sanctioned or unsanctioned within their rooms. As an example of an unsanctioned translanguaging by students within the shared small room context, recall earlier that Beverly admitted feelings of frustration

when, in her room, two students switched into Spanish without trying to reach for the words to communicate the same ideas in English. As an example of sanctioned translanguaging practices, Beverly at another moment was excited that her third grade student could spontaneously read directions to a game they were playing in Spanish as a way to gain insight into the student's biliteracy development.

Expanding to a few spatial references beyond the participant's rooms, the data contained examples of nuance within the co-creation of multilingual ecologies within other school spaces. For example, Emily shared positive perceptions of her colleagues' ability to explain a culturally significant and symbolic hallway display in Russian for her Russian speaking students while Rose was excited that her students spontaneously used both Spanish and English to communicate what they each knew about the animals on a poster in the hallway outside her room. The idea that different spaces within the school context still dictate or conform to different language parameters was found throughout the data, often perpetrated directly or indirectly by the participants.

These practices were often closely connected to participants' goals for language development for their students, and the concern that students would not progress in their English language acquisition without practicing it. For some, this led to distinctions between space usage relative to social or academic language functions. However, these distinctions or zones of language use were not firmly established but rather a matter for further ongoing reflection. As Rose explains, "as a teacher, you set the way [that] decision goes. Should I ask them to switch, or shouldn't I? Because you want to validate their home languages, and [sometimes] it is social." It was also somewhat a clearer delineation for participants when they shared the languages of their students, but more

difficult to articulate where or when linguistic boundaries were more fluid, or questionable, as in when they did not share the LBE held by their learners.

Summary

The reported study results in this chapter were an attempt to answer the question of how early career language teachers experience the multilingual ecologies within their class contexts. To gain perspective on the lived experiences of the four participants, I collected multiple forms of data over a few months. Three themes emerged from the interpretive process as key to understanding the lived experiences of early career language educators within a co-created multilingual ecology. Participants' experiences highlighted feelings of joy when engaging in multilingual moments with and for students, the conscious utilization of languaging as a means for purposeful connection between peoples and across languages, and the awareness of a number of ecological factors that exist within the experienced phenomena. Of those factors, they were most reflective related to the people involved, then of the semiotic resources available (including visuals, bi/literacies, and technologies), and lastly of the implications of space within the school environment. In the next and final chapter, I conclude with major learnings and recommendations from this study, discuss limitations and implications of the findings, and present ideas for future research.

Chapter Five

Conclusion

The focus of this phenomenological study was to intensely analyze and interpret the experiences of a select sample of early career language teachers as they reflected on the co-creation process of the multilingual ecology created by and with their interactions with their language learners. Four individuals agreed to participate in the study by collectively providing 14 interviews, submitting 13 bi-weeekly journal entries, and the sharing of participant-selected semiotic images. All data was analyzed and interpreted through the IPA process, where data for each individual was wholly analyzed before the next participant's data was processed, creating a total of 163 annotations related to 57 translanguaging or multilingual phenomena. An in-depth explanation of each participants' background and context was provided in the last chapter along with articulated results related to shared perspectives on participant experiences.

Results included that early career language teacher participants experienced translanguaging moments as: joy, purposeful connection, and the negotiation of ecological factors. The ecological factors given primary attention within the occurrence of a given phenomena include, in order of frequency: the people involved, semiotic features (visuals, literature, and technology), and space. In this final chapter, I explain major learnings gained through this study and articulate how these are connected to other themes within related scholarly literature. These connections are highly situated within the limitations, affordances, and implications of this research, which then provides a solid foundation for future inquiry. Finally, I share how these results will be shared with the

scholarly community and other stakeholders as it is my hope that this work will guide future collaborations.

Major Learnings and Recommendations

There are many major learnings found within this long term study of four early career language teachers and their lived experiences related to the multilingual ecology co-created within their school context. Major learnings associated with this phenomenological study included the following regarding the early career language teacher experience: 1) they reported positive feelings, as in joy, when they were able to use or help students to use multilanguaging, 2) they associated the use of multiple languages within the environment as a way of supporting connections with and for students, and 3) they were both conscious of and conscientious with multiple facets of their ecological experience related to language use.

First and foremost, a major learning associated with this phenomenological study was that the early career language teacher participants experienced positive feelings, described here as joy, when they were able to use or help students to use multilanguaging for purposes of functional communication and learning. Participants considered these moments fun, exciting, and a highlight of the teaching and learning experience for themselves and their students. The positive feeling of joy is partly defined, in comparison to happiness, by the occurrence of uniquely agentive characteristics within a self-moderated preparation process (Eammons, 2020). This agentive aspect to joy makes sense within these findings given that these early career language teachers, having claimed adoption of a positive Stance (García & Seltzer, 2016) or orientation towards translanguaging pedagogies, then described joyful, positive feelings in response to

translanguaging events with and for multilingual learners. Since a developed understanding of translanguaging pedagogies is an integrated precursor to the described activation of joy experienced within a translanguaging moment, findings from this study suggest that teacher preparation programs and teacher mentors would do well to cultivate multilingual ideologies and experiential learning practices (e.g. Caldas, 2019). This unexpected finding of joy within the experience of language educators who resist traditional monolinguistic ideologies in their everyday practices highlights the need for further exploration into the transformative Stance, Design, and Shift translanguaging pedagogy framework by García and Seltzer (2016). Indeed, there is even great potential in generally exploring joy as resistance within the broader raciolinguistic context among educational practitioners of all varieties.

The second major learning was that early career language teacher participants experienced the use of multiple languages within the environment in ways that they associated with supporting connections with and for students. For participants, using more than one language either supported the purpose of holistic support for the student or the purpose of growing academic and cultural competencies through cross-linguistic analysis. To facilitate these connections, which were reportedly perceived as positive and conducive to the unique role of a language teacher within the school space, participants employed a variety of strategies and practices within the examples of multilingual moments they provided. Often, participants shared their perceptions of success due to facilitating connections with and for students in close proximity to, or as the reason for, their positive feelings of joy that they associated with the reported translanguaging phenomena. Findings from this study would suggest that educators develop confidence in

making connections linguistically, as interpreted as the ability to provide justification or reasoning for multilingual social and instructional choices made, through engagement in Design (Gracía & Seltzer, 2016) practices grounded in translanguaging pedagogy. Based on this study, it is therefore recommended that all educators engage in critical analysis regarding the function of languaging practices within the classroom in order to facilitate cross-linguistic reflexivity for a variety of purposes and contexts. Some examples of these practices are documented throughout the literature related to the study of translanguaging practices found at the collegiate level (e.g. Caldas, 2019; Canagarajah, 2020) and the K-12 level (e.g. Machado & Hartman, 2018). Further research reflectively documenting the functionality of classroom translanguaging practices, especially within cross-disciplinary fields and in super-diverse linguistic contact zones, would potentially illuminate our collective understanding in this area.

Reflections on the context and factors that influenced their perceptions of these experiences lead to the final major learning. Namely, that these early career language educators were conscious of and conscientious with multiple facets of their ecological experience related to languaging. Of these, the ecological factors mentioned most often by participants were that of people, semiotic elements, and delineations of space within the school context. The multilingual ecology that each early career language teacher was aware of within their experience was a complex one. Each of the perceived factors (people, semiotic elements, and space) is supported in connection to existing literature, and the reported feelings interpreted as joy in conjunction with the goal to foster connections affirm the commentary of experienced language educators and researchers within the existing field of research related to paradigms of linguistic justice which were

detailed in Chapter Two. Based on the findings of this study, teacher preparation programs would do well to create dialogic space for candidates to critically examine functional languaging in context by engaging in discussion of diverse examples of translingual practices in which human, visual, and spatial factors are identified. This practice could help prepare them to negotiate complex ecological factors within translingual moments, or Shift when there is the potential to utilize translanguaging pedagogies (García & Seltzer, 2016). In terms of professional development for all educators, especially those within the field of language teaching, nuanced and critical reflections of individual and unique languaging contexts is called for. This discussion is, of course, situated within an examination of functional aspects of language as related to purposes of communication and language as interrelated with power and identity.

In furthering the field of inquiry related to this topic of trans-semiotic factors and how these elements are perceived by educators, one unique finding was that not all factors within the environment garnered equal attention. There were significant differences in how frequently and thoroughly participants described the presence or importance of people within the context of their translingual interactions versus other semiotic factors which included visuals, literacy, technology, and space. Based on this study, it is recommended that researchers continue to explore the effects of the importance that educators may place on the human factors within the context of a multilingual classroom ecology. In particular, one human factor worth exploring further would be how the linguistic memberships of the teachers themselves guided their experience of their co-created multilingual classroom ecologies. Would, for example, teachers who identify as TOCIT or whose LBE include indigenous or endangered

languages have similar or differing reflections related to trans-semiotic factors within a multilingual classroom ecology? Indeed, there is a potential significance to this idea related to the conceptualizations of multilingual third spaces theories included within the subsequent discussion connecting this research with the existing body of related scholarly literature.

Connections to Extant Literature

Within the design of a teacher-research collaboration, this study sought to further explore the implications and practices associated with translanguaging theory in the creation of positive multilingual classroom ecologies for plurilingual learners and educators. First and foremost, this study adds to scholarship within the field concerning early career language educators, a group that is currently underrepresented within the literature (Gironzetti & Belpoliti, 2021). By extension, this study secondly affirms the critical reflection practices engaged in by language educators in the context of co-created translinguistic interactions among teachers and students by extending our collective knowledge of these practices within the early career subgroup of language educators. In other words, the successful completion of this research significantly adds to the literature regarding the early career language teacher experience within classroom multilingual third spaces, another area that has historically has had little previously published research. In this section, these two contributions will be explained more fully within their respective connections to established scholarship.

Contributions Regarding Early Career Language Educators

As this study was concerned with early career language educators, it provides an interesting perspective for potential exploration amidst the reported leaving of the

profession at an alarming rate within the first five years of teaching, as previously detailed in Chapter Two (Cong-Lem, 2021; Faez & Valeo, 2012; Ingersoll & Smith, 2003; Moon, 2007). Amidst reports of trends within the field focused on the characteristics of new teachers and their high turnover rates, significant attention continues to be on the continuing transformation of the teaching force, with more radical changes noted during and after pandemic era experiences continuing to emerge (Ingersoll, Merrill, Stuckey, & Collins, 2018; Redding & Nguyen, 2020).

Regarding such themes in current research practices related to the early career educator experience, this study also affirms the demographic data related to a scarcity of TOCIT-identifying candidates for participation (again, TOCIT refers to Teachers of Color and Indigenous Teachers). Hargreaves and Fullan (2012) estimated the TOCIT attrition rate for these educators is as high as 50% in their first three years of teaching. Subsequently, though a comparatively large number of language educators were contacted through professional networks for potential participation in this study, few qualified individuals in their first three years of teaching responded, and no candidate who responded claimed TOCIT status as a positionality.

In the light of these unprecedented high rates of early career teacher attrition, researcher attention continues to foreground the need to develop innovative practices designed to increase the retention of qualified teachers. In a small way, this study contributes to these retention efforts by highlighting one of the aspects of daily experience that early career language educators consistently found joy within-experiences which could potentially act as motivators to continue teaching. In this study, familiarity with translingual practices was found to have a profoundly positive impact on

the lived experiences of early career language educators. Specifically, the reported joy or positive feelings that these educators experienced when engaging in translanguaging with and for their students point to the potential for further research into what experiences may factor into early career language educators deciding to stay active in the field of teaching for more than five years. Connections with emerging trends related to recent graduates of professional teacher preparation programs remain an area to be further explored, as these candidates are likely more familiar with newer theories and conceptualizations of practice which foreground positive ideologies related to multilingual spaces leading to feelings of joy within their teaching experiences.

Of additional note in connection to current research on early career educators, this study affirms the need for experienced teachers to act as bridges between theory and praxis by continuing to mentor or guide early career teachers within their first few years of teaching (Marrun, 2018). This inquiry sought to expand the influence of these educators as a presence in the research itself by continuing the work of Caldas (2019), Kea and Trent (2013), Ladson-Billings (2001, 2017), and others to extend our perspective understandings beyond pre-service teachers to include that of newly in-service teachers. As a result, this research affirms the theory of early career educators as adult learners who, according to Knowles, Holton, and Swanson (2005), benefit from the relationship of a teacher figure who may act as a coach, motivator, guide, facilitator, or consultant. Inarguably engaged in the complex practices of Mezirow's (1978) perspective transformation within the development of competencies related to critical reflectivity, these participants responded enthusiastically to the opportunity to discuss and reflect on the languaging practices within their multilingual classroom ecology with myself, who by

nature of the inquiry, acted as a motivator, guide, facilitator, and consultant throughout the course of the study.

Contributions Regarding Linguistics Fields of Study

This phenomenological study provided rich opportunities to connect with prior scholarly research regarding translingual practice in the areas of its theorization, the role of early career educators within the establishment of multilingual contact zones, the development of the translanguaging Stance, Design, and Shift framework (García & Seltzer, 2016), and finally regarding teacher perceptions of human and non-human factors found within a multilingual classroom ecology. These contributions will be detailed here, immediately followed by a section which will discuss connections to scholarly research specific to the study's design and methodology as it pertains to the limitations and affordances of this research.

Theorization of Translingual Practices. Metaphors recorded in this study provided a way into the conceptualization of languaging practices within the multilingual ecological contact zone experienced by these educators. These metaphors add powerfully to our understanding of how early career language educators understand the theorization of translanguaging, metaphors such as: translanguaging as a flower blooming in the winter (Emily), students as caterpillars transforming into butterflies- signifying their growth as emergent bilinguals (Abigail), and emergent bilingualism through translanguaging as a tightrope in need of balanced tension at either end for a successful crossing (Rose). As a means to understand how early career language educators conceptualize the theorization of translanguaging pedagogies, the metaphors shared in this study augment that which theorists have proposed- e.g. that of a flowing river

(García, 2009). Indeed, one participant extemporaneously expanded García's metaphor to signify the flow of practice over time for emergent bilinguals: "Maybe language is a stream that becomes a river… people can come in and swim in it together by communicating in that language as it grows" (Emily). Exploring educator perceptions of languaging within metaphors holds rich potential for communicating ideas related to purposeful language choices with and for learners of all backgrounds.

The Role of Educators Within Classroom Multilingual Contact Zones. This study affirms the proposed idea that the classroom is considered a multilingual ecological contact zone filled with linguistic phenomena as communication between a created CoP sharing the temporal, physical, and conceptual space (Pratt, 1991; Canagarajah, 2013). The four educators in this study consciously and conscientiously co-created with their students such a contact zone to integrate both shared languages (in this case, English and Spanish) and non-shared languages (Hmong, Russian, Arabic). Indeed, this study affirms the idea that teachers and students can co-learn both content and language through the use of hetero-graphic (multiliteracy) resources (Tai & Wei, 2021) through examples such as Beverly's use of Hmong with her Hmong-speaking students.

Related to the establishment of co-created multilingual contact zones as classroom ecologies, this study further affirms research related to the ability of new teachers to advocate for diverse or underserved students by "identifying inequities, engaging co-advocates such as other educators, critique systemic language practices, and propose alternatives" (Athanases & De Oliveria, 2008, p. 98). In this connection, it is again important to acknowledge that advocacy for multilingual students includes the creation of multilingual norms within the historically monolingual space of a classroom. The

creation of these multilingual norms was documented in the 57 translanguaging moments that participants were able to describe throughout the data. There is evidence that these four early career language educators consciously adopted varied practices and routines with the goal of establishing transitional languaging norms to assist their multilingual learners in the development of self-efficacy and a positive academic dual-language identity (Lynch, 2018). Within the reported experiences of the early career language educators in this study, this understanding was embedded within their perception that translanguaging moments benefitted their multilingual learners in establishing purposeful connections holistically, academically, and linguistically.

Teacher Orientations Towards Translanguaging. Allard (2017) summarized current research related to the establishment of multilingual classroom ecologies with the idea that teachers undeniably shape the linguistic landscape. This study affirms research that when educators, having adopted a stance towards translingual practices as positive and asset-orientated, do so as an act of advocacy and to facilitate the holistic development of their multilingual students (Cenoz & Gorter, 2019; Flores, 2019; García, Ibarra Johnson, & Seltzer, 2017). The teachers in this study modeled the using of bilingual dictionary software, bilingual labeling, the use of languaging to meet various functional goals, the invitation for others within the co-construction of knowledge, and the ability to draw upon funds of knowledge to deepen understandings of co-constructed meanings and academic connections (Creese & Blackledge, 2010; Martin-Beltrán, 2014). In doing so, these practices became the outward manifestation of their adopted Stance towards translanguaging pedagogies, the first part of García and Seltzer's 2016 framework which is followed by Design and Shift. As such, this study furthers our understanding of how a

language educator experiences the Stance, Design, and Shift elements of this translanguaging pedagogy framework within their everyday practices. Though some educational ethnographic and autoethnographic research exists which has established translanguaging as an observable classroom practice (Allard, 2017; Creese & Martin, 2003; Creese & Blackledge, 2010; Gutiérrez, 2008; Hornberger, 2002; Macedo & Bartolomé, 2014; Machado & Hartman, 2020; Martin-Beltrán, 2014; Seltzer 2019a, 2019b, 2020; Titham-Fashanu, 2021; Velasco & García, 2014), there is relatively little research regarding the lived experience of language educators or multilingual students the multilingual classroom ecologies (e.g. Breen, 2021; Hinemen & He, 2017; Martin-Beltran, 2014; Menken & Sánchez, 2019; Prada, 2021; Seltzer, 2019b).

This contribution is important because of the liminality of the multilingual ecology as a third space, which allows for a collective interpretation of the communication process which decenters dominant culture into just one of many potential influences. Related to teacher experiences within this space, then, this study affirms the 2019 findings of Mady and Arnett which posited that the beliefs and practices of early career teachers are engaged in a translingual perspective transformation (e.g. the establishment of a Stance) that includes the de-centering of self. In part, this addresses concerns within scholarly research regarding challenges to the possibilities for the transformation of monolinguistic centered thinking of teacher candidates with the suggestion that contact with a mentor or guide through the process of critical reflection may assist in the uptaking of translingual practices by new educators who recently entered the profession (al-Bataineh & Gallagher, 2018; Anathases & Oliveira, 2007;

Caldas, 2019; Collins, Sánchez, & España, 2019; Coppersmith, Song, & Kim, 2019; Machado & Cornell Gonzalez, 2020; Prada, 2020, 2021).

The Negotiation of Ecological Factors. If, then, language teachers are engaged in a transformation process which de-centers self, it makes sense that teacher attention or focus within their lived experience centers more strategically on other factors (than themselves) within the multilingual ecology. This de-centering process elicits a hybridy of Bhabian (1990) tension that acknowledges one's own positionality, power, and languages as funds of knowledge while reaching for the creation of more inclusive and holistic spaces that balance the positionalities, power, and languages held by multilingual learners. In this study, educators recognized several factors they consciously negotiated within the tension of a co-created multilingual classroom ecology such as the people, semiotic resources (visuals, literacies, and technologies), and spaces. The greatest connection of these found to existing research is found within the ecological semiotic factor of technology.

This study followed Madison's (2011) recommendation to qualitatively study teacher use of technology within a methodology that allows for discussion of systemic sociocultural factors, such as oppressions related to the impact of monolinguistic ideologies (Palmer & Caldas, 2017). As previously stated in Chapter Two, educational systems can mistakenly dichotomize equity with access by utilizing a narrow repertoire of digital tools that socially and culturally elevate some sanctioned language dialects over other varieties (Barko-Alva, Porter, & Herrera, 2020; Rowe, 2020). So far, there are few studies which have focused on technology within classroom translingual practices. However, one previous study by Rowe (2020) highlighted the potential of using digital

tools to create a third space with a positive orientation to the intersections of named languages and raciolinguistic ideologies. This study continued this focus by seeking what ecological factors influenced the co-creation of a multilingual classroom, including technological resources.

As stated previously, few researchers explored technological affordances within translanguaging practice, though the works of researchers Flores and Aneja (2017), Nuñez (2019), Tai and Wei (2021), and Prada (2022) similarly include participant-selected transmodal and trans-semiotic communications within their data analysis, with the reported benefit of providing students and teacher candidates the ability to create more complex representations of their reflective thinking. This study affirms the viability of using participant-selected semiotic and trans-semiotic artifacts (visual or communicative) to the purposes of creating complex representations of critical reflective thinking. There were many moments within the interview or journal process in which a participant referenced a submitted photo in order to recall what they wanted to share about the experienced translingual moment, leading to the elicitation of rich descriptive data. As such, this section concludes with a final connection to existing literature in affirming the ability of a photo-elicitation technique to contribute thick and rich descriptive data within qualitative research (Kyololo, Stevens, & Songok, 2023) and adding the example of this technique for use in educational contexts with early career teachers.

Limitations and Recommendations for Future Research

Limitations discussed here are relevant to the nature of phenomenological study. Due to these design choices, at all research stages much attention was devoted to

understanding specific contexts and individual lived experiences. Thusly, limitations of this particular study include: 1) the challenges in enticing early career educators to devote time to participation in research, 2) the need to study the phenomena with a greater diversity of participants and contexts, and 3) as with all studies, the potential interference of researcher bias despite reflective engagement in an analytic interpretive format. As in all phenomenological studies, instead of seeking to scale results beyond the scope of this study, these limitations underscore the importance of maintaining the integrity of these results as applied within the experiences of these four participants. Indeed, there is the potential to learn more about the topics of early career language teacher experiences and translanguaging pedagogies through other varied and diverse research designs, such as grounded study or quantitative study. As such, recommendations for future research follow each presented limitation.

Eliciting Early Career Teachers for Participation in Research

One of the limitations in this study and other studies on early career teachers is that it is very difficult to entice these educators to participate. Undeniably, there are many demands on their time and focus. It is a unique season in a teacher's development as they experience daily opportunities to apply the theories and practices they were exposed to throughout their experiences within a professional teacher preparation program whilst navigating the unique context and school community in which they find themselves. While these experiences make for rich qualitative research, the potential demand on a teacher's time is significant depending on the design, method, and tools the researcher chooses to utilize. Additionally, while the challenge of eliciting participation by early career language educators is a documented factor within teacher research (Dörnyei, 2007;

Hobbs & Kubanyiova, 2008; Pica, 2005; Schachter & Gass, 1996; Spada 2005), participation may have been further challenged still by experiences related to the ERTL of Covid-era pandemic (Milman, 2020). Indeed, the call for participation received only a 0.1% response rate, leading to admittedly select participation from an already select grouping of educators.

Though these challenges related to the probability of participation by early career language educators were mitigated within the design of the research as a phenomenological study, the issue of having a small number of participants is notable as a limitation related to the selection of certain qualitative and quantitative study designs, methodologies, and tools for use in future similar research. As such, if a small number of participants are available from a select group, such as early career language teachers, I recommend the use of phenomenological study so that our depth of knowledge related to their lived experiences continues to grow as these teachers are able to participate. Then, if and when a larger scale study is able to be implemented, researchers will have a better documented understanding of early teacher capacities along with what participation incentives might entice them to share their most precious resource: time! Said differently, I recommend that educational researchers interested in the perspectives and experiences of early career teachers explore newly creative and sustainable ways to elicit participation and reward willing participants for their contributions to the field. The time for such a strategy is now, as exploring early career educator experiences may further our collective understanding of how to recruit, retain, and support our newest education professionals and thereby stem high rates of attrition during the first five years in the field.

Furthering the Study of Diverse Perspectives in Translingual Practice

In this study, humans were found to be the primary focus of mentioned ecological factors related to the educator experience within the multilingual classroom ecology. Perspectives discussed within this ecological factor included participants' analytic reflections on self, their colleagues, and individual students and groups. As such, one limitation of this study was the relative similarities of some aspects of participant orientation and background experiences, including self-identified race, completion of private university teacher preparation programs, and speaking Spanish as well as English. It is possible that a more diverse participant pool, with fewer shared positional characteristics, would elicit greater differences in reported experiences. Regarding human factors in particular, there is a need to examine the phenomena of translingual practices when educators and students hold differing languages within their repertoires, or when educators have adopted a negative Stance (not documented in this study) towards translanguaging pedagogy.

Stated more poignantly still, a limitation of this study related to the ability to recruit TOCIT educators for participation, despite large-scale recruitment and follow-up efforts. As stated earlier within Chapter Two, just 7.28% of the state's licensed teacher educators identify as TOCIT (Minnesota Professional Educator Licensing and Standards Board, 2022). Though this number is not large, a TOCIT participant in this study may have had a very different perception of their experiences within reported translingual moments, perhaps including ecological factors related to self-analysis, ideological foundations presented in metaphor, or perceptions of multilingual friendly semiotic resources or spaces.

Another such example of a specific aspect from this study that might warrant further investigation through diverse participant perspectives is the influence of the reported ecological factors within the environment on the multilingual practices of students. Within this study careful notes were taken of teacher and student use of technology as semiotic tools for the purposes of translingual practice within the observed phenomena, as it is an area in which our current understandings are limited. However, though participants acknowledged a range of technological tool usage for purposes of instruction, these varied greatly within individual site contexts and so no conclusions were drawn related to specific technologies or practices and their role in the experience of educators within the co-creation of multilingual ecologies within the reported data. Instead, I propose that further research is needed to understand the use of specific technologies within translingual educational practices and amidst other ecological factors within the environment.

I recommend further exploration of these topics utilizing different types of qualitative and quantitative methods in order to expand the research available regarding educational experiences and translingual practices through the nuanced reporting of related perspectives and purposes. For example, a grounded theory qualitative study related to the occurrence or prevalence of educators experiencing translingual moments as joy would allow for the development of a theory which might better explain why or when this phenomena is likely to occur.

Overcoming Bias as Factor of Study Design

In any scholarly research endeavor, there is always potential for the researcher's own background and biases to skew the results elicited based on a misrepresentation of

the data. The same is potentially true here, despite following methodological principles and practices of hermeneutic phenomenological study to create a framework to limit the potential of bias to greatly influence the results. For this particular study, in an effort to clearly state my own positionalities and perspectives and in keeping with phenomenological practices, a robust embedding of my own background and experiences was provided within the introduction of the topic in Chapter One. In addition, these practices included the creation of researcher memos to support acknowledgement of bias or assumptions and to elicit deep reflection during analysis. This study also engaged in participant checking, by sharing results with participants prior to publication with the request to correct any incorrect interpretations of the provided data. Thirdly, there is evidence of reliability and validity in that the results themselves were unexpected in several areas. I was surprised at the degree of commonality found across participant experiences within their described moments of their translingual experiences with students. In analytic memos, I documented my surprise in that the dominant feeling associated with these translingual moments was that of joy, excitement, and delight. Finally, findings related to how early career teachers experience ecological factors within their classroom were unprecedented. The fact, then, that I found these collective responses within the data suggests that the phenomenological process used for analysis and overcoming researcher bias and assumptions functioned in an acceptable way.

In acknowledging these limitations and sharing how I sought to overcome them within this study, I hope to encourage other educational researchers to utilize phenomenology because of its potential to develop rich and meaningful narratives with which to explore scholarly ideas qualitatively in ways that are systematically and

conscientiously unfettered by assumptions or constraints on exploring depths of individuated understandings.

Dissemination of Research Results

The results of this research will be communicated to the scholarly and educational communities in a variety of ways, including article submissions to journals of research in the fields of teacher education, educator professional development, and applied linguistics. Four articles are in the process of development, highlighting different aspects and potential of this research: 1) dissemination of major learnings, 2) philosophy and results related to the development of phenomenological interview questions and techniques to elicit thick and rich life world descriptions by participating educators, and 3) further analysis of metaphors that early career elementary educator proposed and their connections to their linguistic choices related to the inclusion of translanguaging pedagogies within small group and large group contexts, and 4) a review of the historical and current literature related to translingual practices as applied to the field of education.

Similar content to the articles will be presented at teacher education professional conferences, such as: Minnesota English Learner Education (MELED) regional conference, American Council on the Teaching of Foreign Languages (ACTFL), and Minnesota Council of Teachers of Languages and Cultures (MCTLC) regional conference. The purpose of these presentations will be focused on the communication of the major learnings of this study, with subsequent planned presentations corresponding to the development of the four articles mentioned in the previous paragraph.

Finally, I plan to use this research to guide my own practice within the teacher preparation program that I lead. This entails its own brand of gentle, yet deep,

dissemination as I endeavor to explain to my teacher candidates the reasoning behind the design of their program experiences. It is inspiring that cohorts of future language teacher candidates will benefit from this research that has confirmed the viability of integrating multilingual ideological models and translanguaging pedagogy practices. It is my hope that these conceptual models and practices will continue to influence the lived experiences of graduates from my teacher preparation program by cultivating rich critical reflection practices regarding classroom languaging, along with a greater potential for perceived moments of excitement, joy, and happiness amidst their daily interactions with their learners.

Conclusion

The goal of this phenomenological study was to intensely analyze and interpret the experiences of a select sample of early career language teachers as they reflected on the co-creation process of the multilingual ecology created within their interactions with their language learners. Data from four participants was analyzed and interpreted through the IPA process, which resulted in three themes. These themes were that early career language teacher participants experienced translanguaging moments as joy, purposeful connection, and the negotiation of ecological factors. In this final chapter, I explained major learnings gained and articulated how these are connected to other themes within existing literature. Major learnings associated with this phenomenological study included the following regarding the early career language teacher experience: 1) they felt joy when they were able to use or help students to use multilanguaging, 2) they associated the use of multiple languages within the environment as a way of supporting connections with and for students, and 3) they were both conscious of and conscientious with multiple

facets of their ecological experience related to language use. In short, translingual practices may benefit language teachers by enabling them to create purposeful connections with and for students that they experience as joyful moments.

Recommendations based on major learnings suggest that teacher training and professional development programs would do well to cultivate the adoption of multilingual ideologies, to expose teachers to functional languaging practices within a model curriculum, and to create dialogic space for teachers to critically examine translanguaging in an educational context by identifying human, visual, and spatial factors. Finally, I presented design limitations and subsequent recommendations, as well as sharing how the knowledge from this study will be disseminated.

It is my hope that this study brought clarity and new insight to the nature of early career language educator experiences and of the translingual practices found in classroom communities. The teacher education and professional community may find some valuable insights for teacher training, recruitment, retention, and support. Where well-known researchers, such as García and Canagarajah, have posited translingual theory and applied it to classroom innovative practices, the phenomenological approach used in this study enabled a deeper dive into how these theories transcend historical practices within the experiences of educators.

This study lended, in a sense, an ability to capture a snapshot of what some new professional language educators have been able to uptake from their experiences in their teacher education programs and how they then experience the application of such orientations within their own experiences and classroom context. In conclusion, it is the hope of this researcher that the design and findings of this study will be useful for

language teacher development, and for furthering research related to the experiences of teachers and learners within co-created multilingual classroom ecologies.

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Appendix

Appendix A: Participant Solicitation Survey

Invitation:

One of our [organization] members, Jonell Payga, is looking for language educators in their first 3 years of language teaching to participate in a qualitative study about their experiences related to translanguaging in the classroom. The time commitment is low, and the study features expected benefits such as the development of self-reflective skills related to the creation of equitable multilingual learning spaces.

If you or one of your early career language teacher colleagues may be interested, please fill out this short survey contact form, which takes between approximately 2-3 minutes to complete. If selected for participation, Jonell will contact you within a few days.

Thank you, in advance, for your participation or the sharing of this invitation with others who may be interested in participating. Your collaboration is highly valued and appreciated!

Survey Contact Form:

1. Contact Information: name, email address, and phone number
2. MN Licensure Area(s) held: (select all that apply)
3. Number of years in teaching: 1-3
4. How familiar are you with translanguaging in the classroom? (1-5, with “1” being “never heard of it” and “5” being “confidently familiar”).

Appendix B: Participant Background Oral Questionnaire

1. How would you describe yourself? (Please self-identify some of your positionalities).
2. Tell me a little about your background as it relates to languages and learning (i.e. prior school experiences, cultural background, etc.)
3. What are some of your (personal) language practices, or preferences? (i.e. How do you use multiple languages in your everyday life?)
4. Do you think being either multilingual or monolingual is better? Does it matter which languages one has? If so, why?
5. What is your stance on translanguaging, and why? (i.e. positive, negative, neutral).

Reasoning: The varying degrees of reception to integrating translanguaging practices to create a positive multilingual space into the classroom is attributable to complex factors, including, but not limited to: a) educator or candidate positionality, b) background, c) personal language practices, d) held raciolinguistic ideologies, and e) translanguaging stance (Athanses & de Oliveira, 2007; Collins, Sanchéz, & España, 2019; Ek, Sanchez, & Quijada Cerecer, 2013; Flores & García, 2017; Gironzetti & Belpoliti, 2021; Mady & Arnett, 2019; Menken & Sánchez, 2019; Seltzer, 2017; Seltzer & de los Rios, 2018; Xingzhen & Jie Yang, 2022).

Appendix C: Semi-Structured Interview Prompts

1) Can you tell me what you noticed about language use in your classroom recently?

2) What was [*reported incident] like as an experience for [you/your students]?

Follow up prompts, as needed: What did it feel like (i.e. emotion, sensation, perception) at each step in the sequence of events making up this experience?

3) What types of [*things*] do you think influenced the languages used in your classroom recently? [i.e. people, space usage, visual or technological resources].

4) What analogy or metaphor would you use to describe the use of language(s) in your classroom [time reference]? [i.e. at the moment, in the last two weeks].

5) Describe more about what is happening in *this [visual] and why it is meaningful to you. [re: *participant provided photo, screen shot, or video].

*stimulated recall technique utilizing participant selected ecological semiotic artifact and/or journal submissions; participants were prompted only using their submissions.

Appendix D: Photo Analysis Worksheet

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408

Appendix E: Journal and Photo Prompt

"Would you describe one (or more) experiences you had with translanguaging in your class this week? Please also send two photos (of your choice) that may provide more context about how languages are experienced in your classroom context.

Translanguaging experiences can include any kind of multilingualism and any kind of resource. It can be helpful to focus on a particular example or incident and consider the experience from the inside, including feelings, mood, and specific events. To respect privacy, you may use pseudonyms for students or other school identifying information. Photos of the class context may include digital and physical spaces, with no need to include identifying information (i.e. faces, school mascot).

I know you don't have a lot of time to write; a few descriptive sentences in reply would be just fine and you can use any language you like in order to do so. I hope to hear back from you within a day or two.

Thank you, again and always, for your support for this collaborative research!"