CREATING A TRANSLANGUAGING SPACE IN A UNIVERSITY-ESL CLASSROOM

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Rehab Morsi

CREATING A TRANSLANGUAGING SPACE IN A UNIVERSITY ESL CLASSROOM

Despite the substantial body of research advocating for the implementation of translanguaging, the power of "only English" is still well and alive across educational settings in the United States. This practitioner inquiry research study examines the implementation of a translanguaging pedagogy in a university-level English as a Second Language (ESL) classroom. The study aims to enhance the metacognitive skills and academic success of multilingual students while challenging monolingual ideologies and educational inequities. This study presents how I implemented translanguaging moves within a curriculum that was not intentionally created for such an approach. The study also examines how ESL students at an intensive English program (IEPs) in a university-level utilized translanguaging moves introduced in a six-week Reading and Writing unit. The use of purposeful pedagogical moves such as a bilingual vocabulary chart, translation, and the creation of a social justice blog, among other translanguaging strategies, created an inclusive space for students to leverage their full linguistic repertoire. This study is significant as it promotes educational equity in (IEPs) by shifting the narrative from viewing students' home languages as deficits to recognizing them as assets. Data was analyzed using Braun and Clarke's thematic analysis. The findings of this study indicate that translanguaging afforded students to comprehend complex texts and to have access to academic knowledge. In addition, translanguaging provided students with the power to promote their selfexpression and helped them disrupt English monolingualism. This study carries implications for preservice teachers in TESOL programs as well as for teachers and administrations at (IEPs) and offices of international students at American universities.

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Chapter: 1 Introduction

Statement of Problem of Practice

Bilinguals and multilinguals constitute a significant majority of the world's population ranging from half to two-thirds (Baker, 2011). In today's multilingual world, there are more than a billion non-native speakers of English, while native speakers are fewer than 400 million (Kirpatrick 2016). The schools in the U.S. context have become more and more linguistically diverse (Horner et al., 2011; Karmach, 2016; Kirkpatrick, 2016; Ramos & Musanti, 2021). However, diverse cultural and linguistic resources, and primarily the use of students' home languages are underutilized (Rosen 2017), the language of instruction in the U.S. is primarily monolingual (Parra & Proctor, 2023), and multilingual students' home languages are still perceived as a deficit rather than an asset in many North American schools (Cummings, 2005).

With the reality of the multilingual world we live in, a new pedagogical approach needs to be adopted to acknowledge the dynamic discursive practices employed by students and teachers. These practices sometimes include "the home language practices of students in order to 'make sense' of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic language practices," (García, 2014, as cited in Seals et al., 2020, p. 2).

Translanguaging is a paradigm shift that helps disrupt the monolingual approach in education. A translanguaging pedagogy as defined by Garcia (2009) represents ''multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds'' (p. 45). Translanguaging involves navigating among different language structures and systems, including different modalities such as speaking, writing, signing, listening, reading, and going beyond them (Wei, 2011).

Translingualism is a natural part of the daily life practices of multilingual students. It is a sophisticated tool for expressing complex language identities (Canagarajah, 2011; García & Klyne, 2016; Robinson et al., 2020). Therefore, I aspire to utilize it as a transformative approach to disrupt the monolingual education ecology in the ESL classroom in the United States and to help achieve equitable education. Creating a translanguaging space in an ESL classroom helps multilingual students feel that their home languages and funds of knowledge are validated and that all languages are honored in a more equitable way, without stating one is better than the other (Robinson et al., 2020; Parra & Proctor, 2023).

Background

In addition to the typical issues faced by new college students on U.S. campuses, multilingual students endure unique sets of challenges and obstacles both prior and during their immigration to the U.S. These challenges include acculturative stressors, language barriers, and a lack of pedagogy that sustains their cultures. Acculturative stressor is defined as the psychological stressors and reduction in health status due to navigating two conflicting cultures (Berry, 1987 & Poyrazli et.al., 2004). More importantly, multilingual students are often involuntarily given "linguistic identities that are imposed upon them because of their skin color, educational background, perceived geographical origin, immigration status" (Robinson et al., 2020, p. 2). They are not offered a space where they can showcase their aspirations and aren't allowed to use their first language in most academic settings in the United States (Seltzer & De los Ríos, 2021).

They are labeled as non-native speakers of a dominant language and the use of their home languages is viewed as an "impediment to the learning of English" (Cummings 2005; Robinson et al. 2020).

Incorporating multilingual students' home languages has been a controversial issue for decades. Therefore, often multilingual students in academia in the United States receive the message that their non-English languages are not appreciated and are regarded as a "handicap" (Robinson et al., 2020). Cummings (2005) argues that the political situation and the "xenophobic discourse" about bilingual education and immigration leads to neglect of heritage languages and that students' knowledge of additional languages is viewed as an "impediment to the learning of English" (p. 585). Students are discouraged from using their home language, and schools are working to "transform" bilingual students into monolingual students, while they struggle to transform monolingual English speakers into "foreign language speakers" (p. 586).

In my role as an instructor of English as a Second Language (ESL), I have encountered considerable challenges in assisting my students to comprehend the significance of employing their comprehensive linguistic repertoire within the classroom setting. While some students appreciate my efforts and feel empowered by the opportunity to use all of their language skills, others are embarrassed to use their home language both inside and outside the classroom. Those students have endured negative experiences, such as prohibitions against using their home language in class or being persuaded that this would hinder their acquisition of the target language. Unfortunately, these students overlook the fact that they are already "living in translingual spaces both in their daily life and their academic lives" in which they "can multiply their linguistic performances, rather than narrowing them down" (Robinson et al., 2020, p. 6).

The experiences multilingual students and university ESL students encounter in schools have been affected by their teachers' beliefs and instructional approaches. Interestingly, although some teachers ban translanguaging practices in the ESL classroom, translanguaging occurs surreptitiously behind the backs of the teachers in classes that proscribe language mixing" (Canaagarajah, 2011, p. 401).

I wonder how would ESL students make meaning and communicate, or even feel connected in a space where they emulate a dominant linguistic form, aren't allowed to use their home languages, which constitute part of their identity, feel powerless as power is often represented in being a native speaker, and are subjected to minoritization? "This minoritization manifests itself linguistically in several ways: they have been refused permission to use languages or varieties other than standardized English in educational contexts; they have been excluded from native-speaker-English status; they have been placed in ESL classes, and they are marked as speakers of broken, slang, othered Englishes" (Robinson et al., 2020, p. 27).

In this practitioner inquiry study, my goal is to examine the potential transformation of incorporating translanguaging practices within a university-level English as a second Language (ESL) classroom. I aim to explore to what extent such an approach might reshape the learning environment and promote or not promote empowerment among multilingual students. The study explores the potential of translanguaging in facilitating a more inclusive and student-centered learning experience.

Purpose and Significance

This study investigates the ways in which my English as a second language (ESL) students at the university-level utilized translanguaging practices in class at an intensive English program (IEP). The purpose of this study is to explore how I created a translanguaging pedagogy and to consider to what extent, if any, this enhanced the metacognitive skills and academic success of my multilingual students and empowered them to challenge monolingual ideologies and foster social justice within the classroom setting.

This study is significant as it advocates for social justice for multilingual students by shifting the narrative towards implementing the first language from a deficit to an asset one. "Translanguaging emerges as a linguistic and social theory capable of transforming education,

but also containing the elements to disrupt hierarchies and inequities and build a better and more just world" (Garcia and Kleyn, 2016, P. 29).

In this research, I study my multilingual students who are a part of an intensive English program (IEP) at a university in the Midwest. I aim to examine how I purposefully created spaces for my ESL students to leverage their full linguistic repertoires and how they utilized these opportunities.

In my capacity as an instructor of English as a Second Language (ESL), I perceive a dire need to shift societal perceptions of language-minoritized communities. This shift will have implications on pre-service teachers' education, administrators, and faculty within TESOL, and teacher educators. Furthermore, I aspire to assist multilingual students to practice their "linguistic rights" and not to be intimidated by the power of the "only English policies" (Garcia and Kleyn, 2016, p.203).

A considerable body of research (Garcia & Wei 2014; Garcia & Kleyn, 2016; Cummings 2005; Robinson et al. 2020; Wei, 2011; Wei, 2017; Canagarajah2011; Flores & Aneja, 2017; Poza 2017;) has been dedicated to underscoring the pivotal role of translanguaging in bilingual educational settings. These studies have illuminated the profound impact that this approach can have on fostering a dynamic and inclusive learning environment. However, less is known when it comes to the incorporating of translanguaging pedagogical strategies in the context of ESL in higher education. Specifically, there is a gap in scholarship that empowers university-level English as a Second Language (ESL) students in intensive English programs (IEPs) in the U.S. to leverage their full linguistic repertoire.

Research Questions

1. What moves/practices did I make to promote translanguaging in class?

2. How did the students take up my moves/practices?

Local Educational Context

This study is conducted in a classroom within an intensive English language program (IEP) for ESL students at a university in the Midwest. This is a practitioner inquiry research study where I examined my own teaching and classroom activities as well as my students' assignments. This is a higher intermediate level Reading and Writing class. The objectives for this course were twofold: 1) Enabling students to comprehend an increasingly diverse array of complex texts pertaining to argumentative topics 2) equipping students with the ability to write and present an argument with multiple aspects using critical thinking skills incorporating academic and non-academic sources.

The participants in this study are eight full-time international multilingual students from diverse cultures and languages with aspirations to attain an academic degree (at both undergraduate and graduate levels). Their goals at the program for intensive English are driven by the need to fulfill the English language proficiency prerequisites for admission into their desired degree programs nationwide or globally.

A significant challenge these multilingual students face in the program is the limited opportunities afforded to them to utilize their home languages and their funds of knowledge in the classroom, as these resources are always perceived by teachers as a hindrance to their language learning (Robinson et al., 2020). Through "Viewing differences not as a problem but as a resource, the translingual approach promises to revitalize the teaching of writing and language. By addressing how language norms are actually heterogeneous, fluid, and negotiable, a translingual approach directly counters demands that writers must conform to fixed, uniform standards" (Horner et al., 2011, p. 306). By situating my own teaching in this critical literacy definition, I aim to create a space for my multilingual students to utilize their linguistic and

cultural abilities to progress academically, empower them to disrupt the monolingual approach, and to have ownership of their own learning.

This approach not only enhances discourse and deepens text comprehension, but also challenges linguistic disparities and incorporates the perspectives of students who have been marginalized (Garcia and Wei 2014).

Framing the Problem: Translanguaging Theory

To examine the implementation of a translanguaging approach in a higher-level ESL university classroom, I drew upon the translanguaging theory as a foundational framework.

Bilingualism and Language Separation

Bilingualism involves several models, including code-switching, code-meshing, and translanguaging (García and Li Wei, 2014; Garcia and Kleyn, 2016). Code-switching is a strategy used by bilinguals to convey meaning by alternating between two languages in a meaningful way. It is grounded on the idea of language separation, suggesting that bilinguals have two distinct languages, each with its own set of rules (Auer, 1999, p. 313). Garcia & Kleyn (2016) view code-switching as highlighting a "monoglossic ideology", which refers to "two named languages that are said to constitute two linguistic systems" (Garcia and Kleyn, 2016, p. 12).

Code-switching is different from codemeshing (Canagarajah, 2011) and Translanguaging (Garcia 2009) as they approach language from two different perspectives. Code-switching takes a monolingual approach where students move from one separate language to the other. On the contrary, translanguaging allows students to draw from "one linguistic repertoire from which they can choose features strategically" (García, 2009, 2012; García & Wei, 2014; García & Kleyn, 2016; Anwaruddin, 2018; Burton & Rajendram, 2019; Akbar &

Taqi, 2020).

Translanguaging

The term “translanguaging” was first introduced in Welsh by an educator named Cen Williams who proposed a novel method for bilingual education. It means "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (Canagarajah, 2011, p. 401). Cen William’s approach involved encouraging students to use knowledge acquired in one language into the other, which will help enhance their proficiency in both Welsh and English. For example, Williams’s translanguaging approach (1994) offered students the flexibility to read in one language and write in the other. (Baker, 2011; García & Kleyn, 2016; García & Li Wei, 2014; Wei, 2011).

Garcia and Kleyn (2016) explored the idea of “named languages” and examined how society perceives the language usage of bilingual individuals. Contrary to the common belief that bilinguals have two separate languages, Garcia and Kleyn suggest that bilingual and multilingual students employ a singular, integrated linguistic system. Garcia (2009) proposed the concept of dynamic bilingualism. This idea extends beyond the traditional understanding of additive bilingualism, suggesting that the language practices of bilingual individuals constitute a unified system that dynamically interacts with each other.

Garcia, (2009) and Garcia and Kleyn, (2016) adopt translanguaging as a theory that “is an approach to bilingualism that is centered, not on languages as has been often the case, but on the practices of bilinguals that are readily observable” (Garcia, 2009, p. 44). It “refers to the deployment of a speaker’s full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages” (p. 14). (García & Kleyn, 2016; Vogel & García, 2017, p. 14; Wei, 2017). Similarly, Baker (2011) contends that

"Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (p.288). On the same vein, Canagarajah (2011) perceives translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401).

Garcia and Wei's (2014) emphasize the unified linguistic capabilities of multilingual students. They argue that bilingual students do not operate with two separate language systems. Instead, they utilize a single semiotic system. When multilingual students engage with a text, they bring their entire linguistic repertoire to bear. They read the text in English and have the ability to write about it or explain it in another language to a fellow student. (García, O., & Wei, L. (2014).

Wei (2011) introduced the concept of a translanguaging space within educational settings; This space serves as a mental construct that bilingual individuals create during the translanguaging process. It allows bilingual students to bring "together different dimensions of their personal history, experience, and environment; their attitude, belief, and ideology; their cognitive and physical capacity, into one coordinated and meaningful performance" (Wei 2011, p. 1223). It serves as an inclusive space that helps the classroom become a fertile space for creativity, engagement, and social justice where students feel their histories, languages and funds of knowledge are validated and acknowledged. Without creating a translanguaging space for emergent bilingual students, teachers are excluding many students from their pedagogy.

Translanguaging is an approach that advocates for decolonizing the monolingual and dominant linguistic practices in literacy education as it "disrupts the hierarchies that have delegitimize the language practices of those who are minoritized" (Vogler & Garcia 2017, p.1). It aims to challenge the dominance of monolingualism in linguistically diverse classrooms. It

allows diverse speakers to access their full linguistic repertoire without having to be constantly aware of socially and politically defined boundaries of named, national, and state languages (Otheguy, García, & Reid, 2015). Such an inclusive pedagogy empowers and liberates the voices of linguistic minority students and enables academic success and critical thinking. (García, 2014; Chu, 2017; Seals 2021).

Translanguaging has the potential to be a transformative pedagogy, that is, it shifts the power relations and challenges the hierarchies of language practices (Canagarajah, 2011; Celic & Seltzer, 2011; García & Kleyn, 2017; García & Leiva, 2014; García & Wei, 2014; Hurst & Mona, 2017; Li, 2017; Menken & Sánchez, 2019; Rosen, 2017; Wei, 2011; Won, 2021). It flattens the usual hierarchies in class (Hurst & Mona, 2017) and refuses the idea of "inherent superiority of the native speaker ideology" (Won, 2021, p. 5). It helps the "education landscape" and the inequitable social landscape (Garcia, Wei, 2017). Instead of perceiving multilingual students from a deficit lens, translanguaging illustrates how they have a very extended linguistic repertoire that enhances creativity and criticality, and it helps multilingual students "to take control of their own learning, to self-regulate when and how to language, depending on the context in which they're being asked to perform" (Garcia & Wei, 2014, p. 80).

Challenging language hierarchies and disrupting power relations in the educational setting contribute to the establishment of social justice. Translanguaging helps advocates for social justice as it disrupts "the hegemony of English in English-medium classrooms" (Garcia; Kleyn, 2016. p. 26). It is perceived as a socially equitable alternative to the colonial monolingual practices that predominantly use English as the primary language of education. It assists students feel that their "language habits are validated and would probably engage more with school and realize increased literacy levels" (Milson-Whyte, 2013 P. 117). Flores (2014) contends that

translanguaging should be perceived as “a political act that is part of a larger political struggle of linguistic self-determination for language-minoritized populations,” and it rejects the “wellsedimented notions of language separation” belief in the U.S. perspectives (Anwaruddin, 2018; Flores, 2014; García, 2017; García & Wei, 2014; Poza, 2017).

To dismantle the power imbalance in the classroom, Wei (2023) proposes the idea of colearning in education. In this context, co-learning transforms the roles of teachers and learners. Teachers become facilitators, scaffolders, and critical reflection enhancers, while students become empowered explorers, meaning makers, and responsible knowledge constructors” (p.6) He argues that translanguaging and co-learning value all knowledge from all languages and cultural contexts. They both advocate for cultural conditioning to dismantle power imbalances. Translanguaging practices is an approach that “offers insights into how teachers may develop more linguistically responsive classrooms while also balancing the realities of dominant language ideologies” (Flores & Aneja, 2017, P.444).

Background and Role of Researcher

I am an Egyptian American non-native English speaking female scholar. I was born and raised in Cairo, Egypt and immigrated to the U.S. more than 20 years ago. My racial identity and bilingualism sparked my interest to explore the challenges that my multilingual students face at the intensive English program at a university in the Midwest in the United States, where I serve as an instructor. My positionality has shaped and influenced the outcomes of my research study.

My bilingual background has deepened my understanding of the challenges and needs students face when learning a second language in a monolingual environment, such as higher education in the United States. My experience as a second language learner in Cairo, Egypt has certainly shaped my perspective. I was born and raised in a non-English speaking country (peripheral circle), and reflecting on my second language learning journey, I remember that we, as students in an EFL context, were privileged to use our full linguistic repertoire during English language and content classes. Unlike the stigma multilingual students experience in a monolingual context, where their native languages are seen as an "impediment" to their learning, we were never asked to leave our home languages, funds of knowledge, and resources at the door before entering class. The use of both Arabic and English in the classroom seemed like a logical and natural choice, and teachers back then didn't feel compelled to deprive us of the power of using our native language to enhance our second language proficiency.

As soon as I entered the ESL field during my TESOL training in the U.S., I was "implicitly" and involuntarily positioned as a non-native speaker teacher simply because I don't fit the ideal native speaker picture. Nativespeakerism made me question my professional identity and the way other colleagues, admins, and multilingual students perceive me as a teacher. It was during these moments when I began to problematize the issue of language and power that nonnative speaker teachers and multilingual students encounter in the U.S every day. This understanding helps me relate to the struggles, linguistic challenges, and social-emotional harm that current multilingual learners face. It also urged me to explore the teaching methods and strategies that can assist marginalized students who are not given the opportunity to use their full linguistic repertoire or to simply reclaim their linguistic rights. Consequently, they struggle with "the internalization of the native speaker idealization (Kachru 2005) "which "causes them not only to be ashamed of their own English but to be rendered unable to speak" (Won, 2021 p. 79).

Over the years, my teaching philosophy has been deeply rooted in the principles of critical literacy as this theory aligns with my teaching views and my research interests. I am specially intrigued by Vasquez (2017) definition of critical literacy as it "focuses on unequal power relations—and issues of social justice and equity—in support of diverse learners" (p 3). I believe in the principles of critical literacy as it aims at decolonizing education and allowing students emancipatory spaces where they can read the word and the world (Freire & Macedo,1987) . Critical literacy focuses on social justice for marginalized communities and on disrupting linguistic imperialism (Luke & Dooley 2009; Phillipson, 1992). It serves as a means to "making visible and examining relations of power in order to change and dismantle inequitable ways of being" (Comber, Vasquez, & Janks, 2019, p.301).

Although translanguaging has traditionally been viewed merely as a pedagogical approach to enhance the comprehension of complex texts, I argue in this study that translanguaging can serve not only as a teaching tool for comprehension but also as a platform where students can reclaim their power as native speakers of other languages. Translanguaging is an approach that advocates for decolonizing the monolingual and dominant linguistic practices in literacy education as it "disrupts the hierarchies that have delegitimize the language practices of those who are minoritized" (Vogler & Garcia 2017, p.1).

My students in this study are accomplished professionals in their home countries. Many of them migrated to the United States in search of better life opportunities. Their self-confidence and self-image have shifted from being successful professionals to feeling powerless and inferior as they struggle to express themselves, evaluate, or even critique in their journey learning a new language. Their creativity has been stifled as they are compelled to mimic certain linguistic forms and are judged solely on their linguistic abilities. Therefore, in this study, I advocate for the implementation of translanguaging in ESL classrooms as both a pedagogy that promotes

social justice and equity and as a tool for comprehending complex texts to help students have access to the dominant language. Providing students with access to the dominant language enables them to maintain their dominance (Janks, 2000).

Key Concepts and Definitions

Translanguaging

Translanguaging "refers to the deployment of a speaker's full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages" (p. 14). (Vogel & Garcia, 2017; Garcia & Kleyn 2016, Wei Li, 2017). Translanguaging is different from code-switching where students move from one separate language to the other. On the contrary, translanguaging basically allows students to use their full linguistic repertoire to make sense of the world and the text (García, O., & Wei Li, (2014).

ESL: English as a second language

IEP: Intensive English Programs (language training programs in American universities)

L1: Students' home language

Multilingual students: students who navigate at least two languages on a daily basis (García & Wei Li, 2014).

Organization of the Research Study

This is a practitioner inquiry research study that sought to examine the implications of creating a space in which ESL college students are allowed to use their full linguistic repertoire while using critical literacy in creating a social justice blog that enhances their comprehension of complex texts and fosters students' power and agency. The study was conducted during a 6week teaching unit beginning in August 2023. The participants were my own students at the high intermediate level Reading and Writing class at a program for Intensive English. The students

engaged in their social justice project as part of their course work, which involved 1) Reading articles centered around social justice themes, 2) selecting their social justice topics while searching in both their home languages and in English, 3) using google sites to create their blogs, 4) presenting their projects at the last week of the session. I collected data through students' assignments. Students' written reflections, classwork, and class observation.

Chapter 2 Literature Review

Within the diverse landscape of our global community, multilingualism has emerged as a norm rather than an exception. In this context, it becomes crucial to recognize and foster the use of a student's full linguistic repertoire in educational settings, mirroring the multilingual reality they experience in their daily lives. This study aims to explore the ways in which teachers create translanguaging spaces in university level ESL classrooms. The study delves into the outcomes when multilingual students in a university classroom are permitted to leverage their full linguistic repertoire within a monolingual context.

In Chapter 1, I scrutinized my research through the lens of foundational studies in translanguaging theory. In this literature review, I turn to delve into an in-depth exploration of some empirical and practical studies in the literature to examine how instructors incorporated translanguaging in a variety of teaching contexts. Through these studies, I have created four salient themes.

Theme 1: Translanguaging aims to counter monolingual beliefs, empower minoritized language students, and promote social justice in the classroom.

During my years of experience teaching ESL students, I have noticed that most of the time students tend to avoid participating or interacting in class simply because they don't feel the competence to do so, or because they feel that they don't belong to this monolingual linguistic environment, or because they can't relate to the culturally loaded examples used in the curriculum or by teachers. They feel powerless and they prefer to avoid interaction. As soon as I allow my multilingual students to use their own linguistic repertoire or their funds of knowledge, the entire class environment shifts. Students feel that their languages and cultures are validated and appreciated. Implementing translanguaging pedagogies helps my students feel ownership of their learning and disrupts the linguistic imperialism in this monolingual environment.

Lin & Leung (2022) analyzed the interaction and classroom discourse of 13 Taiwanese students, who were native Mandarin speakers, in a UK university ESL classroom. The participants were eight undergraduates and five postgraduates. Their English proficiency level ranged between intermediate and upper intermediate. Over a three-week period, the researchers collected 27 hours of video recorded observations. They designed teaching materials that included semantic tables and in-class tasks. The course was designed to be a translanguaging space where course materials included comparing concepts of phrasal verbs in both Mandarin and English.

The researchers argued that based on their discourse analyses, translanguaging space 1) empowered students to disrupt the traditional power structure in the classroom, 2) enabled students to adopt non-traditional roles in the classroom to challenge authority. Within a translanguaging environment, students took ownership of their learning and had the opportunity to actively participate and initiate the co-creation of knowledge, rather than being passive recipients of information. This deeper involvement of students was clearly illustrated by the flow of interactions and the multiple turn-taking in the analyzed data. 3) advanced classroom teaching methods. They stated that when a liberating translanguaging environment is permitted, students can gain from the use of various resources and that aid in facilitating discussion and comprehension. In addition to disrupting the monolingual beliefs, the researcher found out that the translanguaging environment led to the accomplishment of the pedagogical goals such as improving comprehension of phrasal verbs and multi-word structures. The authors advocate for the recognition and endorsement of the effectiveness of translanguaging teaching methods.

Escobar (2019) conducted a study introducing a planned “translanguaging by design” activity for EFL students at a university in Costa Rica. Her aim was to shift translanguaging from a covert strategy to an intentionally designed practice. This approach is intended to challenge the

monolingual ideologies and disrupt the perception that EFL students are simply learners instead of perceiving them as emergent bilinguals with complex linguistic repertoires.

The study involved 19 EFL senior students who were completing their B.A degrees. The students collaborated in groups to analyze three street graffiti pictures from their local community. The teacher encouraged them to implement their full linguistic repertoire in their discussion. The researcher recorded the students' conversations and used discourse analysis to understand the students' purposes of translanguaging.

Interestingly, the author indicated that none of the translanguaging occurrences was because of the deficiency in their bilingual abilities. The findings of the study revealed some intriguing themes regarding students' various purposes of translanguaging. Students used translanguaging to give their opinions, to offer critique as it feels natural to them to use their full linguistic repertoire. Their discussion was more extensive as they felt a sense of ownership and opposed the "English only" policy in their department. Translanguaging seemed to help students in shifting away from monolingual ideologies and mindset that negatively affect their language practices in their program. In addition to the discourse analysis, the researchers concluded that in subsequent interviews, students indicated that translanguaging empowered them and provided them with freedom of expression.

In their research study, Hurst and Mona (2017) demonstrated that translanguaging can be viewed as a pedagogical approach that promotes social justice. They argued for the incorporation of translanguaging pedagogies as a socially equitable alternative to the colonial monolingual practices that predominantly use English as the primary language of education in South Africa. Their research suggested that translanguaging pedagogies could be particularly beneficial for students marginalized by English-only language ideologies. The researchers analyzed data from a humanities course at the University of Cape Town, specifically the "Texts in the Humanities"

course. This foundational course is designed for students pursuing extended degrees in a humanities school. The students enrolled in this course were multilingual, with varying levels of English proficiency. The course employed several pedagogical strategies, including the submission of essays in any language(s), the use of translanguaging in lectures, tutorials, and online forums. Videos were also analyzed to study the practice of translanguaging in the classroom.

The data revealed that students experienced increased engagement in learning and felt their diverse backgrounds were valued rather than seen as a disadvantage. The use of African languages in the course validated the experiences and languages of African language-speaking students, a validation they did not receive elsewhere in the university. The implementation of translanguaging pedagogies helped students feel that "their languages valued and legitimised within the academic space; they were no longer silenced or considered inferior, and [the instructor] experienced a flattening of the usual hierarchy in classes due to students having linguistic and conceptual knowledge that could extend discussions and theories" (p.144). The translanguaging pedagogy seemed to benefit those students who are typically the most disadvantaged, such as students from rural or township backgrounds who find the institutional culture and language, which is Eurocentric, very isolating.

De Los Rios (2021) explored how practitioners and researchers unite to codesign transformative interventions that center social justice. Through an ethnic study course, they explored the experiences of Latinx and African American students enrolled in a Chicanx/Latinx Studies course in California that created a space for "language sharing and solidarity building". De Los Rios "fostered a space where concepts of race, colonialism, hegemony and solidarity" were explored. The study investigated how the teacher created a critical translingual approach where Latinx bilinguals and African American students collaborated to co-write ballads,

(Mexican corridos) about their experiences with in/justice. They concluded that the translanguaging approach centers students' funds of knowledge and validates their cultural and racial diversity. De Los Rios and his colleagues cultivated a space that enabled students to be themselves.

Theme 2: Translanguaging to foster comprehension and co-construct knowledge

Translanguaging has several beneficial implications on second language learning as "it may promote a deeper and fuller understanding of the subject matter and help the development of the weaker language" (Garcia & Li, 2014, p. 64). The CUNY New York State Invitation on Emergent Bilingual (CUNY-NYSIEB) is an outstanding example of how theory intersects with practice. In a collaborative approach between researchers and teachers, CUNY-NYSIEB, a project that was funded by the New York city board of education, served 67 schools across New York State. The teachers in the project took up translanguaging theory in their classrooms to improve the education of emergent bilingual students. Translanguaging pedagogy in this project resulted in an ideological shift in the schools as it led to a disruption in the monolingual approach to educating bilingual students as well as scaffolding students in their comprehension of texts (Garcia & Kleyn, 2016).

Ebe & Champion Santiago (2016) is one of the case studies that was conducted through CUNY-NYSIEB project, and it is an example of translanguaging pedagogy in action. Ms. Champion Santiago implemented this approach in her 8th grade level language Arts class. Through the incorporation of culturally relevant texts, class word wall, and scaffolding writing strategies, the teacher indicated that translanguaging served as a scaffolding for learning.

Within the same context of CUNY-NYSIEB, Woodley and Brown (2016) designed their curriculum through a translanguaging lens. The classroom teacher, Mr. Brown, planned strategic, deliberate spaces for translanguaging and "scaffolding" lessons (p. 87). He introduced "new

concepts by asking students to make connections to their own lives, prior experiences, and knowledge, and to first make meaning in their home languages" (p. 88). Mr. Brown asserts that translanguaging practices allowed students to have ownership of their language and promoted a high level of engagement in the classroom. Mr. Brown shared his experience saying: I just took a step back and let the kids go, and it was really amazing to watch them lead…I want them to own the class, to make it theirs. The students feel like a bigger part of the lesson with translanguaging and become leaders in their class (p.96).

In the context of higher education, Hungwe (2019) examined the impact of employing translanguaging and paraphrasing strategies on reading comprehension among first-year multilingual medical students who were struggling with understanding academic texts in English. A translanguaging pedagogy was implemented to help students develop metacognitive skills that facilitate the understanding of complex texts. The results suggested that the use of a translanguaging approach coupled with paraphrasing strategies helped students gain a deeper understanding of the text and enhanced their reading comprehension. Hungwe suggests that introducing translanguaging strategies at an early age could improve students' text comprehension abilities.

Rafi & Morgan (2021) explored the pedagogical effects of using translanguaging in an English writing skill development class at a public university in Bangladesh. They collected data through classroom observation, facilitating student group discussions, and interviewing the course instructor. The researcher noted that the teaching method used resulted in two types of data: interactions between students and researchers, and samples of student assignments. The researchers observed the entire Freshman English and Communication Skills Development class, consisting of approximately 57 students and their instructor, during two separate sessions. All study participants were Bangladeshi nationals with varying English proficiency levels.

The course aimed to enhance standard English skills in reading, writing, listening, and speaking to meet the requirements of tertiary level courses. The research findings challenge the use of the monolingual approach for academic writing and illustrate how strategic translanguaging can enhance understanding of class materials. The researchers concluded that the study's results have significant implications for policies and practices intended to improve learning outcomes and increase the satisfaction and self-confidence of multilingual students in predominantly monolingual classrooms in multilingual countries.

In a university ESL classroom, Akbar and Taqi (2020) conducted a study to examine the effectiveness and usefulness of planned translanguaging on 34 female bilingual college students' English language learners in Kuwait. Results showed an improvement in the students' scores and abilities in understanding and articulating complex ideas. There was also a noticeable increase in higher-level thinking skills following the implementation of translanguaging practices. The authors noted that taking up translanguaging practices increased students' self-confidence and reduced their anxiety in the ESL classroom, which consequently positively affected their ability to comprehend the text in hand.

Li and Luo (2017) conducted a classroom-based study in which they observed the translanguaging practices of eight high school ESL students from diverse nationalities during small group reading circles. The students engaged with culturally relevant texts in both English and Spanish. Both students and teachers alternated in leading the small reading group discussion. The teachers allowed students to refer back to the bilingual version of the text they were reading and discuss challenging concepts in their own languages. During the reading activity, the researchers noted the students' active participation, where they employed translanguaging to comprehend the text. The findings suggested that creating a translanguaging space through a culturally relevant text resulted in a high level of engagement. The authors advocate for the

implementation of translanguaging practices and norms that students use in their daily life to achieve higher levels of engagement.

Ollerhead (2019) explored how social actors make meaning through different modes (written, body, oral) and other multimodal modes. The author highlighted how teachers can implement planned multimodal and translanguaging practices to expand multilingual students' language and literacy practice while studying a unit of poetry at an intensive English center in Australia. The findings suggested that the implementation of students' funds of knowledge, translanguaging practices, digital technology, and other multimodal resources increased students' engagement in doing literacy work.

Theme 3: Teachers intentionally embracing translanguaging stance to leverage bilingual students' linguistic repertoire and funds of knowledge

Carroll & Morales (2016) adopted a translanguaging pedagogical approach in designing a month-long unit for 29 students enrolled in a Basic English course at the University of Puerto Rico, Mayagüez (UPRM). This approach was used to teach a culturally relevant novel and enhance the reading experience. The translanguaging approach was implemented in this ESL classroom from the beginning of the semester. The instructor encouraged students to use both English and Spanish in their class activities. However, the instructor primarily used English, switching to Spanish only to clarify significant misunderstandings about assignments or to answer questions outside the classroom. The planning of the translanguaging approach by the teachers focused on three elements: using a culturally relevant text, implementing literature circles, and allowing students to submit written work in both languages. The instructors' objective was to make teaching more meaningful for students. By employing strategies such as reading in English and discussing in Spanish and engaging bilingual students in high-order thinking skills.

The researchers advocate for the use of the translanguaging approach in ESL courses, which values and incorporates students' native languages and diverse linguistic abilities as resources for understanding and expanding their cultural knowledge. The use of literature circles and a translanguaging approach in the ESL classroom leveraged students' linguistic skills and cultural knowledge, creating a space for students to express themselves in both their native and target languages. Translanguaging allowed students to express their understanding of the text without being restricted by their language proficiency.

The findings revealed that it is feasible to implement a translanguaging approach in a university-level ESL classroom, particularly when the instructor appreciates the value of students' linguistic skills, lived linguistic experiences, and funds of knowledge. The study shows that students were enthusiastic about the opportunity to utilize their native language and cultural knowledge to participate in classroom activities more actively.

Similarly, Rodriguez, Musanti & Cavazos, (2021) carried out a study involving 45 students at a large Hispanic Serving Institution (HSI) in South Texas. Most of the students who participated in the study were bilingual. The instructors conducted peer observation of their own classrooms. One being a Rhetoric and Composition I and the other one was a Foundations of Bilingual Education and English as a Second Language. The purpose of their study was to investigate how the translanguaging approach of two instructors was manifested in their teaching methods and how their students reacted to these translanguaging strategies. The data revealed "translanguaging events", such as posing questions, elucidating a concept, rephrasing a writer or student comment, sharing reflections, and clarifying assignments or instructions.

The findings demonstrated how the two instructors openly expressed their bilingual identities and how they value and respect their students' bilingual backgrounds. The instructors motivated their students to view language as a resource. The findings also showed how

intentionally and purposefully creating a translanguaging space helps in boosting the students' self-confidence allowing them to engage freely in class activities using their full linguistic repertoire. Results also revealed that "students' bilingualism and biliteracy were promoted and leveraged to maximize their learning" (353). The researcher concluded that the results of the research are encouraging, demonstrating how educators adopting a translanguaging approach can create opportunities to utilize students' language strengths for learning.

In a very recent study, Maier (2023) conducted a case study to explore how instructors intentionally created spaces for bilingual students to leverage their full linguistic repertoires. The study centered on the translanguaging practices of two professors and their students at a Hispanic-serving institution situated along the U.S.-Mexico border. The students, part of two distinct first-year writing classes, were either international students with non-immigrant student visas or dual-citizen U.S. residents. Throughout a semester, the researcher observed and documented interactions between students and teachers. The researcher observed and documented student-teacher interactions throughout a semester. The data collected underscored the professors' efforts to foster inclusive classrooms. The opportunity to use their full range of linguistic skills in class enabled students to convey their messages accurately and effectively.

The findings showed that the professors' translingual approach empowered multilingual students by offering them agency to make rhetorical language choices. The researcher stated that "by using translanguaging practices, instructors provide access to and support for bilingual writers' voices, which are often neglected in English-only writing instruction" (p.66). The researcher concluded that the incorporating of similar translanguaging practices could be advantageous for bilingual students as it creates a place for students' heritage languages within the context of higher education writing.

Theme 4: The impact of translanguaging practices and strategies on the development of students' academic writing skills.

Recent evidence suggests that students who use translanguaging strategies when writing academic English can access content to a greater extent and depth and engage in critical thinking which is not (yet) possible- nor can be articulated- in the L2 instruction only classrooms (Ascenzi-Moreno & Espinosa, 2018).

Canagarajah, (2011) carried out a case study that examines the translanguaging practices and writing strategies of a Saudi Arabian undergraduate student in her essay writing. Canagarajah also examined the outcome of the peers and students' feedback on the student's writing and the translanguaging space and "freedom" her teacher provided in the classroom on her writing. His findings highlighted the importance of creating a safe space for students to use translanguaging practices. By providing students with models of code meshing models, it was found that students' voices could be developed. The Saudi student, in particular, leveraged her linguistic strengths and incorporated phrases from her Arabic language to express her voice. She noted that the freedom she was given in writing her literacy autobiography encouraged her to write not for a grade but for voice.

In a similar vein, (Chen, 2017) carried out a study to examine the strategies multilingual students developed to enhance their writing skills in academic settings and to understand how a translingual approach could aid their development of academic literacy. During a four-month period study, the researcher observed the language practices and writing strategies of three international students from China and Korea. All the three students were among 15 multilingual students studying at a University in the Midwestern U.S. and were enrolled in a writing course for academic purposes in graduate school at the time of the study. The researcher noted how students peer reviewed each other's writing drafts and engaged in group discussions in class. The

professor also held one-on-one meetings with the students to discuss their drafts prior to the submission of the assignment.

The researcher highlighted that the translanguaging space created by the professor and the use of students' first language significantly influenced the strategies multilingual students used to enhance their academic writing in a second language. Students shuttled between their first language and their target language while drafting their essay outlines, understanding key points in the readings, and negotiating with their professors and peers to make decisions in their writings. (Chen, 2017) concluded that making multilingual students aware of their translingual strategies helps them to critically analyze their own writing strategies. This approach aligns with Canagarajah (2011) as it incorporates feedback from peers and instructors that enable students to critically evaluate their choices and develop metacognitive awareness.

Ramos & Musanti (2021) conducted a study to incorporate multimodal writing practices in a second-grade dual program to promote translanguaging opportunities and to achieve educational justice in bilingual education. Students were allowed a space to write in both languages (English and Spanish) using multimodal resources such as pictures, colors, different fonts, videos, and audios. Using multimodality helps students to create "a new type of writing that leverages their full linguistic repertoire. Their writing project was a safe space that enacted a dynamic bilingualism approach and a translanguaging stance toward teaching and learning" (Ramos & Musanti, 2021, p.43).

Conclusion

The literature review revealed four themes: 1) Translanguaging aims to counter monolingual beliefs, empower minoritized language students, and promote social justice in the classroom, 2) Translanguaging as a tool to foster comprehension and co-construct of knowledge, 3) teachers intentionally embracing a translanguaging stance to leverage bilingual students'

linguistic repertoire and funds of knowledge, and 4) the impact of translanguaging practices and strategies on the development of students' academic writing skills.

The insights gleaned from these empirical studies provide significant implications for teachers in different educational contexts. They are particularly relevant for teachers and researchers involved in intensive English programs. This literature review situates my research study by underscoring the importance of intentionally adopting a translanguaging stance in educational settings. This approach leverages the linguistic repertoire and funds of knowledge of bilingual students, thereby enriching their learning experience.

Translanguaging empowers marginalized students by challenging and disrupting traditional monolingual approaches that often dominate educational institutions. By recognizing and valuing the linguistic diversity that students bring to the classroom, we, as teachers, can foster a more inclusive and equitable learning environment.

Embracing translanguaging can enhance students' comprehension of complex materials. By allowing students to utilize all of their linguistic resources, teachers can support them in making sense of complex texts and materials. The literature review also illustrated that a translanguaging approach can significantly improve the writing skills of multilingual students, their voice and ownership, and critically analyze their own writing strategies.

Chapter 3: Methodology

Statement of Purpose

The purpose of this study is to scrutinize the translanguaging moves I utilized to promote translanguaging in my ESL higher intermediate level Reading and Writing course and how my ESL students took up these moves. A translanguaging pedagogy is designed not only to enhance the academic success of multilingual students, but also to challenge the monolingual ideologies, empower students from marginalized language backgrounds, and foster social justice within the classroom setting. This study is significant as it promotes social justice in bilingual education by shifting the discourse towards implementing L1 from a deficit orientation to an asset one. The study contributes to the existing literature on translanguaging, providing a new perspective on the implementation of translanguaging pedagogies within a college-level ESL setting where English is the dominant language of instruction. Several studies have been conducted to highlight the significance of translanguaging in the bilingual classroom and in ESL K-12 education. However, little has been written to illustrate what happens when we invite translanguaging into the ESL- university level classroom.

Research Questions

Overarching Question

What happened when I created translanguaging spaces in an ESL-university level multilingual classroom?

Sub Questions

1. What moves/practices did I make to promote translanguaging in class?
2. How did the students take up my moves/practices?

Research Approach and Rationale

I conducted a qualitative study by using practitioner inquiry research that occurs in a natural setting: a university ESL classroom. A practitioner inquiry is a teacher's research carried out by teachers within their educational environments. It aims at examining local practice issues and gaining a deeper understanding of the educational dynamics. It helps the teaching and learning by enhancing the quality of instruction, promoting professional growth and knowledge, and improving student learning outcomes (Fisher, Frey, Marsh, & Gonzalez, 2018).

Practitioner inquiry research creates opportunities for teachers to make sense of the complexity of teaching and learning, and it "provides a vehicle for teachers to question the educational status quo" (Fichtman Dana, 2016, p. 1). Practitioner inquiry is conducted by practitioners to evaluate one's practice. It "crosses the boundaries of theory and practice where it creates praxis, the synthesis of theory and practice. Usually, an investigation of practice with a view to evaluation or improvement" (Campbell & McNamara, 2013 p. 12).

As a teacher, I employed a practitioner inquiry approach to examine the translanguaging strategies I created in the classroom. Through thematic analysis, I scrutinized how students leveraged the translanguaging strategies I incorporated in class. It provided insight into how they used their voice, power, and agency to challenge monolingual beliefs and to comprehend complex texts.

Role of the Researcher

Throughout my teaching career, I have always been interested in making a difference in my students' lives and creating an environment where they can grow and flourish. My years teaching in the ESL field have led me to contemplate the nature of language education, bilingualism, multilingualism, and the strategies and methods intensive English programs use in

teaching English as a second language in the United States. The more I taught in the monolingual environment of Intensive English Programs in the U.S., the more I recognized the marginalization of my multilingual students who seemed to be deprived from all their linguistic rights.

I champion an inclusive approach that empowers multilingual students, acknowledging their diversity and incorporating their funds of knowledge into our teaching and learning processes. In this study I have intentionally incorporated a translanguaging pedagogy in my syllabus. My goal is for this research to empower marginalized students with a voice to disrupt the monolingual ideologies, ensuring that their languages and funds of knowledge are validated. This approach also aims to help students comprehend complex texts which will ultimately provide them access to the dominant language. Furthermore, I hope that this research study will help shift the mindset of TESOL teachers and intensive English programs, contributing to the development of a curriculum that promotes equitable education.

In my capacity as an ESL higher education faculty, my role harmonized effectively with a practitioner inquiry study, enabling me to critically scrutinize my own pedagogical practices. My study is influenced by my role as an ESL higher education faculty and my current position as a lecturer at a program for intensive English at a university in the Midwest. My 14 years of experience as a faculty at programs for intensive English in higher education coupled with my own bilingual background enabled me to be a perfect fit for this practitioner inquiry.

During my years of experience teaching ESL to international and multilingual students in intensive English programs (IEPs) in the United States, I have gained proficiency in teaching all program proficiency levels (1-7) and all skills, such as oral communication, structure in use, and Reading/Writing. This study focuses on my high intermediate level 6 Reading/Writing course, a course I have had the opportunity to teach multiple times during my career. Despite my extensive

experience teaching this course, this study marks the first time where I purposefully and intentionally incorporated translanguaging moves into a 6-week unit that I created. I explicitly collected data to examine the impacts of these translanguaging moves on my multilingual students, who have never experienced a class in the United States that is infused with translanguaging strategies before. In addition to my teaching responsibilities in this intensive English program, I hold the position of chair for the curriculum review committee, specifically for the Writing curriculum within our program.

Research Context

As a lecturer at a program for intensive English and as my role is teaching English as a second language to multilingual students, my research is situated in my high intermediate level Reading and Writing class at the program of intensive English at a university in the Midwest. Leveraging my extensive experience in intensive English programs, I have been able to construct this research study from a translanguaging lens.

My students in this study are full time students at this intensive English program. The Intensive English Program is a department in the school of Liberal Arts where international students are engaged in full-time English classes, which do not contribute towards university credit, often termed as pre-university courses. This Program offers structured academic English training, encompassing seven distinct levels, to both international students and local residents. Several of our students have conditional admissions to undergraduate and graduate programs at the same university and they start pursuing their degrees as soon as they get released from our program. Graduates from this Program have successfully transitioned into the workforce or pursued Bachelor's, Master's, and doctoral degree programs nationwide or globally.

The ESL classroom is an ideal setting for my research given the fact that all the students are multilingual students learning English in a predominantly monolingual environment, with

limited opportunities to utilize their full linguistic repertoires. In this study, I have created my unit through a translanguaging perspective to explore the outcomes when my ESL students are provided with a space for translanguaging in the classroom.

Participants

Participants in this study are remarkably diverse multilingual students learning English as a second language for academic and non-academic purposes at the program for intensive English. This cohort consists of eight full-time international students who intend to pursue a university degree (undergraduate and graduate) in the U.S. or to improve their English proficiency. These students are enrolled in the program to fulfill English proficiency requirements necessary for admission into degree programs.

The program divides students into three proficiency levels: beginners, intermediate, and advanced. The participants in this study are high intermediate (level 6) students enrolled in a Reading/Writing class. Additionally, they are enrolled in two other high intermediate classes: Listening & Speaking, and Structure in Use, which are taught by different teachers. It's important to note that the teachers in these two classes did not utilize translanguaging as a pedagogical approach in their classrooms. Therefore, my students are introduced to these translanguaging techniques only in my classroom.

To address the research questions of this study, the students participated in a six-week unit focused on social justice issues. During this period, they engaged with the department's learning outcomes infused with daily activities that created a space for them to utilize their full linguistic repertoire. Data was collected from their work in two major assignments, their reflections on the assignments and my observations memos.

The students in this study are an ideal fit for this study because they represent a distinct group of multilingual students grappling with challenges in learning English as a second language and aren't offered opportunities to use their full linguistic system. Many of them are accomplished professionals in their home countries and when they arrive in the U.S, they struggle with the acculturation process, linguistic imperialism, and the lack of opportunities to share their funds of knowledge, which eventually suppress their ability to carry on and flourish.

Data Sources

Given the fact that this is a practitioner inquiry where I examine my own teaching context as well as my students' work, the two main sources of data are: Teacher's data sources and students' data sources.

Teacher's Data Sources:

I collected data here from

- Students' assignments
- Students' Written reflections
- Memoing and observations

Students' Data Sources:

- Students' social justice blog (Excerpts from all eight students' blogs)
- Bilingual Chart and students' reflections on it (examples from 3 students). For this specific assignment, I chose to focus on the vocabulary chart data of 3 students instead of all eight. These three students offered more thorough and detailed explanations of how certain English vocabulary terms differ in use from their home languages. By concentrating on these three students, I was able to delve deeper into how this vocabulary chart improved their comprehension by

comparing some vocabulary in both languages and understanding the nuances of each.

- Students' written reflections

Data Collection Procedures

Data was collected in the normal course of class instruction during a 6-week session in summer 2023 in which I taught a high intermediate level Reading & Writing course at the program for intensive English at a university in the Midwest. The program typically operates on an 8-week session, 2 sessions per semester in fall and spring, and two 6-week sessions during summer. The Reading & Writing class, which was held for 80 minutes each morning from Monday to Friday, was part of the summer session. Data was collected throughout this 6-week session.

Practitioner inquiry "simultaneously investigates a problem and takes action to solve it," and it "has the power to transform education from the inside, empower teachers, and create equitable opportunities for all students to learn" (Campbell, 2013; Dana, 2016; Dana & Currias, as cited in Fisher, Frey, Marsh, & Gonzalez, 2018, p. 237).

As a practitioner, I collected data naturally as an insider, a teacher, and a researcher. Data collection began early in summer when I designed and developed a syllabus for a six-week unit. This syllabus was crafted through a translanguaging lens. That is, I incorporated the learning outcomes (standards) and curriculum assigned by the program. Then, I created lesson plans that allow spaces for planned translanguaging strategies in class. The curriculum was centered around the theme of social (in)justice. I intentionally chose this theme as it has the potential to promote critical thinking skills about societal structures, power dynamics, and the students' own roles within these systems, fostering a deeper understanding of the world and their place in it. The theme is also relevant as many of these students have faced adversity and

injustice in their home countries. Learning about social (in)justice can empower them to become advocates for change in their own communities, fostering a sense of agency and responsibility.

As soon as the 6 weeks course started, data collection continued to occur every day through collecting documents of class activities, students' assignments, students' reflections, observing in class group discussion, and students' final product (blog), as well as reflecting on my teaching practices.

In the first week, I presented the syllabus, outlining the course objectives and expected learning outcomes. My initial goal was to acquaint my students with the concept of translanguaging. I gave a broad overview of the unit's focus and explained what their participation would entail. Furthermore, I introduced the concepts of social justice and translanguaging practices and strategies, which was integral to our course. As Garcia states "The teacher constructs translanguaging spaces intentionally and maintains them through teacher-led specific activities, pedagogical strategies, and the use of multilingual and multimodal resources (García, 2014). We call this planned design by the teacher the intentional translanguaging design" (Garcia & Kleyn 2016, p. 123).

The intentional planning and design of translanguaging spaces, strategies, and practices within the curriculum is extremely important. Setting the stage and communicating to students the structure of the translanguaging lesson as well as the roles that both the teacher and students are expected to fulfill within this space is very crucial. I spent my first class introducing my syllabus and I also introduced how translanguaging pedagogy will be incorporated throughout the semester. I initiated a reflection exercise where students were asked to share their experiences using their L1 in class and assess whether it was a positive or negative experience.

Most of my students come to class with an "English only" mindset and are hesitant to initiate any translanguaging moves without the teacher's approval, affirming it as a legitimate

practice. Therefore, providing clear and focused instructions has facilitated students to engage and utilize their full linguistic repertoire for better comprehension of the text.

During week 2, we examined the concept of stereotypes through Chimamanda Ngozi Adichie's "The Danger of a Single Story". Students conducted research and presented examples of stereotypes, utilizing their full linguistic repertoire. In week 3, we discussed global social justice issues. Students engaged with multimodal materials, including video and reading articles and reflected on issues within the context of their own cultures and languages from a social justice lens.

Weeks 4-6 were dedicated to argumentative essay writing, reflections, data collection, and presentations. During Week 4, students received instructions in essay writing, drafted their essays, and participated in in-class writing activities and reflections, all while incorporating translanguaging moves. In Week 5, students focused on creating their blog, "Social Justice Begins with Me", enhancing their digital literacy skills to effectively present their work. The presentations of their blogs took place in Week 6.

Data Analysis Procedures

In this research study, I used thematic analysis to analyze my qualitative data. I moved from coding the data to categorizing the data to thematizing the data. I analyzed my data using Braun & Clarke's (2006) six steps thematic analysis method. Thematic analysis is a "method for identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). I used the following six steps.

1. Familiarizing yourself with your data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes

5. Defining and naming themes

6. Producing the report

Interestingly I added one more step to this list. After gathering all the data, I used PowerPoint slides to transfer and visualize it. I designed a visual graph template that I adjusted based on the amount of data from each student. Each student had their own slide(s) that included all the codes, categories, and emerging themes. I then refined the themes by thoroughly reviewing them to ensure each one was supported by the data. Initially, I identified 12 themes due to some students' lengthy reflections. After refining and distilling these themes, I ultimately identified two key themes.

Familiarizing myself with the data was a crucial first step that helped me delve deeper into my data. I have my data collected into two folders on a binder on my computer. The first folder is the teacher's data (lesson plans, reading materials, observations, my own reflections, assignment instructions that indicate the translanguaging spaces and the moves I incorporated in my teaching). The second folder is my students' work. This work includes their reflections, assignments, and final project.

To thoroughly analyze my qualitative data, I embarked on a detailed review of the dataset, which was primarily digital. This included discussion board reflections on various assignments, vocabulary charts on Google Sheets, and an end-of-session blog on Google Sites. I started by printing all this data and organizing it into three binders, each dedicated to a specific assignment. Each binder contained copies of the students' work, their reflections on the assignments, and my observation notes. I meticulously reviewed each assignment multiple times to become deeply familiar with the data. During this process, I noted initial observations, identifying patterns and contrasts in the students' reflections.

The process of generating initial codes started with analyzing small segments of data that eventually analyzed to more broader categories and themes. In this stage, I started by coding the data on a student-by-student basis. I moved from coding and segmenting the data to categorizing it, making sense of both the codes and the categories. Once all the data was compiled, I used PowerPoint slides to visualize it. I designed a visual graph template that I adjusted based on the data from each student. I performed this stage manually using a yellow highlighter and black pen. Eventually, I transferred them to PowerPoint slides.

In searching for themes, I grouped all the coded data in larger and broader themes. I initially identified 12 themes, and I began to make sense of the significant themes. Then I began to review the themes. This stage "involved two levels of reviewing and refining your themes. Level one involves reviewing at the level of the coded data extracts (Braun and Clarke, 2006, p. 91), while level two reviews the entire data set. I had to make some decisions to eliminate and restructure some themes. I defined my two themes. My last step was producing the report, which allowed me to view the big picture and relate my themes to the data, the research questions, and the purpose of the study.

Potential Ethical Issues

Although my study was conducted in the natural setting of a classroom, several potential ethical issues required careful consideration. The primary data source for this study was the blog created by students on Google Sites, which required me to address multiple ethical concerns to protect the participants' privacy and confidentiality.

First, to minimize the risk of ethical issues, I used pseudonyms for all students throughout the study (Creswell & Poth, 2018). Additionally, I avoided the exact locations or cities

mentioned by the students. The name and location of the school where the study took place were also blurred to further protect the participants' privacy.

Second, the content of the students' blogs included sensitive issues that could potentially expose them to harm or discomfort. To address this, I carefully selected only those pictures and segments of the blog that did not reveal the students' identities. This careful selection process ensured that no identifiable information, such as students' orientations or backgrounds, was disclosed.

Conclusion

The outcome of this study has the potential to shift the discourse on implementing translanguaging in a college- level ESL classroom. This shift will have implications on preservice teachers' education, administrators, and faculty within TESOL, and teacher educators. It also has the potential to aspire multilingual students to practice their "linguistic rights" and not to be daunted by the power of the "only English policies" (Garcia and Kleyn, 2016, p. 203)

It is through an inclusive translanguaging space where I expect that my students will be able to draw on their home languages, lived experiences, and funds of knowledge to cultivate their power and agency in addressing social justice issues. Through translanguaging pedagogy and thematic analysis, data revealed how students leveraged the translanguaging strategies I introduced in the classroom.

In the following chapter, I outline the story of my research, the course design and classroom structure, and the layout of the unit I created. This includes the purposeful pedagogical moves I developed to foster a translanguaging environment and an inclusive space for students to use their linguistic repertoire in my classroom. I will present how I implemented translanguaging moves within a curriculum that was not intentionally created for such an approach. I will

elucidate how I took a translanguaging stance and introduced the students to the concept of translanguaging, offering them an overview of the study's focus, and clarified their expected participation.

Chapter 4: Reclaiming Students' Linguistic Rights

"We can't say that we're honoring students' humanity and only invite half of their linguistic and cognitive selves into our classroom" (De Los Rios, 2021).

"I feel like I am in a prison! I hate myself and everything around me!" The student cried out in Arabic as soon as I entered the room. It was a Monday morning during the Fall semester a few years ago, and my program director at an Intensive English program at a university in the Midwest had asked for my help translating for this new student. Personnel from the Office of International Students were also present.

The student had confided in a couple of friends about wanting to end his life, and his friends reported this to a teacher, prompting the director to call for a meeting. During the meeting, he expressed his disappointment, stating that he felt learning a second language was not worth losing his identity, pride, or the burden of being able to communicate to some of his classmates in Arabic.

During our hour-long meeting, we discovered that the student was put under extreme pressure from one of his novice teachers who insisted that students disregard their home languages completely and immerse themselves only in English, even at home. She claimed that this is the only and fastest way to master English as a second language. In addition, she gave extra points for those students who socialize only with native speakers of English or speak only in English with friends and non-native speakers of English. According to her, this is the ideal approach - an English only environment and full immersion.

This experience was my first practical exposure to the complex issues of identity, language, and power that multilingual students face in the monolingual environment in the U.S. In the ESL classroom context where many students are deprived of opportunities to use their funds of knowledge and home languages. Instead, they are compelled to replicate a dominant

linguistic form creating a power imbalance where the "imagined native speaker is romanticized as a model speaker all nonnative speakers should strive to emulate" (Won, 2021, p. 79). In such an environment, students lose connection with their surroundings. The student in this critical incident felt that all what he brought from home was worthless as power is portrayed only in being a native speaker of English and speaking and socializing with native speakers.

Conceptualizing these experiences coupled with my bilingual background and my dedication to promote equitable education sparked my interest to navigate and explore new paradigms that help multilingual students disrupt the monolingual ideology that contributed to their marginalization and help increase their power, agency, and level of engagement.

Intensive English programs (IEPs) hold a unique position on campuses across the United States. The students in these programs differ significantly from mainstream students in several ways. For example, many of my students are accomplished professionals in their home countries and are here in the United States to pursue their graduate degrees. I have had students who are physicians, lawyers, engineers who own their own practice or who are successful professionals in their fields back home. However, upon arrival in the United States and starting their academic journey, they are often involuntarily assigned a specific linguistic identity, causing a drastic shift in their self-confidence and self-image. They transition from being successful professionals to feeling powerless and inferior as they struggle to express themselves, evaluate, or even critique in their journey learning a new language. Their creativity is restrained as they are compelled to mimic certain linguistic forms and are judged based on their linguistic abilities and not their critical thinking or creativity. It is a "representative of a phenomenon that is far more complicated than simply not having a set level of proficiency; it is about being able to speak but being rendered unable to speak in a given context of being evaluated according to the expectations of a putatively idealized speaker" (Won, 2021, P.79).

Throughout my 14 years of teaching, my goal has been to shift my curriculum in such a way that encourages my students to showcase their aspirations and pursue their dreams. Initially, I began to integrate translanguaging into my ESL classes unintentionally. Although my syllabus wasn't specifically designed to incorporate translanguaging strategies, I would share my experiences as a bilingual teacher myself. I would also demonstrate translanguaging practices to my students as I use some vocabulary from my native language, or I compare the word order in English with the word order in my own native language. By modeling translanguaging across several ESL classes, I fostered a safe space that encouraged students to share their experiences and funds of knowledge empowering them rather than marginalizing them. These spontaneous, unintentional moves over the years have helped me establish a voice and showcase my translanguaging stance.

In Spring 2023, I took a graduate course on translanguaging, which exposed me to translanguaging as a theory and as a classroom technique. This experience enabled me to incorporate translanguaging strategies in a more structured way into my syllabus. As a result, I began to adopt a translanguaging stance and design in my syllabus. In Summer 2023, I decided to conduct a study in which I created a 6-week unit from a translanguaging lens.

Six Week Unit

The students involved in this study were enrolled full-time in an Intensive English Program at a midwestern University. This program, part of the School of Liberal Arts, provides full-time English instruction to international students. These courses, often referred to as preuniversity courses, do not count towards university credit. The program offers a structured curriculum for academic English, with seven different levels. A number of these students have conditional acceptance into the university's undergraduate and graduate programs and begin

their degree courses upon completion of our program. The students in this study were in level 6 (higher intermediate level) Reading and writing courses.

Table 1

List of Students Names and Home Languages (six home languages)

All names used in this study are pseudonyms to protect the identities of the students.

Student	**Home Language**
Akira	Japanese
Alejandra	Spanish
Jamila	Arabic
Lisa	Portuguese
Nabil	Arabic
Noor	Turkish
Ricardo	Creole
Sandy	Spanish

I incorporated the program learning objectives and curriculum outcomes into my syllabus. Then, I crafted lesson plans that included my translanguaging strategies and moves. This study was conducted during an intensive 6-week summer session, instead of the usual 8 weeks. Our classroom sessions were 2 hours long with a 10-minute break, enabling us to cover numerous objectives and alongside producing our final project.

Over the course of six weeks, we began with an introduction to the syllabus, course objectives, and the concept of translanguaging in the first week. The second week we delved into stereotypes through Chimamanda Ngozi Adichie's "The Danger of a Single Story", with students

researching and presenting examples. The third week focused on global social justice issues, with students reflecting on these issues in their cultures and languages. The final three weeks were dedicated to argumentative essay writing, reflections, data collection for their blog as a final product, and presentations. Students wrote essays and reflections, created a blog titled "Social Justice Begins with Me", and honed their digital literacy skills. The unit concluded with the presentation of their blogs in the sixth week.

In the upcoming sections, I will share a comprehensive week-by-week overview of our classroom activities. I will present how I meticulously integrated translanguaging moves and strategies throughout our six-week journey. Together, we will embark on this educational journey.

Week 1: Setting the Stage

In the first week, I focused on three main objectives: introducing and discussing the syllabus and making personal introductions, reviewing the structure of an essay, and enhancing students' ability to identify the main ideas within a text. I introduced the syllabus, detailing the course goals and the anticipated learning outcomes. My primary aim this week was to familiarize my students with the idea of translanguaging that is infused in our class activities. I provided a comprehensive overview of the unit's emphasis and clarified what their participation would entail.

On the first day of class, I shared my journey as a non-native English speaker and my current role as a non-native English teacher. I discussed learning English and its nuances. I explained that during my 14 years of experience as an ESL teacher, I have developed my perception about the most effective method of teaching ESL. I emphasized the power of translanguaging as a pedagogy that helps students achieve their goals.

Fostering an Inclusive Environment

I repeatedly emphasized the importance of being proud of being bilingual learners and that their home languages and funds of knowledge are valuable assets to be leveraged. I encouraged them to use them as tools to reach their goals. This encouraged students to inquire more about my own learning experience and the challenges of being a non-native speaker of English teacher in the United States, given my visible identity that doesn't fit the typical image of a native speaker teacher. By fostering an environment that respects multilingualism and values their funds of knowledge, we built an excellent rapport and had great discussions. Students felt comfortable talking about their experiences learning a second language and even discussed some issues they had communicating with native English speakers.

I began with a warm-up activity that prompted students to introduce themselves and share their goals learning a second language. They also shared their experiences of using their home language (L1) in class. I led by example, sharing that I am a member of a minoritized language myself and discussing where and when, and why I use it. This activity facilitated students' participation and fostered a sense of community and highlighted the diversity of our classroom.

Most of my students came to class with an "English only" mindset and were initially reluctant to translanguage without my approval validating it as a legitimate classroom strategy. By sharing personal experiences and providing them with clear instructions, I enabled them to participate actively and begin to share how they utilize their entire linguistic system. My goal was to make translanguaging a regular part of classroom practice and to create an environment where students feel safe and supported in using all their linguistic resources. I also explained to students that using translanguaging in some of the assignments is optional. I provided a clear and explicit explanation about what translanguaging is and its benefits.

My second objective in week one involved reviewing essay structure. I conducted inclass activities to help students revisit the structure of a 5-paragraph essay, which they had previously covered in lower levels. These activities included reading various essays and identifying the main idea, thesis statement, topic sentences, and supporting details. To facilitate this, we started by reading and analyzing different 5-paragraph essays such as the essay titled "Cancer Risks" from our textbook.

Translanguaging Strategy #1 Annotation

Students silently read the essay individually in class. I encouraged them to use their dictionaries to look up any challenging words they encountered. Additionally, I urged them to annotate the margins with notes or comments in their home languages. After they finished reading, I paired them up for a discussion about the reading, during which they shared their ideas and the comments they had written in the margins. They also compared the structure of the essay with that of essays in their home languages. This exercise facilitated a deeper understanding of the reading from different cultural perspectives and promoted an appreciation for the diversity of linguistic structures.

As a whole class we also discussed the thesis statement and topic sentences in each paragraph. Students were encouraged to discuss the differences between writing an essay in academic English vs. their home languages. This comparison sparked engagement among the students, with some discussing the spiral method of writing, while others noted that writing an essay in their home language doesn't necessarily require a specific location for the thesis statement.

All the students agreed that in their home languages an essay should have a beginning, middle, and conclusion, but a clear thesis in the introductory paragraph isn't always necessary in many languages. This discussion set the tone for the class, legitimizing conversations about their home

languages and funds of knowledge, and for the first time in an English class, students were encouraged to use languages other than English, which marked a significant shift in their experience in the United States.

Translanguaging Strategy # 2 The Bilingual Vocabulary Chart Pedagogical Tool

I developed a translanguaging pedagogical tool called the Bilingual Vocabulary Chart to assist students in enhancing their comprehension of complex English texts and expanding their vocabulary. This pedagogical strategy requires students to select five challenging words from their daily readings and provide their meanings in both their home language and English, accompanied by example sentences in both languages.

Utilizing the Bilingual Vocabulary Chart as a daily resource, my students identified new vocabulary from our readings, videos, and a variety of academic texts. Following my scaffolding of the process, students translated each word into their home language (or a near-equivalent), provided definitions in both languages, and constructed example sentences in both languages. Subsequently, students presented their vocabulary lists to the class, engaging in discussions about the semantic and structural similarities and differences between the words in their home language and English. This method not only expanded their vocabulary but also enhanced a deeper understanding of linguistic nuances and cultural contexts.

Making the connection between words and definitions in students' L1 and L2 had a positive effect on how students approach learning new vocabulary. The use of their home language as a tool, rather than an impediment, was tremendously empowering. They were excited to share the nuances of words in their language when compared with English language usage. I continued to encourage students to use this strategy for encountering new vocabulary on their own throughout the session. This not only fosters a sense of community among them, but

also serves as a tool that shows them how their unique differences enable them to see the common aspects they have.

Figure 1

The Bilingual Vocabulary Chart Pedagogical Tool

Summer 2023
Reading & Writing Level 6
Bilingual Vocabulary Chart (Use this hard copy or use Google Docs)

Word in both English & home language	Meaning in English	Meaning in home language	Part of speech	Sentence in English & sentence in home language	Notes
1-					
2-					
3-					

Translanguaging Strategy # 3 Multilingual Materials

In another activity, with the aim of fostering an inclusive environment, I encouraged my students to bring in texts or sample articles in their home languages to enrich our learning environment. This activity helped us look at how essays or academic writing is different from one language to the other and how different it is from writing an essay in academic English. Some students brought in short stories instead of academic essays while others brought some compositions from newspapers or academic journals in their home languages. Although we

didn’t get a chance to review all the texts they brought in, the presence of these materials helped students feel proud of their cultural backgrounds. Due to a school policy, we discovered that we weren't allowed to hang items on the wall, so I brought in a small bookshelf where we could display the multilingual materials.

We concluded our week by celebrating the richness of our diverse cultures and languages. This set the foundation for a classroom environment where students felt a sense of belonging and ownership of their educational journey. As we wrapped up the first week, we are now ready to delve into exploring stereotypes.

Week 2 Stereotypes around the world

Our second week’s theme focused on stereotypes and how they lead to social injustice, which is our focus in the unit. I designed lesson plans that introduced students to reading multimodal materials that empowered them to evaluate and critique issues from diverse perspectives. We worked together to identify main ideas, key words, and supporting details. I chose materials to boost student engagement, foster critical thinking, and align with our unit’s central theme: social (in)justice. During the first week, and as part of our personal introductions,

I led an informal class discussion on examples of stereotypes or social injustice within their cultures and across the globe. This week, we focused on understanding stereotypes and their role in perpetuating inequality and social injustice.

To accomplish this objective, I introduced students to Adichie’s TED Talk titled “The Danger of a Single Story.” We used this speech to achieve three goals: 1) understanding the main idea of stereotypes and how they are formed, 2) discussing main ideas supporting details, and 3) learning new vocabulary that will help students in their reading and writing through our vocabulary chart. We watched the talk attentively, discussing the significant concepts presented

in the video. Then, I provided the students with the transcript of the TED Talk for a more detailed analysis.

I divided the students into two groups, and they read the transcript in class, working together to identify key terms such as stereotypes, immigration, and assumptions. I encouraged students to research the meanings of these words in both their home languages and in English. They used the bilingual vocabulary chart introduced in week one to add the vocabulary parts of speech and create sentences in their home languages as well as in English using these words. After students completed five words in their charts, I asked them to present their vocabulary to the class.

This activity sparked insightful discussions about how these words could carry similar or different meanings and connotations across languages. For example, Nabil asked if stereotypes could also be positive. He wondered if saying something good about a group of people would be considered a positive stereotype. I explained to Nabil that while stereotypes can sometimes seem positive, they still generalize and oversimplify people's behavior. positive stereotypes can still be harmful. They can create unrealistic expectations and pressure for individuals to conform to these behaviors. Additionally, positive stereotypes can reinforce other negative stereotypes and contribute to a simplistic and inaccurate view of a group.

While watching the TED Talk, the students were struck by the speaker, Adichie, who used vocabulary from her own languages while addressing a predominantly white audience. One such word was "nkali," which translates to "to be greater than another." This example demonstrated to the students that translanguaging is a practice adopted by many. It served as a powerful example of how language can be used to challenge stereotypes and assert one's identity.

Translanguaging Strategy # 3 Bilingual Research

After the students worked on the key words in the reading/video, their homework was to research examples of stereotypes or social injustice in their home languages and English. I encouraged them to conduct bilingual research where they can first look at information in their home languages to formulate an idea about the topic, and then to consult English sources. On the second day, we held a class discussion where students shared examples from their personal experiences and life stories about people having a single narrative about their culture or country.

Some students shared very interesting insights. For instance, Noor mentioned that when she searched in her home language, the results vary depending on the website, as people have different opinions based on their social or political orientations. Nabil noted that in his country, some people don't view stereotypes as negative, but when he arrived in the United States, he experienced stereotypes about himself and where he is from. Nabil mentioned that he understood the concept of stereotypes but didn't know the English term for it. He is pleased to have learned it now, as it allows him to discuss it with others. Even the students who usually did the bare minimum in discussions were motivated to share their stories.

When reflecting on their bilingual online research, students shared that conducting research in their home languages simplified the process of identifying specific incidents and understanding complex concepts. Although they could do their research in English, they found that using their home languages made the process more manageable and motivated them to gather more examples. The students expressed their feelings about these experiences and shared the impacts of these stereotypes on them. Particularly vulnerable to stereotypes in the United States, they shared instances where they were stereotyped based on their appearance or linguistic ability, rather than their true identities or achievements. They discussed the dangers of stereotyping others and evaluated the concept of stereotyping from various perspectives.

Allowing students to research in their home languages enhanced their understanding of complex concepts, as they could build a solid foundation before transitioning to English. It also brought interesting diverse cultural insights into our classroom, enriching discussions and deepening students' understanding of global issues. The approach helped increase students' engagement, as even those who typically participated minimally were motivated to share their stories. Additionally, encouraging students to conduct bilingual research fostered critical thinking as it helped students evaluate the reliability and bias of various sources.

In the discussion board assignment on Canvas, students were asked to provide examples of stereotyping from their cultures, using videos, vocabulary, and texts from their home languages. The board quickly filled with stories and videos highlighting global instances of stereotyping and social injustice. I used the term "social justice" to illustrate two key points. First, classroom inequity and explain how translanguaging can be a tool to promote educational equity. Second, I highlighted social justice in society, emphasizing that international students and immigrants often face oppression due to being part of marginalized groups, not just within the classroom but in the broader societal context as well.

Encouraging students to use bilingual resources (dictionaries, research, etc.) was crucial. Without this support, some students wouldn't have been able to fully utilize their linguistic repertoire as a translanguaging pedagogy centers on social justice by allowing racially and linguistically minority students to use all their linguistic and semiotic resources to make meaning (García et al., 2017).

For example, Alejandra uploaded a video showing a Latina girl being yelled at and verbally abused in a restaurant, with the assumption that they were in the United States illegally. Despite being in Spanish, Alejandra translated the video for us and explained how it clearly illustrated the severe stereotyping and injustice faced by immigrants and international students in

the U.S. The diverse perspectives, languages, and knowledge shared in the discussion board enriched our understanding of the topic. It added depth to our evaluation of arguments, as students' examples and reflections highlighted connections between language, power, and identity. Creating a safe environment for students to use their languages and cultural examples significantly boosted their engagement, power, and agency.

In week two, I focused on critical thinking and analysis, enabling students to engage more effectively with argumentative texts. Through research, interaction, and sharing examples of stereotypes and social injustice, students gained awareness and initiated change. These activities helped them identify issues and envision changes they wished to see in the world, reclaiming the power and agency often missing in an English-only classroom. The next phase involved students identifying a social issue that matters to them.

Week 3: Social justice around the world

This week, we embarked on a journey to accomplish our objectives through a series of engaging activities. I designed my syllabus around the theme of social justice, aiming to introduce my students to various reading and multimodal materials to enhance their understanding and pave the way for their final product blog, "Social Justice Begins with Me."

We explored the concept of social justice in depth, examining its diverse forms and ways to affect change in the world. We examined two related articles from the Harvard Business Review, which provided us with a foundational understanding of social justice. The articles helped students understand how discrimination as a pervasive form of social injustice affects various areas, including education, housing, and employment. It states that despite legal prohibitions, discrimination persists, particularly against minority groups. The articles explore the causes of social injustice, such as stereotypes and personal biases, aiding students to

comprehend how these factors contribute to social injustice. As a class, we discussed and added to the solutions presented in both articles, such as education, awareness programs, and personal responsibility within different social networks to challenge discriminatory behaviors.

These articles served as a foundation for achieving our reading objectives for the week. The reading objective was to analyze information, support details, and identify the writer's point of view. Since this is a combined Reading and Writing class, I chose to work on both skills simultaneously.

The writing objective for this week was to familiarize students with the structure and organization of argumentative essays. This phase, which I refer to as the 'recognizing stage,' involved students reading models of argumentative essays to understand the composition layout and identify the structure before initiating their own writing process in the following week. We examined two such essays, identifying the author's viewpoint, supporting details, counter arguments, and refutations. I noticed that students have always appreciated this phase; they voiced that it is very helpful to see these essay samples as they don't have the same writing style or essay structure in most of their home languages.

As a warm-up activity, I introduced students to the concept of social justice by watching a 6-minute video titled "What is social justice?" (YouTube, 2023). Retrieved from https://youtu.be/1SV5KiHHFrA. The video provided an overview and historical background of the term social justice. I chose this video to stimulate an engaging class discussion and to unpack social justice into various facets, such as discrimination, gender orientation, religious orientation, and many other concepts. Interestingly, these concepts are perceived differently across cultures. For instance, religious orientation and the associated rights and freedoms can vary widely, influencing how social justice is understood and applied globally. The cultural

diversity within our classroom provided multiple perspectives on the complex nature of social justice.

Throughout the video, I paused every few minutes to ensure understanding, allowing students to use their bilingual dictionaries and to take notes to clarify any complex ideas. The video sparked a compelling conversation about social justice and the diverse interpretations of social justice in different cultures. Some students were surprised that discrimination extends beyond African Americans in the United States and can include religious, sexual, or genderbased discrimination. They expressed that they were familiar with these issues in their own languages and cultures, but they hadn't previously been able to articulate it in English.

I provided the students with a handout, a list of the most common concepts from the video, and I asked them to incorporate these new words into their bilingual vocabulary charts. Although there were several challenging terms in the video, and it seemed overwhelming at first, using the bilingual vocabulary chart and having a class discussion that allows them to use their full linguistic repertoire facilitated the comprehension of these words and enabled students to incorporate them in different sentences. This activity sparked an engaging class discussion, enabling the students to tap into their linguistic and cultural resources.

For homework, students wrote a 1-2 paragraph reflection on the discussion board about the video. I encouraged them to engage in free writing allowing them to utilize their full linguistic system to make meaning. Many students shared examples of how these issues are perceived differently around the globe. This exercise not only enriched their vocabulary but also broadened their understanding of social justice.

Our next stop in week 3 journey was an article from the Harvard Business Review (HBR), titled "Use Your Social Network as a Tool for Social Justice" (Brands & Rattan, 2020). This reading deepened our understanding of social justice to a new level and addressed the

question that was frequently raised during class discussions: “How can we make change?” The article provided valuable tips on how to respond when we witness or experience any form of social injustice. I provided multiple translanguaging opportunities that students could use to examine this article.

First, I uploaded the reading on Canvas in advance, assigning it as homework. I offered the students some reading strategies and created some translanguaging opportunities to use while reading. I instructed them to read the article twice. The first pass was for them to grasp the main idea, during which they were encouraged to underline or circle any challenging vocabulary. The second pass involved looking up the meanings of these words in both their home language and English and adding them to their bilingual vocabulary chart.

Additionally, I asked students to take notes while reading, capturing the main idea of each paragraph in a sentence or a phrase using their full linguistic repertoire. My goal in this task was to help them demonstrate their comprehension of the main ideas and to engage them with the text, to process the information in the language they were most comfortable with. The next day, we started a class discussion where students worked in groups to share their notes and insights they wanted to contribute.

Our second reading, “Social Injustice: Discrimination” (HBR, April 16, 2016), served as a reinforcement of the idea of discrimination and its impacts on individual lives. Using the strategies discussed above, students engaged in a thorough analysis of the material, and we discussed it in class the next day. Our in-class discussions were enriched by examples from the students’ own cultures and funds of knowledge. These discussions extended beyond the classroom to our discussion board on Canvas where students reflected on the readings.

Through in-class group discussions and reading students’ reflections on the discussion board, I observed that my students began to find and establish their voice and articulate their

thoughts on stereotyping, discrimination, and social injustice more powerfully. Their reflections and responses to each other freely using their full linguistic repertoire illustrated how creating a translanguaging space fostered their critical thinking skills. More importantly, it empowered them to disrupt the hegemonic approach and to challenge the involuntary identities often imposed upon them, particularly the idea that they are incapable of engaging in complex or challenging topics because they are non-native speakers of English. This experience highlighted the transformative potential of translanguaging in enhancing multilingual students' involvement and power.

It is worth noting that in order to progress to the subsequent level of our program, the students involved in this study were required to pass a proficiency test by the end of this session. This is on top of the final test and other assessments they do in my class. Their writing proficiency for this level was assessed through a 5-paragraph essay on a controversial topic. My teaching strategy for instructing them on how to compose an argumentative essay was twofold.

Translanguaging Strategy # 4 Comparative Analysis Method

I began by introducing students to examples of argumentative essays, breaking down their structure and organization. We examined two such essays in class. Then, I used a translanguaging technique encouraging students to write their outlines and drafts in their home languages and comparing them with English. This approach empowered them and facilitated a deeper understanding of linguistic nuances, enhancing their critical thinking skills.

I handed out the first essay to the students, and I paired them up to work together to identify the basic parts of the essay. While they could easily identify the introduction, body paragraphs, and conclusion, they were less familiar with counter arguments and refutations. We examined the text's structure and organization, learning to recognize its interconnections

between the paragraphs. This insight offered students a more understanding of the author's thought process and aided them in comprehending the line of argument.

I explained the concepts of both an argument and a counter argument, encouraging students to refer to their bilingual dictionaries during class for any needed clarification. While some students struggled to understand the purpose of presenting an opposing viewpoint in the essay, others shared that the extra paragraph was meant to disprove the opposing argument. I explained the structure of an argumentative essay in academic English, emphasizing the sequence: prompt, argument1, argument 2, counterargument, refutation, and conclusion.

However, some students still struggled to grasp this concept as they couldn't relate to it.

To assist them, I employed another translanguaging strategy. I initiated a class discussion utilizing a comparative analysis method. I posed questions to the students such as: How is an argumentative essay structured in your home language? How do you develop a counterargument in your culture/language? How do you craft a thesis statement for an argumentative essay? To foster an inclusive environment and encourage students to share their funds of knowledge, I led by example. I demonstrated the writing process in my home language- Arabic. I explained that in Arabic, one might need to read the entire essay to understand its main point. In contrast, in academic English writing, the main argument and idea of the essay are typically presented in the introduction, allowing the reader to decide whether to continue reading.

This example sparked more questions and discussions. Akira, a Japanese student, shared that the cultural difference made it hard for him to relate to the concept. I engaged him more by wondering if there was a similar concept in his home language, and if he could demonstrate how an author would present their viewpoint in his language. I invited him to write the term 'argument' in his language on the board and teach us its pronunciation. After a few attempts, the

class and I managed to pronounce it correctly. Interestingly the class showed great interest in his language. His eyes lit up as he eloquently explained that in the Japanese language, the main point or thesis appear at the end of the essay and ideas aren't always explicitly stated. He also explained that confrontation isn't highly valued in Japanese culture and argumentative essays don't have all the elements we have been learning in class. In the Japanese language, argumentative writing, which involves two points of views, focuses on convincing the reader rather than directly refuting the opposing point of view. He gave an example in Japanese and translated into English and explained that in an argumentative essay in Japanese, the argument might not be clear until the end of the essay. Our discussion showed how students responded to the translanguaging strategy I created in class as "students can serve as linguistic resources to one another, helping to build off their ideas and language" (Garcia & Kleyn, 2016, p. 107).

I was thrilled by the linguistic diversity and the funds of knowledge the students brought to class and to me personally. Akira's contribution and the translanguaging opportunities he took up shifted the entire classroom into a more inclusive and engaging environment, where students felt comfortable taking risks in sharing their funds of knowledge. Consequently, other students felt motivated to share their insights as well. By the end of class, we had learned several nonEnglish words and gained insights into how writing is structured in different languages.

Our discussion led us to explore the idea of high-context and low-context cultures, emphasizing the importance of knowing our audience when writing. In the next class, some students brought examples of argumentative essays in their own languages. Together, we gained insights into the interaction of language, culture, and argumentation. Through these activities, we not only learned about writing argumentative essays and supporting our argument but also about each other, fostering a sense of community and mutual respect in our diverse classroom.

Week 4 The Writing Workshop

This week, our classroom was buzzing with activity as we focused on two main objectives: practicing writing argumentative essays and brainstorming for our end-of- unit final product, the blog. I introduced the blog concept as the final product of the unit, explained its guidelines, and encouraged them to start brainstorming ideas early. The blog was due in the middle of week 6. So, this week was dedicated to what we call it, a writing workshop, where students worked on writing their argumentative essay.

One of the highlights of this week was a visit from our university librarian, whom I invited to offer an information literacy session. She guided us through the online university library, demonstrating how to find sources in English and in other languages. This information session was very beneficial in assisting students to create their bibliographies and conduct research for their writing.

As part of their writing assignment, students were required to create a bibliography of 1-3 sources. I introduced a translanguaging opportunity, allowing them to include one source in their home language. This strategy increased their engagement as they searched for sources in a language they were comfortable with and it also allowed them to celebrate their cultural heritage and feel that their home languages and cultures are respected and valued as “translanguaged texts could serve as counter-texts and be used to interrogate language practices in schools that sustain relations of power and privilege (Garcia and Wei, 2014, p.133).

Throughout the week, I actively prompted the use of translanguaging. First, I encouraged students to employ their entire linguistic system while crafting their outline and prewriting. However, the final draft and essay were to be written in English. Incorporating their full linguistic repertoire enabled the students to generate a wider range of ideas and perspectives compared to a monolingual approach. My goal was to give students the freedom to choose their

own topics for both their argumentative essay and their social justice blog. However, some students struggled with selecting two topics for the two writings. To address this, I gave them the option of using the same topic for both assignments.

After students compiled their bibliography as a homework assignment, I instructed them to work on their outlines and drafts in class. Following the first draft, they engaged in peer feedback sessions, after which I provided my own feedback. I always ensure that my students write a significant portion of their essay writing in class. This approach allows me to get to know my students better, as I rotate around the room, offering instant, quick feedback, which they always appreciate.

Translanguaging Strategy # 5 Essay Outline Using Full Linguistic Repertoire

I designed our writing workshop this week from a translanguaging perspective, encouraging students to incorporate their full linguistic repertoire in their outlines and drafts. After completing their outlines, students worked in groups to share and receive feedback from their peers. They then began writing their drafts. On the first day, they wrote their introductions and body paragraphs, followed by peer feedback. Their homework was to revise their writing based on this feedback and continue researching additional sources. On the second day, they wrote their counter arguments and refutations, again receiving peer feedback.

One of my students initially wrote her entire draft in Spanish. She shared with me that this process helped her distill many themes from her writing, which subsequently inspired her to write in English. She explained that this practice expanded her perspectives and enriched her argument with additional ideas. When writing solely in English, she felt her ideas were somewhat limited. She expressed her appreciation for the translanguaging approach we are using in class, as it has alleviated her guilt about using her full linguistic repertoire in the writing process, a feeling she had in the past.

I implemented two strategies for providing in-class feedback. First, I encouraged students to present their writing to me immediately upon completion, particularly if they were waiting for peer feedback or had already revised their work based on it. They would approach my desk, and we would review their work together. I asked them to explain the rationale behind their writing choices, especially when utilizing their full linguistic repertoire.

The second strategy, I provided collective feedback on the board, allowing all students to benefit from the feedback given to their peers. If any student felt uncomfortable displaying their work publicly, they were not required to do so. In such cases, I offered one-on-one feedback.

During the feedback process, I discussed the structure and organization of the essays. I invited students to justify their decisions regarding the placement of the thesis and the overall structure. Moreover, I provided feedback on sentence structure, highlighting deviations from the typical Subject-Verb-Object (SVO) structure in English. I encouraged students to compare these grammatical points in both English and their home language. By the end of week 4, the students were ready to submit their final drafts of their essays.

Week 4 was an excellent demonstration of creating translanguaging spaces in our writing workshop. Students crafted their opinions on social injustice using their full linguistic skills and funds of knowledge. It was a week filled with growth, discovery, and linguistic exploration, and I was excited to see how these experiences influenced the students' final projects.

Week 5: The blog

Give migrants "voice" and help them to develop it. – (Garcia, 2017)

This week, we embarked on documenting our social justice journey through a blog. Our objectives were threefold: (1) to write for a publication to reach a wide audience, specifically through student-created blogs; (2) to enhance digital literacy by utilizing Google Sites for blog

sharing; and (3) to present these blogs at an end-of-session expo. I allowed students to adapt their argumentative essays into blog format while maintaining the same topics.

I designed the unit around the theme of social (in)justice, anticipating that international students would be interested in this theme due to the many challenges and adversities they have faced, motivating them to advocate for social justice around the world.

I assigned students a task of creating an end of the session blog using Google Sites as the final project of the unit. We called the blog "Social Justice Begins with Me". Each student contributed a unique perspective on a specific social justice issue they are passionate about, which was also the same topic of their argumentative essay. They analyzed, evaluated, and presented their viewpoints, incorporating multimodality using their full linguistic repertoire.

The blog served as a platform for students to freely articulate their perspectives on global social justice issues. Instead of merely mimicking English structures and examples rooted in a monolingual context, they drew upon their complete linguistic repertoire. This approach challenged the prevailing belief that English is the sole acceptable language for expressing ideas in an ESL classroom. Creating this space helped students to tap into their funds of knowledge and lived experiences, fostering a sense of empowerment and agency.

On the blog's homepage, the students crafted a welcoming letter, stating: "We created this blog in an effort to reject negative stereotypes and promote social justice around the world. In this space, we analyze, evaluate, and present our topics through a social justice lens. Please help us spread the word and raise awareness for these critical issues" (Level 6, August, 2023).

This week, our focus was on designing online blogs. Although students had already chosen their topics, this week was dedicated to doing further online research. I began by explaining the blog writing guidelines and provided them with a rubric to guide their work.

Translanguaging Strategy # 6 Multimodal Text Using Full Linguistic Repertoire

Students started working on their blog project by completing their annotated bibliographies. I instructed them to incorporate 3-5 sources, including websites and videos. They expanded their existing bibliographies from the argumentative essay, adding new multimodal sources. I encouraged them to utilize their full linguistic systems, incorporating sources from their home languages to support their arguments, such as books, articles, or videos. For example, Alejandra shared a video of Spanish-speaking women discussing their struggles with violence against women in her country. She translated the video and explained the incidents of violence the women described. She also shared a personal experience that motivated her to advocate against this violence, highlighting how some countries lack adequate support for women, which is a form of social injustice. Lisa used a video in Portuguese to showcase a protest against abortion in a hospital. By researching and incorporating sources in both their home languages and English, students expanded their multilingual repertoire. They gained confidence in navigating different linguistic systems and expressing complex ideas. Engaging with diverse sources exposed students to new concepts and vocabulary, broadening their lexicon and improving their ability to communicate effectively.

In the second phase, the students created a blog layout and incorporated the researched sources. I encouraged students to draw the content from their argumentative papers and then integrate additional materials such as videos and images. Most of the research was completed as homework, and during class, we discussed arguments and organized the blog content.

Organizing the blog layout and structuring content was a challenge for some students. They needed guidance on this new form of writing, including crafting engaging introductions and compelling conclusions. I spent time focusing on blog organization and provided feedback to help them refine their layout and flow. I explained to students that their blogs don't need to

follow the academic language and style of their papers. Blogs can be shorter and more personal, allowing them to voice their own perspectives on specific issues. Some students struggled to write freely, as they were accustomed to following academic Essay rules. Initially, they copied parts of their argumentative papers and posted them on their blog pages. I encouraged them to adopt a more informal style, and I showed them examples of some online blogs. We worked on writing informal introductions to serve as hooks, and then they began to blend parts of their argumentative papers with new, more personal writing. Throughout the week, I formed small groups to foster peer support in blog writing. These groups were carefully selected based on factors like linguistic ability. Our class this week functioned as a writing workshop, where students learned how to incorporate sources, expand their vocabulary, receive feedback, and develop responsible digital citizenship.

As students utilized Google Sites for their blogs, it became essential to assist them with some digital literacy skills. While some felt at ease navigating the technology, others had limited experience beyond basic assignments they do on Canvas. First, I played two short tutorial videos on using Google Sites in class. Then, I encouraged the students to explore other tutorials in their home languages if they needed further help. Second, I leveraged the expertise of a couple of tech-savvy students, and they willingly helped their peers. As the students worked together in their small circles and as a whole class, sharing knowledge and overcoming challenging, and giving feedback to each other, the entire class environment this week fostered a sense of community, and together, we navigated the digital landscape, empowering each other towards the main goal-rejecting social injustice.

Overall, students had the agency to make informed decisions about language choices in their blogs. They found that sharing their funds of knowledge and choosing the language of their sources enhanced their blogs. As we explored global social injustices, we gained deeper insights

into other cultures and lived experiences. Learning new vocabulary in different languages, alongside English, allowed students to appreciate and celebrate multilingualism and diverse cultures.

Students worked diligently this week, and they were ready for the big day: The expo!

Week 6 Social Justice Begins with Me

This week was dedicated to refining the presentations. On Monday, students focused on fine-tuning their work. I spent half of the class rotating among the students, providing individualized feedback, and the other half discussing the guidelines of presenting an argumentative topic. I highlighted the importance and the beauty of embracing their home languages and funds of knowledge in their presentations, encouraging them to translate any nonEnglish texts or multimodal sources for their audience. On Tuesday, we conducted in-class rehearsals, during which I provided a feedback template for students to jot down notes for the presenters. The presentations took place on Wednesday, and on Thursday, our final day, we reflected on the session, the presentations, and the use of translanguaging. Initially, students planned to order T-shirts with "Social Justice" written in all their home languages. They were extremely enthusiastic about brainstorming the design. Unfortunately, due to order issues, we couldn't proceed with this plan. Instead, they suggested that everyone wear white shirts to show solidarity.

We concluded the unit with students presenting their major projects and blogs at a departmental expo. I extended invitations to both teachers and students from our program and secured a larger room for the presentations. In an email to my colleagues, I outlined the purpose of the presentation and shared the titles of the students' projects, which included topics such as "Ending Violence against Women" and "My Body, My Choice." Approximately 20 teachers and students attended the expo. Although my students were nervous, they were also very proud. They

collaborated effectively, supporting each other with technical issues and offering words of encouragement. We truly worked as a community, and the feedback from the audience was overwhelmingly positive. The presentations took place at the end of the session, just before the final proficiency test of the program. Interestingly, I usually don't know the contents of the final test for level 6. Just like the students, I was surprised to see that the assistant director had chosen prompts that aligned so closely with the themes of our projects. It was a pleasant coincidence that reinforced the relevance and importance of the topics we had been exploring.

Translanguaging Strategy # 7 Write and Present Using your Full Linguistic Repertoire

I allowed the students the freedom to present their blogs using their complete linguistic repertoire. Interestingly, some students showed some hesitation to do so, as they sought confirmation from me that they could do so in front of other teachers without facing repercussions from them or the program director. We had an engaging discussion about how other teachers and students perceive translanguaging and the potential stigma students might face for incorporating their home languages in their presentation. They were worried that they might be seen as lacking fluency in English and therefore leaning on their home languages. I reassured them of their right to use their entire linguistic repertoire and present content, even if their audience might not fully comprehend it. I clarified that their languages are valuable resources that enhance their learning. I explained to them that translanguaging is a matter of social justice, as they are entitled to utilize their full linguistic repertoire, much like monolingual students who use English, which constitutes their full repertoire.

On the second day of the presentation, our class engaged in reflective discussions both in class and on the discussion board. As I engaged in designing, teaching, and observing the students throughout this unit, I became more aware of how embracing a translingual approach could profoundly influence their linguistic abilities, foster their creativity, and empower them

with agency. It directly challenges the prevailing perspective that prioritizes one dominant language over others. It acknowledges that students' home languages and their funds of knowledge they bring to class are valuable assets, not obstacles, in their English learning journey. Having students "create final products that are translanguaged" helps give them "a chance to share their home language with their peers and breaks down the misconception that English is the only language to be used in classrooms that are not officially labeled as bilingual" (Garcia & Klyne, 2016, p. 208).

Chapter 5: Translanguaging in Action

Introduction

In the previous chapter, I established the foundation for my research by presenting the story of my unit and outlining the trajectory of my study. I demonstrated how I purposefully created translanguaging opportunities and moves within my unit. This chapter reveals the primary themes that emerged from the data set. To achieve this, I conducted an analysis of how students incorporated translanguaging practices within the classroom setting. Employing thematic analysis as an analytical framework, this chapter seeks to answer the question: How did my students take up the moves/practices I created?

In this chapter, I will present the themes that emerged from the data set by analyzing two major assignments given to students throughout the session- the vocabulary chart and the final project-the blog. This will be followed by illustrative examples of the students' work. Then, I will analyze their written reflections through thematic analysis. I will then provide a succinct interpretation of these reflections and assess its effectiveness. I will clarify the instances when students resort to translanguaging, the underlying reasons, and provide examples of its application in class. Conducting thematic analysis of the students' reflections facilitated my understanding of what encouraged students to employ translanguaging and how they integrated it in their work. I initially identified 12 themes as some students had lengthy reflections. I refined and distilled these themes and ultimately identified 2 salient themes.

1) Translanguaging enhances comprehension of complex texts and facilitates access to academic knowledge.

2) Translanguaguaging empowers students, promotes self-expression, and disrupts English monolingualism.

Theme #1 Translanguaging Enhances Comprehension of Complex Texts and Facilitates Access to Academic Knowledge

The first theme that emerged in the students' work and reflections is that translanguaging assisted students in comprehending complex texts and consequently providing them access to academic knowledge. This approach helps students navigate academic texts and show competence in the dominant language. The use of translanguaging enhanced their ability to make meaning, comprehend complex concepts in their readings, and retain vocabulary.

Several studies have demonstrated that translanguaging as a pedagogical approach enhances learners' comprehension skills. Translanguaging facilitates learning by allowing students to access their full linguistic repertoire to make meaning. (García & Wei, 2014; García & Kleyn, 2016; Akbar & Taqi, 2020; Flores & García, 2013; Hungwe, 2019).

In the following examples I present excerpts from students' work that demonstrate their translingual practices in their assignments. I chose two assignments for this purpose, the bilingual vocabulary chart and the blog. I followed this with reflections from the students on why they chose to incorporate translanguaging into their work. I, then, provide my interpretations of the analysis noting that "Translanguaging can be used as an instructional strategy to bolster comprehension of these complex materials through multimodal activities (Flores & García, 2013, p. 119).

As outlined in the previous chapter, I intentionally provided assignments and activities that enabled my students to use their full linguistic repertoire. I promoted the use of translanguaging in the majority of assignments, including the vocabulary chart, essay outlines and drafts, library research, and reading notes. For final tasks such as the final essay drafts and writing quizzes, I encouraged the use of English. In the following section, I present excerpts

from the vocabulary charts of three of my students. I introduced this bilingual vocabulary chart in the first week, and they have used it consistently throughout the semester.

Examples of the Students' Bilingual Vocabulary Chart

In Chapter 4, I explained one of the translanguaging strategies employed in my classroom - the bilingual vocabulary chart. I created this chart to serve as a platform for students to select a challenging word and work to provide its meaning and definition in both their home language and in English along with an example sentence in both languages. This tool serves as a valuable resource, aiding students in expanding their vocabulary and enhancing their comprehension of complex texts by offering a structured method for recording and analyzing new words from different academic sources. By comparing words in two languages, students can better grasp the nuances and differences, which boosts their overall language skills. This activity sparked an engaging class discussion, enabling students to tap into their linguistic and cultural resources.

I designed this vocabulary chart with five columns. As students completed the chart, they searched for the word in both languages, exploring its definition, meaning, and parts of speech. Then, they created some example sentences. During this step, I observed several 'aha' moments, where students realized that they knew this word and exact meaning in their languages but not in English. Then, they filled out their vocabulary chart and created two sentences, one in English and one in their home language to illustrate their understanding.

In addition, I created an extra optional column in the chart for notes. In this column, the students recorded any difference or similarities they noticed in the usage of the words in both languages whether semantically or structurally. At the end of the activity, I invited students to the board to share one or two sentences. The students expressed that this activity made learning vocabulary enjoyable as they examine their own languages, English, and other languages as well.

One student even shared that the activity helped him learn the meaning of the word even in his own language because it was an academic word that he hadn't encountered before. As Makalela (2015) noted, "translanguaging became a useful strategy to develop a weaker language through cross-transfer of skills between the linguistic repertoires that students already possess" (p.16).

The students spent time consulting their dictionaries to determine the meanings of the words. Then, they presented their vocabulary lists to the class and engaged in discussions about the similarities and differences - in both semantics and structure - between the words in their language and English. Below are excerpts from the vocabulary charts of three students, followed by their reflections on the integration of translanguaging through this chart, and followed by my interpretation.

Sandy, a Spanish speaker student utilized the bilingual vocabulary chart to examine new vocabulary from various academic readings and videos studied in class. She noted that she consistently utilized the chart, even including vocabulary from a range of academic texts she encountered in other classes. However, she mentioned that she only uses it at home because the teachers in the other classes don't allow the use of languages other than English.

Figure 2

Sandy's bilingual vocabulary chart on Google Sheets

	Word	**Meaning in Home language & English**	**Parts of Speech**	**2 sentences (home language & English)**
1-	Adjust	Move something slighly in order	Verb	it's easy to adjust myself and my life to the idea that she's gone
	Ajustar	acomodar o adatar una cosa con otro		ajustar el zoom al 100%

2-	Confer	grant a title degree ot benefit	verb	The school confered him a degree
	Conferir	conceder un beneficio		El tribunal confiere empleos civiles
3-	Derive	base a concept on a logical	verb	many English words are derived from Spanish.
	derivar	tener un origne como las palabras en latin		la palabra hipodromo deriva de la palabra Hyypo en latin
4-	enforce	Compliance with a law, rule or obligation	verb	The police is to enforce the law
	Hacer complir	Hacer complir alguna regla		Necesitamos hacer cumplir la ley

At the end of the unit, when Sandy reflected on her on her vocabulary chart as represented in figure 2, she stated:

> This new method that we use in class to learn vocabulary is very effective for me. Looking at the definitions of the words in two languages helped my brain to broaden and it is motivating me to learn. First I find the meaning of the English word in Spanish, second, I look at the meaning and definition in English and it is always easy because I already know what it means in Spanish first. Making the sentences takes time but it is good for us to know when to use this word. I like when we read them out and we learn whether it is correct in this sentence, or it is the wrong usage. I will use the words I finished today in my essay. (Sandy, July 20, 2023)

Sandy's translanguaging practice to understanding English vocabulary by first translating it into Spanish demonstrates a strategic use of her home language. The time and effort she invested in constructing sentences with these new words shows that she views language learning as an active, constructive process. It's not just about memorizing definitions but also about understanding and applying words in context. Her practice of reading sentences aloud and

receiving immediate feedback underscores her awareness of the importance of using the correct vocabulary in the right context. By the end of the session, Sandy proudly shared that she had added 54 words with their sentences to her chart, surpassing her initial goal of 50 words. She explained that the vocabulary chart serves as her "best friend" in understanding English.

The next excerpt is from Nabil, an Arabic speaker who consistently utilized the vocabulary chart since I introduced it in week one. By the end of week three, when students shared their weekly vocabulary charts, Nabil reflected on his work as shown in Figure 3. Nabil stated:

> The vocabulary chart is a very good way for me to learn English and understand difficult readings. In the past I always memorize the words in lists but I couldn't remember them when I want to use them. When I put a word in the vocabulary chart, there is no confusion of words and meanings because I look at the words and the sentences in Arabic also and it makes things very clear. (Mabil, July 13, 2023)

Nabil employs a dynamic strategy that leverages both Arabic and English. He uses the bilingual vocabulary chart as a visual tool integrating his full linguistic system to learn new English words. His strategy involves relying on his stronger language (Arabic) to avoid any "confusion" when reading difficult English words.

It's worth noting that Nabil began to utilize most of the words from his vocabulary chart in our class discussions. It became an inside joke that everyone, including Nabil, enjoyed. This sparked an interesting debate about whether certain words could be used in casual conversation or were strictly for academic writing. When using some of the vocabulary, Nabil sought reassurance that he was making the right vocabulary choices. For example, he was hesitant to use

the word “hubris” in his conversations and I explained that it is an academic word, but it could still be used to describe someone’s arrogance.

This fostered a class culture and discussion where students aimed to use the correct vocabulary to gain proficiency in the dominant language and feel comfortable speaking with native speakers. For example, students had questions about words like “bias,” “derive,” and “examine”, and whether they can use them in speaking or only in writing. They were concerned about sounding too formal in conversations and not wanting to appear disrespectful in their writing either. I explained that context plays a crucial role in determining the appropriateness of these words. They can be used in both spoken and written English, but it depends on the setting. Nabil’s questions encouraged other students to ask whether a word was appropriate for regular discussion or if it is strictly an academic term.

Figure 3

Nabil’s vocabulary chart

Word	**Meaning**	**Part of Speech**	**2 different sentences (Arabic & English)**	**Notes**
Bias (زيحت)	Supporting a specific person unfairly دعم شخص معين بشكل ريغ لداع	Noun	He is biased to his friends in class وه زيحتم هئاقدصلأ يف الفصل	

Hubris (الغطرسة)	Excessive pride الكبرياء المفرط أو الثقة الزائدة بالنفس	Noun	His hubris is the problem أنا أكره الغطرسة	We don't use this word a lot in speaking in Arabic. It is very formal
Enforce (فرض)	Make something happen by obligation لعج ءيش ثدحى مازللإاب	Verb	Police enforce the law هو يفرض القانون على كل ءيش	"Fard" the Arabic word can also be noun in Arabic and it means "possibility"
Stereotype (الصورة النمطية)	Fixed general image about a group of people ةروص ةماع ةتباث نع ةعومجم نم سانلا	Noun	The TED talk talks about stereotypes بعض الناس لديهم صور ةيطمن ةئيس انع	I always get confused that there is no the

By the end of our session in week 5, Nabil shared new reflections about his bilingual vocabulary chart. After using the chart for 5 weeks, he made additional observations. In this reflection, Nabil stated:

> One thing that was funny and I was surprised about is that when I translated some words I didn't understand the meaning in Arabic but this method helps me to go back to my language and try to learn the word. I didn't use an Arabic dictionary, I googled the word and read about it to understand it better. Most of these words were very academic that we

> don't use in our speaking in Arabic but academic people use in their writing. For example, Like the word (hubris). I looked and I couldn't understand it in English or Arabic from the first time. I googled the meaning and understood the Arabic explanation then I continued. (Nabil, July 2023)

Nabil's observation underscores the significant role that translanguaging plays in enhancing literacy even in one's home language. The use of translanguaging enabled him to transcend language boundaries, thereby dynamically strengthening both languages. The bilingual vocabulary chart serves as a dynamic process that promotes deeper understanding and appreciation of his full linguistic repertoire.

Next chart is from Ricardo, a multilingual student from Haiti who speaks both Creole and French. When I introduced the vocabulary chart at the beginning of the six weeks, Ricardo had some questions about the usage and the number of words he could add. He submitted his first vocabulary chart as a homework assignment in week 2. However, in week 4 he surprised me by adding 30 additional to the chart. words that he included in the chart. One day in week 4, after class, he approached me to review the extra vocabulary he had included, and during this discussion he noted:

> This is a very interesting assignment. I now feel that I can keep track of all the words I learn. It is like I made my own dictionary in three languages. Translating these words and sentences into my native language helps me learn English more easily. It helps me understand new words and ideas by connecting them to what I already know. It is amazing. In the past I used to write a list of 20 words and keep memorizing them. I always forget them quickly. Now this is different. (Ricardo, July 19, 2023)

Figure 4 illustrates an example of Ricardo's bilingual vocabulary chart.

Figure 4

Ricardo's Vocabulary Chart

Word	Meaning in English and French/Creole	Parts of speech	Sentences in English & French or Creole Notes
Thrive	**ENGLISH:** grow or develop well. Prosper **FRANCAIS:** Prospérer **CREOLE:** Prospere	Verb	-We will do our best to make the company thrive despite the chalenges. -Nous devons travailler beaucoup pour faire prosperer l'entreprise. -Travay se prensipal mwayen ou dwe itilize si ou vle yon pwoje prospere.
Odd	**ENGLISH:** different from what is usual or expected; strange. **FRANCAIS:** Bizzare **CREOLE:** Etranj	Adjective	It's odd that the teacher didn't call to say she would b=not come today. C'est bizzare que le chien aboit autant ce soir. Mwen tande yon son etranj nan lakou a.
Startle	**ENGLISH:** cause (a person or animal) to feel sudden shock or alarm. **FRANCAIS:** Surprendre **CREOLE:** Siprann	Verb	You will startle the baby if you continue to do that noise. Il faut eviter de faire trop de buit pour ne pas lui surprendre. Bri pot la ki siprann mwen an manke fem kouri.

The data from these three students revealed that they perceived translanguaging as a valuable aid for comprehension and meaning making. The use of the bilingual vocabulary chart as translanguaging tools enhanced their comprehension of complex words and texts. Translanguaging provides students with access to knowledge in the dominant language by enabling them to read more and incorporate the new words into their writing and speaking. The vocabulary chart made the readings more accessible, fostering a sense of competence in English that gives students power as students begin to understand the meanings. Additionally, the

bilingual vocabulary chart stimulated class discussions about the nuances of language use in English and other languages.

In the following section, I present selected student blogs (four out of eight students) that illustrate the theme of translanguaging as a tool for comprehending complex texts and accessing academic language. The reflections in these blogs highlight this theme. The remaining student blogs, which reveal a different theme, will be discussed in the subsequent section.

Final Project- Social Justice Begins With me

I assigned my students the task of creating a blog on Google sites. The rationale for assigning the blog as an end-of- session product is that blogs serve as platforms to access academic knowledge, facilitate self-expression and empowerment, and to enhance students' writing skills (Bakar & Ismail, 2009; Alsamadani, 2018). The objective for this assignment was to provide my students with a medium to voice their opinions, leverage their home language and funds of knowledge and to advocate for social justice, and feel empowered while discussing sensitive topics using their full linguistic repertoire.

Several students encountered difficulties in composing a blog, a task that differs significantly from academic English writing. They expressed that writing a blog might be simpler in their home languages, but not in English, where they are accustomed to emulating academic English writing conventions. I acknowledge their concerns, and consequently, I dedicated some time to explain that blogs are more personal, allowing for the use of sarcasm, humor, and a more informal, lighter language, while academic essay writing requires more complex language. We discussed the stylistic differences between these two forms of writing. Then, I presented several online blogs as examples of blog writing. I selected some online social justice blogs that are both relevant and aligned with the overarching themes students are exploring in their own blogs. I ensured these blogs were engaging and demonstrated how a blog

can have a personal touch while incorporating diverse perspectives. Additionally, I researched blogs with videos and images, to show students how they can enhance their ideas using multimodal elements.

For many, this seemed much easier than following the rules of academic writing. However, a couple of students were concerned about the relevance of this task to their final exam or proficiency writing test. I explained to the students that writing for different types of publications is one of our departmental objectives at this level. Blog writing, in particular, offers several benefits. It can help them become more comfortable and fluent in expressing their thoughts in English, which can lead to more fluid academic writing. Additionally, writing blogs requires them to consider their audience and purpose, an important skill we discussed in class regarding academic writing. I emphasized that blog writing encourages creativity, making the writing process more enjoyable and less daunting. Furthermore, it enhances their critical thinking and argumentation skills, which are crucial in their academic writing.

I provided students with guidelines to finalize their blogs, while also encouraging them to utilize their discretion and agency in choosing sources and organizing the blog. I suggested starting with a compelling hook or a personal anecdote to engage the reader and following it by an explanation of their passion for the topic. After the hook, they should clearly articulate the message they aim to convey, such as “I am here today to…”. I encouraged them to start their introduction with a sentence or phrase in their home languages. Several students appreciated this and they explained that this could serve as an effective introduction to their topics, similar to starting with a thought-provoking question, startling statistics, or a quote, the methods we studied in class for crafting an engaging hook or introducing a topic. I was thrilled that they reached that level of linguistic ability in which they could navigate their language choices to make meaning.

In preparation for the blog, each student brought their unique written perspective to a particular social justice issue that they were passionate about. They critically analyzed, assessed, and articulated their views, integrating videos and resources from using their full linguistic system.

Table 2

List of Students' Home Languages & Social Justice Blog Topics

Student Name	Home Language	Blog Topic/ Title
Akira	Japanese	Social Reproduction
Alejandra	Spanish	End Violence against Women
Jamila	Arabic	Mental Health Stigma
Lisa	Portuguese	My Body, My Choice
Nabil	Arabic	Stereotypes about Arabs and why it is Wrong
Noor	Turkish	Born and Raised in Prison
Ricardo	Creole	Violence in Haiti
Sandy	Spanish	The Harsh realities of Workplace Discrimination against Disabled people

On the homepage of the blog, the students composed a welcome letter, stating: "We created this blog to reject negative stereotypes and promote social justice around the world. In this space, we analyze, evaluate, and present our topics through a social justice lens. Please help us spread the word and raise awareness for these critical issues" (August 1, 2023).

Upon completing their blogs, they showcased their efforts in an exposition attended by teachers and students from our program. My aim in this exposition was to empower students, allowing them to present topics they are passionate about, and to highlight their bilingual linguistic skills, home languages, and funds of knowledge. To facilitate this, I secured a larger room in the building and invited teachers from our department via email, encouraging them to bring their students to the presentations, with the intention of inspiring them through their peers'

achievements. Refreshments were provided, and I took the opportunity at the start of the presentation to express my pride in the work the students accomplished. I also explained to the audience that the students are incorporating translanguaging as a new innovative approach in their work.

The day after the presentations, I assigned the students a reflective writing task on the discussion board. This task was designed to encourage them to reflect on their presentations and on the use of translanguaging in writing and presenting their blogs. Figure 5 is a copy of my discussion board assignment on Canvas.

Figure 5

Discussion board assignment

おめでとうございます (Omedetou gozaimasu), Felicitaciones, Parabéns, كوريم (Mabrouk), Tebrikler, Felisitasyon- Congratulations on your amazing presentations on Thursday!

Please share any reflections or thoughts about your blog assignment and presentation. Feel free to combine any words/phrases from your home language with English.

- How did you feel about writing and presenting on your social (in)justice topic?
- Did you choose to use your home language throughout the assignment (translanguaging)? Did you incorporate your home language in the blog/presentation? If so, how did that make you feel?
- Are you willing to use this method (translanguaging) in your future study?
- What were the main challenges you faced while working on your blog?

Your reflection should be 100-200 words.

In this section, I will present the blogs of three students. Each entry begins with the title of the student's blog, followed by their work. I will also include their reflections from the discussion board assignment on Canvas, where they discussed their blog work and their use of translanguaging. Finally, I will provide my interpretations of their reflections.

Born and raised in prison

Noor, a multilingual student from Turkey, was in the United States on a student visa to pursue her master's degree in law. From the beginning of the course, Noor has expressed some anxiety about passing the course and mastering English. She struggled with her ability to speak English and express her opinions, particularly in her law major that requires her to interact, argue, and voice her opinions.

From the first day of class, Noor took advantage of every opportunity to translanguage and showed appreciation for this approach. In her end of the session discussion board reflection on using translanguaging in her blog, Noor, like other peers, explained how translanguaging is a new experience for her in the United States. She noted that it has facilitated her ability to express her views on global injustice issues:

> I had never been a part of a project like this one. This is my first time making a blog and in two languages, it gave me a very big opportunity to speak out about something I believe is unfair and unjust. My topic title for the project was "Born and Raised in Prison" about the life of the babies who are raised in prison in Turkey. I am so proud I did this to help the kids!! (Noor, August 4, 2023)

Figure 6

Noor's introductory photo in the blog

Have you ever heard of any cases when children were imprisoned alongside their mothers? To ask in a different way, have you seen any movies or read any books about children raised by their mothers in jail for their initial years on earth? It might be hard to perceive and comprehend it. How is it possible that children kids are born and raised in prison? How could humanity allow this tragedy to take place?

On the last day of class and in her discussion board reflection on the use of translanguaging, Noor observed that the most significant impact of incorporating translanguaging on her work was how it opened doors for her to comprehend difficult vocabulary and to make meaning.

She stated:

> My social justice project is based on real life incidents about children who are born in prison. I have been following this unjust process for a long time, but when trying to write my blog, I came across many things that I had never known before about this issue simply because it was difficult for me to understand these articles before in English. When I translated the articles and did some research in Turkish I learned about recent happenings that I had missed. This project and allowing us to use our mother languages

help me understand the information and collect ideas and write about it. (Noor, August 4, 2023)

Noor acknowledges that her comprehension of the issue was limited in the past due to language barriers. The use of English alone made it difficult for her to fully grasp the intricacies of the articles about these topics. However, translanguaging helped her uncover new aspects she had previously missed.

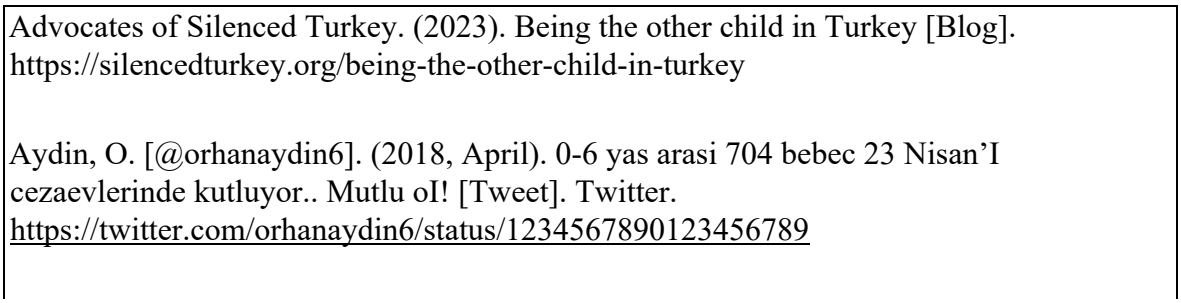
In her end-of -session blog reflection on the discussion board, she shared the translanguaging practices that she used at home and in school to complete the blog: I did my research on my subject both in English and Turkish. I looked at Turkish resources at first to understand more of what I want to write about exactly. Turkish helped me to find many examples and helped me to fully understand everything the first time I read it. As I really like this topic a lot, I need to consult several sources in order to have a good understanding and see the problem from different points of view. I googled the subject in English and found a lot of information. I translated all the words I didn't know and I used them in my vocabulary chart. I also used many of them in the writing

itself.

(Noor, August 4, 2023)

Figure 7

Noor's reference sheet



Demirbaşoğlu, C. (2019). Anneleri ile ceza infaz kurumlarında kalan 0-6 yaş çocukların gelişiminin ve annelerinin gözüyle yaşam deneyimlerinin karma araştırma yöntemiyle araştırılması [Master's thesis, Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü]. https://acikerisim.maltepe.edu.tr/xmlui/bitstream/handle/20.500.12415/4585/10320977.pdf?sequence=1&isAllowed=y

Human Rights Turkey. (2018, March 1). Hundreds of children are in prison alongside their mums in Turkey [Video]. YouTube. https://youtu.be/SfGzs96gWVc?si=ECYsz1S7e6XeknH

McKay, H. (2018). Hundreds of young Turkish children jailed alongside their moms as part of a post-coup crackdown. Fox News Channel. https://www.foxnews.com/world/hundreds-of-young-turkish-children-jailed-alongsidetheir-moms-as-part-of-a-post-coup-

Noor's decision to begin her research in Turkish, her home language, suggests a strategic use of her linguistic resources. This approach ensures that she grasps the fundamental concepts of her research topic without encountering potential language barriers that might arise when reading in English first. Furthermore, this strategy also enabled her to incorporate her cultural and contextual understanding into her research, which provides a more nuanced interpretation of the topic.

Furthermore, Noor's strategy of utilizing her full linguistic repertoire, which includes both English and Turkish in her research, signifies her understanding of the importance of engaging with academic sources in both languages. While she values the use of translanguaging and consulting Turkish sources, her active translation of unfamiliar words coupled with the deliberate effort to incorporate these words into her writing, demonstrate her dedication to enhancing her proficiency in English. By the end of week 2, while reflecting on the use of translanguaging in her writing, Noor stated:

> I am proud that I am a bilingual student. It has some possibilities and some obstacles. For example, while writing these paragraphs I am thinking in Turkish and sometimes I look

> up words or ideas in Turkish and this make me who I am. Otherwise I will have difficulty expressing my feelings in English only. It is very important for me to tell people in my writing that I have Turkish roots and I don't see this as a problem. (Noor, July 7, 2023)

Noor's reflections suggest that her thought process, which occurs in Turkish, her home language, and the subsequent translation of these thoughts into English, serves as a cognitive strategy. This strategy enabled her to preserve her cultural identity while navigating an academic environment that is primarily conducted in English. She perceives her bilingualism not as an impediment, but as an aid for her writing process. It empowers her to understand and contribute effectively to the monolingual environment she is immersed in.

Noor concluded her blog (Figure 8) by citing a Turkish source (Demirbasoglu, 2019) that illustrates the awful conditions children endure in prisons. In her presentations and blog reflections, she expressed her excitement about finding this source as it conveyed the information best. Therefore, she translated the information into English using an online English-Turkish dictionary. By leveraging the dictionary, she was able to understand and effectively communicate her point to her audience. This demonstrates how creating a space for students to use bilingual research and allowing them to incorporate sources from their home languages help them make meaning and have access to more information.

Figure 8 below illustrates the awful conditions that those children have to tolerate in prisons. They are both in English and Turkish.

Figure 8

Conditions in Prison

- Not enough food and nutrients are provided;

- Materials, teachers and space are not provided for education;
- When they get sick, they have to wait days to see a doctor;
- Prisons are not hygienic enough for children;
- For babies, mothers have to wash and reuse dirty diapers;
- Having to live in cells for 10 people with more than 20 prisoners and other babies;

- *Yeterli yemek ve besin saglanmiyor;*
- *Egitim icin malzeme, ogretmen ve yer saglanmiyor;*
- *Hastalandiklarinda gunlerce doktora gitmek icin beklemeleri gerekiyor;*
- *Hapishaneler cocuklar icin yeteri kadar hijyenik degil;*
- *Bebekler icin anneler kirli bebek bezlerini yikayip yeniden kullanmak zorunda kaliyorlar;*
- *10 kisilik koguslarda 20den fazla tutuklu ve diger bebeklerle yasamak zorunlulugu;*

Noor's blog and reflections demonstrate how translanguaging significantly enhanced her comprehension of complex English texts. She viewed her translanguaging practice as a valuable tool that provided her with access to academic knowledge in English.

The Harsh Realities of Workplace Discrimination against Disabled People

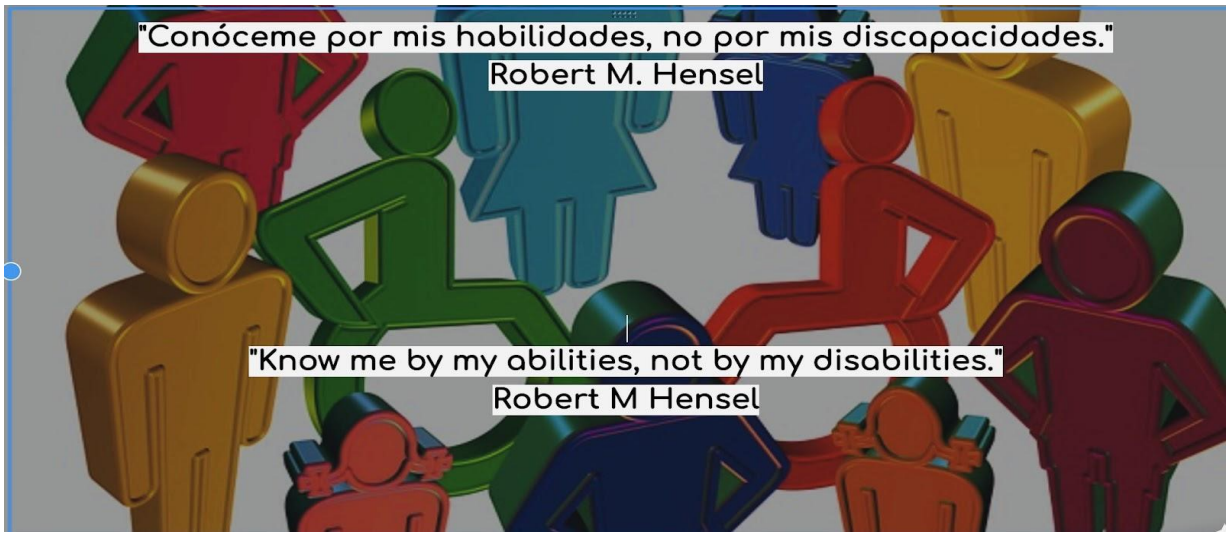
Our next excerpt is from Sandy, a multilingual student from Venezuela who is a physical therapist in her home country. Sandy is deeply passionate about her profession and her goal is to

pursue a master's degree in physical therapy and to work in the United States. Sandy's topic of choice was about "The harsh Realities of Workplace Discrimination against Disabled People". She expressed her joy and pride in writing and researching about this topic because this project is "a window to show those unfavorable aspects that disabled people go through, and to make people aware that we should be kinder to those less favored" (Sandy, July 20, 2023).

Figure 9 showcases Sandy's blog homepage. She opted to write her introduction in English, explaining that she translated it from Spanish and feels confident in her English translation.

Figure 9

Sandy's blog home page



Sandy consulted many references and noted that translating from English to Spanish significantly aided her comprehension of the complex texts in these articles and sources. In Figure 10, her reference list contained 7 sources, whereas all students were asked to share only 3. She emphasized that the process of translanguaging and translating from English to Spanish was

instrumental in helping her navigate through these articles and access the academic knowledge she needed for her blog.

Figure 10

Sandy's Reference sheet

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During our initial class discussions, Sandy expressed her appreciation for the use of translanguaging in our course. She shared that this learning approach aligns with her lifelong learning strategy, especially when studying in English. She also noted that the technological

advancements and the availability of online dictionaries have significantly simplified this process for her. Sandy stated:

> If I have these chances and opportunities to learn to use Spanish why we can't do that? It is a lot easier. It is always hard to speak in this language that one is learning. Using translation helps me a lot and helped me in writing and presenting my work like anybody else can do. (Sandy, July 6, 2023)

Sandy utilized translation tools as an aid in her learning process. This reliance on translation tools facilitated her learning and afforded her to make meaning and to present her work with the same proficiency as her peers.

Figure 11

Sandy's translanguaging practices

INTRODUCTION

Good afternoon everyone

Mi nombre es Sandy y hoy estoy aquí porque quiero mostrarles la dura realidad de la pobreza en personas con discapacidades.

My name is Sandy and TODAY I´m here because I want to show you the harsh reality that is poverty in people with disabilities.

A través de mi carrera he tratado y rehabilitado a muchas personas con lesiones y discapacidades.

I am a Physical Therapist and throughout my career, I have treated and rehabilitated many people with injuries and disabilities.

A tarvés de mi carrera he visto…

Throughout my career, I have seen…

Figure 11 illustrates the translanguaging practices she used in her draft for her blog presentation. In this draft, she formulates her points in Spanish and immediately translates them

into English. Sandy pointed out that once she completes this, she eliminates the Spanish text and ensures that the English she has written is grammatically correct and conveys her intended meaning. She also observed that the more she engaged in this process, the easier it became. Eventually, when she becomes very familiar with the topic, she sometimes writes solely in English. Like many of her peers, Sandy uses translanguaging to comprehend difficult texts and to make meaning.

The translation in figure 11 provided a visual representation of how Sandy created her writing drafts and how she prepared for her presentation. translation served as a tool to strategically use her full linguistic repertoire to make meaning and generate ideas.

Violence in Haiti

Ricardo, a multilingual student from Haiti, is currently residing in the United States under an asylum visa. He is a graduate student with aspirations to pursue a degree in medicine. Since his arrival in the United States, Ricardo has experienced a series of dramatic events that happened back home due to the situation over there.

Ricardo's situation reflects the experiences of numerous international students I have taught in the past, particularly those from regions undergoing significant turmoil and trauma. Their stories prove that they are resilient and are willing to learn despite facing personal and societal challenges and adversities. These students always look for ways to use every opportunity to accomplish their goals.

During our class discussions, Ricardo showed that he was deeply concerned about the situation in his homeland, Haiti. He felt powerless because he was unable to provide his people with help. He noted: "every day I hear about people who have been victims of injustice. I can't say that I can do anything to prevent this but just by making people around the world aware of it

can make a big difference". Therefore, Ricardo found our end-of-session blog to be an effective tool for raising awareness about the situation in his home country.

At the end of the session, when Ricardo reflected on the use of translanguaging in his end-of-session blog, Ricardo shared the following thoughts:

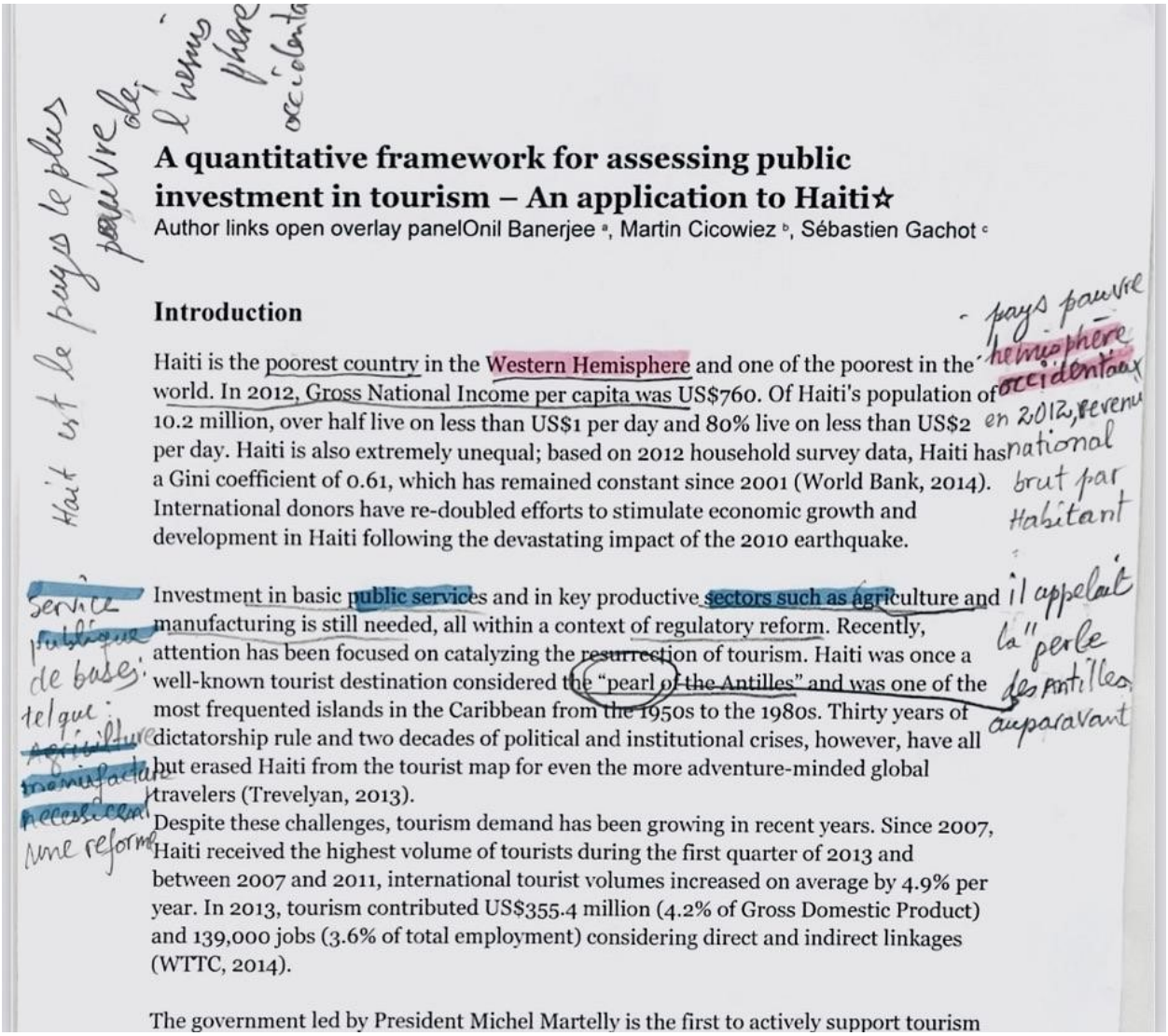
> This project reminds me of a well known quote I believe in: "to whom much is given, much is expected". As a student in this course we have access to information. If we increase this access, it gives us power. And with this power we can be agent of change. Translating things to and from my language gives me access to this power. For example, I learned the word "access" in this class and I am using it now in different situations. If I read only in English and don't use creole, I will not understand all the information. (Ricardo, August 4, 2023)

Multilingual students often face challenges in gaining epistemic access due to language barriers. Ricardo's reflections confirmed that "translanguaging may be viewed as a tool of meaning-making through the use of languages within the reach of learners as they attempt to access discipline-specific knowledge" (Zhou & Landa, 2019, p. 292). Ricardo valued this knowledge and believed that using translanguaging, such as translating some articles, granted him access to this knowledge. Translanguaging for him was mainly translating sources and using bilingual sources to access academic knowledge. Consequently, he could stay informed about global issues, evaluate them, and raise awareness. I recall that during our class discussions, Ricardo shared his appreciation for the university's library services. When the librarian explained how they could access all the books and articles, he mentioned that it was amazing but that he needed to learn the language to read these articles. Ricardo shared with the class that by the end of the session, he realized translanguaging was a valuable tool that helped him gain this access.

Although Ricardo preferred not to use his home language on his final blog draft or any of his drafts, he shared that he used translanguaging to better understand difficult articles. He did this by translating ideas in his home language while reading and by annotating English texts with ideas and sentences from his home language. Figure 12 illustrates how Ricardo used his full linguistic repertoire annotating an English text that he read for his blog. Translanguaging increased his motivation to learn and to have access to academic knowledge. Ricardo's topic was about the humanitarian situation in Haiti. He began his blog explaining how Haiti was a beautiful country until violence prevailed in the past decade.

Figure 12

Ricardo's Annotation of an English Article



A quantitative framework for assessing public investment in tourism – An application to Haiti☆

Author links open overlay panelOnil Banerjee [a], Martin Cicowiez [b], Sébastien Gachot [c]

Introduction

Haiti is the poorest country in the Western Hemisphere and one of the poorest in the world. In 2012, Gross National Income per capita was US$760. Of Haiti's population of 10.2 million, over half live on less than US$1 per day and 80% live on less than US$2 per day. Haiti is also extremely unequal; based on 2012 household survey data, Haiti has a Gini coefficient of 0.61, which has remained constant since 2001 (World Bank, 2014). International donors have re-doubled efforts to stimulate economic growth and development in Haiti following the devastating impact of the 2010 earthquake.

Investment in basic public services and in key productive sectors such as agriculture and manufacturing is still needed, all within a context of regulatory reform. Recently, attention has been focused on catalyzing the resurrection of tourism. Haiti was once a well-known tourist destination considered the "pearl of the Antilles" and was one of the most frequented islands in the Caribbean from the 1950s to the 1980s. Thirty years of dictatorship rule and two decades of political and institutional crises, however, have all but erased Haiti from the tourist map for even the more adventure-minded global travelers (Trevelyan, 2013).

Despite these challenges, tourism demand has been growing in recent years. Since 2007, Haiti received the highest volume of tourists during the first quarter of 2013 and between 2007 and 2011, international tourist volumes increased on average by 4.9% per year. In 2013, tourism contributed US$355.4 million (4.2% of Gross Domestic Product) and 139,000 jobs (3.6% of total employment) considering direct and indirect linkages (WTTC, 2014).

The government led by President Michel Martelly is the first to actively support tourism

Figure 13

Ricardo's Blog home page

Haiti was once a well-known tourist destination. Considered the “pearl of the Antilles”, it was one of the most frequented islands in the Caribbean from the 1950s to the 1980s. Even 15 years ago, the country was still a welcoming place to visit. Its location gives it a nice tropical weather the entire year; the role it played in the abolition of slavery makes its history unique. The remains, the monuments, the arts, the music, the landscape, the beaches, the food... Everything is naturally in place for the country to be a paradise on earth.

However, over the past decade, Haiti has been facing an ongoing political, economical and social crisis.

Ricardo's use of the end-of-session blog as a platform to raise awareness about the situation in Haiti demonstrates his proactive approach to leveraging educational resources for social impact. Without realizing it, he summarized his entire perception of translanguaging in the

word “access”. He believes that translanguaging granted him access to academic knowledge and empowered him to make change.

Translanguaging pedagogy supports students in developing a “profound understanding of the subject matter” (Makalela, 2015, p. 24). Ricardo valued this insight and believed that employing translanguaging, such as translating English texts and articles, allowed him to access academic knowledge. The data from both the bilingual charts and the blog demonstrated that students found translanguaging to be a valuable tool for understanding complex texts, making meaning, and accessing academic knowledge. Using the bilingual vocabulary chart as a translanguaging tool improved their comprehension of difficult words and texts. Translanguaging made the readings more accessible. Additionally, many students used translation as a starting point to help initiate their writing process. Using translation as another translanguaging tool allowed students to access academic knowledge and draft their blogs.

Theme #2 Translanguaging Empowers Students, Promotes Self-Expression, and Disrupts English Monolingualism

I encouraged my students to reflect on their work and the implementation of translanguaging during and after these assignments. The students’ reflections on these tasks coupled with class discussions, revealed that creating translanguaging opportunities- such as conducting research in both languages, translating words from and to their home languages and the ability to infuse their home languages and funds of knowledge into their work- encouraged them to voice their opinions and to feel empowered. The blog and the use of translanguaging helped empower students to express their viewpoints in various topics and to advocate for linguistic inclusivity that allows them to stand against global injustice and disrupt English monolingualism.

In this section, I present excerpts from the students' blogs, demonstrating their translingual practices as evidenced in their assignments. Subsequently, I share reflections from the students on why they chose to incorporate translanguaging into their blogs. I follow this by my interpretations and a discussion that reveals the second theme - students utilize translanguaging as a tool for empowerment, fostering self-expression, and disrupting inequities in ESL education.

Social Reproduction

Akira, a 24-year-old student from Japan, has been in the United States for the past 4 months. His ultimate aspiration was to complete his master's degree in education, return to Japan, and secure a job in the educational field. From the beginning of the session, Akira expressed an interest in discussing social justice topics, noting that these discussions are not common in his home country. For his blog, he chose the topic of 'Social Reproduction', advocating for underprivileged students in Japan. He believes that not all students in Japan and around the world are offered the same opportunities in education.

Figure 14

Akira's blog home page

Social Reproduction

If students hope to go to good universities by low tuition, they need to pay for additional support after school. Without paying money, it is so hard to enter university. I consider this is the biggest reason of social reproduction in Japan.

高校生たちが大学に安価に通おうとするなら塾に通う必要があるため、塾の学費を払う必要がある。学費を払って塾に通わなければ、公立大に入ることはとても難しい。私は、このことこそが、日本の世代的再生産の一番の理由であると考える。

Throughout the session, in our class discussions and discussion board reflections and other activities, Akira consistently expressed his appreciation to the use of translanguaging in class. His statement, “Using English and Japanese in class in this session revolutionized my language learning” underscores the transformative potential of incorporating students’ of translanguaging into the learning process.

Akira’s perspective challenges the monolingual approach, which often emphasizes full immersion in the target language only. Instead, he found value in leveraging his Japanese to learn English, stating, “The best way to learn English for me is to learn English based on Japanese.” This sentence highlights the importance of recognizing and utilizing students’ linguistic resources and perceiving them as a resource not an impediment. In his reflection on the use of translanguaging he also shared “It is impossible for me to switch my whole brain like Americans. I spent 23 out of 24 years of my life in Japan and the main reason why I have been

studying English is to tell how Japan is a fantastic country to people who do not speak Japanese".

The use of bilingual research helps Akira in articulating his ideas and encourages him to present his opinions. He felt empowered using Japanese in his presentation. "I was afraid about writing and presenting to my classmates and the American teachers about what I found. When I used the bilingual research and Japanese resources, it gave me enough information and I felt more confident and powerful" (Akira, August 4, 2023).

Figure 14 demonstrates how Akira utilized his full linguistic repertoire in writing the blog. He started writing in Japanese and then translated it to English. He shared that this made him feel more powerful and encouraged him to continue writing.

> During our class discussion about the data, Akira explained the figure below stating: This presents how much people use for preparation. He stated "According to a survey by the Ministry of Health, Labor and Welfare, 60% of the cost of education is the cost of activities outside the school, and it can be seen that the amount of education that can be received depends on the financial situation of the parents. (Akira, July 28, 2023)

My Body, My Choice

Lisa is a multilingual student who has come to the United States for one year to improve her English skills. She was very passionate about expressing her views and championing social justice around the world. While preparing for the blog project, Lisa immediately identified her topic of interest. She was committed to advocating for women's right to abortion, a right that is denied in her country. The abortion issue became personal to Lisa after a friend experienced a traumatic event due to the lack of access to abortion, so Lisa felt a strong need to champion for women's rights in Brazil and around the world.

Lisa initially wrote several sentences in Portuguese while crafting her argumentative essay on abortion, defending women's rights to abortion in her home country. She explained that she felt that the sentences she used in Portuguese helped her convey a stronger meaning than it is in English and facilitated her to support her argument in a more powerful way. She shared that she will eventually translate them into English for the final draft, but she started with them as they gave her power and motivation to continue writing. I commended her choice and how it facilitated her writing process. We also discussed considering alternative approaches when preparing her final draft or while writing for an exam. This encounter with Lisa sparked a very pivotal class discussion on making informed decisions while incorporating their full linguistic repertoire.

Figure 15

Lisa's clinic info

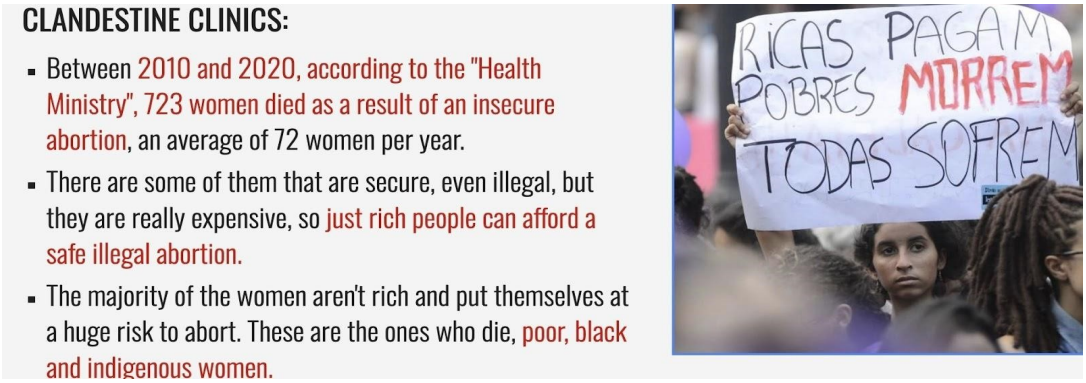


Figure 16

My body, my choice

Figure 17

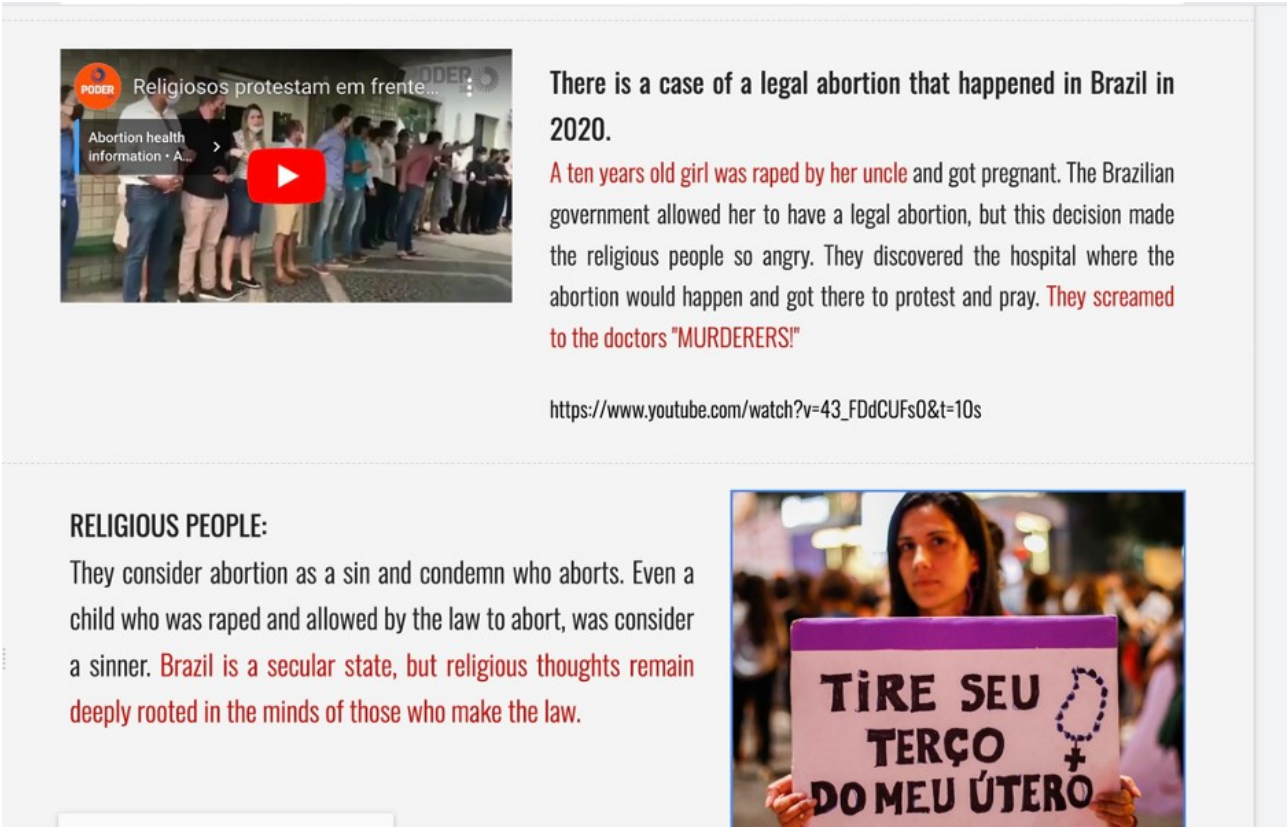
Lisa's Personal Experience

While Lisa didn't incorporate translanguaging into every assignment during the session, she specifically employed it as a tactic to articulate her perspectives more effectively in her blog. Figure 15 & 17 showcase Lisa's incorporation of translanguaging, where she blended her English writing with selected signs in Portuguese from a TV news broadcast and various protest signs. This approach not only enabled her to express her thoughts more powerfully, but also

infused her work with a cultural perspective that invites her reader to navigate her funds of knowledge.

Figure 18

Videos and Signs from a Protest in Brazil



Lisa expressed that translanguaging gave her the power to convey her perspectives and articulate her voice more effectively. During her presentation, she shared a video in Portuguese (figure 18) and translated it into English. She explained that she is proud of being able to present this in both English and Portuguese to raise awareness of how different ideologies affect women's right to abortion around the world. Reflecting on her use of a translanguaging strategy in her blog, she noted:

> working on social justice topics was a good thing. I liked the idea of this blog because it touches something I am passionate about and need my voice to be heard. I did research in

> both Portuguese and English and it was something special because using Portuguese helped me express my feelings and ideas strongly. It is easier to express when you have two languages. (Lisa, August 4, 2023)

Lisa's enthusiasm for social justice topics and her passion for her voice to be recognized were amplified using translanguaging. Translanguaging enabled her to delve deeper into the subjects she cares about and express her thoughts more genuinely.

Stereotypes about Arabs

Nabil is a student from Jordan who has been in the United States for 6 months to improve his English skills. His goal was to pursue his master's degree in engineering. During class discussions, Nabil has expressed that he is an extrovert who likes engaging in conversations and participating in discussions with others. However, since his arrival in the United States, Nabil has felt a certain level of disrespect for his home language and culture. He sensed that native speakers of English doubted his ability to communicate or articulate his opinions. Although he has always been a social person, he found himself refraining from engaging into conversations on various topics because he is perceived as an inferior being a non-native speaker. In his discussion board on Canvas, Nabil noted:

> Since I arrived in the United States, I felt some mixed feelings. People in the street are nice and are smiling in my face, but American students and teachers in the school look at me as if I am stupid or ignorant. I am a biochemical engineer in my country and people respect me so much back there. (Nabil, August 4, 2023)

In most of our class discussion and on the discussion board on Canvas, Nabil shared his personal experiences in the United States. He drew connections between these experiences and the themes highlighted in Adichie's TED Talk, "The Danger of a Single Story," which we watched in class. Nabil articulated that he has encountered negative stereotypes in the United

States, much like the narratives presented in the TED Talk, due to the prevailing negative stereotypes about Arabs.

When we were discussing topics for the blog, Nabil's first choice was about stereotypes and specifically stereotypes about Arabs. He reflected:

> I chose stereotype topic because this is exactly how I felt in America and I wanted to really talk about it to help other Arabs coming here. Everything about Arabs are stereotyped. I think the media is the reason for that as I explained in my presentation. I feel sometimes that people look at Arab people in a negative way before they talk with them or know who they are or their opinions. I feel that I wanted to talk about all the negative stereotypes and say why it is wrong and this project helped me to do so. (Nabil, August 4, 2023)

Nabil structured his blog into three sections. The first section introduces the concept of stereotypes. The second section delves into stereotypes about Arabs, particularly those perpetuated by movies. In the third and final section, he articulates why these stereotypes are incorrect.

On the discussion board, Nabil provided a thoughtful reflection on the use of translanguaging into his blog, demonstrating how it affected his self-expression:

> I was so comfortable in using Arabic to do the blog. It is a very good experience for me, and it makes me feel the power to say everything I wanted to say about stereotypes. I know my project isn't excellent, but I really want to publish online and let everyone see my ideas, not only my classmates and teachers. I really feel it says all I want to say about this injustice.

Nabil's reflections reveal a profound appreciation for the use of translanguaging in class. He expresses comfort and empowerment in using his home language, Arabic, to express his

thoughts on a blog. His reflections suggest that translanguaging has provided him with a platform to articulate their ideas more effectively and authentically. His desire to discuss stereotypes illustrates his willingness to engage with complex social issues. He wanted to explore his ideas beyond the classroom, which demonstrated a sense of confidence and ownership of his work.

Nabil used Arabic in his research utilizing it for translation for words and concepts. As indicated in figure 19, his blog outline was a mix of Arabic and English. When I asked him to reflect on the use of Arabic, he explained that it helped him in structuring his thoughts, and it gave him power and motivation to generate more ideas. He shared that he has always practiced this since he arrived in the United States, but only in his mind. However, this is the first time in the United States that he has been permitted to document it in front of the teacher. The teacher's validation has empowered him in expressing his ideas freely and thinking more comfortably.

Figure 19

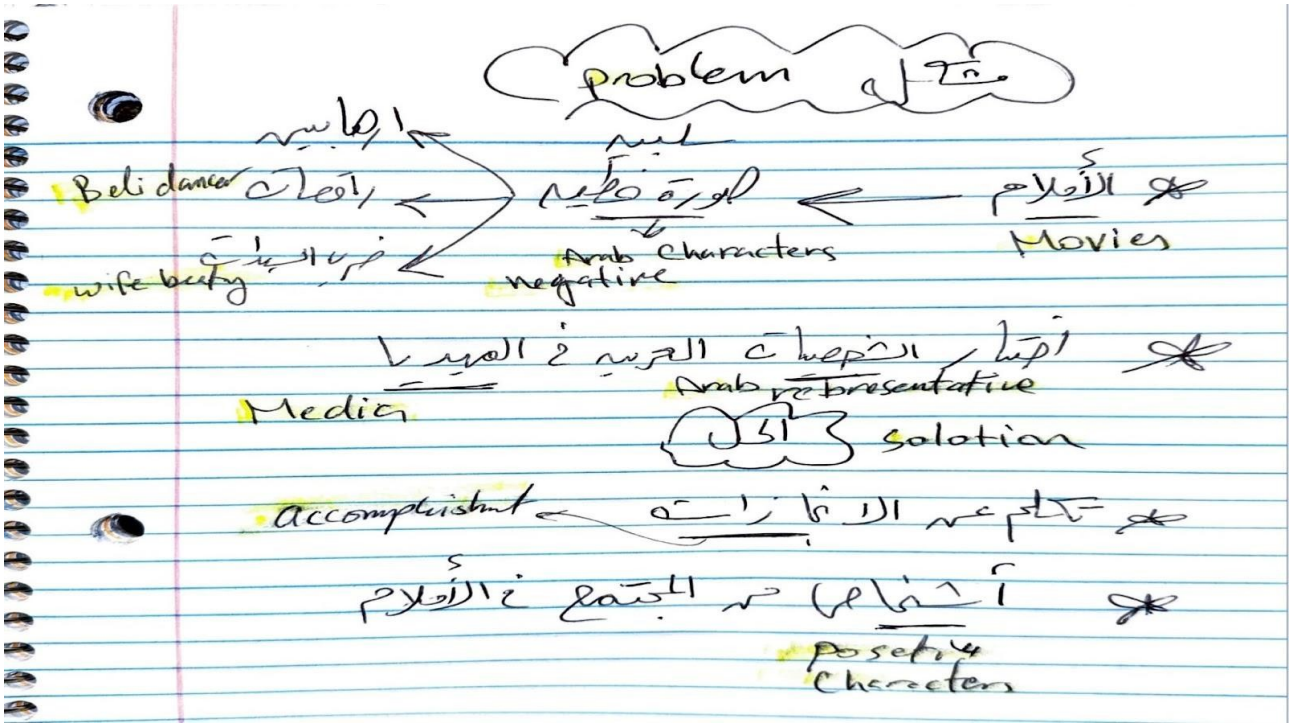


Figure 20 shows Nabil's blog home page, and it translates to "I am Arab and proud. I am proud of my Arabic identity and history and the Arabic nation's achievements". On reflecting on these phrases, Nabil noted:

> Although I was nervous at the beginning about writing and presenting, writing some Arabic phrases and ideas in the blog made me feel proud again". "It is a bad feeling to feel weak person and this what I feel when I speak with native speakers of English. But sincerely this blog and project made me feel good and I can argue complex issues and express things in Arabic and English in front of teachers who speak only English. I feel respectful again. (August 2023)

Figure 20

Nabil's blog home page

Nabil's reflection highlights the social-emotional damages that current monolingual and monoglossic ideologies impose on multilingual learners. Translanguaging offered Nabil an emancipatory space in which he navigates his full linguistic repertoire to reclaim his voice and prove to the native speaker teachers that monolingualism isn't the only choice.

End Violence Against Women

Alejandra, a 24-year-old student from Mexico, was deeply intrigued by the concept of integrating multiple languages into her assignments. The concept of using translanguaging in class was something she eagerly anticipated. Having lived in the United States for three years, she had never had the opportunity to learn English in an academic setting. After spending three

years working in the retail industry, Alejandra decided to pursue her passion for education and began studying for her bachelor's degree. Inspired by her mother, she had always dreamed of becoming a teacher.

Alejandra's retail job, however, was not a fulfilling experience. She often felt stereotyped, with people assuming she was in the country illegally. Additionally, she was uncomfortable communicating in English, fearing others might not understand her. Alejandra incorporated translanguaging in various assignments. She used bilingual research to choose her topic and infused her blog with many instances of translanguaging. On her reflections on her translanguaging practices, she stated:

> When I knew I can use Spanish and English in my research and in the writing and the presentation also, I felt very interested and comfortable. I looked up the meanings in Spanish and translated and felt happy that I know these things in English now. Spanish is my lifesaver that helps me present and write and talk about the injustice in the world. (Alejandra, August 4, 2023)

Alejandra's blog topic was to raise awareness regarding violence against women, a cause that she believes is very important for people to know and support. In her blog, Alejandra embedded a video featuring Spanish speaking women voicing their struggles with violence against women back home. She not only translated the video for us but also provided detailed explanations of the violent incidents shared by these women. Reflecting on this, Alejandra expressed that sharing this video bolstered her self-confidence in public speaking and underscored the importance of acknowledging and validating her language and culture. "When you speak about something you know, and you can talk about it, you feel very strong. It is a fact".

Figure 21

Alejandra Home Page

In her title, illustrated in figure 21, Alejandra referenced the Latin American movement "NIUNAMENOS", she explained that it translates to "Not one less" or "No woman less" as it is a Latin American feminist movement in many Latin countries that campaigns against genderbased violence. Alejandra discovered this movement during her bilingual research on the topic. She explored it in Spanish and decided to feature it in her blog. She noted that without the opportunity to conduct bilingual research, she would not have been able to learn about this significant movement. The bilingual research and her ability to translate to her audience afforded her more opportunities to raise awareness and inspire people in the United States to engage with this important issue.

Moreover, Alejandra volunteered to share with the class a personal experience that triggered her Advocacy against such violence. She highlighted how the lack of adequate support for women in some countries is a form of social injustice globally.

When we initially discussed writing the blog, I emphasized that students should not share anything they are uncomfortable with. Alejandra, however, expressed her comfort in sharing her story and believed it was crucial in conveying her message to others. She utilized her personal

experience as a compelling story to grab people's attention towards her cause as we learned in writing an essay. Taking advantage of using her home language throughout the session and in various assignments empowered Alejandra to showcase her linguistic potential and critical thinking skills while advocating against violence against women.

In her reflection on sharing her experience, Alejandra noted that using Spanish enabled her to tell her personal experience and to make meaning. She initially wrote her entire story in Spanish to make sure she conveyed the correct meaning. Then, she translated it into English. This process of translation bolsters her confidence in articulating her story in English clearly. Furthermore, Alejandra employed both English and Spanish in her blog. As shown in figure 22, She incorporated 8 phrases advocating against violence towards women, borrowed from an online platform.

Figure 22

"I don't want to feel brave when I go out, I want to feel free."

"No quiero sentirme valiente cuando salga a la calle, quiero sentirme libre."

"You are not alone, report it, we are free!"

"No estás sola, denuncia, ¡somos libres!"

“If they hold you back, insult you, attack you, hit you or threaten you, don't be confused. That's not love."

"Si te retienen, insultan, atacan, pegan o amenazan, no te confundas. Eso no es amor."

"My body doesn't want your opinion."

"Mi cuerpo no quiere tu opinión."

“The amount of clothes I wear does not determine the amount of respect I deserve.”

"La cantidad de ropa que uso no determina la cantidad de respeto que merezco."

"This body is mine, not to be touched, not to be raped, not to be killed." "Este cuerpo es mío, no se toca, no se viola, no se mata."

"No means no"

"No es no"

(16 Frases Contra La Violencia De Género. ¡Apúntatelas!, n.d.)

In her reflection on these phrases, she indicated that reading, writing, and presenting these phrases in both languages gave her a sense of power and strength that she had never experienced before either in the United States or even in Mexico.

> I feel now I can talk about other sensitive topics at my job and it is ok to talk about my language itself. I feel happy and strong. Even some of my Spanish friends in lower levels who attended the presentation asked me how I was very courageous in the presentation and how I discussed this topic in such a strong way. (Alejandra, August 4, 2023)

The use of translanguaging afforded Alejandra a sense of power and pride that she lacked before due to the absence of a bilingual environment in the US. She incorporated translanguaging whenever she found the opportunity to do so, using it as a tool to empower herself in an English dominant society that has been discounting her home language and funds of knowledge.

Like many of her peers, Alejandra shared that the power of the dominant language affected her motivation and ability to communicate with others. “At first, I was nervous. I can’t think of me writing and speaking something big like this in English. The most difficult moment for me was thinking about the moment of sharing my opinions on this sensitive topic in front of native speaker teachers” (Alejandra, August 4, 2023).

At the end of the session and in her reflections on the blog she pondered:

> I am asking now, why Spanish people or other students can’t do that all the time to feel more comfortable explaining our opinions? I remember my first days in America, and someone shouted at me and said "English, speak only English here when I was speaking Spanish over the phone. (Alejandra, August 4, 2023)

Alejandra expressed her desire for inclusivity viewing translanguaging as a tool to disrupt monolingualism pedagogy and power dynamics in education.

Mental Health Stigma

While the majority of students, seven out of eight, perceived the translanguaging strategies created in class as a valuable tool for comprehension, making meanings, expressing their opinions, and disrupting the hegemonic approach, and they were motivated to incorporate it in their work, one student did not feel the need to engage in translanguaging practices, particularly in front of others.

Jamila is a 19-year-old student from Saudi Arabia. She was in the United States to pursue her bachelor's degree in psychology. Jamila came to the United States with the mindset that she has to immerse herself in only English to pursue her degree. She believes that using her home language, Arabic, might slow her progress and make her look "weaker" in speaking. For example, in the second week of class, and in her reflection on the vocabulary chart assignment, she stated:

I did this assignment because it was homework, but at first, I didn't want to do it in our class. I did it at home. But when we started to present the chart to our classmates, I was interested. I like that we compared some Arabic words with Spanish words and other languages. I didn't know there were many common words among many languages. (Jamila, July 7, 2023)

Jamila's reflection indicates a deliberate effort to avoid using her home language, particularly in the presence of her classmates. During multiple pair work activities, she expressed a preference for not utilizing her home language. She asked me if she could do so, and I assured her that she has the agency to choose the language she wishes to use in her assignments. However, while presenting her vocabulary for the vocabulary chart, she expressed enthusiasm and valued the cross-cultural and linguistic insights she gained from other languages.

It was evident from my observation memos that Jamila's perspective on translanguaging was highly influenced by certain sociocultural factors and attitudes towards English as a dominant language. In her home country, fluency in English and specifically American English is often seen as a passport to rewarding job opportunities. This societal value placed on English fluency has significantly influenced Jamila's perspective. Additionally, her previous experiences in monolingual educational environments in the United States have heightened her sensitivity to negative perceptions associated with being a non-native English speaker.

Jamila feels a sense of inferiority incorporating Arabic into her English learning process. She expressed that she already faced negative perceptions for being a non-native English speaker in the university. She did not wish to reinforce this viewpoint by demonstrating that she uses her home language as a learning aid or scaffold. Surprisingly, she shared that she translanguages at home looking for meanings and to have access to academic resources. “Of course I use English all the time at my home. I translate a lot to understand the meanings of some difficult readings. But I don't want this with my classmates or with other teachers”. The stigma of being a nonnative speaker in a monolingual environment discourages her from using her first language, contributing to a negative self-image.

Jamila’s perception of translanguaging highlighted the detrimental impacts of monolingual beliefs on multilingual students. Her experiences illustrate the internal conflict between her need to use her home language for better comprehension and the desire to avoid further stigmatization in an English-dominant academic setting. These beliefs don’t leave space for students to choose for themselves whether translanguaging is a beneficial strategy for learning English.

Jamila’s topic in the blog was “Mental Health Stigma”. Her personal experience with this topic has sparked her interest in advocating for those with mental health issues. She expressed her hopes saying, “I hope my blog helps all people with mental issues and psychological problems to encourage them to ask for help”.

To my surprise, as illustrated in figure 23, Jamila incorporated an Arabic sentence into her blog title, which translates to: “Societal stigma prevents people from seeking mental health”. She provided the audience with this translation during the presentation. Jamila noted that after completing our six weeks course and witnessing her peer incorporating their home languages into their work, she realized that using a one or two sentences in her home language could raise

awareness among non-native speakers about the stigmatization of mental health issues, in case her blog got published in the future or some of the audience in the students speak Arabic. This topic is particularly challenging to discuss in her hometown and her home language. Jamila expressed appreciation toward the freedom and the agency she experienced in class, but showed also apprehension whether such freedom of language choice would be available in other future classes.

Figure 23

Jamila's Arabic phrase

Figure 24

Jamila's introductory paragraph in the blog

Why is this important to me?

In August of 2019, I felt extreme sadness that I have never felt in my life before. I waited for this feeling to fade away, but it never did! When I told my parents about how I felt in hopes for help, but their answer was if you pray more it will go away. I exhausted all my options and had one last thing to try, therapy. Me and my parents had an extremely hard time accepting the idea of therapy. Why would I go? I am not "crazy" I decided to reach out to my school counselor, and she got me in contact with the school psychologist who helped me for 1 and ½ years. If I had reached out to my counselor from the beginning, I would have gotten better faster.

Native-Speakerism

During our blog preparation, I noticed students were particularly nervous about presenting in front of "American teachers". Since we had already built a good rapport discussing sensitive topics such as stereotyping and discrimination, and since I had shared my positionality and my own experiences as a second language learner and a non-native English speaker teacher, I felt comfortable asking them why they felt this way. Akira was the first student to respond, and he replied:

> When I talk with American people and native speakers I feel that they are judging my English and judging my pronunciation and my grammar. I don't speak like them and I will not speak like them in the future. But speaking with them makes me feel that I have to do so. The first thing anyone asks me is where is my country or if I speak English and when I speak they don't understand all my speaking. But when you said to us that we are

allowed to use it and I saw my classmates using it without any worries I felt comfortable and liked this method. However, I am still worried about using it in front of other American teachers because our teachers never allowed us to do so.

Akira's reflections illustrate the internal struggle multilingual students feel due to the prevailing ideologies of native-speakerism and monolingualism in American society. These ideologies prioritize a single standard language and often marginalize multilingual students' linguistic practices (Robinson et al., 2020; Garcia & Kleyne, 2016, Cummings, 2005)

Akira's sentence "I am still worried about using it in front of other American teachers because our teachers never allowed us to do so" made me reflect on the significance of adopting a "translanguaging design". It makes me think about how intentional instructional design can reassure students about using translanguaging. Students often feel guilty and nervous about implementing translanguaging in their work if it hasn't been explicitly legitimized by some teachers. As García (2014) notes, "The teacher constructs translanguaging spaces intentionally and maintains them through teacher-led specific activities, pedagogical strategies, and the use of multilingual and multimodal resources" (p. 129).

Through these discussions, the students and I built an excellent rapport, valuing multilingualism and underscoring the importance of translanguaging, while at the same recognizing the necessity of gaining access to the dominant language. This led to an interesting conversation about when to use only English versus when to employ translanguaging, depending on audience and context. The students shared that having the agency to choose their language in the blog made them feel empowered.

In addition, I have noticed during my years of experience in the ESL field, that most of the time students tend to avoid participating or interacting in class either because they don't feel the competence to do so, or because they feel that they don't belong to this monolingual

linguistic environment, or because they can't relate to the culturally loaded examples used in the curriculum or by teachers. They feel powerless and they prefer to avoid interaction with the teachers. As soon as I allowed my multilingual students to use their own linguistic repertoire, the entire class environment shifted. Students feel that their languages and cultures are validated and appreciated. they feel ownership of their learning.

The students' data analyzed above revealed that translanguaging as a stance pushes back against monolingual pedagogy and disrupts the power dynamics in education. The students' reflections of feeling proud when using their home languages emphasize that translanguaging validates their identities and experiences. Translanguaging creates an inclusive environment that helps students challenge power structures and dismantle the dynamics that have historically marginalized non-native speakers of English.

In this section, I presented excerpts from students' blogs and reflections, followed by a thorough interpretation and discussion. The data from these excerpts underscored the second theme that translanguaging not only empowered students by enhancing their self-expression as it was illustrated in their blogs and reflections but also played a crucial role in disrupting power dynamics within ESL education. By allowing students to draw on their full linguistic repertoire, translanguaging provided them with the power to communicate and express their ideas.

In this chapter, I presented the data set and conducted a thematic analysis. I also provided the findings, along with interpretation and discussion. Additionally, I reflected on and further interpreted these findings. In the next chapter, I will explore the potential future impact of my research on multilingual students in monolingual contexts. I will also discuss how it could help reduce the stigma associated with incorporating translanguaging in ESL university classrooms and to make it the new norm.

Chapter 6: Implications and Next Steps

My study aimed to develop a translanguaging pedagogy to empower university-level ESL students by enhancing their power, self-expression, and boosting their academic success. It also sought to challenge monolingual ideologies, support students from minoritized language backgrounds, and promote educational equity in the classroom. Additionally, the research examined how university-level ESL students took up translanguaging practices in my classroom.

This study is significant as it promotes educational equity in Intensive English Programs (IEPs) by shifting the narrative from viewing students' home languages as deficits to recognizing them as assets. While numerous studies have highlighted the importance of translanguaging in bilingual classrooms, there is a lack of research on implementing translanguaging as a pedagogical practice specifically for university-level ESL students.

In this study, I focused on my multilingual students enrolled in an IEP at a university in the Midwest. Chapter 4 explored how I intentionally created opportunities for my ESL students to utilize their full linguistic repertoires. In chapter 5, I analyzed the data illustrating how the

students utilized these opportunities. In my analysis, I presented students' assignments and their reflections on the assignments along with my observation. I provided my interpretations and discussion to the analysis.

Throughout this study, it became evident that providing translanguaging opportunities for students, who are often disempowered by English monolingualism, afforded them to express and voice their opinions. This approach helped reshape power dynamics and promote equitable education, as students often felt inferior in the monolingual academic context of the United States. All the students' reflections, even those who did not actively incorporate translanguaging in their assignments, indicated that they were negatively influenced by the power of the dominant language. Translanguaging helped them disrupt the English-only ideology and reclaim power lost to hegemonic approaches.

The data revealed that students have experienced negative perceptions about the use of their home languages in class, heightening their self-awareness of power dynamics, language, and education injustice. They are caught between the potential benefits that translanguaging could afford them and the power that is portrayed in English as a monolingual dominant language in the United States. Unfortunately, societal pressure pushes them to immerse themselves solely in mastering the dominant language in order to pass a standardized test, apply for school, or land on a job opportunity.

Students often come into the classroom with deeply ingrained preconceptions about language use, influenced by their teachers' ideologies. These adopted beliefs along with external policies and departmental regulations can pose significant barriers to embracing translanguaging practices. However, if teachers increasingly adopt translanguaging practices and if students are allowed opportunities to experience these approaches, they will begin to see the benefits for themselves, and these barriers will gradually diminish.

Despite the substantial body of research advocating for the implementation of translanguaging in bilingual education (Akbar & Taqi, 2020; Canagarajah, 2011, 2013; Capstick, 2020; Creese & Blackledge, 2010; Cummings, 2005; De Los Rios, 2021; Ebe & Champion Santiago, 2016; Flores & Aneja, 2017; García, 2009; García & Kleyn, 2016; García & Wei, 2014; Garza & Langman, 2014; Hungwe, 2019; Li, 2011; Maier, 2023; Menken & Sánchez, 2019; Poza, 2017; Rafi & Morgan, 2021; Robinson et al., 2020; Rosen, 2017; Wei, 2017; Won, 2022; Woodley & Brown, 2016), the power of "only English" is still well and alive across several educational contexts.settings in the United States. There is a dire need for scholarship that shifts how teachers and teacher educators perceive multilingual students and translanguaging strategies.

I embarked on this journey fully aware that it contributes to an extensive body of work on translanguaging. This did not deter me from gravitating toward my critical role in advocating for educational equity, driven by the linguistic solidarity I feel towards multilingual students. My passion for education equity and my positionality as a non-native English speaker myself motivated me to advocate for multilingual students in every IEP (Intensive English Program) across the United States.

While this study does not immediately resolve the educational inequity issue in university-level ESL classrooms, it offers valuable insights for teachers, teacher educators, and administrators in universities across the United States. It highlights the need to discuss and develop policies that establish translanguaging as a standard practice in these settings.

Teachers' Roles

Our primary objective as teachers and teacher educators should be to assist students in transforming their mindset to recognize and assert their linguistic rights, and to resist the

dominance of 'English-only policies. As García and Kleyn (2016) stated, "If students do not find themselves in a classroom where multilingualism is the new normal, then any efforts to translanguage will be in vain" (p. 203).

To effectively shift ESL students' mindsets towards translanguaging, it's essential to begin with the teachers. When teachers recognize and value translanguaging practices, they can incorporate them into their curriculum. This integration helps students see translanguaging as a normal and integral component of their learning process. We, as teachers, play a crucial role in this transformation by modeling positive attitudes and creating an inclusive environment where all languages are valued and respected.

My study carries implications for preservice teachers in TESOL programs, as well as for both novice and experienced teachers in intensive English programs. It also has a lot to offer to administrators working with international students at American universities. By giving practical, hands-on examples of how to bring translanguaging pedagogy into university-level ESL classrooms, my research aims to change the way we teach and the way we perceive multilingualism in American universities.

Some Barriers on the way

Monolingual Mindset: Many educators and administrators are used to the traditional monolingual approach, believing it to be the most effective way to teach English. It is worth noting that this mindset is often reinforced by textbooks and standardized testing that prioritize English-only instruction. The persistence of monoglossic language ideologies among some teachers makes it challenging to shift their perceptions on the English only approach. These challenges inspired me to employ my research as an initial step toward advocating for educational equity within the context of IEPs. "Informed faculty that collaborate across

disciplines is a first step to developing a teaching force that understands translanguaging as a natural and important approach for teaching bilingual students" (Garcia & Klyne, 2016, p. 212).

Lack of Resources: Some teachers feel they lack the resources or training necessary to effectively implement translanguaging strategies in their classrooms. To address this, I provide practical tools and examples from my research, such as the vocabulary chart, classroom activities, and the end of session blog. Additionally, we can facilitate professional development sessions for both teachers and pre-service teachers designed to create a unified shared culture on implementing translanguaging in IEPS. By equipping teachers with necessary resources, tools, and training, we can assist in developing a more positive perception of translanguaging.

How to Initiate a Shift? Cultivating a Shared Culture

Teachers can benefit from professional development workshops informed by this study's findings. These workshops will facilitate the integration of translanguaging strategies into their pedagogical approaches, which will support students in embracing their linguistic rights.

In our department, I am the only advocate for implementing translanguaging in the classroom. Our ESL teachers are divided into two groups: one group is skeptical about translanguaging and feels uncomfortable incorporating it because they are apprehensive about being in a classroom setting where they cannot fully grasp their students' activities. The other group is interested in knowing more about it but lacks the necessary experience to implement it effectively.

Advocating for translanguaging encourages teachers to explore its benefits and applications. For instance, one teacher inquired about using my vocabulary chart in her class and expressed interest in trying it with her students. I provided her with a template and explained how she could adapt it to meet her specific needs. She later reported back with very positive feedback, noting that the chart significantly increased student engagement in her class.

This experience inspired me to cultivate a shared culture and understanding of translanguaging pedagogy within our program. I engaged in a dialogue with our program director and proposed delivering a professional development presentation during one of our faculty endof-session or orientation meetings. My objective was to advocate for the implementation of translanguaging and to work together to navigate its application as a team. My initiative was approved.

I conducted two separate presentations: one targeted for ESL teachers within our programs and the other one was for practicum (ESL masters and ESL certificate students) students that we have every semester, and I already have one of them in my class. A couple of colleagues expressed interest in adapting the vocabulary chart and the social justice unit in their syllabus if they get to teach a higher-level Reading and Writing class in the future. The practicum student teachers, in particular, were surprised, as they had never encountered the application of this pedagogical approach before. They shared that although they might have read about it during classes, they have never experienced it as an educational strategy in a classroom.

Additionally, I invited our teachers to attend our end-of-session expo, where they could observe firsthand the potential transformative impact of translanguaging pedagogies on the classroom environment. During this event, I highlighted the use of translanguaging in the classroom and highlighted how translanguaging was significantly reflected in students' work.

These comprehensive efforts are part of my ongoing initiative to promote translanguaging pedagogy in my local community. My ultimate goal is to extend this initiative to all IEP programs across the United States.

I hope to extend this initiative to include all Intensive English Programs (IEPs) across the United States. By doing so, I aim to stretch its impact and foster educational equity nationwide. This expansion would involve shifting the perceptions of ESL educators and pre-service teachers

through supported comprehensive professional development and resource-sharing networks. Such an approach would help change the mindset of ESL students themselves toward a more inclusive one and ensure that multilingual students in these educational settings receive equitable and culturally responsive education.

I envision this process occurring through the multiplier effect and circulating knowledge within our academic contexts, professional development, conferences, publications, and shared networks. Achieving this goal cannot be accomplished through individual research alone; it requires a rigorous and sustained effort, as well as the involvement of dedicated individuals within each Intensive English Program (IEP). My research aims to inspire others and encourage their commitment to its implementation. We, as teachers, must remember our critical role to serve as catalysts for change within our respective programs.

Appendix

Week/ Topic	Translanguaging moves added to the outcomes
Week 1: Setting the stage **Introduction & Syllabus**	**Inclusive Environment:** I fostered an inclusive environment where I demonstrated translanguaging and encouraged students to utilize their entire linguistic repertoire. **Reflection Assignment:** use the discussion board to share their reflections and experiences using translanguaging in the classroom **Multilingual Materials:** bring in books and texts in various languages to enrich the learning environment. Bilingual Vocabulary Chart
Week 2 **What are stereotypes and how are they created?**	**Bilingual Research** examples of stereotypes in their countries or globally **Multilingual resources** bring a book, video, or any text that illustrates stereotypes in their L1. **Reflection Assignment** Write a short reflection using full linguistic repertoire on the discussion board.

Week 3 **Social (in)Justice Issues Around the World**	**Vocabulary Development** (Bilingual vocab chart model) **Note-Taking using full linguistic repertoire** Cultural Example discussion **Discussion board reflections:** reflect on the readings (provide readings or videos of social injustice from your language and culture) and explain it to class **Multilingual materials:** bring an article or a book in your language to and present the social justice topic issue in this material. **Argumentative Writing:** how is an argumentative essay written in your language? How do you write a counter argument in your L1?
Week 4 **Argumentative Essay Writing**	**Pre-writing and outline:** write using full linguistic repertoire. Writer's block? Continue in your home language **Library Bilingual Research:** Librarian visit **Comparative Analysis:** Writing an argument in home languages vs. in English
Week 5 **Social Justice Begins with Me Blog** **Digital Literacy (Google Sites)**	**Annotated bibliography:** using Full linguistic repertoire References (3-5) including one non-English source **Digital Literacy**: Google Sites tutorial in home languages

Week 6 **Blog Rehearsal and** **Presentations**	**Blog Presentation using full linguistic repertoire** Use videos or other **multimodal resources** (1-2 minutes) from home languages and explain it to the audience

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Curriculum Vitae

Rehab Morsi

EDUCATION

EdD, Literacy, Culture, and Language Education, Indiana University, December 2024

Dissertation Title: Creating a Translanguaging Space in a University ESL Classroom

M.A., TESOL, Ball State University, 2010

B.A., English Language, Ain Shams University, Cairo, Egypt, 1994

EMPLOYMENT

Lecturer, Indiana University Purdue University Indianapolis, Program for Intensive English
August 1, 2022 - Present

- Developing, maintaining, and designing lesson plans, exams, and syllabi for PIE students.
- Providing supplemental materials to adapt textbooks to meet students' needs.
- Assessing students through placement testing and class exams.
- Delivering classroom instruction for the PIE in various skill-based disciplines using the SIOP and communicative approach.
- Revising and developing PIE curriculum outcomes.

Adjunct Lecturer, Indiana University Purdue University Indianapolis, IUPUI School of Liberal Arts
January 1, 2022 - July 31, 2022

- Served as an instructor to Japanese engineers at INTAT engineering company.
- Designed ESP student-centered annual curriculum for lower and advanced levels of Japanese engineers.
- Provided supplemental materials to adapt textbooks to meet students' needs. ● Created final exams, progress reports, and certificates for students.

Adjunct Lecturer, Indiana University Purdue University Indianapolis, English
August 1, 2018 - November 30, 2021

- Designed ESP student-centered annual curriculum for lower and advanced levels of Japanese engineers.
- Mentored faculty and observed classes.
- Provided supplemental materials to adapt textbooks to meet students' needs.
- Created final exams, progress reports, and certificates for students.

- Served as lead instructor in a partnership between IUPUI and an educational organization in Cairo, Egypt.
- Created and designed an 8-level English Communication course.

- Delivered 60 hours of six online professional development modules to 14 Egyptian teachers.

Lecturer, English Department, Ball State University
May 2010 - December 2014

- Developed and designed lesson plans, exams, and syllabi for international students.
- Assisted in revising the curriculum for the Intensive English Program.
- Assisted in material development.
- Advised graduate and undergraduate students.
- Provided supplemental materials to adapt textbooks to meet students' needs.
- Assessed students through placement testing and class exams. ● Served as the annual review committee chairperson.

Lecturer and Partnerships Program Coordinator, Ball State University
October 2013 - August 2014

- Teacher training coordinator/mentor for Sheikh Zayed University ESL Instructors

PROFESSIONAL DEVELOPMENT

- Workshop/tutorial attendance, "Promoting a Culturally Responsive Pedagogy," Indianapolis, IN, United States (December 14, 2022)
- Certification, "Personal Leadership and Success Certification," Columbia University, NYC, NY, United States (May 2020 - September 2020)
- Graduate Independent Study, TA, "Theoretical Issues in the Study of Language & Literacies," (Spring 2023)

TEACHING INNOVATION AND DEVELOPMENT

- Major Curriculum Revision, PIE (November 2022 - Present)
- New Course Development, Training of the Trainer TOT Course (IUPUI & BalancED Egypt) (February 2021 - May 2021)

AWARDS

- Distinctive Teaching Award, Intensive English Institute (April 2012)

- Distinctive Teaching Award, Intensive English Institute, Ball State University (April 2011)
- Best Teacher Award, Saudi Students Club, Ball State University (April 13, 2010)

SERVICE

- President, Muslim Faculty Council, IUPUI Campus (August 2023 - Present)
- Committee Chair, Revising Faculty Handbook Committee, PIE (August 2022 - Present)
- Chairperson, Annual Review Committee, Ball State University (January 2010 - May 2010)
- Teacher, NPO teaching online ESL classes to underprivileged high school students in rural areas in Egypt (January 2019 - Present)
- Teacher, Teaching ESL to Hamilton County residents at Fishers Public Library (January 2016 - December 2022

PRESENTATIONS

- Morsi, R. H. (Presenter), INTESOL, "Do you Even Know how Smart I am in Spanish?" Marriot Hotel, Indianapolis, IN, United States (November 2023)
- Morsi, R. H. (Presenter), The 3rd Annual International Conference on Literacy, Culture, and Language Education, "Strengthening EFL Education in Egypt," Indiana University-Bloomington, Bloomington, IN, United States (October 2022)
- Morsi, R. H. (Presenter), INTESOL, "Community Teaching- ESL library Class," Marriot Hotel, Indianapolis, IN, United States (November 2019)
- Morsi, R. H. (Presenter), INTESOL, "A custom based English for specific purposes program for Japanese Engineers in Indiana," Marriot, Indianapolis, IN, United States (November 2016)
- Morsi, R. H. (Presenter), INTESOL, "Balance by Design," IUPUI, Indianapolis, IN, United States (November 2015)
- Morsi, R. H. (Presenter), INTESOL, "Teaching ESL to Five Professors and a Dean of a University!" IUPUI, Indianapolis, IN, United States (November 2014)
- Morsi, R. H. (Presenter), INTESOL, "Using English Outside the Classroom Walls. A project-based Learning," IUPUI, Indianapolis, IN, United States (November 2012)
- Morsi, R. H. (Presenter), INTESOL, "The age-old question- Grammar usage," IUPUI,

Indianapolis, IN, United States (November 2011)

- Morsi, R. H. (Presenter), INTESOL, “The Speech Act of Thanking in Egyptian Arabic,” IUPUI (November 2010)