UNIVERSITY OF OKLAHOMA GRADUATE COLLEGE

HIDDEN ASSETS: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS OF TRANSLANGUAGING AS A WRITING RESOURCE FOR BILINGUAL COMMUNITY COLLEGE STUDENTS IN COMPOSITION I

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

By

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Norman, Oklahoma

2025

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A DISSERTATION APPROVED FOR THE
DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

BY THE COMMITTEE CONSISTING OF

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DEDICATION

This dissertation is dedicated to my family.

To my dad, who worked on his college education almost the entire time I was growing up. We lived in a lot of places, and often, there was no university nearby. There were no online classes then, so after a full day of working and parenting, you hit the road to drive to the nearest university. I remember a time when that drive was a five-hour round trip. Thank you for showing me that it is never too late and never too hard to reach a goal. Mom, it has been a while since you have been gone, but your quiet, steady belief in me has never left. The strength I draw from that supports me every day.

To Chloe and Cooper, who just accepted it as a matter of fact that I would do this thing. You have made me a braver and better person, just trying to live up to how brave and good you are: everything and everyone around you blossoms. Thank you for our Sunday meals. There were weekends during this project when those couple of hours were my only break, and being with you for a little while was all I needed to get set to work for another week.

This dissertation is also dedicated to community college students. Your compassion and tenacity are transforming higher education, welcoming everyone to participate in the hope you have for the future. You inspired this project and then brought it to fruition.

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank my dissertation chair, Dr. Crag Hill, and my committee members. Dr. Hill, I felt like I stumbled into this program, but you helped me clarify what I wanted from my doctoral journey and guided me to success. From the very beginning, I have appreciated your wisdom and ability to provide support while letting my project form organically as I found my way forward. Dr. Davis, your instruction helped me make the theory behind this project something tangible, and your feedback on my ideas was always reassuring. Dr. Djuraeva, we spent countless hours writing other projects together in the past few years. I credit you for helping me understand how to write in this discipline. Dr. Kershen, I think of you as the person with the good questions. Each time we met, you gave me something valuable to stop and consider. Your enthusiasm was a great encouragement. Dr. Tarabochia, as the sole member from my discipline, your keen eye for the logic in my writing helped me remember to write like a Composition instructor, something that was especially important as I grappled with expressing myself in a new way. Thank you all for contributing your unique expertise and insights.

I would also like to thank my colleagues who supported me in various ways throughout this project. You invited me into your classrooms, offered encouragement, and brought me coffee. All three were vital to my success.

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ABSTRACT

This study explores how Spanish-English bilingual students navigated the "Standard English" language policy of their community college's Composition I course by drawing on their natural translanguaging capabilities. Data was collected through semi-structured interviews with students who completed the course within the past two years. Using Interpretative Phenomenological Analysis and an asset perspective, the analysis revealed that the students leveraged five key assets to meet the language use expectations of Composition I: 1) Metalinguistic and Contextual Language Use Awareness, 2) Language Agency, 3) Self-Sufficiency, 4) Positive Bilingual Identity, and 5) Translanguaging. These findings advance the perception of translanguaging as a valid, effective, and linguistically equitable ideology and pedagogical approach in First-Year Writing instruction. This dissertation ultimately demonstrates that translanguaging was a natural and vital aspect of the writing process for study participants. It suggests that First-Year Writing instructors should recognize multilingual students as skilled "translanguagers" who possess an inherent repertoire of abilities that support academic writing development, even when the students themselves may not fully recognize these skills. By embracing a translingual ideology, instructors can resist defaulting to deficit perceptions of language variety while respecting students' rights to self-determination and language agency.

CHAPTER ONE

Introduction

Background

The two-course sequence of First-Year Writing (FYW) in U.S. colleges is part of the general education "gateway" courses that introduce college freshmen to post-secondary education. Completion of the two courses signals students' preparedness for continuing their degree programs and equips them to complete the types of written assessments common in post-secondary education. Woven within larger concepts and skills such as critical thinking, rhetoric, and genre conventions, FYW course objectives typically reflect the expectation that students will learn to replicate academic style and structure by standardizing their language. This particular style of standardized English is commonly referred to by various terms, including "Edited English," "Academic English," or "Standard American English." The goal, which Matsuda (2006) has described as "unidirectional monolingualism" (p. 93), reflects both a monoglossic and a standard language ideology: assimilation approaches to language development that shun language variety (Cummins, 2000; Flores & Rosa, 2015). However, such language ideologies in FYW are in direct conflict with the increasing number of multilingual college students because when the goal is to have students produce writing that reflects such a context-specific style of English, multilingual students are likely to be racialized and marked as having writing deficiencies even if they are fluent in English (Flores & Rosa, 2015).

Community colleges need to be concerned about monoglossic and standard language policies and related language deficit perceptions because they enroll 38% of all undergraduate students in the U.S. and 48% of all Hispanic undergraduates (National Council for Educational Statistics, 2025). The significant number of Hispanic students at community colleges suggests a

correspondingly high number of bilingual Spanish-English students. A variety of statistics indicate that many Hispanic Americans are bilingual. Pew Research Center publications report that more than half of English-speaking U.S. Hispanics are bilingual (Manuel Korgstad & Gonzalez-Barrera, 2015), and 75% say they can converse in Spanish "well or very well" (Mora & Hugo Lopez, 2023). These numbers are likely to increase: In 2021, the Instituto Cervantes, an organization developed by Spain's government to promote the Spanish language, estimated that the U.S. will become home to the second-largest Spanish-speaking population by 2060 (Green, 2022). Embedded in these enrollment and language trends, is a troubling and long-standing pattern of Hispanic and bilingual community college students not completing their initial college goals. 15 years of data gathered by the National Center for Education Statistics found that although 85% of Hispanic community college students intended to transfer and earn at least a bachelor's degree, fewer than 18% achieved that goal within five years (Horn & Skomsvold, 2011). More recently, Hartman et al. (2021) reported that 77% of English learners in U.S. K-12 schools are Latinx Spanish speakers, and community college students from this group intended to earn bachelor's degrees but had "markedly lower" transfer rates to four-year colleges than white community college students (p. 791). This is troubling since community colleges serve a higher proportion of bilingual students than other higher education institutions (Hartman et al., 2021).

Besides enrolling many multilingual students, the unidirectional, monolingual approach to FYW is particularly problematic for community colleges because of the types of students they serve. Community colleges often have "open admissions" policies, meaning that incoming students need not prove academic preparedness through minimum high school grade point averages or minimum scores on college entrance exams like the ACT or SAT. This means that

community college FYW students are likely to possess a wide variety of college preparedness levels. Additionally, community college students often experience multiple competing priorities alongside their college aspirations, such as single parenthood and full-time employment (National Council for Educational Statistics, 2025). In this challenging educational environment, community college instructors are tasked with making their classes accessible and inclusive. However, such goals are contradicted by language policies that reflect the history of first-year writing as a gatekeeping mechanism intended to keep out students whose out-of-school language practices do not already approximate "Standard English" (Cheeseman Day & Jamieson, 2003; Matsuda, 2006).

At some colleges, multilingual students may be placed into separate courses for additional-language speakers or into developmental/remedial courses designed for students who are not yet prepared for college-level courses. The idea is well-intentioned, and some students who are still learning English need extra support; however, students are sometimes misplaced in remedial classes, which is common when test scores are used for placement (Scott-Clayton & Rodriguez, 2015, p. 42). Multilingual students are especially underserved or even disserved by placement testing because the exams are designed for monolingual speakers and do not accurately capture the English proficiency of multilingual speakers (Bergey et al., 2018). Additionally, the group of students sometimes referred to as Generation 1.5 (students who emigrated to the U.S. as young children), may have initially been appropriately considered English Language Learners (ELLs) in part or all of their K-12 education, but may feel they no longer need language support in college or feel like self-identifying as multilingual is stigmatizing, so they will not self-identify and may miss out on support (Bergey et al., 2018). Further complicating the issue, some research indicates that Generation 1.5 students may

perceive their academic abilities to be stronger than their academic performance reflects (Kim & García, 2014).

Research on the benefits of remedial or developmental courses is mixed, but students who are misplaced in these courses may experience more harm than good. First, these courses pose a significant financial outlay for students. In 2014, Oklahoma college students and their families spent over $22,000,000 on out-of-pocket costs for remedial college classes (Jiménez et al., 2016). Additionally, developmental classes have been criticized for reinforcing cultural and racial stereotypes because of the stigma that they are for students who are "different" or "behind" their peers (Gay, 2018, p. 90; Shafer, 2018, p. 363; Wang et al., 2021). Moreover, Bettinger & Long (2005) found that "placement into remediation sends a negative signal and suggests to students that they do not belong in college" (p. 25). This perception supports later data showing that only 22% of students placed into remedial English classes passed their gateway English course within two years (Jiménez et al., 2016). Using language variety as a basis for placing students in remedial or development courses reinforces monoglossic systems and signals that "all language differences could and should be addressed elsewhere" (Matsuda, 2006, p. 648). Such language containment approaches are familiar to educators and students alike: the classroom is "English only," and syntax or grammatical differences reflecting students' linguistic variety are marked as language deficiencies (Flores & Rosa, 2015, p. 155). Therefore, students misplaced in remedial courses due to language variety may be subjected to unwarranted barriers to their educational goals.

A common framework in bilingual education is referred to as subtractive schooling, "the divesting of linguistic and cultural resources through domesticating schooling practices, discourses, and policies" (Harvey-Torres et al., 2023, p. 274). In this approach, students are

encouraged to replace other languages with English in the school setting, so the implication from the outset is that English is the exclusive language for school. The influence of this approach appears in FYW classes, where the goal is for all students to adopt "academic English," and written work is evaluated according to its adherence to standardized language conventions. Instruction frequently emphasizes tone and register, coaching students to adopt the academic style by aligning their language choices with standardized norms and expecting them to replicate those conventions throughout their post-secondary writing. The subtractive approach is subject to a variety of criticism because it categorizes and racializes forms of English as either acceptable or not acceptable. Baker-Bell (2020) argues that the subtractive approach to teaching standard English, which she places in the category of code-switching, signals to students that the best way to avoid discrimination for their language variety is by adopting "White Mainstream English" (p. 29). She concludes that this approach ultimately reinforces white supremacy in education (pp. 28–30). Flores and Rosa similarly criticize subtractive approaches, concluding that promoting standardized academic English as the only "appropriate" language of the classroom stigmatizes multilingual students (Flores & Rosa, 2015). The results of an ethnographic study conducted at a Hispanic Serving Institution (HIS) in Texas (Murillo & Schall, 2016) confirm these assessments of the negative consequences of subtractive language approaches. The study found that Mexican-origin students had internalized deficit perceptions of their bilingualism and blamed bilingualism for some of their academic literacy struggles. Their findings align with broader research exploring the long-term negative impacts of internalized language deficit beliefs (Carbajal, 2024; Molina, 2024). Therefore, it becomes clear that typical approaches to teaching academic writing reflect subtractive language learning strategies, which have been identified as problematic in multiple ways.

Problem Statement

Understanding why multilingual community college students transfer and graduate at lower rates than their monolingual counterparts is a critical issue for administrators and educators interested in improving student outcomes. Garrett et al. (2017) identified one causal relationship that warrants further consideration. Their 10-year longitudinal study found that students who did not pass a first-year writing (FYW) course on their first attempt graduated at a 38% lower rate than those who passed the class the first time and that no other required course had such significant ties to graduation rates (pp. 97–98). If multilingual community college students already have increased drop-out rates, and FYW is directly tied to drop-out rates, then remedial placement strategies, FYW policies, and related curricula certainly need to be investigated as potential areas for improvement. However, the premise of this study is that the primary stakeholders in FYW are the students themselves. Therefore, the solution to the problem may be discovered by talking with bilingual students who passed the course without direct intervention, shedding light on how they leveraged their linguistic resources to respond to academic language expectations. Listening to the students' experiences and understanding their independent learning strategies will provide valuable insight into how instructors and students can acknowledge and cultivate bilingual language skills as assets that benefit all new academic writers.

Need for the Study

Because community college students are not frequently studied, and multilingual education and FYW are typically treated as different disciplines, changes to instructional approaches that accommodate the realities of community college students are slow to come; however, they may be key to increasing persistence and graduation rates. For multilingual

students, FYW classes pose unique challenges. The subtractive approach to teaching "academic English" sustains monoglossic ideologies that may result in students being misplaced in remedial courses or simply marked as having deficient language skills. Both circumstances negatively impact student engagement, which in turn negatively impacts student persistence (Hartman et al., 2021, p. 795).

In contrast to educational approaches that resemble subtractive second-language acquisition strategies, research in translanguaging (Canagarajah, 2011b; Carbajal, 2024; García, 2009; Lu & Horner, 2013) shows students who leverage their entire language repertoires along with their cultural and community knowledge, experience multiple positive impacts on their academic success (Lu & Horner, 2013; Menken, 2009; Wang et al., 2021). This study will demonstrate that multilingual community college students who passed Composition I were naturally translanguaging to support the development of their academic writing. In other words, they instinctively drew on their full linguistic knowledge as they made choices they believed were best suited to and most helpful for the task and context. Therefore, their experiences provide vital insights for instructors and institutions looking to improve multilingual student outcomes in FYW, as well as transfer and graduate rates.

Theoretical Framework

The theoretical framework of this project draws upon key theorists and theories that have shaped perspectives on language use, language use policies in education, and translanguaging both as an ideology and pedagogy. Collectively, these theories support the validation of investigating translanguaging as a legitimate mechanism of negotiating meaning across linguistic codes while also inviting a critical interrogation of the monolingual ideologies that perpetuate linguistic inequities within college composition as an academic discipline.

On language use, Bakhtin's (1981) concepts of dialogism and heteroglossia highlight how identity and meaning are created through the dynamics of dialogue and differing linguistic voices. Related to dialogism and heteroglossia, Saussure's theory of the arbitrary nature of linguistic signs suggests interlocutors naturally negotiate meaning across linguistic differences (Dimitriadis & Kamberelis, 2006, pp. 37–42).

Regarding language use policies, Bernstein (1977) and Derrida (1976) provide frameworks for questioning exclusionary language norms and hierarchies. Bernstein's concept of "boundary maintenance" provides a perspective for viewing the power dynamics at play when language ideals are created and reinforced over time. Derrida's position that language is always "sous rature," literally "under erasure," as it operates in a perpetual state of continual signification/semiosis, supports arguments that question the validity of language boundaries.

Advancing the consideration of translanguaging as a constructive ideological and pedagogical approach, Dewey's (1938) discussion of "collateral learning" is helpful. He posits that students' attitudes toward learning are shaped by their lived experiences and those experiences, in conjunction with the instructor's approach, reveal the blurred boundaries between students' existing language practices and academic writing conventions. Freire's (1970/2018) advocacy for liberatory pedagogy is helpful in understanding that educators who lack awareness of positionality and power structures cannot achieve the benefits of collateral learning. Furthermore, theorists like hooks (1994), Anzaldua (in Yarbro-Bejarano, 1994), and Hall (2011) offer perspectives that support researchers and educators who aim to remain mindful of communities' self-determination and racialized experiences. Such perspectives align with the post-colonial theories of Fanon (2004) and Smith (2021), who provide insight into the lasting impacts of colonialism on education.

Rooted in these theoretical foundations, this research project takes an asset-based approach that recognizes students' language variety as a strength rather than a deficit that requires remediation. This perspective challenges monoglossic and standard language policies that privilege formal, edited, standard English as the only legitimate academic language and mark differences as deficiencies. Instead, this project affirms multilingualism as linguistic capital and translanguaging as a vital resource for academic writing.

Study Purpose and Research Questions

Despite growing recognition of translanguaging as a means to counter linguistic discrimination across educational settings (Do & Rowan, 2022; Horner et al., 2010), the practice remains underexplored within first-year college composition, and students may be even more resistant to it than instructors (Zorluel Ozer, 2024). Additionally, although there is a clear trend of increasing language variety in the U.S. (Dietrich & Hernandez, 2022), many composition instructors are not adequately prepared to support linguistically diverse students, and Matsuda's nearly 20-year-old statement remains true: "The vast majority of U.S. college composition programs remain unprepared for second-language writers who enroll in the mainstream composition courses" (Matsuda, 2006, p. 637). While they are traditionally understudied, community colleges provide excellent sites for further research into approaches that support linguistic diversity because their students tend to be diverse in all areas, including language background (Hartman et al., 2021; National Council for Educational Statistics, 2025). By examining how bilingual community college students draw upon their language resources as they navigate the monolingual environment of Composition I, this project endeavors to advance the perception of translanguaging as a valid, effective, and linguistically equitable ideology and pedagogical approach.

Noting that "lived experience is not fully theorized in translingual scholarship," Romero (2022, p. 146) affirms Canagarajah (2013) and Nelson (2011) that focusing on analyses of individuals' narratives of their lived experiences is a likely but as-yet underutilized approach to further understanding translanguaging students' learning experiences. Analyses of this type perceive narrative as "performative epistemology, a knowledge structure, a mode of inquiry" (Nelson, 2011, p. 468). Therefore, this project will use Interpretative Phenomenological Analysis to analyze interview transcripts of multilingual students who naturally and independently utilized translingual strategies to pass their first-semester writing course, Composition I. In this case, the interview aims to capture students' experiences in their own words, utilizing the interview transcripts as narrative artifacts.

By hearing directly from students who used translanguaging strategies to pass Composition I at a large urban community college, this project aims to answer the following research questions:

RQ1: In what ways do multilingual students at a large urban community college employ translanguaging strategies to negotiate and navigate the language expectations and curriculum of the first-year writing course, Composition I?

RQ2: How do they feel their language use strategies impact their overall course experience?

Conclusion

Since its inception as a gateway course, monoglossic and standard English language policies have been commonly implied, and even explicit, in first-year writing course curricula and objectives. Such policies contradict the multilingual realities that students bring into the classroom, particularly at community colleges where students are culturally, ethnically, and

linguistically diverse. The disconnect between policy and students' lived experiences generates inequities that position multilingual students' language practices as deficient and obscure their natural communication strengths and writing resources.

Low transfer and graduation rates among multilingual community college students, coupled with research that ties first-year writing completion to overall retention, point to the need to reassess the deficit narratives that inform typical efforts to support and retain this group. This project will show that despite the challenges posed by entrenched monoglossic and related language deficit perceptions, the study participants actively and agentively met those challenges with translanguaging: a resource they instinctively and expertly utilized as a natural part of living bilingually. By foregrounding the hidden assets of translanguaging, this project will demonstrate that bilingual students who passed Composition I without direct, language-related curricular support did so by drawing upon translingual dispositions toward language and translanguaging writing strategies. Their success challenges deficit-based narratives and points to potential strategies for more effectively engaging all academic writing students, irrespective of language background.

CHAPTER TWO

Literature Review

How Did We Get Here? Discriminatory Language Ideology and First-Year Writing

First-Year Writing (FYW) is the one- or two-course sequence of writing classes required for college freshmen at most institutions of higher education in the United States. Its development over time demonstrates the history of teaching the nation's students how to compose effective academic rhetoric; however, it also reveals that the language use policies that guide these programs, on the whole, reinforce a particular style of "academic English" that reflects imperialist/colonial language bias in the United States. The country that would eventually emerge as the United States of America employed the common colonial strategy of language erasure, imposing English upon indigenous and enslaved people and racialized immigrants to perpetuate the power structures and Euro-centric values that were being systematically established (Trimbur, 2006). By the end of the 19th century, these strategies were becoming institutionalized in higher education. In 1874, Harvard initiated a written entrance exam, which is often considered the beginning of evaluating writing skills as a measure of college preparedness (Barker, 1967; Matsuda, 2006). Barker (1967) noted that as early as 1903, written college entrance tests were becoming controversial, described by one scholar as "tests of power rather than of the mere acquisition of fact" (p. 252). Then, the years immediately after World War II brought an increase in immigration, and college students from other countries began studying in the United States in larger numbers (Matsuda, 2006). By the early 1950s, English was the most commonly tested subject in college entrance exams (Barker, 1967). That emphasis on testing and measuring students against a standardized version of English associated with white hegemonic social structures remains (Baker-Bell, 2020; Carter-Tod, 2022; Condon &

Young, 2016; Horner et al., 2010; Horner & Trimbur, 2002; Inoue, 2015; Trimbur, 2006). Indeed, it is so entrenched that today, the United States is unique in considering multilingualism as a "deviation from normal linguistic development" (Martinez, 2018, p. 515). Virtually all U.S. college students are required to take at least one FYW course to prove their ability to write in English in the higher education environment. Furthermore, the expectation for students to acquire an idealized, standard English in their academic writing by way of their FYW courses maintains the country's longstanding systemic and structural rationalization of an English-only society.

By the mid-1970s, the deeply established ideology of "Standard American English" in education prompted a landmark statement published by the Conference on College Composition and Communication (CCCC), entitled "Students' Right to Their Own Language" (1974). Acknowledging the discriminatory effects of educational language policies that privileged an elite form of "standard" English, the Committee stated that there was no such thing as an "edited written English" (p. 3) that could be "isolated, identified, and accurately defined" (p. 3). The call was clear: first-year writing should not be used to weed out students whose linguistic backgrounds did not already approximate the type of English being promoted as the "standard." Notwithstanding the widespread support for the Committee's statement, the mythos of "Standard American English" remains, continuing to support monoglossic and deficit ideologies that mark language varieties as errors, even while "standards-based" testing for English proficiency continues to be characterized as invalid and "non-standardized" itself (Bailey & Carroll, 2015; Berlin, 1984; Orzulak, 2015). Today, among progressive educators, "Standard American English" is often considered code for "White" English, signaling exclusivity and discrimination (Baker-Bell, 2020; Inoue, 2014; Young, 2004). More broadly, even the idea of "native" English

is considered in some circles as an artificial construct that embodies linguicism, a concept that signals ownership of language and enregisters others as "non-native," thereby perpetuating ideologies that position certain language varieties as inherently deficient or inferior (Canagarajah, 2015; Flores & Rosa, 2015; Holliday & Aboshiha, 2009).

About the same time as the CCCC's mid-1970s statement on students' right to their own language, progressive educators were questioning traditional models of writing instruction that were teacher-centered and stressed writing as a solitary or individual endeavor, in favor of approaches that valued student-centered collaboration, group writing, and peer review activities (Elbow, 1973; Lunsford, 1979; Macrorie, 1970). In relation to this project's interest in translanguaging, Bruffee (1984) stands out in this era of progress in composition instruction for the particular importance he placed on dynamic discourse practices as writing assets and student language agency. Building on the popularity of collaborative writing at that time, Bruffee argued that "writing is a technologically displaced form of conversation" (p. 641), and asserted that students would not learn academic writing conventions by "maintaining the…existing discourse," but that the "abnormal discourse" of bringing together students' pre-existing discourse practices was key to building the knowledge necessary for would-be academic writers to acquire the "normal discourse" expected of them (641, 648). Bruffee (1984) also stressed that students should have agency regarding "canonical conventions and vocabulary" of academic writing, situating standard language ideology within the context of students' existing knowledge and the new knowledge they were building as academic writers.

Despite the recognition of "Students' Right to their Own Language" (1974), an accompanying call for student-centered writing instruction, and the asset view of existing language practices, college composition instruction did not experience major reform. 20 years

later, Ede and Lunsford explained, “most day-to-day writing instruction in American colleges and universities still reflects traditional assumptions about the nature of the self (autonomous), the concept of authorship (as ownership of singly held property rights), and the classroom environment (hierarchical, teacher-centered)” (1990, p. 112). That statement is now 35 years old, but their description would sound accurate to many current FYW instructors and their students.

Calls for reform came again, this time stating the necessity for college writing instruction to reflect multiculturalism (Bizzell, 1994) and to correct language ideologies centered on standardized (White) English (Matsuda, 2006; Nero, 2010; Wilson-Logan, 2010), but the prevailing approach to teaching FYW with a White-language standard remained. As a leading composition studies scholar, Bizzell advocated for greater multicultural awareness in composition studies, but her language underscores how deeply ingrained elitist attitudes toward language were at that time. She identified the "problem” for college writing instruction as “students’ deficiencies [in] writing Standard English” (Bizzell, 1992, p. 167). Her solution was to give “them an understanding of their school difficulties as the problems of a traveler to an unfamiliar country -yet a country in which it is possible to learn the language and the manners and even "go native" while still remembering the land from which one has come (Bizzell, 1992, p. 100). Bizzell’s rhetoric paradoxically reveals how deeply entrenched standard language ideologies were. In retrospect, instead of advocating for more inclusive perspectives, she inadvertently exemplified the uphill battle scholars would face as they challenged prevailing language ideologies.

Although today there has been a philosophical shift away from viewing multilingualism as a problem, and the era of “The Multilingual Turn” (May, 2014) has been widely accepted, educators still rely on pedagogies that “maintain the hegemonic position of monolingualism”

(Horner & Tetreault, 2017, p. 13) in a self-perpetuating cycle that upholds monoglossic and standard-language ideologies. These are ideologies that center language use in ways that "produce racialized speaking subjects who are constructed as linguistically deviant even when engaging in linguistic practices positioned as normative or innovative when produced by privileged white subjects" (Flores & Rosa, 2015, p. 150). For example, Lisabeth (2021) points out that *The Elements of Style* (Strunk & White, 1999), first published in 1918, is still the most assigned college writing text despite its perception as "a guide to white linguistic style" (Lisabeth, 2021, p. 83). Readers cannot miss the implication that language practices that do not mirror the rules proclaimed in the book are illegitimate. In the section titled "Words and Expressions Commonly Misused," deviations from the examples are described as "downright bad English," "hackneyed," and "clumsy substitutes." The foreword to the fourth edition (1999) declares the book to be relevant to modern readers and characterizes it as witty and charming. Some educators, particularly those who come from communities with language practices that reflect cultural language diversity, continue to express frustration regarding the persistence of white language supremacy in college composition (Inoue, 2019; Young, 2004). On a larger scale, the Conference on College Composition and Communication published back-to-back follow-up "position statements" criticizing the ongoing perpetuation of White Language Supremacy in the discipline (Baker-Bell et al., 2020; Richardson et al., 2021).

Regardless of objections to ideologies that support unidirectional monolingualism, educators are still grappling with the disparity between acknowledging discriminatory language policies and enacting inclusive pedagogical strategies (Ainscow, 2005; Cummins, 2000; Najarro, 2023; Zorluel Ozer, 2024). Students with language differences still often end up in college remedial or developmental courses (Bergey et al., 2018). In community colleges, where students

are more likely to be multilingual (Hartman et al., 2021), more than two-thirds of students are enrolled in remedial courses, although positive outcomes are inconsistent (Ran & Lin, 2022). Remedial classes have also been criticized for reinforcing cultural and racial stereotypes because they stigmatize students as being "different" or "behind" their peers (Gay, 2018; Shafer, 2018; Wang et al., 2021). Furthermore, Scott-Clayton and Rodriguez's (2015) research of outcomes for remedial students in six community colleges over six years led them to conclude that "assignment to remediation does not sufficiently develop students' skills to improve their chances of college-level success" (p. 41). Some research has confirmed earlier studies that showed students who test into, and complete, remedial courses do better academically in their content area courses (Matarese, 2012, p. 212). Bettinger and Long (2005), however, studied five years of data from thirteen thousand community college students and determined that "placement into remediation sends a negative signal and suggests to students that they do not belong in college" (p. 25). Overall, the scholarship concurs that containing language differences in remedial courses reinforces the idea that composition classrooms and the students in them should be monolingual and signals that language differences are language deficits.

In short, the research indicates agreement that the monoglossic and standard language ideologies common in FYW instruction do not align with the normalcy of multiculturalism and multilingualism in the United States; rather, they perpetuate power structures around language that are detrimental and obscure the language skills of multilingual students.

Why Does it Matter? The Connection between Writing and Identity

Writing and identity are closely linked. Identity is a "critical projection" of the effort to belong (Bauman, 2011). Academic writing influences students' identity formation as they explore and learn to express their values and interests in the context of higher education (Ivanič,

1998), while learning to regulate "cognitive beliefs and affective states" associated with writing (Graham & R. Harris, 2000, p. 4). Additionally, it is well established that contextualized, social, dialogic, and reflective learning are proven pathways to literacy and language acquisition (Bakhtin, 1981; Dewey, 1938; Freire, 1970/2018; Vygotskiĭ, 1997) and that learning material is not effective when it is presented as something external to a student's life (Dewey, 1935). Research also shows that attempts to acculturate students from minoritized and strategically undervalued groups to post-secondary contexts often separate them from their home cultures and homogenize their identity (Bejarano & Valverde, 2012; O'Shea, 2016). In particular, efforts to have students produce "standardized" writing by isolating their language practices negatively impact their identity (García & Kleyn, 2016; Smitherman, 1995). Monoglossic language policies in FYW classes, then, can fracture students' developing academic identities and negatively impact their learning.

On the other hand, when students' out-of-school identities are paired with their in-school learning, and learning takes place in community, students can acculturate to the higher-education context and not only see themselves as agentive in the classroom, but they can more easily imagine themselves as legitimate members of the academic community as a whole (Behrman, 2002; Cummins, 2000, 2001, 2005; Park, 2023). However, explicit and implied language policies can quickly undo these benefits. Similar to the concept of "native" speaker status, Bourdieu's (1991) definition of "legitimate language" is a helpful lens to reveal the power structure that language policies can build and enforce. For Bourdieu, "legitimate language" is the language used by the powerful and elite, who, in turn, measure other languages against their own; legitimacy is created through interaction between speakers who communicate language attitudes. Building on Eagleton (1991), Orzulak (2015) explains that ideologies about language have to do

with who has the power "to say what, to whom, and with what consequences" (p. 180). Because of entrenched English-only educational policies in the U.S., Spanish-speaking students, in particular, are likely to have experienced separation and racialization of their home language during their K-12 years, resulting in internalized negative attitudes toward their bilingualism (May, 2012; Tseng, 2021; Wiley, 2002). Research agrees that multilingual students may arrive at college with negative attitudes about their language skills, considering their bilingualism as a detriment and/or their English skills as deficient (Murillo & Schall, 2016; Ogletree & Griffin, 2020; Preece, 2019). Additionally, college faculty may compound students' biases against their language status, identifying US-educated language minority students (US-LM) as being unprepared for college (Bunch & Kibler, 2015), or judging the students' English as being "non-standard" (Barrett et al., 2022; Kono & McGinnis, 2001). US-LM students are conversationally fluent in their home language and English, and while they exhibit strong conversational skills, their written English fluency may not be as advanced. Research findings concur that this difference is much more likely related to multiple inequities in U.S. K-12 education rather than the students' capabilities (Bunch & Kibler, 2015; Parmegiani, 2017, 2022). Therefore, FYW can be an ideal place for students to explore language and identity in a pluralistic way to develop a stronger writing identity (Cavazos, 2019; Park, 2023) if the language ideology demonstrated through the curriculum and/or the instructor does not signal that differences are problems.

Culturally responsive approaches to writing instruction have been developed to address the tensions that arise between elitist, exclusionary language ideologies and more inclusive, multicultural/multilingual pedagogies. One such approach is known as "code-switching." Educators using this approach will acknowledge the home language or dialect, but students are taught to differentiate between "school discourse" (Nero, 2010) and everyday or home language

practices, with the implication that out-of-school language practices are "non-standard" and thus do not belong in the classroom (Williams-Farrier, 2017). Suggesting a less clear-cut distinction between in-school and out-of-school language, others have taken a more additive approach that positions English as a language with different ranges, with certain ranges privileged in particular contexts (Wilson-Logan, 2010). In either case, using code-switching as an instructional approach has been shown to help develop academic literacy in terms of metalinguistic awareness, cultural data development, audience awareness, and vocabulary development (Martínez, 2010). However, code-switching has also been criticized for implying that its best utility is in teaching students to avoid discrimination by adopting hegemonic White English (Alim & Smitherman, 2012; Baker-Bell et al., 2020; Inoue, 2015; Smitherman, 1977; Williams-Farrier, 2017). While code-switching is often used in the United States in reference to African American Vernacular English, it applies to any situation in which a speaker or writer changes their normal language practice to an accepted "standard" to signal insider status. Additive approaches like code-switching are also criticized for racializing multilingual students and marking them as lacking mastery even when they are successful in their coursework (Flores & Rosa, 2015; Inoue, 2019). Perhaps most importantly, numerous empirical research studies have shown that bilingual speakers access both languages continually, no matter which language is being used primarily (MacSwan & Rolstad, 2024; Thierry & Wu, 2007). Such findings reveal that code-switching is a natural, context-dependent, language-use response that allows the speaker to align with hegemonic language norms; however, the socio-political implications of requiring code-switching must be considered.

An additive approach to language acquisition regarding academic writing accepts the out-of-school language practices as helpful but ultimately maintains a goal of students leaving

behind their non-school language practices in favor of conforming to standardized English norms in their academic writing. Overall, additive approaches have also been criticized as maintaining a unidirectional goal, namely that students will eventually choose to use standardized language exclusively at school, recognizing the hegemonic privilege in that environment (Cummins, 2005; Jacobson & Faltis, 1990). On the other hand, bilingual approaches like this are asset-based strategies that can increase students' participation by utilizing their full language repertoires as a resource to facilitate increased multilanguage literacy (De Jong et al., 2016; Khote & Tian, 2019). However, for the multilingual student, being asked to write only in standardized English implies that the students' other language(s) must be left behind, an action that can blur precision and meaning, even ideas themselves, when using all of their linguistic assets has the benefit of positioning writing as a middle ground for expressing and exploring identity (Yarbro-Bejarano, 1994). Generally speaking, the two most common culturally responsive strategies for working with multilingual students are contested as being not fully asset-oriented and, therefore, not fully protective of students' language agency.

What are the Possibilities? Translanguaging as Ideology, Practice, and Pedagogy

Translanguaging can describe a language ideology, practice, or pedagogical approach. The term is credited to Welsh language educator Cen Williams, who strategically interchanged English and Welsh to teach Welsh language classes in the 1980s (Lewis et al., 2012). When referring to language practice, translanguaging and code-switching are sometimes confused; however, translanguaging is more than moving back and forth between languages one at a time. Instead, it reflects the position that "both languages are used in a dynamic and functionally integrated manner to organise and mediate mental processes in understanding, speaking, literacy, and, not least, learning" (Lewis et al., 2012, p. 641). Simply stated, it is a natural, flexible, hybrid

expression of linguistic resources to communicate (Lee, 2014). As a language practice, translanguaging describes what researchers have learned about how multilingual students simultaneously experience their multiple language systems as a unitary repertoire, even when they are using one language at a time or learning in parallel literacy environments (Creese & Blackledge, 2010; Kenner, 2004; Robertson, 2006; Wei & García, 2022). In other words, multilingual students may move in and out of their languages depending on need and context, but they are not fully shutting off one language to speak or learn in another and do not have a goal of maintaining single language use in all contexts. In fact, even when multilinguals are code-switching, intentionally suppressing one language in favor of the other in response to the situation, research is conclusive that the process is "rule-governed and systematic," drawing on "integrated [language] systems which they exquisitely manage in dynamic social contexts" (MacSwan & Rolstad, 2024, p. 724).

Language ideologies employ language as a means to "index political and economic interests of individuals and social groups and nations to which they belong" (Fuller, 2018, p. 119). Ideologies are inherently political, as can be seen when translanguaging is contrasted against monoglossic language ideologies, which promote single-language paradigms, and standard language ideologies, privileging the dominant language form at the expense of the linguistic varieties of non-dominant populations (Fuller, 2018). It is not surprising, then, that the unitary language system view that underpins a translingual ideology invites discussion about the social and political aspects of language. In this regard, translanguaging research and theory are often interested in issues of linguistic justice, culturally sustaining pedagogy, and de-colonial pedagogy (Canagarajah, 2024; Fang & Xu, 2022; García & Tupas, 2018; Jones Daly, 2019; Wei & García, 2022; Yilmaz, 2021; Zorluel Ozer, 2024).

Baker and Wright (2021) and García (2009) popularized the term translanguaging in education, mainly to describe an inclusive language pedagogy. In recognizing that those who speak multiple languages do not have “two separate monolingual codes that could be used without reference to each other” (García, 2012, p. 1), educational proponents of translanguaging work from a perspective that fosters students’ agency to draw from whatever linguistic base best serves the context and the meaning they desire to convey (Cavazos, 2019). In practice, a translingual pedagogy assumes that students will communicate and learn with greater ease if they are explicitly encouraged to use all of their language resources naturally. By reflecting on how multilingual students naturally use their languages, a translanguaging approach in the classroom facilitates language development and helps students develop identities that reflect their belonging in more than one linguistic and cultural space (García, 2012). The approach is not bilingual in that it rejects notions of deficiency in any language in favor of the perspective of a "unitary repertoire” that goes beyond named languages (Wei & García, 2022). In fact, a translingual pedagogy aims to de-hierarchize language and encourages students to make their own choices about language use and meaning-making in the same ways they would outside of the classroom.

In the context of college writing pedagogy, FYW is a logical place to explore translingual methodologies, as the three pedagogical principles associated with translanguaging - “a broadened understanding of semiotic resources, student repertoire expansion, and critical awareness development” (De Costa et al., 2017, p. 465) - align with typical FYW course objectives. Additionally, as De Costa et al. (2017) illustrate, translanguaging as a pedagogy is as flexible and fluid as the language practice itself, with applications illustrated in poetry, work with terminology, and exercises like translation analysis. Canagarajah’s (2006, 2011b, 2011a, 2015) research with translanguaging and college students is more focused on what multilingual

students *do* as they write rather than *how* they use multiple languages, so it is a departure from focusing on language acquisition through translanguaging. His work describes how adult translanguaging writers will naturally weave their language repertoires together as they would in any conversational situation. He describes a dialogic translanguaging writing pedagogy in which students develop a metacognitive awareness of their language use as they establish strategies for effective communication through intentional word choice and considering its impact on readers (Canagarajah, 2011a). Canagarajah has also coined the term "code-meshing" (Canagarajah, 2011a), which he uses to describe entextualized translanguaging: texts in which the writer chooses to utilize both languages in the written product, leaving meaning-making up to the reader. Others, like Guerra (2016), see translingual pedagogy as a change in language orientation rather than the teaching of code-meshing strategies. More in line with De Costa, et al. (2017), Guerra (2016) suggests metalinguistic awareness as the goal, asking his FYW writing students to "call on the rhetorical sensibilities most of them already possess but set aside because of what they see as a jarring shift in context" between their everyday language uses and the "highly situated setting" of academic discourse (p. 231).

Translanguaging and a translingual disposition meet the call to focus on culturally sustaining pedagogies that reframe how educators perceive how multilingual learners are taught (Paris & Alim, 2017). Additionally, it leverages the cultural capital and language resources of multilingual students (Blommaert, 2010) and develops students' writing identity because the validation and inclusion of students' complete language repertoires are actions of "self-regulation…[and] self-efficacy mechanisms that enable personal agency" (Velasco & García, 2014, p. 11). Ultimately, translanguaging has the potential to transform language education,

including writing instruction, by promoting linguistic equity in ways other approaches have not achieved.

On the other hand, translanguaging advocates are still grappling to find a firm footing in practical implementation, competing with both ideological and practical application differences among stakeholders in academic disciplines concerned with language acquisition. Fang and Xu (2022) bring together numerous perspectives on these related but sometimes conflicting perspectives. They conclude that translanguaging has a similar ideological orientation to World Englishes education and that both approaches can be used to decolonize English and further address the socio-political inequities surrounding English language policies and curriculum in educational contexts. Fang and Xu (2022) explain that translanguaging as a pedagogy is most often used in the context of language learning or second language acquisition; therefore, it is most popular in K-12 educational settings when language acquisition abilities are at their highest, or in their "critical period," sometime before the age of 17 (Hartshorne et al., 2018; Werker & Hensch, 2015). Surveying three influential collections of scholarship on FYW and translanguaging approaches (Horner et al., 2010; Wible, 2013; You, 2010), Ferris (2014) concluded that theoretical arguments are strong, but pedagogical considerations are still limited. Fang and Lopez (2021) point out that besides Canagarajah's (2011a, 2015) and Sohan's (2014) descriptions of their students' assignments, there is a noticeable absence of practical pedagogical applications available for writing instructors to model.

While there may be a dearth of practical examples available at present, translanguaging as a pedagogical approach holds significant potential for writing educators, particularly due to its positive implications that extend beyond just accommodating multilingualism; it accounts for any linguistic difference, a point emphasized by Sohan (2014). For instance, in research where

academic English is discussed as a "register" that students acquire, there is agreement that such a specific register is not only more difficult for English Language Learners, but that students from a variety of backgrounds have difficulty with it (DiCerbo et al., 2014; Velasco & García, 2014). From this perspective, explicitly guiding students to call upon all of their linguistic knowledge to comprehend unfamiliar or additional language codes can help them expand their linguistic repertoires and enable them to move even more fluidly among different languages and language uses, like specific registers (Caruso, 2018; Cavazos, 2019, 2022; Wei, 2021). As it teaches critical thinking about language and language use (Millward, 2010), translanguaging demonstrates that toggling between languages and contexts to establish meaning is an enacted skill; such moves are not "breaches" of a privileged standard (Canagarajah, 2010; Mao, 2010). Additionally, positive attitudes about bilingualism that are expressed in a translingual context may help to counteract the phenomenon by which American-raised children of immigrants avoid using, and thereby lose, their home language abilities in favor of an idealized perception of monolingualism as being most native-like (Tseng, 2021). Ultimately, the scholarship illustrates that translingual pedagogy and ideology recognize and legitimize the interconnectedness of languages and challenge traditional views of language that demand strict adherence to arbitrary language boundaries: views that have facilitated discriminatory language policies and ideologies. Additionally, by promoting metalinguistic awareness and cultural sensitivity, a translingual stance can cultivate inclusive, equitable learning environments for all students.

On the whole, the literature reveals that college composition as a discipline is evolving but still needs critical assessment if it is to equitably serve the increasing numbers of multilingual student writers entering higher education. However, it is admittedly difficult to rebuild a structure that was created as a mechanism of exclusion. Further complicating the problem are the

different approaches to delivering writing instruction to students who are increasingly linguistically diverse, a tension that is compounded by negative attitudes towards multilingualism that have been internalized by some students. Within these complicated circumstances, translanguaging is emerging as a possible remedy that warrants further research. This is especially true in the community college FYW context, where transfer and graduation rates for multilingual students lag behind their monolingual peers (Hartman et al., 2021; Horn & Skomsvold, 2011), and FYW pass rates are tied to graduation rates (Garrett et al., 2017).

What the literature does not reveal is how multilingual community college students are already using their language resources to navigate their FYW courses. Given that translanguaging represents natural language practices, it follows that multilingual students are already engaging in translanguaging within their FYW courses. However, this area lacks research. Without first understanding if students are already engaging in translingual practices and how or whether translanguaging is supporting academic writing development, implementing a translingual curriculum or even adopting a translanguaging ideology as an instructor would be injudicious. Because community college students are statistically more likely to be multilingual, and because community college students are a traditionally understudied student population, research into this phenomenon amongst this student population is necessary before further steps are taken to promote translanguaging in FYW.

CHAPTER THREE

Methodology

This chapter covers the study methodology and provides a rationale for the selected approach. Specifically, it will detail participant selection, data collection, and data analysis. Additionally, rigor and quality will be justified, a summary of the pilot studies for this project will be provided, and the chapter will end with a statement of the researcher's biases and assumptions. This chapter will ultimately explain how this study answered the following research questions:

RQ1: In what ways do multilingual students at a large urban community college employ translanguaging strategies to negotiate and navigate the language expectations and curriculum of the first-year writing course, Composition I?

RQ2: How do they feel their language use strategies impacted their overall course experience?

Introduction

Exclusionary language ideologies upheld in traditional approaches to first-year writing (FYW) instruction have been addressed for decades; however, as the editors of a recent compilation of essays on the topic concluded, "And yet, for all the progress our field has made in challenging regressive language ideologies and advocating for progressive writing pedagogies, much work remains to effect widespread change in the field" (Do & Rowan, 2022, p. 4). The natural tendency in redressing inequity is to look for what is lacking and provide it. In contrast, this study takes an asset perspective, seeking further understanding of the translanguaging strategies that multilingual community college students use to pass their first-semester writing course.

Translanguaging is the dynamic and integrated use of multiple linguistic resources by multilingual people. Welsh language teacher Cen Williams is credited with developing the term in his practice of teaching Welsh to English-speaking students by shuttling back and forth between the two languages (Lewis et al., 2012). Later, it was developed theoretically, ideologically, and pedagogically by bi/multilingual writing educators, notably García in K-12 education (García, 2009, 2012; Velasco & García, 2014) and Canagarajah (Canagarajah, 2006, 2011a, 2024) in post-secondary education. For this study, I identified translanguaging through Canagarajah's (2024) decolonial perspective of academic, multilingual writing as the ongoing and interconnected process of overlapping languages and semiotic resources to produce texts over space and time, whether the end result appears in a single named language or as a code-meshed text that includes one or more named languages.

While translanguaging is garnering increasing attention across the educational plane as a potential redress of linguistic injustices, it is not widely recognized or understood as a resource in FYW. In these gateway courses, success is still widely measured by the extent to which students can adopt and produce essays reflecting a standardized, formal style of English. In that regard, language variety (including dialects, vernaculars, and named languages) can constitute ideological and academic challenges to FYW instructors and students. Additionally, because research focused on community college students often takes a deficit perspective, the extent to which multilingual community college students are translanguaging as a writing resource is unclear. Research on community college students tends to focus on the "barriers" they face, including race and poverty (Goldrick-Rab, 2018; Graves, 2023; Long, 2016), parenting (Huerta et al., 2022), and being the first-in-family to attend college (Bamberger & Smith, 2023; McConnell, 2000). Instead of looking for deficits, this study focused on the students'

translanguaging strategies as assets they employed to meet their academic goals and how those strategies shaped their experiences in the course.

Research Design

Theoretical Framework

The theoretical perspective undergirding this study is Critical Inquiry (Crotty, 1998, pp. 139–159; Merriam & Tisdell, 2015, p. 65). By illuminating the linguistic hegemony of FYW courses and the experiences of multilingual students in the courses, this research aims to catalyze social change in terms of ideology, curriculum, and pedagogical approaches. This study reflects the recognition that "decisions, actions, and reactions, not 'linear, causal relationships," (Crotty, 1998, p. 118) reveal the power structures that create entry points for change. Ultimately, a Critical Inquiry approach encourages the questioning of dominant ideologies and practices, thereby creating favorable conditions to identify transformative practices.

This study employed a qualitative research design, meaning that it focused on "process, meaning, and understanding," and the researcher was the "primary instrument of data collection and analysis" (Merriam & Tisdell, 2015, p. 294). As such, my aim was to be "metacognit[ive], intuitive…and socially conscious (Saldaña, 2021, p. 26) and primarily focused on exploring a research problem centered on the interpretation that individuals or groups attach to a social issue (Creswell & Poth, 2018). To achieve that goal, the data and subsequent analysis focused on participants' voices in their own words. Given that "different people may construct meaning in different ways, even in relation to the same phenomenon" (Crotty, 1998, p. 9), the epistemological framework guiding this project was constructivism.

Methodology

The type of qualitative study utilized was Interpretative Phenomenological Analysis (IPA). Like all qualitative approaches, IPA "begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem" (Creswell & Poth, 2018, p. 8). This methodology was chosen as being best suited to tell the stories of the individual, embodied experiences of multilingual students who completed their first college writing class, English 1113 (Composition I), at a large urban community college. By examining how the students experienced Composition I individually, "experiential themes" (Smith & Nizza, 2022, p. 51) were revealed which helped illuminate how the study participants translanguaged to achieve their academic goals in the course.

Structurally, IPA is phenomenological, hermeneutic, and ideographic. Thus, IPA researchers try to "make sense of the participant trying to make sense of what is happening to them" (J. Smith, 2011, p. 10) by observing, analyzing, and communicating the lived experiences of specific individuals. Max van Manen, largely credited with the development of IPA, said that the goal of this type of research is to capture the "ordinary experience of life" but also "our sense of life's meaning" (van Manen, 2007, p. 26).

The theoretical influences in IPA come from a combination of the phenomenological theories of Husserl, Heidegger, Merleau-Ponty, and Sartre and the hermeneutical theories of Schleiermacher, Heidegger, and Gadamer (van Manen, 2007). From Hurrserl, IPA draws on the idea that if an individual can fully understand their own experience, they can illuminate similar experiences for others. The essence of knowing comes through reflection: changing our "natural attitude" toward our regular experiences and developing a "phenomenological attitude" by

focusing inward to develop a sort of subjective consciousness of our interactions with the world around us (J. Smith et al., 2022, p. 8). Heidegger's notion of "intersubjectivity" is also crucial to IPA: the perspective that everything we do is in relationship to, overlapping with, and shared with everything and everyone that makes up our world as individuals (J. Smith et al., 2022, p. 13). Merleau-Ponty built upon Heidegger's theory of phenomenology and further developed the idea of individuals as "body-subjects," meaning that embodied experience is key to how we understand the world around us (J. Smith et al., 2022, p. 14). From Sartre, IPA draws upon existentialism in the regard that it considers a human life as something always being created and thereby always making meaning, rather than a pre-existing entity that is slowly discovered (J. Smith et al., 2022, p. 15).

Regarding hermeneutics, IPA is concerned with three primary theoretical facets. First, IPA departs from post-modern literary theory that does not consider the author or their intent during interpretation. In contrast, IPA takes the stance that the analysis is heavily influenced by the writer conducting the analysis and so must be considered part of the meaning-making process (J. Smith et al., 2022). This makes researcher subjectivity statements a hallmark of this approach, with the understanding that researchers must approach the project with a great deal of self-reflection and examination of biases. Second, because hermeneutics is concerned with interpretation, but phenomenology is dedicated to observing the phenomenon itself, IPA researchers consider their role as helping to illuminate the phenomenon and make it more visible (J. Smith et al., 2022). Finally, Smith et al. (2022) explain the hermeneutical interest in recognizing that interpretation is a dialogue between how the writer comes to the phenomenon ("a fore-understanding") and how they interact with it, which inevitably "influence[es] interpretation" (21). A common understanding of hermeneutical theory in IPA is the circular

nature of analysis, which is “dynamic” and “non-linear” (J. Smith et al., 2022, p. 23). In this respect, researchers must continually consider the individual experience as part of the whole phenomenon and vice versa, understanding that the two are related and constantly influencing each other.

IPA is an inductive method; therefore, it does not start with nor test theory (Creswell & Poth, 2018, p. 21). Rather, its goal is to have the participants’ experiences stand on their own and to simply describe what the participants experienced and how they understood it (J. Smith et al., 2022). The researcher selects a specific phenomenon, identifies participants who have experienced that phenomenon, and after recording and trying to understand the intrinsic features of each individual’s experience, compares the cases to identify commonalities and variations within the group (Smith & Nizza, 2022).

The phenomenon studied in this project was the translanguaging strategies used by multilingual students who took Composition I at a large urban community college in the central United States. The college has a diverse population, including many multilingual students, especially Spanish-English bilinguals. The college requires the use of its prescribed curriculum, so basic course resources, assessment requirements, and grading rubrics are the same in every course section. Although the impact of curriculum enactment means that there will be natural variations among instructors regarding aspects such as student engagement strategies, concept/topic emphasis, classroom environment development, and accommodation to the needs of individual students and class groups, the core elements of the course are consistent across sections. In this way, it is reasonable to compare students' experiences with the course even if they had different instructors.

Methodology Rationale

The methodology choice for this project reflects a constructivist epistemology: the belief that students' knowledge, as created through their experiences, will best answer this study's research questions. Therefore, a quantitative approach was not used because most quantitative data analysis processes have a goal of objectivity, meaning that "the researcher is less likely to 'hear' the 'voice' of the participants" (Ezzy, 2011, p. 80). The closed-ended, objective data set produced by quantitative research is not the goal of this study. By comparison, a qualitative research method using individual interviews allows for open-ended questions about students' perceptions and experiences. This study values the variables that emerge from open-ended, subjective data that is discoverable in personal experiences.

Study Site, Participants, and Sampling

Study Site

The study was conducted at a large urban community college in the central United States. For the Fiscal Year 2024 (*Institutional Statistics*, 2024), the college reported a total enrollment of 16,253 (full-time equivalent and part-time), with 72% of students enrolled part-time. 53.8% of the students at the institution were between 18 and 24 years old, while 23.9% were between the ages of 25 and 39. Students in age brackets above or below these were statistically insignificant. According to unpublished internal enrollment data, when this study was conducted in the fall of 2024, the college had approximately 4,000 students enrolled in Composition I and II.

Students at the college are ethnically diverse. In order of highest percentage, White students represented 41.5% of the total enrollment. Hispanic students are the next largest ethnic group, representing 24.2%. Black students accounted for 10.1% of the total enrollment, and Asian students made up 6% of the total enrollment. American and Alaskan Native students

accounted for 3.6% of students; 0.3% identified as Hawaiian/Pacific Islander, and the remaining 4.9% did not report an ethnicity.

Students identifying as female make up a majority of the enrollment. 2024 enrollment data indicated that 35% of students identified as male; the rest were female. The college does not gather data for students who do not identify as cisgender.

Participants

Using purposive and convenience sampling, six participants were recruited from in-session, on-campus Composition II classes at the college. Unpublished internal enrollment data indicates that there were approximately 1,400 students enrolled in Composition II during the recruitment period. Convenience sampling was used because I teach Composition I and II at the study site, so I had existing relationships with college faculty and staff and ready access for class recruiting visits. Students were not recruited from online course sections because the college only offers asynchronous online composition classes, making class recruiting visits impractical. Although online students could have been recruited via electronic methods, I did not think such approaches would be fruitful. To avoid a conflict of interest or bringing established relationships into the research, I did not recruit students whom I instructed for Composition I. The six students who participated in the study are listed in Table 1 below.

Table 3.1
Study Participants

Participant	Pseudonym
1	Marisol
2	Alita

3 Balea

4 Daniel

5 Elvita

6 Inés

To mitigate selection bias that can occur with convenience sampling (Merriam & Tisdell, 2015), recruitment visits were randomized by issuing a request to all instructors teaching on-campus Composition II classes during the two eight-week terms in which interviews were conducted. Of the 28 Composition II course sections offered on campus, I was invited to visit 12 classes; class visits were suspended after nine visits because an adequate sample size was achieved. To further support variety in the sample, no more than one student per class was selected.

Criterion or purposeful sampling was used for students to self-select as potential participants. Specifically, participants needed to identify as Spanish-English bilingual, be at least 18 years old, and have passed Composition I at the college. Furthermore, they had to be willing to complete a one-hour interview via Zoom. Since IPA research aims to develop a deep understanding of the unique experience of individuals who have encountered the same, or similar, phenomenon, the establishment of a bounded group is vital. Although the study site could have provided participants from a variety of language backgrounds, college data indicated that Spanish-English bilingual students were likely to be the most prevalent. This both increased the convenience sample size and helped define the sample group boundaries. The bounded group was demarcated by a common setting (the college), specific membership criteria (over 18,

Spanish-English bilingual students enrolled in Composition II), and a set timeframe (students who completed the course within the last 1- to 2-year span).

While it is possible that considerations such as gender, socio-economic class, race, and/or dis/ability could have an intersectional influence on multilingual students' experiences in Composition I, IPA studies are not well-suited to considering multiple phenomena. However, further research considering interconnected social factors could provide broader insights into the experiences of bilingual Composition I students.

Data Collection

Data was collected through individual interviews that took place over Zoom, using a prepared interview guide of approximately 40 questions, which is attached as Appendix F. Interviews took approximately one hour to complete. My goal in conducting the interviews was to provide an opportunity for participants to "tell their story freely, on their own terms, taking the time to reflect and think about what to say and to express their thoughts, feelings, and concerns without feeling judged" (Smith & Nizza, 2022, p. 19). This approach supported the "phenomenological attitude" of subjective and conscious reflection proposed by Smith et al. (2022) as a primary goal of IPA. The interviews began with some structured questions to collect background information and verify qualifications for participation, but the majority of the questions were open-ended, and participants were encouraged to say as little or as much as they wanted. I added follow-up questions spontaneously to gain clarification or to ask for more information when I sensed there might be an opportunity to delve deeper into a comment.

In keeping with IPA methodology, the goal of the interviews was to facilitate participant reflections on their expectations of language use in Composition I, their translanguaging strategies during the class, and the meaning-making they ascribed to their course experience in

this context of language use. By asking open-ended questions and creating a conversational experience by asking follow-up questions, I sought to create space for students to talk freely and let their recollections guide them through the interview. By framing the interview as an opportunity for students to reflect on their translanguaging strategies as assets, I hoped to encourage students to share authentic and in-depth reflections on how they utilized their full linguistic repertoire to achieve their academic goals.

I used Zoom to conduct interviews for several benefits it offers. First, Zoom is convenient for conducting interviews at a non-residential college like the study site where students tend to come to campus to attend their classes and then leave immediately afterward to meet work and/or family responsibilities. Second, Zoom's digital recording platform also includes the ability to generate transcripts, which helped ensure accuracy. By listening while watching, I could compare auto-generated transcripts to the audio and video recordings, essentially checking two sets of records at once. Additionally, having a video record of the interview helped to capture participants' tone of voice and body language, which were essential in this type of data analysis where the individual's embodied experience is paramount. Finally, the college provides free Zoom accounts for students, and the participants were already experienced with the platform since it is widely used across campus.

This study does not include artifacts such as student notes or assignments. Because participants were students at the college where I teach Composition and serve as department chair, I believed that bringing graded work or even course notes into the project had a strong potential to establish a student-teacher power dynamic. To encourage students to speak openly about their course experiences, I sought to avoid any factors that might introduce or reinforce a

power imbalance. Instead, by excluding course artifacts, I aimed to create an environment where students were as free as possible from any influence of the teacher-student relationship.

Participant Compensation

National statistics indicate that 100% of community college students are employed, with 34% working full-time (National Council for Educational Statistics, 2025). Given this, losing even one hour from their normal schedule can be costly. To compensate for their time, participants received $20 from my own funds upon completion of the interview.

Data Analysis

Transcribed interviews with the study participants supplied the data for this project. The analysis followed IPA strategies set forth by Smith and Nizza (2022) and Smith et al. (2022). The initial analysis steps are described below, although because IPA encourages an iterative and inductive analysis that may circle back upon itself more than once, many of these steps were repeated multiple times (Smith et al., 2022).

1. Take exploratory notes. Working with each transcribed interview independently, multiple close readings were completed. First, the interview transcript was compared to the video recording for accuracy, then read line by line as it was formatted for analytic note-taking. Next, close readings continued while recording notes that fit within three categories: descriptive (noting the literal meaning of the participant's answer), linguistic (noting how the participant used language to answer; for example, the use of slang, named languages, expletives, formal tone, sarcasm, etc.), and conceptual (noting the researcher's efforts to understand more, often stated in the form of questions or early interpretations of the participant's answer). (Analysis rounds 1-4).

2. Formulate Personal Experiential Theme Statements (PETS) (J. Smith et al., 2022). After the exploratory notes were complete, statements were placed into logical groups, and short summaries were written that expressed the participants' experiences. For example, "Marisol's bilingualism is a social and cultural asset that carries both positive emotional and practical value and trauma." A preliminary PETS table was created for each participant, containing one column listing the PETS and a second column listing interview transcript line numbers to support each theme with subsequent rows containing additional PETS and supporting transcript line numbers. (Analysis round 5).
3. Create a final PETS table for each participant. Each preliminary PETS table was analyzed to further refine the themes into a final PETS table. The two-column table contains the final PETS in the left column, and the preliminary PETS reflecting the final theme are shown in the right column. The final PETS tables produced in this study reflect the analysis of the data shown in Chapter 4. (Analysis round 6).
4. Develop Group Experiential Themes (GETS) (J. Smith et al. 2022). After each participant's interview transcript was analyzed, the experiential themes for all participants were placed into logical groupings that described experiences common among the group, and an interpretation of the common experience was expressed as a Group Experiential Theme. This statement is shorter and reflects the interpretation following multiple re-readings of the transcripts and a review of the prior rounds of analysis. For example, one of the GETS in this study is Language Agency, which was an experience that was common throughout the group although expressed individually. (Analysis round 7).

5. Create a GETS table. Initial GETS were further refined to create a GETS table. This table lists "Group Experiential Themes" in one column and illustrative quotes or paraphrases from the participants in a second column as samples of support for the theme. The GETS statements in this study represent the findings of the data analysis. (Analysis round 8).

The write-up of the findings appears in Chapter 5, which describes and summarizes the GETS and provides quotes from the data and accompanying analytic commentary to justify the interpretation. According to Smith et al. (2022), the write-up should alternate between interpretation and examples from the transcript with a goal "to communicate [the] participants' world and your interpretation of how they make sense of it to others" who have not interacted with the participants (p. 58). Equal attention was paid to illustrating individual stories and finding patterns across the group (J. Smith et al., 2022, p. 63).

Rigor and Study Quality

Qualitative research is distinct from quantitative research in methodology and purpose and, therefore, has distinct quality measures. These measures can also evolve and vary depending on the type of qualitative research methodology. Ezzy (2011) argues that qualitative research methods that rely on interpretation are inherently difficult to replicate since experiences carry multiple meanings for those involved, and the interpretation of those experiences is a subjective process. Therefore, validity becomes difficult to establish through methods such as replication and member checks since neither participants' recollections nor researchers' interpretations can be entirely objective. Instead, Ezzy (2011) emphasizes that rigor, quality, and trustworthiness in qualitative research are achieved through the researcher's ethical commitment to both the participants and the research process.

Smith et al. (2022) offer seven elements for evaluating IPA that align with Ezzy's emphasis on ethical responsibility. Following is a list of the seven elements and how this study responded to them:

1. Analysis focusing on depth instead of breadth, which is typically achieved through a small sample size and detailed analysis and interpretation. As noted, the data for this study underwent eight rounds of analysis.
2. Extended focus on fewer experiential statements. In this study, no more than four PETS were identified per participant, and each PETS was discussed at length. Five GETS were identified, with the fifth one being a compilation of the prior four, reflecting a detailed interpretation of the data.
3. High-quality data. The interview protocol used in this study was developed after critical reflection and further research following two small pilot studies. Responding to Flores and Rosa's (2015) work regarding "appropriate" language use, the first study was an interview of one bilingual Composition I student regarding her perception of "appropriate" language use in the course. In the second study, three students were interviewed on the same topic with an expanded interview protocol. These pilot projects not only helped to refine the research questions and interview protocol for the current study, but they deepened my understanding of bilingual students' experiences in Composition I, ultimately shaping the asset orientation of this project.
4. Provide transparent analysis. As will be seen in Chapter 4 and the document appendices, the analytic processes that were undertaken are described in full, and evidence is supplied to support the findings discussed in Chapter 5.

5. Demonstrate analytical complexity. Convergence and divergence are valued in IPA. In this study, equal attention was paid to ideographic and common experiences to capture the complexity of participants' experiences.
6. Focus on analysis over description. Quality IPA research should help readers understand how participants experienced the phenomena rather than establishing the details or causes of what happened. This study provides long sections of interviews so that readers can "listen" to the participants' first-hand reflections on their experiences rather than descriptions of events or establishment of cause-and-effect relationships.
7. Writing quality. J. Smith et al. (2022) state that quality IPA write-ups will construct "a binding narrative that is sustained across the whole paper" (152). From the beginning of this project four years ago to the final paragraph of this document, I have been motivated by the privilege of being able to share these participants' stories. I meant from the outset that this dissertation would testify to their intelligence and determination and inspire others to recognize the invaluable insights they have to offer. I sincerely hope my efforts have resulted in an engaging and meaningful experience for those who read it.

Role of the Researcher

Although any interpretative action will reflect the interpreter's bias, an IPA researcher's positionality should be considered and set aside as much as possible to preserve the ideography of individual participants and then referenced or bracketed as needed to support the interpretative tasks of the study. My cultural and professional backgrounds have led to some assumptions and biases that I addressed through continuous reflection and bracketing during this project.

Although I am monolingual, I grew up in Canada, an officially multicultural and bilingual country. Even in the small, rural towns where I lived, bilingualism was respected, and accented English was a subtle status symbol. Having lived and worked in the United States for several decades, I have witnessed negative perceptions about multilingualism and recognized internalized language deficit ideologies in my students. These issues have complex causes that extend beyond the scope of this study, but they merit attention and consideration within the factors that can be addressed here. Furthermore, I am white and of European descent, and my study participants were not. Since negative attitudes about language variety and race are prevalent in the United States, I needed to remain cognizant that the study participants and I might have assumptions about position and power that could influence both the interviews and subsequent analysis and interpretation.

The intersection of my cultural background and professional position has fostered a deep investment in FYW curriculum and students that supported my work on this project. However, I remain conscious of my privilege, subjectivity, and the understanding that I cannot generalize nor make assumptions about participants' perspectives, lived experiences, or goals. Throughout this project, I worked to stay attuned to the participants' agency as students and individuals, recognizing it was likely that their goals for themselves and my aspirations for systemic change to exclusionary language policies may not have been mutually apparent or aligned.

There were also considerations regarding power structures, both implied and explicit. When I began this PhD program, I intended to develop a student-centered, translingual curriculum and test it for my dissertation. However, as my knowledge about translanguaging and language policies in education grew, I realized that this plan was not student-centered. Assuming I could determine what was best for multilingual student writers and apply that knowledge to

their education would circumvent the students, adding to the scholarship I felt had fallen short by talking about students rather than to them. Therefore, this project is intentionally student-centered, positioning myself as a documentarian of their experiences.

A second consideration is my professional position. While my years as a composition instructor have given me a deep understanding of this academic discipline, I recognized the potential for it to impact the power dynamic between myself and the participants. To mitigate this, I decided that the study would not gather artifacts such as essays from Composition I, ensuring that the participants would not perceive our interaction as another evaluation of their writing.

CHAPTER FOUR

Presentation of Findings

Introduction

The findings below represent the results of interviews with six students who had recently completed Composition I at a large urban community college in the central United States. The participants were recruited from nine classroom visits to on-campus, in-session Composition II classes. Students volunteered to participate in this study based upon meeting the following criteria: they had to be at least 18 years of age, must have passed Composition I at the study site, and must consider themselves fluent in both English and Spanish. Out of 10 who signed participation-consent forms, I interviewed the first six who responded to my request to schedule an interview. None of the six had taken Composition I with any of the other participants. Although the community college enrolls students from all over the world, Hispanic students represented 24.2% of enrollment at the college in 2024 (*Institutional Statistics*, 2024) so recruiting from this group was logical for convenience sampling. This also reduced variability in their experiences, delimiting the bounded group through shared context (the college), defined membership (bilingual students taking Composition I), and temporal boundaries (participants took the course during the same 1-2-year period).

A sample of six participants is acceptable in an Interpretative Phenomenological Research (IPA) study. Small sample sizes support the recursive, iterative, analysis of IPA, which aims to develop a deep understanding of the unique experience of individuals who have encountered the same, or very similar, phenomenon. In contrast to qualitative research approaches that look to develop theory by identifying broad patterns, IPA is interested in a rich

and detailed analysis of how participating individuals make sense of a shared lived experience by offering space for them to reflect and attributing meaning to the phenomenon being explored.

Participants were interviewed for about one hour, using a semi-structured interview script, which can be seen in Appendix F. 40 questions were planned, although sometimes a question was modified or excluded if similar information was spontaneously offered in the course of answering another question. Follow-up questions were asked for clarification or if the student offered information that warranted further discussion. All of the interviews except one took place over Zoom, offering convenience to the participants, who are often not on campus except to attend their classes since the college does not have student residences. One student chose to come to my office for his interview, but Zoom was still used to record the interview for the benefit of having an audio and video recording. Overall, Zoom was helpful for easy transcript generation and reviewing body language and facial expressions during the analysis.

The interview excerpts in this chapter are organized by Personal Experiential Themes (PETs) which emerged after six rounds of transcript analysis (J. Smith et al., 2022). The rounds of analysis were based on the IPA analysis process described by Smith et al. (2022) and Smith and Nizza (2022). See Figure 4.1: *IPA Analysis Rounds* below.

Figure 4.1
IPA Analysis Rounds

Round 1: Format and close reading

Rounds 2 -4: Exploratory notes

- Descriptive Notes (summary, face-value, objective) – plain text
- Linguistic Notes (word choice and usage; how the participant is making meaning with their language) – underlined

- *Conceptual Notes* (researcher's questions and initial interpretative comments) – *italicized*

Round 5: Developing preliminary subordinate themes

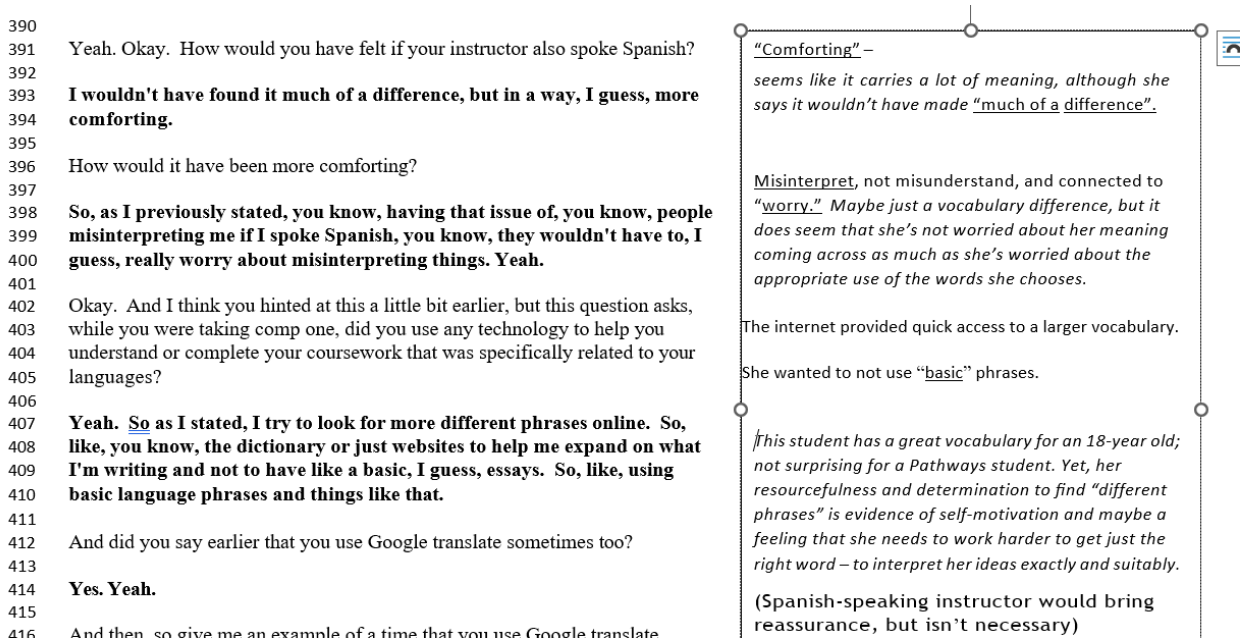
- Subordinate themes (looking for major themes within the transcript) – in (parentheses) and in table at end of document

Round 6: Compiling Superordinate Themes - Personal Experiential Theme Statements (PETS)

- Clustering subordinating themes to develop superordinate themes: PETS

The first round of analysis was a close reading, which occurred as I formatted the transcript into a double-spaced column along two-thirds of a page, separating my questions from the participant's responses, and adding a text box for my analysis notes along the right side. During this close reading and formatting, I also added line numbers to assist with locating text and developing PETS in subsequent rounds. The second, third, and fourth rounds of analyses were additional close readings, during which I made descriptive notes, linguistic notes, and conceptual notes, defined by font type and style. See Figure 4.2: *Example of Analysis Notes*. The results of analysis rounds seven and eight are covered in Chapter Five: Discussion.

Figure 4.2
Example of Analysis Notes



In round five, I developed subordinate themes as I made initial interpretations of the participant's experience in the context of the study. In round six, I identified three to five PETS per participant that reflected that participant's overall experience, recording supporting textual evidence by line number to ensure that I had sufficient evidence to support each theme. Figure 4.3 provides an example of the partial table for the first participant's preliminary PETS and Figure 4.4 shows an example of the Final PETS for that participant. See Appendix A for complete Preliminary and Final PETS tables for all study participants.

Figure 4.3
Example of Partial P1 Preliminary Personal Experiential Themes Table

PARTICIPANT 1: Preliminary Experiential Statements	**Transcript Lines**
1. The role of translator is a skill and a social responsibility	62-75
2. Downplaying the experience plus the lack of clear, positive memories about learning English and feelings of panic and confusion indicates some challenges in assimilating to the dominant English-speaking school environment	80-98
3. Translating and bridging communication gaps is a source of pride and ties her to her community	111-125

4. The bicultural and bilingual identity may cause ambivalent feelings	112-116; 130-136; 280-290

Figure 4.4
Example of P1 Final Personal Experiential Themes Table

P1: Final Experiential Themes	Experiential Statements
1. Bilingualism is a social and cultural asset linked with deep emotional meaning	1, 3, 4, 20, 21,
2. Academic pressures associated with meeting perceived language use expectations	2, 6, 7, 8, 10, 15, 17, 19
3. Social pressures associated with meeting perceived language use expectations	2, 9, 10, 11
4. Bilingualism is valued for personal relationships and academic growth	3, 5, 13, 16
5. Classroom language expectations can validate bilingualism, giving students the agency to make choices about academic language norms.	1, 3, 8, 12, 14, 15, 18, 19, 20, 22

The goal of this research project was to understand bilingual students' translanguaging strategies in Composition I and how those strategies impacted their experience in the course. I used two broad research questions to suit the IPA approach by avoiding over-specificity and staying open for authentic conversations with the study participants.

RQ1: In what ways do multilingual students at a large, urban community college employ translanguaging strategies to negotiate and navigate the language expectations and curriculum of the first-year writing course, Composition I?

RQ2: How do they feel their language use strategies impact their overall course experience?

Although my interest was in translanguaging practices, I knew that students were unlikely to know the term. For this reason, I decided to use "bilingual" to provide context when I was asking about their language practices and positionality as language users. I also knew that students' language use practices were likely influenced by family, culture, and K-12 learning

experiences, so I began each interview with questions about their family language practices, how and when they learned English and Spanish, and how they would characterize their overall K-12 educational experience. When asking about their experiences in Composition I, I often posed questions that were similarly worded but framed from both a positive perspective and a negative perspective. This was intentional because, in two pilot studies, I noticed that all three participants tended to answer positive questions in a negative light, which I interpreted as being related to prior experiences with cultural bias, language and ethnic discrimination, and internal and external language deficit ideologies. In this study, posing similar questions from different perspectives was intended to encourage deeper reflection, resulting in a more balanced view of their experience. Even with this approach, participants tended to answer negatively. The IPA analytical process proved to be helpful in this regard since it required multiple rounds of analysis, providing clarity before interpretation began, and allowing for the identification of assets even within negatively framed responses.

The interview questions were designed to help students recall how they experienced the class practically and emotionally as bilingual writers. From professional experience and my pilot studies, I started with the knowledge that bilingual student writers engage in translanguaging, even if they are unaware of it. The interview questions helped me identify those practices as evidence of translanguaging as students described their writing processes. The questions also helped me understand how the participants made sense of their language use as first-semester, bilingual college students learning to write in English in the higher education context.

Near the end of the interview, I briefly described translanguaging and my interest in it as an asset for bilingual students. I waited to do this until the participant and I had developed some rapport and they had spent some time recalling their Composition I experience. At the end of the

interview, I asked participants to offer advice to instructors and future bilingual students in Composition I, as well as suggestions for improving the course curriculum and class experience for bilingual students. I did this from the perspective that the study participants are experts in navigating language learning and monolingual educational environments, hoping they would share their suggestions for curriculum and instructional decisions.

What follows are the participants' recollections of their experiences in Composition I, in response to the semi-structured interview questions. My goal was to retain the students' authentic voices, editing only for organization. Line numbers from quotes taken from the interview transcripts are included in parentheses to enhance transparency, accuracy, and methodological rigor. Long quotes provide an opportunity to witness the participants' emotions and thought processes as they sought to understand and express their memories in the moment, a fundamental feature of IPA research. Spelling and grammar were retained in their original state for authenticity. Punctuation was added for readability, primarily through the use of commas. At times, when the student repeated the same or a similar phrase several times in formulating a sentence or started and stopped a sentence several times before deciding how to proceed, ellipses were used to enhance readability, as long as the meaning was preserved. Occasionally, to help the reader enter into the conversational context, text was added in brackets to help clarify. The term translanguaging rarely appears, as I did not want to influence participants' responses, especially regarding an unfamiliar concept. Translanguaging will be discussed in the Findings section of Chapter 5.

Phenomenological Narratives: Participants' Experiences as Bilingual Writers in Composition I

Participant 1: Marisol

Background

Marisol was the youngest of the study participants; a high school student enrolled concurrently at the community college. She attended a charter high school called a "middle college" that is housed within the campus of the college. Students must apply for admission to the high school, which provides the opportunity to graduate with both a high school diploma and an associate degree. Qualifying students can begin attending the community college classes in their sophomore year of high school. Her decision to apply to and attend the middle college suggests a certain level of confidence and willingness to take academic risks. So, while Marisol was the youngest of the study participants, her status as a middle college student means she had an extended support system and a school culture of heightened expectations of academic achievement.

PET 1: Marisol's bilingualism is a social and cultural asset that carries both positive emotional and practical value and trauma

Marisol described being bilingual as "a big privilege" and immediately tied it to "being able to communicate and translate for people" (112-113). She described how she felt about being bilingual when she was younger:

> I didn't really think it was a big, necessary thing to have, or you, being able to speak Spanish…And, you know, I didn't really pay attention to much of it, and until I really started to volunteer in events, I found it that, you know, a lot of people do need that communication between non-Spanish speakers. (120-125)

Marisol's high school requires students to perform community service, which is likely how she started volunteering, but she said that it changed her perception of being bilingual:

> It's starting to be a real issue for some people, say, like, going to a grocery store or an event that mainly people speak English or don't really understand Spanish all that well. So being able to speak both languages and understand both languages is something I'm really fond of. (113-116)

When speaking of translating, she also included her parents' roles as Spanish translators for her, adding, "And even at home, my parents do understand English, so sometimes I forget a word in Spanish or something of that. So, I ask them, like, oh, how do you say this word?" (66-68).

Marisol described her English language acquisition like this: "My first language is Spanish. So, you know throughout my childhood, that has been my main language. But once I got into school, English became my main language." (44-46). When asked what she remembered about learning English, her first response was vague: "Really, I just, I don't remember much about to struggling to find out if different language or anything. I do not recall much of it" (52-53). As the interview progressed through more questions about her K-12 experience as a bilingual student, she initially couched her responses saying, "I mean, there wasn't much of a boundary there…so like difficult, I guess, since, you know, I wouldn't know, I would probably know things more in Spanish" (80-83). Eventually, though, she admitted that being separated from her Spanish language at school was frightening. After saying, "I wouldn't say I had any strong feelings about it," she continued speaking and revealed, "I just kind of, kind of felt confused, or like, you know, didn't know how to explain it. So, like, I would panic, and like, think they would misunderstand me, or you know, things would go wrong in some way" (95-98).

PET 2: Perceived language use expectations spurred Marisol's growth mindset

Marisol's early experiences with English were solely in academic environments, and since she remembered feeling fearful during that time, it was unsurprising that she still experienced some stress associated with English language expectations at school. Similar to her recollections about English language use in K-12, Marisol started our discussion about her expectations for Composition I with couching statements such as, "I honestly didn't put much thought into it. I just found it as another class," before stating her belief that "It [the class] was probably going to be more difficult" (179-181). When asked how she would describe her expectations about how English would be used in the class, her assumptions and emotions were clearer. She said,

> So I actually think that since most professors and most of students speak English, I thought, you know, it was only specifically for, like, toward English and not Spanish…So I know that it would, or I thought it would be more formal….I found it, I guess, nerve-wracking in a way since I feel like more high school classes are less formal and more creative in a way. (187-202)

She dealt with some anxiety about language use expectations throughout the class as well. When asked how she felt being bilingual impacted her goals in Composition I, she stated, "Having to, like translate phrases into English can really, like get to me. Sometimes I would have to ask my friends, oh, do you, do you know what this word means or how to translate it back?" (255-258). I asked if she worried much about others' perceptions of her word choice or grammar and she said,

> Yeah, I did. Since I always thought it was more of a professional type of class, I did really think, like, some words were more, I guess, non-professional or weren't right for the essay that I was writing….I did often, like, feel like maybe I would be judged in a

way, since again, with vocabulary, I didn't know if it was going to the right terms or even the grammar of my paragraphs or sentences. (255-270)

Overall, Marisol dealt with her anxieties by framing them as a positive, stating, "Even though it's a struggle, it, you can learn from that struggle" (523-524). She felt like the work she did in Composition I also benefited her Spanish language skills. Having earlier stated that the only writing she did outside of school was writing poetry in Spanish, she said that after Comp I,

> I'm able to, I guess, see more of what I could do with my Spanish. So not only use it for poetry but also, you know, having, being able to translate it would also help when speaking to people, and if I do end up going more into like, for jobs. (541-543)

PET 3: Marisol responded with resilience to social pressures associated with meeting perceived language use expectations

Marisol's anxieties about language use expectations seemed to extend into the social realm as well. She was clear that she avoided using Spanish in her classes, including Composition I, because she believed it was not socially acceptable. When asked if she had concerns about speaking during class or participating in group discussions, she answered:

> So, I do often think of, like, if people would mind if I spoke Spanish if they only understood English. I really have kept that in mind as I went through school and classes. I kind of worried about that in a way…. I didn't want them to misinterpret something I said or if I didn't know how to correctly say a word and I said it, but with, like mixing two words together, I guess. And since sometimes I didn't know, like the word, it was the correct word for some things. (295-306)

Even in her out-of-school life, Marisol was wary of being judged for perceived imperfections in her language use, even though she viewed bilingualism as an asset. She said that

she viewed Spanish as her "main language" and wanted to continue to develop speaking and writing fluency in Spanish. Further, she indicated that both languages were equally important to her, and in the context of stating how valuable it was to her to be bilingual, she finished her statement by explaining that fluency was important to her because of "the judgment of, like, having a little accent of English into it or also from having an accent in English, also, like, kind of I've kept in mind" (321-337). Despite the negative undertones, Marisol's statements indicated resilience in the face of that perceived pressure, stressing continual improvement in both languages as a strategy to overcome potential judgment.

PET 4: Marisol experienced language agency, suppressing Spanish to support her academic work; however, she saw potential utility in a translingual disposition

Marisol was clear that acting as a translator was a valued skill, a source of pride, and something that tied her to her community. However, when it came to writing, she felt her two languages served separate purposes. For her, Spanish was a more creative and emotional language, which she used for writing poetry. On the other hand, English was the language of school and had distinct requirements for vocabulary and tone. The separation was so distinct that she stated she not only would need to speak and write only in English in Composition I, but she had to think in English as well (230-234). Marisol exercised language agency by suppressing Spanish to meet perceived English language expectations in Composition I.

When we discussed Marisol's assumptions about language use expectations in Composition I, her descriptors included words like "formal" (196), "specific" (231), and "professional" (268), but when we talked about the possibility of using Spanish in Composition I, either with a bilingual instructor or classmates, Marisol's descriptors reflected the social-

emotional ties she has to Spanish language. Asked how she would have felt about being able to use Spanish sometimes in class or to do part of an assignment, she said,

> I would have found it more interesting and interactive in a way, as, you know, being able to communicate not only with people I am comfortable with, but other people, and especially at school, since I don't really speak much Spanish at school. That would have been more, I guess, of a fun activity, in a way, yeah (351-355).

Her descriptors were more emotional when asked how she would have felt if the instructor encouraged speaking and writing in Spanish in Composition I. She said,

> I guess in the writing sense, I would have really appreciated it. As you know, even if I do do my personal writing at home in Spanish, I don't often do that, and you know, being able to, I guess, doing a small assignment in Spanish, that would have been really helpful towards me, as being able to speak, read, and write in Spanish is important to me (374).

Asked how she would feel if she had a bilingual instructor in Composition I, she first couched her response but then revealed a social-emotional connection to Spanish and perhaps a recollection of her fear of being misunderstood as a youngster, saying,

> I wouldn't have found it much of a difference, but in a way, I guess, more comforting…you know, having that issue of, you know people misinterpreting me if I spoke Spanish. You know, they wouldn't have to, I guess, really worry about misinterpreting things. (398-400)

Marisol had initially said that Composition I was an English-only course that required her to think in English as well. She was unfamiliar with the term translanguaging, so I provided a simple definition of accessing and using both of her languages to complete a task or communicate. Considering that, she characterized herself as translanguaging when she was

brainstorming essay topic ideas. She said she thought about topics outside of the United States, "or things that I've also experienced" (573-575). She clarified:

> I guess more involving, involving, more of, in my community of Spanish speakers, things that, you know, family members or even my own parents have experienced, it would have been more of a, a topic that interested me more (606-609).

Marisol continued to talk about what it would have meant to her to think and write about topics relevant to her language and culture:

> I think that community and culture really plays a role into who I am and as a person and who I want to become….there's a lot of things that my parents have told me about, you know, how they grew up in there and everything. And I find it really interesting and how I've been raised and the way and, you know, housing wise. And it's something really interesting that I find of them. And to be able to, like, you know, consider more of it would have been a much more interesting way to express myself in writing, especially in English. (626-638)

As the questions about translanguaging in Composition I were near the end of the interview, I asked Marisol if there was anything she wanted to say before we concluded. She replied, "I think that everything you stated was, I guess in a way, opening myself more to who I am as I don't really express myself. So being able to think about that, really, I really do appreciate it" (644-646).

Participant 2: Alita

Background

Alita was a typical college freshman and finished Composition I just a few months before our interview. She graduated from high school in the Oklahoma City Public School District,

which is also where she learned to speak English. She said many of her K-12 classmates were "Hispanics, you know, same as me" (101-102). Although the question about her K-12 experience was posed neutrally, "How would you describe your overall experience being bilingual when you were in kindergarten through 12th grade," she seemed to assume there was a negative bias, answering, "I wouldn't say it was a bad experience. It wasn't…. There wasn't really any, like bad experiences. It was a good one" (100-103). Alita spoke only Spanish before beginning school since that was her parents' only language. As she and her siblings learned English at school, they taught their parents. She recalled:

> Living here in America has been like, they've been picking up on English. And, you know, as we learned English as were growing up, now we know more English than them, so we slowly taught them how to speak it as well. (81-85)

Today, she said, her language use is split 50-50 between English and Spanish. She still speaks Spanish at home and in Spanish-speaking social and commercial spaces. For a time, her English use eclipsed her Spanish use. She said, "…when I was younger, I didn't really speak, as, like, as much Spanish, since I started speaking English more through school. I didn't really, I didn't really speak it as much" (133-135). She said this was because her parents would speak for her in Spanish-speaking situations away from home, so her Spanish language use was slightly restricted at a time when she was spending most of her days at school, speaking and learning English.

PET 1: Prior success with language mode switching supported Alita's confidence in Composition I

Alita expressed some wariness towards questions that asked her to describe when and where she uses Spanish and English, but overall, her reflections indicated that she felt confident

in being bilingual and the choices she makes about her language use. First, Alita described bilingualism as a positive aspect of her out-of-school life:

> Honestly, I think it helps me a lot because, like I said earlier, it's, I feel like Oklahoma City is very, it's like much more Hispanic populated, so it's just easier for me to communicate with other Spanish-speaking people. I think it makes it easier for me and everyone else, knowing both English and Spanish" (121-124) …. I say now I feel much better about speaking Spanish and knowing Spanish. It makes me feel pretty confident knowing two languages, to be honest (135-137).

While Alita's feelings about being bilingual outside of school were positive, her tone changed when we started discussing her feelings about being bilingual while taking Composition I. Her answers during this part of the interview were terse:

1. When you were taking Comp I, do you recall any time that you felt especially happy to be bilingual?

   No.

2. Any times that you felt unhappy in Comp I because you were bilingual?

   I don't know. I don't think so.

3. Was there anything difficult about the course or that you found the most difficult that you think had anything to do with speaking two languages?

   Nope.

4. What about advantages that it gave you? Did you give you advantages to be bilingual when you took that class?

> **Like I said earlier, the articles (399-418).** [She had read one of her research articles in Spanish but stressed that the experience was limited: "Maybe like, one article. Maybe one" (392)]

She explained why being bilingual did not impact her Composition I experience:

> I feel like since I speak more, like, I know more English now, I feel like it's really not, it's really not as hard for me…. Because my main language now is just, is English. I speak more English than I speak Spanish. I am fluent in it, but I just, I, I use English for everything. (427-428)

However, her response to my follow-up question was contradictory and reflected her strong social connection to Spanish outside of school. I asked, "Do you use English more at home, even?" She replied:

> Yeah, yeah, I've gotten…We actually went on a trip to Mexico to go and visit my family. We were there for two weeks, and I had to speak in all Spanish there. And whenever I came back, that's all I could speak. I just couldn't get back into speaking English. And then it just started slowly going back to English (432-435).

This contrast could be linked to Alita's expectations for language use in the Composition I class. She said she never considered the possibility of using Spanish in the class, explaining, "I mean, I felt like everything would be given in English. I never thought I'd be able to use or have to use any Spanish at all" (210-212). Her prior academic success gave her confidence regarding an English-only college writing class, and her comment highlighted the strong connection she felt between English and school contexts. She stated, "I've never had a problem writing in English. I've always been fluent in English," although she did not learn English until she began school (159-160).

Her confidence in her ability to work well in an English-only environment extended to her anticipation that a specific type of English would be expected in the class. She said,

> I feel like before taking the class, I did think that they would want us to use a bigger vocabulary. You know, bigger paragraphs…. I just expected way more than high school level. Like way more. How do you say it? I don't know how to word it. Just like a, just like smarter in general, like just smarter words (236-241) …. I feel like whenever I'm writing essays, I, I overthink it so much. I feel like it has to be perfect. And then, and then I see the peer reviews and I'm like, wait, I, like, they didn't try as hard as I did. Maybe I was just overthinking it. Like, I always felt like I had to use bigger words to impress my professor and get a good grade. Because like I said, I felt like high school was like, like college was just something that was more than high school. That it just, everything had to be better, more professional (314-320).

Alita summed up her experience as a bilingual student in Composition I when I asked her later, "Do you think that being bilingual impacted your work in any way in the class? For better or for worse?" to which she answered, "No. Neutral. Neutral" (309).

PET 2: Alita valued language inclusiveness and support, but stressed self-responsibility

While Alita saw bilingualism out of school as a skill that made communication "easier for me and everyone else" (122-123) she was fairly skeptical about including Spanish in the Composition I class except as a support for students who may still be developing English language skills. Again, her answers were a bit contradictory: sometimes distancing herself from her bilingual identity and other times including herself with other bilingual students. When asked what Composition I instructors need to know about what it is like to be bilingual when taking the class, she stated,

> I feel like if you were bilingual and you spoke more Spanish, I feel like instructors should try to accommodate more, like, a little bit more to those students because it might be harder for them to understand, or, you know, check up on them every now and then, because I know that there are a lot of people because I'm one of those people who will be struggling and they just won't ask for help and they'll stay stuck like that. And it gets really hard. It just packs on and it's not a good feeling. So, I would say try and if you notice anything, try and, I guess, help. Help at all you can. (442-449)

Even though this unpleasant experience of being "stuck like that" seemed personal, Alita did not continue to identify with students who needed help. On the contrary, she said, she "never" had concerns about speaking in class or having others read her work. In fact, reading her peers' work gave her an opportunity to compare her writing to theirs, which increased her confidence. She said,

> I would read the per review and they would, honestly, I would read them and they, they were more like examples for me to show me that, you know not everyone is writing with these old, big old words that I thought that I would have to use. (324-325)

When I asked if there was anything that could be done to improve the classroom experience, she volunteered that including Spanish would be positive for other bilingual students who still used Spanish primarily: "Maybe if the teacher someone understood or somewhat spoke Spanish in a way, maybe that would help out Spanish, like mainly Spanish speaking students" (480-481).

Remembering that Alita had characterized herself as speaking more English than Spanish and having no difficulty with English use in Composition I, this remark seemed to be directed at a group of students that Alita did not consider herself part of. The positive emotional ties to Spanish as the language of community and family outside of school only once made its way into

her consideration of including Spanish in Composition I. Regarding the value of having a bilingual instructor in Composition I, she said,

> I think that whenever someone speaks the same language as me, like Spanish-wise, if they were to speak the same language as well, that would make me feel more, I wouldn't say comfortable because I'm comfortable in all of my classrooms, but I say a little bit more, like, as if I were, like, at home, maybe. (383-386)

On the other hand, Alita valued self-reliance and self-advocacy as key to success in Composition I and was skeptical about any effort to explicitly support bilingual students with Spanish use in the course. She said would not speak Spanish to anyone in her Composition I class:

> Unless I see, if I were to see a student struggling, I would offer to help them. Like, if they were struggling to understand the English that the professor is teaching, then I, I would definitely help them. But I didn't really speak to anyone, to be honest (343-347).

Her willingness to help on a spontaneous and individual basis seemed to be the limit of how much Spanish she would accept in the class. When asked if she would have liked to work in Spanish or to work with other Spanish-speaking students, she was skeptical: "Yeah, I kind of get like, oh, well, we both speak Spanish, and they want us to get together. Isn't that kind of odd?" (377-378). Instead, her strategies for success were geared toward responsibility and self-advocacy.

She credited her instructor's clear communication and organization as helpful qualities, but she also credited herself for being responsible, saying, "I would always write down my notes and stuff and follow what she was saying, try to keep up with the deadlines (300-304). Her advice to future bilingual students taking Composition I ran along the same lines. She said, "I

would say don't procrastinate. If you don't understand, use Google, Google Translate…. I don't really have that much advice. Don't fall behind…. ask for help. Ask for help. If you're struggling, ask for help" (487-489). As for getting help, she emphasized self-advocacy:

> Maybe if they're, like they were struggling, like, badly, then maybe they would have more time to speak to a professor, to get specific resources, to just get the help that they need to be able to meet their deadlines and get good grades. (470-473)

PET 3: Alita experienced benefits of bilingualism out of school, but discounted its utility for her in Composition I

Overall, Alita balanced her perception of the utility of bilingualism out of school with skepticism about its utility in school. When discussing her out-of-school language practices, she said she spoke English and Spanish "50-50," using Spanish at home or "if I'm at a store where they only speak Spanish, and at work "if there's a Spanish speaker there" (81-82). She also said,

> I feel like sometimes whenever I, I speak and I can't, sometimes there will be times where I can think of what the word is in English, so I'll have to say it in Spanish. Or I can't think of what the word is in Spanish, so I'll have to say in English. So, I'll be switching back and forth, English to Spanish, like Spanglish, basically. So, I'd say whenever I'm talking to someone or if I'm talking to my parents and I can't really think of the word, I'll just speak it in Spanish (498-503).

In her early schooling, she had positive associations with having Spanish-speaking classmates, stating that was a good experience (103), and said that today, as a young adult, being bilingual made it "easier for me and everyone else" noting that Oklahoma City has a large Hispanic population. She also felt like she speaks more Spanish now than she did as a child, explaining,

> When I was younger, I didn't really speak as, like, as much Spanish since I started speaking English more through school…. I say now I feel much better about speaking Spanish and knowing Spanish. It makes me feel pretty confident knowing two languages, to be honest. (133-137)

In contrast, Alita saw English as the only language to be used in Composition I, stating that she never considered using Spanish in the class because, "I mean, I felt like everything would be given in English. I never thought that I'd be able to use or have to use any Spanish at all" (210-212). Each interview question that asked how she felt about being bilingual during Composition I or if she felt that skill impacted her work was met with a succinct, often one-word, negative response: no. Additionally, when talking about language use in Composition I, she described English as her "main language," said she rarely needed to translate, had "never had a problem writing in English" and considered herself as having "always been fluent in English" (427;159-162). In the context of using English in Composition I she said,

> I feel like since I speak more, like, I know more English now, I feel like it's not, it's really not as hard for me…. Because my main language now is just, is English. I speak more English than I speak Sanish. I am fluent in it, but I just, I, I use English for everything (422-427).

Each time Alita was asked about the utility of using Spanish in Composition I, she differentiated herself from those who might benefit from that practice. First, she said Composition I "might be harder" for students who are bilingual but "spoke more Spanish" (444). She also said that a Spanish-speaking instructor would "maybe…be able to help out Spanish, like mainly Spanish-speaking students" (480-482). She did not express a need nor a desire to make Spanish a significant part of her academic experience in Composition I.

Participant 3: Balea

Background

Balea was born and raised in Mexico. She is married and moved to the United States three years ago. Her elementary and high school education in Mexico was at Spanish-English bilingual schools where most subjects were taught in English only. She also completed some college courses in Mexico. She stated that she also knows "a bit of French" (38). Growing up in Mexico, she spoke Spanish exclusively outside of school. Her family in Mexico is not bilingual. Since she moved to the US, her Spanish language use has been limited. She said,

> I only use it [Spanish] with some classmates that speak Spanish as well. At home, I only speak English – the same at work and school. I use just Spanish while I text my family or some phone calls, but it's mostly English. (57-61)

Furthermore, she only uses Spanish in reading and writing. She explained, "I probably would be, like, 10%, and that would include, like, just reading some information in Spanish and texting my family. But for speaking, I can go, like, full months without uttering a word in Spanish" (78-82).

> Balea's language knowledge expresses itself in diverse ways. She described it like this:
>
> It's kind of funny how my brain works because sometimes, whenever, the first time I moved here, like, whenever I thought and everything, everything was still in Spanish. But once I settled, like, my brain is just in English most of the time…. Whenever I hear something in Spanish, it kind of, like, feels like it fully switches. And sometimes I have a struggle, especially because some of my classmates are Mexican American. They talk in, like, a mix between Spanish and English. And sometimes I have a hard time understanding because I have to switch it, like, on and off….Also, well, I, maybe I have

> an easier time because I, whenever I was doing school, I had to go through the TOEFL test and also the ILET, which is the one from the British Council. So, I had a mixed background with American English and British English. I still struggle with some grammar because I just, like, have, like this weird amalgamation of different types of English…I also had a lot of classes. I had chemistry, biology, history, everything was in English (92-118).

PET 1: Balea leveraged her bilingualism by drawing on her broad awareness of language use expectations and subtle cultural differences

Balea's language learning and use background has led to a heightened awareness of context-dependent language use, supporting her ability to navigate language situationally, even if there are challenges in doing so. Her comments above indicated that she sees Spanglish, US English, British English, and Spanish as distinct languages utilized in different contexts. She also has a meta-awareness of her own language use. Considering whether her feelings about being bilingual have changed over time, she reflected:

> At first, I didn't appreciate it as much. I thought that was, like, just the normal. But, I mean, as I've gotten older, I feel like it helps a lot. But sometimes it does have, sometimes it's a little bit difficult trying to switch between languages because it's not just the language, but also like the, the way you do the sentences, accents, cultural connotations are quite different. So, I think it's, it's a little bit difficult. (151-158)

Her meta-awareness of language use extended to language use expectations in Composition I. She noted the difference between learning to speak a second language versus learning to write in a second language in Composition I:

> Yeah, because it's mostly grammar that can be an issue, like, especially whenever you're forming sentences. I think that's what we struggle most, like whenever you're bilingual because, I mean, from what I know, at least Spanish speaking, whenever you're trying to learn another language, at least in Mexico, they try to focus on you being able to speak first and then writing. So even though you can have, like, a full conversation, whenever you're trying to write it, it is more complicated because you actually have to form the sentences and using, like, the correct way. I don't know if it translates the same like it is in Spanish, but the syntaxes. So, I think that is complicated because sometimes whenever you're talking, you might, like, omit some of the context and you're like, "ok." Or like, I have this issue a lot whenever I'm writing. I tend to over-research and then I forget that the reader hasn't read all of the information, and I omit a lot of it. So, I don't know if that happens too, like, between languages, whenever I'm trying to, like, write something in my brain it might make sense, but whenever I'm writing, like, sometimes it's not correct. (508-531)

Layered on top of navigating the differences between spoken language and academic writing, Balea maintained an awareness of cultural differences communicated through language. She noted that,

> Sometimes it's really hard as a bilingual person because sometimes in Spanish, like, I don't know, it's, I think it's also with the culture. You're kind of used to be, like, being really direct. Some people might think it's a little bit aggressive. Like in English, those subtleties are really hard to understand sometimes whenever you're reading or writing, not as much as whenever you're speaking, but then it's a little bit easier to understand. (735-743)

She also thought that Mexican bilingual students taking Composition I might be reticent to ask for help. She said,

> I don't know about other ones, but in Mexican culture, you're kind of taught not to ask for help. You just have to do it, even though it means you have to put more effort and just kind of, like, suffer to go, like, by yourself. So, I think that might be an obstacle just for some Spanish-speaking. (832-838)

PET 2: Balea's K-12 bilingual education helped prepare her for Composition I, and her self-sufficiency helped her overcome challenges she encountered

While Balea found that the academic writing she did in Mexico in Spanish was easier, putting her ideas into writing for Composition I in English was more difficult. She said:

> And what I struggle with the most, it was actually in English trying to write essays because in my mind I like, I understood the assignment, I understood how to do it, but whenever I was trying to come up with sentences, I had a really hard time trying to connect all those ideas. Instead of like, if I was doing it in Spanish, it just comes more, like, naturally. (159-165)

To meet this challenge, Balea utilized the course textbook and met with tutors in the college's writing center. Balea was also concerned about others understanding her essays. She explained:

> What I had most issue with is, like, not being able to communicate clearly. Like, if I meant something, but the way I wrote it, like if it, like if the message didn't go through. And then it can be like miscommunication or maybe like, especially in the Rogerian argument I had, it's, sometimes I read it, but I don't take into account my tone as being

like too aggressive or not neutral or something. I, I think as someone that is bilingual, sometimes those little things are less noticeable. (429-438)

An asset that Balea leveraged was her husband and mother-in-law, native English speakers, to ensure that she was clearly communicating her ideas in writing. She said,

> I also asked my husband and my mother-in-law to read the essays just to, so they could see if they made sense. Like, "Okay, this is actually like, I get what you're trying to say," which I think it's one of the most difficult things, is trying to communicate that idea because in my mind it might make sense but to like a native speaker, it might sound, like weird. I don't know how to explain it. (181-188)

She admitted that writing has never come easily to her and said,

> There are certain words that I tend to repeat a lot because even though I feel like I have a wide vocabulary, it is still pretty limited because I guess I don't use them as much, my brain is not remembering them whenever I'm trying to write. (406-411)

To meet this concern, she said she read her essays out loud and added,

> If I would see a lot of repetition, I would try to just Google synonyms and also use the, I think it's, uh, Purdue OWL. Purdue. That has, like, the list of, like, more appropriate words to use and to connect the, like, sentences and how to start essays. Because even though I knew that in Spanish, I feel like I had to relearn all that just to be able to do it in English. (416-423)

PET 3: Balea's prior writing experience in both Spanish and English provided insights into whether or not using Spanish in Composition I would be beneficial

Balea was the only participant who took Composition I online. She said the modality brought some challenges, such as the lack of visual cues she usually relies on to facilitate

understanding. In fact, she characterized her experience in the online class as "having to do it all by myself" (251); however, she discovered that several of her online classmates were bilingual, and she found interacting with them to be helpful. She said:

> A lot of my other classmates are also bilingual, or at least they know a little bit of Spanish. And somehow that felt a little bit more like, familiar. Like they might be able to notice some stuff that I wouldn't be able to notice. Like, "Okay, you tried to say this, but you thought it in Spanish instead of English" or something like that. Like, "You mistranslated this (448-454).

Balea had worked with classmates in Mexico, helping with writing and translating Biology research, so she had prior experience with giving and receiving feedback on her writing and others' writing while working in two languages. In Composition I, though, Balea did not think that writing in Spanish would have been helpful for her. Asked if she ever used Spanish to help her complete her coursework, she replied:

> No, I tried, like, even research and everything, I just stick to English…Might be just me, but I think it would make it a little bit more difficult, like just switching from Spanish to English. So if I can kind of, like, focus and train my brain into just doing it in English (549-552).

On the other hand, when asked if there had been ways to use Spanish in Composition I, she was open to the idea. Her first response was quick to come: "I would have definitely tried it just to see if it would make it easier. But at the same time…" Here, she hesitated quite a while before concluding:

> I don't know, because we, I try to think, like, "Okay, it's an English class." That does mean it's English Comp, so maybe it's like, well, it has to be in English. I have to be able to do it in English. It's not Spanish Comp (559-565).

Balea was also unsure about the potential benefit of having a bilingual instructor. While she said having an instructor who spoke Spanish "would have been easier" for asking questions, she limited that help to translating "some of the words" within the context of writing (585). This comment seemed linked to her feeling that the only time she felt unhappy about being bilingual while taking Composition I was that "sometimes it feels like it, instead of helping me…like, it limits my vocabulary" (614-615).

However, she associated using Spanish in Composition I as having the benefit of bringing greater access to information and increased connection to writing topics. She remarked:

> I think one of the biggest perks of being bilingual, it's that you have more access to information. Because I can, I can research in English and Spanish. So, it gives me more access to information that someone that only knows English might. Especially because for some specific essays, it's, it's a little bit easier because there's a lot of information that is just in Spanish (633-640).

The increased access to information represented an increased connection to writing topics connected to Spanish-speaking populations. She gave the following as an example:

> The essays I've been doing [now, in Composition II], they're focusing on the United States. So not exactly in this one but for the other class [Composition I], and I was doing, it was about the weather, I remember, and like, in Hispanic communities. Most of the information was actually in Spanish, and there was not a lot in English for that one. I think it was, it was really good. (645-651)

Beyond that, though, she said, “I mean, I, I don’t really think there were, like, a lot of advantages” (652-653).

When it came to discussing how or if instructors could bring Spanish into the course, Balea was again wary but saw some possible advantages. Part of her wariness was connected to an assumption of bias against bilingual students. We had just concluded talking about translanguaging and translingual educational approaches, and I asked if she thought bilingual students would benefit from having an instructor with a translingual disposition. She replied by saying,

> I think that would help a lot because most of the times we’re just afraid of asking. Just kind of, we feel like we put a target on us. Just like, “Ok, they’re bilingual. They’re not fully fluent in English.” Or “They’re going to have more struggles with it.” Like, you have to put more effort than just, like, the average student. And with that [translingual disposition], I kind of feel like it would put, like, the, a little bit more balance just to, just, like, go beyond that, like, language barrier (810-820).

Mostly, Balea was in favor of instructors being more approachable to bilingual students, providing some resources in Spanish, and encouraging students to read more. She said,

> I think a lot of it was just trying to build that confidence and just, like, probably kind of, like, make professors more approachable. Just because I feel like a lot of bilingual students are just, we tend to be a little more insecure. This is like, ‘Oh, I cannot speak, like, full English.’ Or especially if they have an accent. (900-911)

Bilingual students, she believed,

> Might need a little bit more help with grammar and sentences and add that to the feedback because sometimes they [the instructors] don’t focus on that as much. Because I

> understand, like, you cannot assume someone is bilingual, just by you reading it…I mean, it would be nice if they could add some sources, kind of like how to build essays and everything. If there was one in Spanish, that might be really helpful, like some tools. (666-675)

She said she would make the following suggestions to other bilingual students preparing to take Composition I:

> Read as much as you can. Like, especially, I've seen that a lot with my classmates. They haven't read as many, like, proper academic sources. And whenever trying to write, it just, they haven't, like, fully understood their, their sources or maybe the language…. And if they can expand their vocabulary, that would be better. Because if not, I mean, I've done it myself, it gets really repetitive if you don't have many words. (754-764)

Balea was not sure that translanguaging would be a helpful approach to learning academic writing. She had done some academic article translation work in Mexico, so she felt that she could imagine writing in both languages as needed to express her ideas, which is how I had described translanguaging. She said that being able to do that "helps a lot. But it's also a little bit of an issue because sometimes you don't make sense in Spanish, and you don't make sense in English. It's kind of like where it mixes" (779-783). Yet, she contemplated some potential benefits of a translingual approach. She said:

> [It] might not only help bilingual, but the students who are only, like, monolingual. Maybe they can expand, like with their language skills. Because there might be some ways to, like, teach English that might not be as rigid that it can just not only expanding how to just writing, because, I mean, writing is difficult in itself, but just understanding

what you're writing and just the ways you can communicate not only in one language but in another language. (955-961)

Participant 4: Daniel

Background

Daniel was a 29-year-old psychology student who was getting ready to graduate from the community college and transfer to a nearby large state university to pursue his bachelor's degree in psychology. He had a binational, bicultural, and bilingual upbringing. He was born in Peru and was initially raised by his mother, who is a native Peruvian and native Spanish speaker who also "was always enrolled in English classes" (89) but is not as fluent as Daniel. Before he was old enough to talk, his parents separated and his American, monolingual English-speaking father moved back to the U.S. When Daniel was five, his parents reconciled, and he and his mother came to the U.S. to live with his father. He said he had "some trouble" learning English, but also said, "so within like six months, I was already fluent in English as well" (52-53).

PET 1: Daniel exercised agency over his language learning and use

Throughout his entire life, Daniel and his family continued to move back and forth between the U.S. and Peru. He attended school in both countries and took English classes while he was in Peru "just to reinforce, not to be losing the fluency, how fluent I am in English as well" (55-56). As he was about to start his sophomore year of high school, his family returned to the U.S. and Daniel graduated from high school in the Putnum City School District. After high school, Daniel lived in Peru again for a while, working and speaking Spanish exclusively. Regarding his languages, he said, "So for me, English and Spanish, it's just like, it's just like my right arm and left arm; it's just like whichever is more convenient at the moment" (61-64).

Daniel recalled his initiation into American high school culture as a shock that impacted his willingness to speak English in two ways. His initial reaction was:

> American culture is more individualistic compared to Spanish-speaking countries that are more…collective. So, I was struggling, fighting, fighting that I was, and that made me struggle sometimes whenever I try to speak English because since I was, it's a shocker. Your defense mechanism. (128-137)

This culture shock, he said, made him reluctant to speak English. He said, "You pull back, so you don't speak as much with other people" (138-139). However, some experiences with his high school's ESL club caused him to decide that he should not retreat into Spanish. He stated,

> That doesn't help you out with how fluent you can be. But I, I do remember that in my high school, there was a, what's called ESL, and I, I went there a couple times, and I hated it. The reason why is because I, I could see that everyone there just spoke Spanish and had no intentions of learning English. (140-144)

Daniel concluded,

> I had to adapt…. if I kept going to those [ESL groups] on my lunch breaks or taking the same classes but in this environment, I would not have been able to be as fluent in English as I am right now. (148-151)

Daniel developed some rules to develop fluency in both of his languages but today he and his friends blend their languages for fun and precision. In high school, Daniel decided:

> Whenever I was here in the U.S., I told myself to be strictly just be speaking English, even with my Spanish-speaking peers, just so I can, you know, just not seclude myself. And the same thing happens when I travel back to Peru. I only speak Spanish…. But

> now…there's wonderful things about English expressions that…makes absolutely no sense in the literal sense but it's, it's a great way of explaining something. And there's some specific terms I would use in Spanish that's sometimes English. So, I benefit from using both at the same time. (190-197)

Daniel gave examples of several words that he and his online gaming friends in Peru use that blend Spanish and English, explaining how they will add a Spanish verb ending to an English verb when discussing trading video games:

> For example…in English…for a continuing action…we use 'ing': continuing, existing, right? In Spanish, it ends the verb with an 'ar.' Let's say the word 'trade,' they say, which is 'trading'….but they use 'ar'….so they say…let's 'tradiar,' 'exchange' something….And if you want to use the correct word in Spanish would be, 'vamos a hacer' – 'let's do,' an 'intercambio' – 'interchange.' (209-221)

Daniel described his language blending as natural and continuous:

> It's because I deal with my Spanish peers all the time and I deal with my English peers all the time. So, I am using both at the same time and they get interchanged. It's just like a way of expressing what you're trying to say and trying to get the message as precise. You know, communication is important. So precise. (235-245)

I asked if he felt like he could be more precise when he could draw on the vocabulary of both languages, to which he responded, "Yes. Just like, quick tap – next. Both of them. Yeah. Yeah. Absolutely" (250-251).

Overall, Daniel's life-long experience in two countries and two languages has resulted in an experience of autonomy regarding language use, depending on context and his communication goals.

PET 2: Daniel used his understanding of language structures to identify writing structures and precise word use to support his writing I Composition I

In order to meet the perceived expectation of preciseness and structure in Composition I, Daniel subverted his practice of blending language as he does in interpersonal communication. He viewed casual language use as illegitimate in comparison to the writing required in the college class and saw benefits to conforming to formal writing structure. He said,

> Comments online, or posts – social media – stuff like that? But that's not true English. That's just like writing whatever. Whatever I did back in high school…it was just like dumping words with no structure. Now, whenever I got to Comp I, I had to, I had to, like, relearn and re-emphasize how the structure of essays and writing and transitions and main ideas within. So, it showed me a lot of structure…. It has made marvelous improvements for my writing skills. (258-270)

Whereas Daniel's confidence about using both languages to communicate with friends and family in both languages was very high, he had doubts about his abilities in Composition I, which he attributed mostly to perceiving himself as "bad at" writing (483). He wasn't sure if any of his writing challenges had to do with his bilingualism, but he readily identified structure and single-word translations as key to communicating his ideas in writing. He said:

> I thought that it was going to be a little bit challenging, and it was. And it was big. But I don't think it was much of the Spanish, Spanish-speaking part. Or could it be? Could have been. It's just writing for me in general has been sometimes a struggle because I can dump and be fluent as much as whenever I'm speaking. But there's some, there's a difference between how much is speaking and then actually writing and trying to catch the attention of the audience or writer. So, I don't know. I don't think I gave it too much

> thought as a…Spanish speaker, but it was, it was certainly a challenge…especially the first essay. And the first one was tough. And then once, I'm a quick learner, so after I got the first one, I was like, okay, this is the structure, this is the path. And then I took it. Now, I found myself, whenever I was writing this essay, sometimes coming back to these Spanish words whenever I'm trying to express something precise and, and I have to always, kind of go - fortunately, Google is very good with translating - so just try to find the exact word translation to in English. (304-318)

Daniel went on to explain why he placed importance on structure and tone:

> Spanish is more concrete and literal…In English, you can say the same thing, or you can use the same words and have completely different meaning. Depends on the tone and the structure of what you're putting it. So even if I wanted to use Spanish, it wouldn't translate perfectly with the phrases that English uses. (336-344)

PET 3: Daniel experienced a practical and philosophical conflict regarding using Spanish as a resource for writing in Composition I

Daniel had confidence in his linguistic repertoire. He valued his large vocabulary for its practical value in precise communication and believed others could also benefit from expanding their vocabularies. He said:

> I don't mean to flatter myself, but I have a very advanced way of speaking Spanish. So I know every word, and I'm very picky….For example, my girlfriend, she also speaks Spanish and English, but…her Spanish is not as, she doesn't use like what I would call them, complex words….And I have to say, "Okay, this word is for *this*, this word is for *this*." Now, those have a direct translation in English, but most people sometimes don't

use it. And whenever you see my paper, I use words more…precise and more complex than people who don't have a background in language would translate into. (529-544)

He gave a suggestion for Composition I instructors that paralleled how he discusses word choice with his girlfriend. He said that instructors should know that bilingual students "…know what they want to write but they just don't have a direct translation to what they're trying to say." He continued:

> There's some words that do not exist in other languages. So, yeah, maybe just ask…what are you trying to…showcase? What is the idea you're trying to showcase? And then maybe I'll help you out with some words. (874-880)

Despite these two anecdotes that indicate Daniel valued conversation about language as a way to clarify communication, he had a philosophical opposition to using Spanish to write in English. In high school, he spurned classes for "ESL" students, and when asked if he would have wanted to use Spanish in Composition I he replied, "I wouldn't see the purpose. No" (685). I asked him to clarify whether he felt using Spanish would have been detrimental or just neutral, wanting to ascertain if his answer applied just to himself or had a more general application. His answer revealed that he did not think using Spanish would be helpful for any bilingual writer:

> Probably detrimental, because if you're in writing in English, you, it's not just, not just learning. I mean, you're learning to write because…if you want to be a writer or you are at work, you need to use that for someone else to read that and see if that person, for example, doesn't speak Spanish and you're just thinking in Spanish, you're not getting your message across or captivating the attention of the reader. (690-698)

His reticence to use Spanish extended to working with Spanish-speaking classmates. I asked his feelings about a scenario in which he could have worked with other Spanish speakers

to do a peer review. Daniel said, “I would suggest against it. It defeats the purpose. But I mean, if the professor says it’s a learning experience? Sure. But personally, I don’t, I don’t think it really helps” (730-733).

He was slightly more willing to consider using Spanish independently, for example, reading Spanish articles or Spanish translations of articles. His objection to this seemed to be solely based on the perceived workload. He described that process:

> [It’s] an extra task to rephrase those ideas that you learn. Because whenever you read and then those words get imprinted in your brain and then if you’re trying to like, paraphrase it and just, you know, it's an entire whole new work that you gotta do. So it would have been, I mean, for a Spanish speaker, it could be helpful, but it would have just been a more immense task…it’s a more mental process….it could turn…a homework that was supposed to be an hour, could turn to an hour and 30-35. (740-748)

Daniel was more open to the idea of a bilingual instructor than he was to working in Spanish or working with Spanish-speaking classmates; however, he was reticent to give the idea wholesale approval:

> I don’t see anything, anything wrong with it…. I think there’s a benefit for some people who might be struggling more…they’re not as fluent in English. I think that would be beneficial, so to give some understanding of their mindset in terms of like, “Let me explain it this way: This translates to --” This could be beneficial, not for everyone, but for other Spanish speakers that are in the class that might be struggling. (777-789)

I asked him to clarify whether he thought there would have been any benefit to him and he said,

> Yeah, it would have been…even to me. Sometimes. Like I said, sometimes I struggle saying some words and I could be like, instead of say, looking on Google, I could say, "Professor, what is this word in English?" So yeah, it could be beneficial. (791-795)

His advice to other bilingual students taking Composition I reflected his values of self-sufficiency and his approach to language in his personal life, using conversation to assist in word choice. To other bilingual students, he would suggest:

> Google Translate. Google Translate. Don't be afraid to, let's say you have an idea, and you have a whole sentence, but you don't know how to structure it. Just ask for help. Either being online or just to your professor, your peers. Ask for help as much as you can and then you'll, you'll do better, and you'll get to a point that you don't need to ask, and you will be the one providing it. (914-921).

Participant 5: Elvita

Background

Elvita was a 38-year-old mother of three who had recently returned to school to get a college degree. During the classroom recruitment visit, Elvita was already engaging with me, nodding, smiling, and maintaining eye contact, indicating she was eager to participate in the study. Currently, she works as a library assistant at an area high school, and when she decided to start college, she had initially thought of studying for an education degree to be a Spanish language teacher. However, her children are nearly grown, and her twin sister, a nurse, had recently become a travel nurse. Elvita said she will likely end up majoring in nursing for the potentially high income and the opportunity to travel and work with her sister.

Elvita was born in California and attended a Spanish-speaking elementary school. She said her mother did not want her to learn English because she "didn't feel the need for it. Our whole family, our whole neighborhood, everybody spoke Spanish." (24-26)

Suddenly, though, things changed. Elvita recalled:

> So, the law changed when I was like third or fourth grade. And the new language in the United States is English. So, I remember it was really hard. I would cry in class because I knew that the teacher spoke both languages, but he couldn't speak to me in Spanish. So, I was forced to learn the English language when I was in like third of fourth grade. (26-31)

Later, she added:

> I cannot remember everything [about that time] …. but I do remember that I was really frustrated. And I would talk to the teacher in Spanish because that's the only language I did. And the teacher will reply in English. And I will say, "Why are you talking to me in English?" And he will say, "Because the law says I have to talk to you in English." So, I remember I would just cry, and I would come home and tell my mom, I don't want to go to school because the teacher, I don't understand the teacher. I don't understand what he's saying." And my mom would just be like, "You have to go to school." (96-107)

Elvita did continue to go to school, and she did well. After the shock of suddenly having to speak English at school, she recalled,

> I always communicated in English with everyone, all the teachers and everything perfectly fine. So I don't really know how long it took me to learn English, but I would say maybe like a year or two….I always remember being able to communicate in both languages….I feel like I always like school….even though that [the language] changed, I was still always a straight-A student. (103-113)

At age 16, Elvita became pregnant. She dropped out of school and got married; however, she did not give up on her education. The same year she dropped out of high school, got married, and had her first child, she also took the General Equivalency Diploma exam through the community college and passed on her first attempt.

PET 1: Bilingualism has advantages in every aspect of Elvita's life

In retrospect, even though her introduction to English was confusing and upsetting at first, Elvita said she was,

> Very thankful that the law changed, and they made my mom put me in English school because I feel like we [Spanish-English bilinguals] could be very useful to the community and society. I feel like we live in a place where there is still a lot of people that do not speak English and come from other countries, and they really do need a lot of bilingual people pretty much in the workforce and anywhere else….So I do feel like it's a blessing for you to be bilingual, and I do feel, like, it opens up the workforce for you because there's a lot of places that will only hire you if you're bilingual. (130-141)

Aside from workforce potential, Elvita's family has benefitted from her bilingualism. She said she had translated for her parents "since I was a very little girl" in ways that materially impacted her family's wellbeing. She recalled:

> I remember my dad used to make us fill out his job applications, and he used to make us go to the doctor's appointments so we can translate…We were raised, like, you need to help and translate for people…so I just feel that's just part of me and who I am and what more people should do…I don't feel like it's an obligation. I feel that it's a blessing that you can help other people do that. So, I feel like I'm happy that I can help and that I'm able to be involved with other people. (147-153)

Elvita noted benefits of being bilingual in every aspect of her life. In her family, her oldest children are bilingual, but her husband, mother-in-law, and mother only speak Spanish. Her youngest son prefers to speak English only. Whereas her two oldest sons learned English from their grandmothers and attended a bilingual high school, Elvita stayed home with her youngest son in the years before he was old enough to go to school. Her oldest sons were learning English at school, so Elvita spoke English to them when they were home. The unintended effect of this was that her youngest son has always spoken English at home and at school. She shared:

> And now if you talk to him in Spanish, he'll reply in English. And I say, "David, you need to start speaking Spanish." And he's, like, "No, I don't want to." And I'm like, "You need to be bilingual. Your brothers are bilingual, I'm bilingual." And he just, kind of, like, he just shakes his head. (73-74)

When the family is all together, Elvita said, the bilingual family members communicate easily, using both languages together, but they need to stop and translate for monolingual family members from time to time. She noted:

> We can just go back and forth and say some words in Spanish and some words in English, but my mom will be like, "What are you guys saying? I only understood what you said in Spanish." And I have to say, "OK. Hold on. I gotta translate for mom." And then I have to think and say, "OK, this is what's going on and everything else." So I feel like it feels more comfortable when you know that person can do the same thing as you can and you can just have a whole conversation and think….and I do feel like it makes people more comfortable, knowing that they can understand whether you speak English or Spanish to them, or you go back and forth. (582-605)

At her job at the high school, Elvita said she mainly uses English, but "a lot of the kids…they only speak Spanish. So, I do some translating sometimes, too. So, I guess I would say I use English and Spanish every day, all day long" (53-56).

At school, Elvita has casual conversations with other bilingual students, using whatever language suits the situation or topic. She described a fellow student approaching her with a question about a college program. Assuming Elvita spoke Spanish, "she asked me in Spanish and started saying everything in Spanish….so we just started talking back and forth in Spanish" (599). She discovered a young classmate was a recent graduate of the high school Elvita attended. They started the conversation in English but switched to Spanish when they realized they were both bilingual and after that, "I would always talk to him in Spanish" (600).

PET 2: Elvita's academic anxiety was not language-related

Elvita admitted to being nervous about taking Composition I, but she was clear that her nerves were solely due to having been away from school for many years. She said:

> So, when I was getting ready to go back to college, I hadn't been in school for 20 years, and I was very scared and very worried…because I'd never been…and the teacher said, "Well, there's going to be an essay due in a couple weeks." And I was, like, "What? You're not going to teach me how to do it?" And they were, like, "Well, you kind of have to learn that in high school." So, I was very scared…and my first semester was very hard, but I feel like I catched on very easily and very fast. (169-176)

Elvita confirmed again that the educational time gap and post-secondary acculturation were her main concerns in taking Composition I, not bilingualism:

> I probably didn't put a lot of thought into it. I was just ready to start a new stage in my life and go back to college. So, I mean, I knew it was going to be hard, but not because I

was bilingual or anything like that. I knew it was going to be hard because I hadn't been in a class setting for 20 years, and I hadn't learned anything that had to do with college. (217-221)

Elvita reflected on the differences between writing in English and Spanish but again denied that the differences posed any special difficulty for her. She remembered:

> In high school…I liked math, and I didn't really like English very much because there's so much rules to English. So, I was worried about going into English Comp I because I was like, there's just so many rules to it. Maybe it's going to be hard for me to put these essays and all these things ... because in Spanish…there's not a lot of rules to Spanish…but I don't know if that has anything to do with me being bilingual because I can manage both languages perfectly fine. (262-270)

She said the most difficult aspect of the course for her was the new vocabulary, but she was clear: "I don't think that's really because I'm bilingual…. I would say it's because I've been away from college a long time…and also just new" (681-684).

Her emphasis on personal responsibility and pragmatism extended to her advice for Composition I instructors working with bilingual students. She said:

> I would like instructors to know that a lot of the times when they explain things one time, it's not always enough. Because I do know there's a lot of people that are bilingual…and they might not understand it the first time….Some of those people need a little bit of a refresher or they need a little bit more time to understand what they're trying to explain. (709-722)

Although, she added, "I always think that no question is too stupid for you to ask, and you're like, "Okay, that should be common sense," but I'm still gonna ask" (797-799).

PET 3: Elvita addressed her academic anxiety with a pragmatic approach based on personal responsibility and community

She earned an A in Composition I and said:

> What helped me the most is make sure that I turn in every assignment and that even if it required me taking…extra time or skipping on things with the family or things with other places, I had to get those assignments submitted no matter what it cost me. (286-290)

She also engaged in a recursive writing process where she reflected on her writing and was willing to revise it to meet her goals. She described her process this way:

> When I first started writing my essays, I would just start writing what was coming to my mind, and I would go on and I would get off the topic sentence…And I was like, "Why am I typing like I'm talking? Like, if I'm having a conversation with somebody? I can't do that. I need to, like, just focus on this topic and not get out of the topic and just keep talking" …. It was really hard. There was a lot of things I had to delete because I just added so much to it. (338-347)

Elvita believed her work ethic was foundational to her efforts. She explained:

> I always tell my kids, and I feel like if you really set your mind to something, you can do whatever you want. So, I feel like a lot of times it's laziness on people or not wanting to try, but I feel like anybody can do whatever they want. (362-365)

Her pragmatism extended to recognizing shared experiences among classmates and leveraging the existing support of her coworkers. She said she was never self-conscious about her classmates reading her writing because,

> I didn't realize that a lot of older people go to college, and I felt like a lot of them were at the same level I was. They were just starting and they hadn't been in a college in a while, and we were just learning together. (352-354)

Elvita also included her coworkers as part of her learning community. If she had concerns about grammar or understanding, she said that was not because she was bilingual. It was:

> Because I hadn't been in college so long…so I knew college would use more proper words and maybe words that didn't, I didn't know what it meant. But I feel like at work, I have a really good support system. And I would always go back and say, what does this mean? Why does he mean I have to do that and this? (324-328)

PET 4: Elvita leveraged both of her languages conversationally, but elevated English as her dominant language in Composition I

Elvita did not expect to use Spanish in Composition I, stating that she "knew that English Comp was not going to be, like, something I can use Spanish in" (233-234). On the other hand, she identified a particular area in which her Spanish language knowledge assisted her with the coursework.

First, she stated that she was not sure if being bilingual helped her during Composition I, but then she said,

> A lot of the times when I'm in school, even in English Comp I, sometimes it's easier for you to think in Spanish or switch back and forth. Like being able, when the teacher is explaining something, you can say, let me see if I can get an example. I mean, you can say, "Oh, this is what he means," and, like, picture something in Spanish instead of English. So, I would say that was probably a plus, where you can switch your mind back and forth. And if you don't get exactly what he means, or it's a new word in English, you

can compare that word to the Spanish one and say, “Oh, I haven’t heard it in English, but I heard it in Spanish (307-316).

Elvita was able to clarify this language-leveraging, meaning-making process a bit more by giving a scenario she said she experienced often at work. She said,

> When I’m talking to my bosses and stuff, and I say something like, “Have you ever heard the saying ‘this and that’ in Spanish?” And then I’m like, “It translates to ‘this and that.’” So that’s exactly what just happened. So, they’re like, “I’ve never heard that saying in English, but OK.” I was, like, “Well, we have a saying in Spanish, and that’s what’s happening right now.” So, it kind of helps you put, like understand, comprehend…that’s what’s happening and what that person’s saying. (324-330)

Past this, though, Elvita did not recall using Spanish to help her in Composition I. On the contrary, she thought that doing so would have hindered her. She clarified,

> I never wrote my notes in Spanish. I always wrote them in English. I just felt that it would be easier to be able to meet my goals in that class. I was already worried that I maybe I was going to fall behind or my essays were not going to look good or something like that, because it was so new that I was like, “OK, let’s just write all the notes and highlight everything in English so that when I do have to put it in the paper, it’s going to be all in English. So, I don’t know. I just think it was a little bit easier. (418-427)

I asked if she could explain more about why taking notes or writing some of her work in Spanish would have made it more difficult. Elvita replied:

> On notes, you usually take in the easiest wording as possible. That is going to be easier for you to understand, even though it’s not going to be the word that you’re going to use on the essay. So I feel that if I would have taken my notes in Spanish, when I would have

to go back, I would have to found words in English that match the Spanish ones that were more professional words….My notes would have been so easily written, and the essay might have not sound like it was for a college student to read or a college teacher – or maybe somebody younger. So, you will have to translate that word into a simple one and then will have to find a word that will match that simple wording to be more formal. (434-453)

Keeping that translation process in mind, I asked Elvita if she could think of any ways or times when using Spanish in Composition I would have been helpful. She said,

I do think that if I…could have written my essays in Spanish in Comp I…I think they would have been longer essays. I think that it would have been easier for me to express and say more things that I need to say. Even though that I've never written a lot of things in Spanish, I still feel like, I just feel like Spanish is an easier language overall because there's just not so many rules to it" (458-463).

In a general sense, Elvita had a favorable response to the idea of instructors encouraging students to use Spanish, but she was wary about losing the emphasis on English. She stated,

I mean, I think it would be great if people could just use their own language. However, I do feel like you're not really getting prepared for the workforce if you spoke other languages that are not used so much. Like if they tell you, "Go ahead and do all your work in Spanish," and then you go to…a place where only English is required, then it might not be as easy for you to do that….I would say that there should be times where English is required, but I think it would be okay for people that it's easier for to use Spanish….I don't think it would be okay for people to just say, "Oh, I'm just going to do everything in my language." But I think that it would make it easier for people to say,

"Go ahead and work in whatever language you want for this time, or for this next time" (490-496).

This exchange caused Elvita to recall an earlier part of our conversation when she said that her youngest son had stopped wanting to speak Spanish. She said, "I think it would be easier for kids to be bilingual, like my 10-year-old, if he went to a school like that, where he could learn both English and Spanish" (500-501).

Elvita added that she would have appreciated having a bilingual instructor who could use language like she does. She said,

> He could have seen how I could have gone back and forth between expressions, because I do that a lot, too, when I'm talking to bilingual people where we switch off Spanglish back and forth. Like, if we feel like one word is stronger or more appropriate for that moment in the Spanish language, then we just switch off the word, you know? (536-540)

She also said having someone, whether it be the instructor or a classmate, with whom she can speak naturally is beneficial:

> It's because if you're thinking something in Spanish or in English, you should be able to say however you're thinking it. So, I feel like it always makes people more comfortable to be able to talk to somebody that can do back and forth, whether it's your teacher, or your teammate, or your coworker. It's always easier for you to tell your stories or whatever you're thinking if you can do it in both languages because you can explain, "Oh, and he told me this and that," and you don't have to switch it to that language. (566-573)

Asked in what ways Elvita found it beneficial to be bilingual as a student in Composition I, she again identified the ability to think in two languages. She described this as "being able to think back and forth in Spanish and English" (695). She elaborated,

> And if you can't understand…what they said in English, you can understand in Spanish what they said. Like, you are able to translate it in your head or say, "Okay, this is what he means." Even if you don't, you're not thinking in English *or* thinking in Spanish. (695-699)

Even though Elvita found it most helpful to write in English only and use Spanish verbally or for mental translating, she envisioned a time when schools would be bilingual. She said,

> I don't feel like the schools in the United States should be just strictly English….the schools should open up to learning and teaching Spanish….because a lot of students these days and kids, they can speak it, but they cannot write it or read it. I think it's important that we have people that are fully bilingual. (822-831)

Earlier, regarding bilingualism, she declared, "We need people like that in the future" (514).

Participant 6: Inés

Background

Inés' family speaks Spanish all the time at home. Her parents do not speak English, and Inés and her siblings learned English at school. Inés said she started learning English at the same time that she began to learn to talk since she had siblings old enough to be in middle school when she was still pre-school aged. So, she said, "I had a little bit of English in me" (37) when it was time for Pre-K, which is when she formally learned to speak English.

Inés described her English language learning as “early” and “easy” (75). She said she had a “good” K-12 experience, attending Norman Public Schools. Today, her bilingualism is situational. She speaks Spanish at home and translates for her mother, friends, or people she encounters in commercial spaces. She and her siblings use Spanish when they are together, even though they are all bilingual. Inés also stated that while she reads and writes in English more often, she reads and writes in Spanish as well (188-193).

She values being bilingual and has a strong emotional connection to Spanish. She said, “I love being bilingual. I love that I have two different perspectives in me and then, like, two abilities to navigate through, through the world in my day” (91-93). She continued:

> When I was younger…I didn’t see a value in speaking Spanish, but, but as I got older, yeah, I…I know that I want to pass it down to my future children and carry on the language and not, not forget it…When I was younger, I was like, Okay, I had to speak Spanish at home. But now I see the reason of why. My mom, like, I guess, instilled that in me, to not forget about my heritage, not forget about my culture, to be able to speak with, like, my family members in Mexico. (106-111)

Inés’ connection with Spanish is so strong that she described “seeing” in Spanish. She said she connects her childhood with speaking in Spanish, and then added,

> Speaking *and* seeing. Also seeing. It kind of sounds funny “seeing” in Spanish but seeing the Spanish culture. Yeah, we’re close knit…like, once your grandparents are older age, you don’t forget about them. You, it’s a custom to, like, keep them in your home, care for them. So, I guess that tradition, that translates in me, I guess, as well. (235-240).

PET 1: Inés experienced bilingualism as a distinct and empowering asset in Composition I

Inés said she "actually kind of liked English classes in high school…and I didn't struggle…but I wasn't really, like, an English writer or anything" (123-125). When she was preparing to begin Composition I, she said she knew that being bilingual "gave me more understanding" (142) and she leveraged that knowledge when she chose a writing topic that was linked to her broader cultural perspective. She elaborated,

> My subject…was transportation. And so, I had insight of like transportation, not necessarily just in English format, but also in Spanish, I guess you could say format. Just because growing up with two different cultures, it just, you just get more perspective and you get more like imagination, and when you're writing, there's like more wiggle room to write in" (144-148).

I asked if she would talk a little more about what she meant by "wiggle room" and she said,

> I just know that…personal transportation wasn't always an accessible thing my parents had. So, they did rely on, like, public transportation, not in this state, but, like, in California, where I guess that they would have a language barrier. But it was a benefit for them once they were able to, like, learn…how to use it…It made me feel more caring about the subject, like to see how other people are benefiting and what were their struggles when they didn't have public transportation. (164-169)

In addition to using Spanish to generate writing ideas while staying emotionally connected to her topic, Inés also leveraged her bilingualism during the writing process. She intentionally capitalized on the translation process to help generate more in-depth ideas to use in her essay. She said she thought about being bilingual while she was writing, and explained:

> Yes, I did…. Sometimes when you translate in Spanish, you translate one sentence in English [and it] becomes a whole paragraph in Spanish, so that just helps you like, break it down even further than a simple topic. So yeah, I did think about it….It was a good thing….It helped me not just get stuck on writing one paragraph, but it, I was able to like, I guess, in my head, plan it out and develop…If I were just to think about it in English, I think I wouldn't have included more, like, sentimental areas, caring areas….I would just be like, what's the basic history? I guess I'd be stuck on that. (203-225)

I asked two direct questions about feelings associated with being bilingual in the class. When the questions took a negative perspective, her answers were blunt. When the questions came from a positive perspective, she revealed more. First, I asked, "When you took Comp I, do you recall any time that you felt especially happy that you were bilingual?" Inés answered, "I guess at the very beginning, just because it made my topic easier for me to speak about and, and I could move on with…the class…. So that part was great" (443-445). My follow-up question was, "During Comp I, do you recall any time that you felt unhappy that you were bilingual?" She answered with one word: "No" (450).

The next question moved back to a positive perspective. I asked about the advantage of being able to think in both languages. She said,

> I keep using the word perspective, but it, just, you just have two different perspectives. You have, or when you switch like that, you have two different communities, two different words, I guess you would say, then merged into one (467-470).

PET 2: Inés was aware of potential bias and negative stereotypes

Inés did not speak Spanish or use Spanish in her Composition I classroom, simply because she was not aware of other Spanish speakers, but she said, "If my professor were to ask

me if I could translate in Spanish or say something in Spanish, I would" (365-366). However, the idea of being directed to use both English and Spanish or asked to work with other Spanish-speaking classmates aroused some wariness. She said,

> I wouldn't feel bad if the professor was doing it [asking for Spanish to be used] …with no bias. I guess if she was just like, "Oh, you're free to speak Spanish in here if you want to," I wouldn't feel bad about that. (384-386)

I asked how she would know if the instructor's request was influenced by bias. She said,

> I would feel like she was putting me in a box. Because I do know how to speak English and, but if she was doing it, like, to help someone else? Yeah, I would help them. But if it was with, like, an intent, bad intention…she probably didn't think…I could do it without a partner that spoke Spanish, I would feel bad. (390-399)

When I asked Inés if she had experienced a time at school where she felt she was "put in a box" because she was bilingual, she repeated, "Yeah. Yeah. Yeah" (488). I asked if she was willing to tell me about it, and she recalled,

> I would say it was my first experience with that. It was in high school where she had selected a student to go to a career fair and, and I had mentioned, it was, I had mentioned to her a lot, like, I was interested in kind of like, like science and in, like health care. And I don't know, I guess she didn't consider me. (503-507)

Inés concluded that the teacher felt she wasn't capable of a science-oriented or healthcare career. Instead, she worked with a school guidance counselor to be able to attend the career fair. She is now studying sonography at the community college.

PET 3: Inés valued language inclusivity as long as it did not perpetuate stereotypes

When asked what she wished Composition I instructors knew about what it's like for bilingual students to take the course, her answer reflected empathy for students less fluent or confident than herself, but she remained focused on not perpetuating stereotypes. She said,

> I mean, that, to know that we can do the work. I think if a student has, like, the determination to work and to complete the assignments, then to encourage them along, because for me, I'm capable of doing it. I can do it. I know that's not the case for everyone, but I know there's also, like, accommodations that if a student does have accommodations, to not necessarily disclude them because of that. And, yeah, to consider every student as not the same, but every student has a different story. (477-484)

As Inés continued to consider support for bilingual students, she continued to resist stereotypes. I asked if anything in the course could be changed to better support bilingual students. She suggested,

> If, I guess, like, the pressure that if you don't fully know English that you can't, like, take the class? Because I don't, I don't think that. I think that if someone, someone knows English and they're able to work with a professor, they can do great in the class. So just having an open mind about the student, I think that's good to add…. I guess just including them. Because sometimes when there is a language barrier, even though they do know some English, they won't talk at all. I feel like they wouldn't talk at all…it happens, I guess, from overthinking it. If I'm going to say the words right. Knowing that they do know the words, but if it's going to come out properly. (524-541)

PET 4: Inés experienced translanguaging as a complementary and natural language use process

After briefly discussing translanguaging, Inés said,

> I probably do it, but I think it's, like, subconsciously…. I think, even though my parents are Spanish-speaking… I think in English. I think primarily in English, but, but when I, like, if I have, like a topic or situation, it will switch. (609-611)

Although she leveraged her Spanish to help her plan and connect to her essay topic, Inés said school is "100%" in English, but she was confident in her ability to work with just one of her languages. She earned an A in Composition I and said, "I actually really did enjoy it … I went twice a week during the summer. So, it was … a pretty easygoing class. I, I didn't really struggle in there and I, and I enjoyed it, actually" (249-251).

Outside of school, she uses both languages as needed, responding to context:

> Me, personally, I speak both languages every day and sometimes at the same time. When I'm texting, I'll, I'll text English and Spanish at the same time with my sister. And then when it's … someone that speaks Spanish and that's their primary language or only language, it'd be Spanish only. (622-626)

For Inés, the value of knowing Spanish extends beyond its utility as a language. It is a connection to her family. When asked if she could reflect on the ways in which speaking two languages supported her goals in Composition I, her answer almost immediately turned into a reflection on her connection to her family:

> I think it really inspired. Well, yeah, it does take, it's part of like to have personal dedication and to complete my degree just because I'm first generation…so my, my parents'…experiences have influenced my, like decision to go to school. (269-275)

Conclusion

The six participants in this study experienced Composition I individually as a unique phenomenon, but they were part of a bounded group defined by shared context, defined

membership, and temporal boundaries. The shared context was their school (the community college), their membership was defined by their enrollment in, and passing of, Composition I as Spanish-English bilingual students, and the temporal boundary was that they had taken the class within the same one-to-two-year timeframe. None of the students was familiar with the term translanguaging, but by reflecting on their experiences as bilingual students learning academic writing in the monolingual environment of this course, they were able to identify and describe the variety of ways in which they employed their linguistic repertoires as a resource to navigate academic writing in a monolingual environment.

While this chapter was careful to highlight each participant's singular experience with minimal interpretation, the following chapter will review the analysis from a group perspective and offer interpretations of their experiences. Whereas the analysis in this chapter aimed to identify Personal Experiential Themes Statements (PETS), the chapter that follows will interpret the PETS as findings using Group Experiential Themes (GETs) (Smith et al., 2022).

CHAPTER FIVE

Discussion of Findings

Introduction

Using an asset-based approach, this study aimed to explore how Spanish-English bilingual students used translanguaging in the monolingual environment of Composition I at a large urban community college in the central United States and how they felt their language use strategies impacted their experience in the course. To that end, a qualitative study rooted in Critical Inquiry was designed, using Interpretative Phenomenological Analysis (IPA).

A qualitative approach was used because qualitative research focuses on the meaning that a bounded group of participants assigns to a particular phenomenon; in this case, the experience of being a bilingual student taking Composition I. IPA was chosen because it reflects a constructivist epistemology suitable for a project like this one, which utilizes participants' expressions of their lived experiences as the primary data source. Ideally, one outcome of this study will be an increased understanding of the variety of ways in which multilingual students utilize their broader linguistic resources in response to the monolingual language hegemony of Composition I. This insight can, in turn, inform educators' understanding of how dominant language ideologies and pedagogies in this gateway course impact multilingual students' course experiences. Therefore, the theoretical perspective guiding this study is Critical Inquiry (Crotty, 1998; Merriam & Tisdell, 2015).

The research questions are open-ended, aiming to facilitate the participants' authentic reflection on and exploration of their experiences with the phenomenon being studied. The answers to IPA-oriented questions should uncover the meaning participants ascribe to the

phenomenon, rather than seek to establish objective causes of the phenomenon. However, the participants may perceive consequences, positive and/or negative, that they attribute to the phenomenon, which should be considered as a part of the meaning-making process (J. Smith et al., 2022). The two research questions used in this study reflect the IPA perspective:

RQ1: In what ways do multilingual students at a large, urban community college employ translanguaging strategies to negotiate and navigate the language expectations and curriculum of the first-year writing course, English 1113?

RQ2: How do they feel their language use strategies impact their overall course experience?

Criterion and convenience sampling were used to select study participants from Composition II classes at the community college. Participation was voluntary and limited to the first six volunteers who met participation qualifications and scheduled an interview. A small sample size is typical for an IPA study, allowing for significant time to engage in exhaustive analysis, resulting in a detailed account of each participant's perceptions as well as a comprehensive analysis of the group experience.

Data was collected through semi-structured interview questions that opened space for participants to reflect on and make meaning of the phenomenon they experienced, and to result in the type of data necessary for the inductive analysis process delineated by IPA methodology. During data gathering, transcription, and analysis, careful attention was given to preserving participants' original language to accurately reflect their meaningful experiences. Multiple rounds of painstaking, close reading resulted in the identification of several Personal Experiential Themes (PETs) (J. Smith et al., 2022) for each participant. The PETs facilitate further analysis as they are used to create Group Experiential Themes (GETs) (J. Smith et al., 2022) to support a

cross-group comparison that identifies commonalities and variations within the group (Smith & Nizza, 2022).

Thematic Findings

Chapter 4 presented the study participants' individual experiences during Composition I, organized by Personal Experiential Theme Statement (PETS). Across these PETS, five superordinate themes, called Group Experiential Themes (GET), (J. Smith et al., 2022) emerged. GETs support the analysis of convergence among the participants' experiences while maintaining the connection to the participants' individual experiences. Simply put, GETs represent the interpretative synthesis of the interpretative analysis that produced the PETS (J. Smith et al., 2022). Smith et al. (2022) recommend developing a GETs table to demonstrate that the GETs stem from the group's individual experiences (PETS). Figure 5.1 is an excerpt of the GETs table produced for this project, showing GET 1. See Appendix A for the complete PETS tables and Appendix B for the complete GETs table. The PETS that support the GET are listed in bold. Following those, relevant quotes or paraphrases from the interview (with line numbers) are included, illustrating how each PETS supports the GET. The quotes and paraphrases are not exhaustive but rather serve as representative samples from the larger data set.

Figure 5.1
Group Experiential Themes Example

GET 1: Metalinguistic and Contextual Language Use Awareness
1.1 Marisol's bilingualism is a social and cultural asset that carries both positive emotional and practical value and trauma. Volunteering, translating, "something I'm really fond of" 116; "panic" "things could go wrong" in elementary school 95-98 **1.2 Perceived language use expectations spurred Marisol's growth mindset.** "I've really kept that in mind" 295

2.3 Alita experienced benefits of bilingualism out of school, but discounted its utility for her in Composition I I just switch 498; easier for everyone 103;

3.1 Balea leveraged her bilingualism by drawing on her broad awareness of language use expectations and subtle cultural differences – recognizes several "types" of English p. 23; thinks of grammar, syntax, and context (508-531); cultural connotations (157) cultural subtleties 735;

3.2 Balea's K-12 bilingual education helped prepare her for Composition I, and her self-sufficiency helped her overcome challenges she encountered. In Spanish, "it comes more naturally"

3.3 Balea's prior writing experience in both Spanish and English provided insights into whether or not using Spanish in Composition I would be beneficial. She thinks bilingual students may be more insecure if they have an accent (911); "target on us" 810; less rigid ways to teach English that help everyone 955

4.1 Daniel exercised agency over his language learning and use; different word parts blended 209-211;

4.3 Daniel experienced a practical and philosophical conflict regarding using Spanish as a resource for writing in Composition I; It could be beneficial, even to him, to have a Sp. speaking teacher 795

P5 Background – Language laws changed 26-31; 96-107;

5.1 Bilingualism has advantages in every aspect of Elvita's life; work 130-141; wants her son to be bilingual (73-34)

5.4 Elvita leveraged both of her languages conversationally, but elevated English as her dominant language in Composition I She knows that she can think in both languages 695;

6 Background - "see" in Spanish 235

6.1. Inés experienced bilingualism as a distinct and empowering asset in Composition I; bilingualism = more wiggle room when writing 148

6.2 Inés was aware of potential bias and negative stereotypes "put in a box" 390; not considered for career fair 507; "not just get stuck, break it down" 204; keep an open mind/different story each student 483-484; no pressure if the student is still learning English – take the class anyhow 524; students know that they know the words even if they worry about it 541.

The interpretative activity of analyzing GETs demonstrates the "double hermeneutic" of IPA research (J. Smith et al., 2022, p. 30). During the initial rounds of analysis, as shown in Chapter 4, the researcher focuses on listening to the participants, trying to understand their interpretation of the phenomenon. In the final analysis, the identification and discussion of GETs, the researcher interprets the participants' experiences within the context of the research study, asking what the participants' experiences mean relative to the research question(s).

Because this is an asset-based study, extra care was taken in identifying GETs, as there was a tendency among the study participants to default to a deficit perspective when answering the interview questions. Anticipating this possibility, the interview questions were often posed twice with slight modifications: once with a deficit view (ex: What was the most difficult aspect of the course as a bilingual student writer?) and once with an asset view (ex: In what ways did being bilingual help you achieve your goals in the class?). Even with this approach, participants' answers tended to skew toward deficit perspectives.

This tendency toward a deficit perspective was addressed during analysis and interpretation through bracketing: a process of continuous reflexivity in which I consciously, deliberatively, and continuously acknowledged and then set aside my biases and prior knowledge, while also noticing when participants may have unintentionally hidden the assets of their experiences behind a deficit perspective. The practice of bracketing in IPA research has its roots in Husserl's approach to phenomenology and refers to mathematical formulas in which data in brackets was considered separately from the rest of the equation (J. Smith et al., 2022). Identifying the participants' linguistic assets required deliberate bracketing of both their biases and prior knowledge and my own, during each stage of analysis. Indeed, on more than one

occasion, efforts to remain closely aligned with each participant's own words caused me to unintentionally frame responses from a deficit perspective, making revisions necessary.

Discussion of Group Experiential Themes

The participants' course experiences reflect their individual life experiences prior to taking Composition I, and their experiences in the course itself as bilingual students learning academic writing in the post-secondary context for the first time. Although the meaning each student ascribed to their experiences is unique, collectively, the students demonstrated five GETs that represent assets they used in various ways to support their work during Composition I:

1. Metalinguistic and Contextual Language Use Awareness
2. Language Agency
3. Self-Sufficiency
4. Positive Bilingual Identity
5. Translanguaging

As these themes are discussed in the following section, the idiomatic nature of IPA interpretation will be evident. Outliers or participants with more emphatic experiences within the themes will be discussed in greater detail to preserve their unique perspectives, while experiences that were more commonly expressed within the theme will be summarized more succinctly.

Asset 1: Metalinguistic and Contextual Language Use Awareness

The first asset shared throughout the group was metalinguistic awareness – a consciousness of language use and structure outside of simple communication. Because the participants all viewed Composition I as a monolingual English setting and their bilingualism was more likely to be expressed in non-educational settings, their contextual language use

awareness was closely tied to their broader perceptions of language, beyond just the classroom context. Therefore, these two skills collectively form a synergistic asset.

Daniel and Balea had different educational backgrounds from the other participants, both having received some or all of their primary education and English language instruction abroad. Probably because of this, they had more technical vocabulary to explain how they understood language. Balea used terminology like "syntaxes" and "transitional words" (519; 765). Daniel enjoyed giving detailed examples of how he and his bilingual friends would combine words and verb conjugations from both languages to develop "precise" meaning (209-221; 234-245).

The other participants, who came from Spanish-speaking home environments and learned English in U.S. public schools, did not use technical descriptions like Daniel and Balea, although everyone except Inés expressed awareness about language "rules" and the differences between conversational language and academic writing that they leveraged to write their essays for the class. Marisol noted that the vocabulary in Composition I was "different" and something she had to figure out (158). Alita said that Composition I required her to use "bigger paragraphs" and "smarter words" (237; 241). Elvita described understanding cohesiveness when she said she realized that essays required her to "focus on this topic" not "just keep talking" like she was "having a conversation" (357-358).

Inés was an outlier in this area, never mentioning language rules or differences between conversational and academic writing. Instead, in response to questions that invited conversation about writing strategies, Inés reflected on her hybrid cultural identity. She talked about "seeing in Spanish" (236) and that she loved having "two abilities to navigate through the world in my day." She described thinking in both languages like this: "You have two different communities, two different worlds…merged into one" (469). Inés' expression of her cultural connection

extended into planning her essay, where her essay topic was inspired by her parents' experience relying on public transportation when they did not speak English. As a result, it seemed that her strong identification with both cultures eclipsed any functional language differences.

Contextual language use awareness is easy to situate in a deficit perspective as a kind of code-switching tactic to avoid discrimination (Flores & Rosa, 2015; Mangelsdorf, 2010; Zorluel Ozer, 2024), but the interest of this study is to reveal how the participants leveraged their language skills as bilinguals to pass Composition I. From that viewpoint, participants were not explicitly asked about language discrimination although some participants described having experienced it and others made comments that could be interpreted as referring to such instances. Overall, though, all the participants demonstrated the ability to use their bilingualism as an advantage, adapting their language use in response to different language contexts.

Because Marisol voluntarily shared two negative language experiences, her experience will be discussed for its possible impact on her experience in Composition I. She recalled her English language learning experience in kindergarten as "confusing" and causing her to "panic" about being misunderstood (97). Outside of school, she described the "problem" of being judged for having an English accent in Spanish or a Spanish accent in English (335-337). Perhaps consequently, Marisol has strict contextual language use rules. She said that Composition I was "specifically for…English and not Spanish" (188-89). She said she assumed most students and professors would only speak English and said that she "often" thought about "would people mind if I spoke Spanish if they only understood English" adding, "I kind of worried about that in a way" (295-297). Notably, Marisol described English as her "main language" when she was talking about Composition I, but she described Spanish in the same way when she was

discussing family language use, indicating that she uses her languages exclusively, depending on the environment.

No other participants revisited negative language use experiences to this extent, but all of them explicitly identified Composition I as an English-only space in contrast to other areas of their lives. Balea declared that using Spanish in Composition I "never went through my mind…It's not Spanish Comp" (258; 565) and said that she felt students who have an accent "tend to be a little more insecure," which was likely related to her earlier comment that "we're just afraid of asking [for help because] we feel like we put a target on us" (811-812). Daniel said using Spanish in Composition "defeats the purpose" (731) when the goal is to learn to write in English. On the other hand, outside of Composition I, all of the participants freely and naturally employed their complete language resources. Marisol said, "I often do go back and forth between languages" (431). Alita said she "never" (210) thought about using Spanish in Composition I, but later said that when she's speaking, "I'll be switching back and forth English to Spanish, like Spanglish, basically" (501-502).

On the whole, the participants had developed metalinguistic and contextual language use awareness that they capitalized on to navigate and strategically adapt in different language environments to achieve their communication goals, whether in academic writing or casual conversation.

Asset 2: Language Agency

There is no denying that educational systems and policies in the U.S. reflect deeply entrenched monoglossic and standard language ideologies that strategically undervalue multilingual language practices (Baker-Bell, 2020; Condon & Young, 2016; Kanaan, 2018; Kim & García, 2014; Nero, 2010). Based on the participants' metalinguistic and contextual language

use awareness, it might be possible to say that the study participants demonstrated an awareness of those systems; however, within the idiomatic approach of IPA, it is more accurate to say they recalled personal experiences that seem to reflect interaction with those kinds of policies. Therefore, interpreting the meaning of those individual experiences in the context of this study does not entail reporting on the existence or impact of those systems, but rather exploring how the participants navigated and responded to these systems in the context of their academic writing in Composition I. Consistently, the study participants demonstrated an adeptness at balancing implicit assumptions about the monolingual norms of Composition I with their agency to apply their bilingual language abilities within that context. "Agency" is used here because while the participants labeled Composition I as an English-only space and the course required English-language text production, all the participants drew on Spanish as a cognitive resource in some way to support their eventual production of English-language academic essays. Language agency was articulated in three ways: Planning, Translating, and Suppressing.

Planning

Planning is generally used as a broad term to describe any writing activity occurring in writing preparation or pre-writing work. It represents the early parts of the writing process, including activities such as topic selection, brainstorming, researching, and outlining. The Composition I curriculum used at the study institution emphasizes planning activities as a legitimate, supportive, and required part of the academic writing process, so all the study participants would have engaged in several planning activities.

Four of the six participants chose to leverage Spanish as a planning resource. Alita knew that Spanish translations of her research were available and said, "If I was unable to find a specific article in English, I'd probably look for one in Spanish" (456-359). Although Balea

definitively stated that she did not find many benefits to being bilingual during Composition I (653), she described choosing a topic that impacted Hispanic communities and doing research in Spanish because "there was not a lot in English for that one" (650). Inés connected with her family's history and culture to choose a topic that impacted her community. She also described having "insight" on her topic "not necessarily just in English format, but also in…Spanish…You just get more perspective and you more, like, imagination, and when you're writing, there's, like, more wiggle room to write in" (144-148). Marisol didn't specifically say that she used Spanish for planning, but she did say that she was sometimes frustrated when trying to express herself in writing in English, which indicates that she was generating ideas in Spanish (464-467).

Daniel and Elvita exercised language agency in the opposite way, choosing to use English for their reading and notetaking during the planning stage of writing. Daniel stated that using Spanish would have added extra time and effort. He said that doing research and taking notes in Spanish "would have just been a more immense task" (748) because he would have needed to translate his work into English. Elvita explained that taking class notes for her essays in Spanish would have added more work for her as well:

> If I would have taken my notes in Spanish, when I would have to go back, I would have to found words in English that match the Spanish one that were more professional words and whatnot, because a lot of the words, it just sounds better if you say it in a better way. (446-450)

Translating

Translating is a natural and necessary activity for all bilingual individuals. For the study participants, learning post-secondary academic writing for the first time, the strategic selection of translation methods was an important exercise of language agency.

For Inés, translating became part of her drafting process: the initial work of transcribing ideas into written words. She noted that sometimes she could express an idea simply in English, but writing it in Spanish helped her to give more detail or nuance, and this process of translating ideas "helped me not just get stuck on writing one paragraph….I was able to…plan it out and develop" (203-218).

Four of the six of the participants mentioned Google Translate as a writing tool. Daniel and Balea used it to find synonyms or words with precise meanings. Alita recommended it to other bilingual student writers. Marisol relied on it to help her find words she had heard but had never seen in writing, and therefore did not know how to spell. She also used Google's search engine to explore more formal expressions for her ideas, to "see what would suit best for the essay I was writing" (274-275). Inés and Elvita did not use Google Translate. Inés never mentioned it and Evita simply said she had "no need" for it, stating, "I'm able to do that in my brain; back and forth real quickly" (651-652).

Several of the participants chose to enlist other students, co-workers, or family members to confirm that their intended meaning was accurately conveyed. This could be seen as a sort of translation verification. Balea identified some other bilingual students in her online class and she found them helpful during peer review because,

> They might be able to notice some stuff that I wouldn't be able to notice. Like, "Okay, you tried to say this, but you thought it in Spanish instead of in English," or something like that. Like, "You mistranslated this." (451-454)

Balea also recruited her husband and mother-in-law to check her writing. As native, U.S. English speakers, she asked for their feedback to ensure that her writing made sense "because in my mind it might make sense but to, like, a native speaker, it might sound, like, weird" (186-

187). Elvita leveraged her English-speaking coworkers to check her understanding of assignment instructions and intent, asking “What does this mean? Why does he mean I have to do that and this?” (341-342).

In contrast, Daniel chose to rely on his own translation skills, leaning on Google Translate when needed. He enjoyed the work of finding just the right word and took pleasure in how he expected his classmates to feel about his writing. He imagined they would say, “Oh, man. He’s very cultured. He can use these kind of words” (597-598). Unlike Balea, he chose to avoid working with other Spanish-speaking students stating that was for “the same reason why I didn’t in high school go to the ESL classrooms…. I need to learn English” (646-650).

Suppressing

Given that the Composition I course requires students to produce essays written in English, it is accurate to say that the course language policy required the study participants to suppress Spanish to complete their essays. However, in the context of this study, the central inquiry is not concerned with the policy itself but with how students experienced and responded to the English-only policy. Notably, all the participants expressed unqualified confidence in their ability to produce English-only text. Because all the study participants, besides Balea, spent parts of every day using Spanish exclusively, they were naturally adept at employing or setting aside their languages as needed to achieve their communication goals. In turn, all the participants had no doubts about producing their coursework in English.

Marisol said that she “honestly didn’t put much thought into” (179) taking Composition I, despite the fact that the course would require college-level writing skills in English. Perhaps this was because she had a pragmatic viewpoint on language use at school, stating, “I always use English at school” (232). Alita had a similar, matter-of-fact, viewpoint on writing in English:

"Writing in English? I've never had a problem writing in English" (159). Daniel gave the most detailed description of intentionally suppressing Spanish to do schoolwork in English with an anecdote about himself and his girlfriend:

> My girlfriend, she also, you know, is, she is also bilingual like me, and we usually speak in Spanish most of the time. But whenever I see that she was doing an essay or homework and she's writing…and then I say something to her, she will respond to me in English. It's just because your brain is wired to do that at that moment. So, if we're doing English, you're just wired for doing that, that task in that environment. Five minutes later, all Spanish. But, like, you gotta switch that off sometimes. (655-679)

Elvita and Inés did not mention actively suppressing Spanish to write in English, but they had the most asset-minded attitude about bilingualism and education, so they expressed the necessity of switching language modes as having practical benefits in their experience. Inés never used the word "difficult" in her interview and every time she used the word "different," it was from an asset perspective: "two different perspectives…two different communities…two different worlds…merged into one" (467-469). Elvita had extensive prior experience writing in an English-only environment. For 14 years, she worked at a call center for a national law firm specializing in traffic tickets for truck drivers. Her daily responsibilities included interviewing drivers and recording their information in English. About taking Composition I, she said, "I thought it was maybe going to be hard, but I don't know if that has anything to do with me being bilingual, because I can manage both languages perfectly fine" (279-281).

Interestingly, Balea, who uses English nearly exclusively in her daily life, expressed the most difficulty with writing in English during Composition I. She admitted, "I was pretty scared because it's, it's a whole different set of rules," (248-249) but added, "But writing has always

been difficult for me" (250). However, she reported earning an A for her course grade, suggesting that her fears may have been influenced by underlying anxiety about her expectation to earn a high grade.

Asset 3: Self-Sufficiency

Like all of the assets identified in this study, it is possible to link the participants' universal commitment to self-sufficiency to exclusionary educational language policies and a possible reaction to structural and systemic racism; however, the goal of interpreting the students' experiences in Composition I is to identify how they were leveraging their bilingualism to meet their academic goals in the class. Therefore, the participants' expressions of self-sufficiency are viewed as an asset that drew upon multiple sources of motivation and personal values.

Many of the participants had established themselves as translators in their families and communities, positioning themselves as more proficient bilinguals compared to others who struggled with language skills. Two of the participants noted that they would be willing to help other bilingual students, extending that position into Composition I.

> Alita: I keep to myself unless…if I were to see a student struggling…. like if they were struggling to understand the English that the professor is teaching, then I, I would definitely help them. (344-347)
>
> Inés: If my professor were to ask me if I could translate in Spanish or say something in Spanish, I would. (365-366)

Self-sufficiency was most clearly demonstrated by the participants consistently distinguishing themselves from bilingual students who require help in Composition I. Near the end of the interview, each participant was asked the question, "What would you like

Composition I instructors to know about what it's like to be bilingual in this course?" Every participant had suggestions, and all except Marisol framed them as advice for supporting other students. This is shown in the way that the participants shifted to using third-person pronouns whereas in the rest of the interview, they referred to themselves in the first-person. Emphasis has been added to highlight the pronouns.

> **Elvita:** There's a lot of people that are bilingual…and *they* might not understand it the first time…. Instructors need to know that some of *those people* need a little bit of a refresher, or *they* need a little bit more time to understand. (710-722)
>
> **Inés:** Know that we can do the work…. I'm capable of doing it. I can do it. I know that's not the case for everyone ... [don't'] disclude *them* because of that. And yeah, to consider every student as not the same, but every student has a different story. (476-483)
>
> **Alita:** I feel like if you were bilingual and you spoke more Spanish, I feel like instructors should try to accommodate more, like, a little bit more to *those* students because it might be harder for *them* to understand. (443-444)
>
> **Balea:** I think the main point is *they* might need a little bit more help with grammar and sentence structure. (666-667)
>
> **Daniel:** Maybe *they* have the message, and *they* know what they write to write but *they* just don't have a direct translation to what *they*'re trying to say. (871-876)
>
> **Marisol:** I wouldn't change anything. Mainly, I feel, like, you know, it, it really is more, even though it's a struggle, it, you can learn from that struggle. So really changing anything wouldn't be much of something that I would think of. (522-525)

In addition to positioning themselves as helpers rather than those who need help, the participants were self-motivated and determined to succeed independently. Many expressed a

growth mindset as well. Marisol and Balea both described Composition I as difficult in a variety of ways, but they also stated that they met their goals in the class by addressing challenges with a growth mindset. Marisol said, "I really try to think of more of, we're all learning, but to really just not worry about that…think of it to be more as something that I could change so it could be better for my next paper" (286-290). Balea echoed that attitude:

> I just try to learn as much as possible because, I mean, every little essay just makes me better. And instead of seeing it as a chore or something, I just tried my best to learn how to write…. Whenever I finished a full essay and I read it again, it was, it was nice. (332-338)

Daniel also expressed a growth mindset but stressed personal responsibility, noting that he preferred to work alone. He said his goal was to "pass. Just pass.... I just don't want to repeat the same mistakes that I can" (479; 495). Alita and Elvita credited their success to personal responsibility. Elvita also sacrificed family time stating, "I had to get those assignments submitted no matter what it cost me" (301).

Alita stood out from the group to the extent to which she stressed her self-sufficiency. She separately referred to Spanish as her primary language and English as her primary language, depending on whether we were discussing her out-of-school life or her experience in Composition I. She also emphasized that she had "never had a problem writing in English" (159). When the interview questions focused on one language context at a time, she was forthcoming with her responses. She credited personal responsibility for her success in the class, stating, "I would always write down my notes and stuff and follow what she was saying, try to keep up with the deadlines" (303-340). However, when the interview questions centered on bilingualism, and how or whether her bilingualism influenced her Composition I experience, she

maintained a friendly tone but more than one series of single-word, negative answers ("no," "nope," "no never") in response to those types of questions signaled that she wanted to avoid the perception that she required special assistance or support.

Asset 4: Positive Bilingual Identity

The fourth asset that the participants shared was a positive bilingual identity. As a whole, the participants had positive feelings about being Spanish-speaking bilinguals, which they articulated as pride in their linguistic knowledge, an openness to multiple lived experiences, and confidence that all bilingual students can succeed in Composition I.

Every participant mentioned pride or confidence in their language skills at least once. Most comments reflected Alita's statement: "It makes me feel pretty confident knowing two languages, to be honest" (136-137). Beyond feeling self-assured, some participants expressed feelings of empowerment associated with being bilingual. Elvita and Marisol mentioned their eligibility for bilingual employment opportunities and future careers. Daniel's binational upbringing had already led to several opportunities in which his language skills empowered him: to fit in socially during high school; to succeed in a telemarketing job that put him into contact with customers in Spain; and to enjoy online gaming with friends in Peru, playfully blending English and Spanish to come up with new slang.

Positive feelings about knowing more than one language seemed to open some participants to a general appreciation of the diversity of their lives. Inés expressed this idea clearly when she recalled not understanding why her parents wanted the family to speak Spanish at home. She said, "Now I see the reason of why. My mom, like, I guess, installed that in me – to not forget about my heritage, not forget about my culture, to be able to speak…with family members in Mexico (107-110). She later explained that speaking Spanish allows her to "see in

Spanish…seeing the Spanish culture" (236-237). Marisol said, "I think that community and culture really plays a role into who I am and as a person and who I want to become" (625-627). Elvita described bilingualism as a connection between Spanish and English cultures. Referring to the ability to translate, she said, "I don't feel like it's an obligation…. I feel that it's a blessing….I'm happy that I can help and that I'm able to be involved with other people" (163-165). Speaking of her bilingual sons' future careers, she said, "If they wanted to travel to a conference or something, they could do it in English and Spanish…. We should be able to serve people equally" (508-517).

As shown in the third asset, the participants were committed to self-sufficiency. However, when offering recommendations for instructors teaching other bilingual students, three participants used multiple qualifiers in their statements. This may imply a reticence to make assumptions about other bilingual students needing help or maybe indicate a sensitivity to reinforcing negative stereotypes. The other participants' advice implied their assumptions that all bilingual students are capable of succeeding in the course. Emphasis has been added in the quotes below to indicate the language being interpreted.

> **Elvita:** There's a lot of people that are bilingual…and they might not understand it *the first time*…. Instructors need to know that some of those people need *a little bit* of a refresher or they need *a little bit* more time to understand. (710-722)
>
> **Alita:** I feel like if you were bilingual and you spoke more Spanish, I feel like instructors should try to accommodate more, like, *a little bit* more to those students because it *might* be harder for them to understand. (443-444)
>
> **Balea:** I think the main point is they *might* need *a little bit* more help with grammar and sentence structure. (666-667)

Daniel: Maybe they have the message and *they know what they want to write* but they just don't have a direct translation to what they're trying to say. (871-876)

Inés: Know that *we can do the work*…. I'm capable of doing it. I can do it. I know that's not the case for everyone ... *[don't] disclude them because of that*. And yeah, to *consider every student as not the same, but every student has a different story*. (476-483)

Marisol: I wouldn't change anything. Mainly, I feel, like, you know, it, it really is more, even though it's a struggle, it, *you can learn from that struggle*. So really changing anything wouldn't be much of something that I would think of. (522-525)

Increased empathy for other language learners/compassion/understanding

Overall, the participants' pride and confidence in their language abilities bolstered their own positive bilingual identities, which they also extended to other bilingual students.

Asset 5: Translingualism and Translanguaging

The final asset that the students shared is a combination of the four previously discussed assets: translingualism and translanguaging. As scholarship regarding translanguaging and associated terms and concepts develops specifically regarding academic writing, distinctions between terminology and application are becoming clearer. In this study, I identify translingualism as existing when the participants exhibited a perspective of language as being multiple, fluid, "contingent, and emergent" (Guerra, 2016, p. 228). Additionally, I consider the participants' full writing process, from idea generation to the English-only essays that they produced, as evidence of translanguaging. My position that the participants' entire writing process, not just the finished product, is representative of translanguaging responds to Canagarajah's (2024) decolonial perspective that considers multilingual writing as the dynamic interplay of "entangled languages, semiotic resources, and participants engaging in

entextualization through expansive space/time scale" (p. 296). It is also in line with Leonard (2014) and Guerra (2016) who are less interested in:

> a particular kind of writing that mimics what we call code-meshing rather than getting them to understand that what we want instead is for them to call on the rhetorical sensibilities many of them already possess but put aside because of what they see as a jarring shift in context. (213-232)

The findings of this study suggest that while the participants did not recognize their writing processes as translanguaging, this is likely due to both unfamiliarity with the term and the persistence of monolingual language ideologies that exclude language variety from academic writing. As Flores and Rosa (2015) have argued and Zorluel Ozer (2024) affirmed, changes in translingual writing pedagogies largely remain rhetorical, leaving even capable students hesitant to view translanguaged texts as appropriate in academic settings. The findings of this study support that argument.

In one way or another, all of the participants described Composition I as an English-only environment that required specialized vocabulary and adherence to particular writing structures; however, outside of school, most of the students described experiences in which they regularly engaged in translanguaging conversationally. Alita said, "So I'd say whenever I'm talking to someone or if I'm talking to my parents and I can't really think of the word, I'll just speak it in English" (502-503). Daniel discussed this idea with multiple examples of intentionally blending slang and verb conjugations in both languages with his friends. Elvita said that when she is with her siblings and older children, "we can just go back and forth and say some words in Spanish and some words in English" (612-613). Inés said, "I speak both languages every day and sometimes at the same time" (621-622). This type of language blending is highly fluid and

contingent upon the situation and the conversational partner(s); thus, it can be interpreted as translanguaging.

As for bringing translanguaging into the classroom setting, participants had mixed responses, seeming to have difficulty conceptualizing it. The question was posed generally: "If you had the option to use Spanish more in class, would you have liked to do that?" Inés assumed the option to use Spanish in the class would be verbal, stating that she would have used Spanish if her instructor had asked her to translate something. Alita was skeptical about the idea and again, assumed that Spanish would be used just verbally. She was open to having a bilingual instructor because she might feel more "at home" (386) if she could ask questions in Spanish. Daniel, who had stated that conducting essay research in Spanish would have increased his workload too much, also said he would not want to write in Spanish in Composition I. He said, "Even if I wanted to use Spanish, it wouldn't translate perfectly with the phrases that English uses" (343-344). Marisol said if she could have used Spanish sometimes it would have been "more, I guess, of a fun activity" (356). Additionally, she stated that she would have liked to write in Spanish sometimes because it would have helped her develop her Spanish writing skills, something she said "is important to me" (378). Elvita concluded, "If I could have written my essays in Spanish in Comp I…I think they would have been longer essays. I think that it would have been easier for me to express and say more things that I need to say" (458-461). Balea really thought about her answer, at first saying no, "It's an English class…. I have to be able to do it in English," (562-564) but then she decided,

> I would have definitely liked it because I think sometimes the message can change because even whenever I speak in Spanish and I speak in English, my voice changes. So maybe, like, the way I write can have, like, its unique style in Spanish and English. And I

would definitely like to know, like, if it makes a difference or if it would be the same, this writing in Spanish or in English. (573-580)

Even the participants who were open to using Spanish seemed to envision it as an either-or prospect. That was confirmed at another point in the interview when I explained translanguaging and asked if they thought they engaged in it during Composition I. I explained translanguaging in basic terms, describing it as a natural process for multilingual people, in which they draw from the vocabularies and language structures of all their languages, making rapid decisions about how to express themselves moment by moment. Then, I asked the participants if they would say they were translanguaging to do their writing in Composition I. Marisol answered simply, "I don't think so" (530). Balea thought she did because my definition reminded her of her thought processes while translating academic articles. Inés said, "I probably do, but I think it's, like subconsciously" (503). Marisol confidently answered that she did when she was brainstorming essay ideas, although she may have misunderstood the concept. After several attempts to clarify, she explained it as thinking about writing topics "more of, in my community of Spanish speakers, things that, you know, family members or even my own parents have experienced" (606-609). Elvita described a translanguaging process that helped her learn new words. She said that for her, there is no disconnect between her two languages: "You…have the option of thinking of an example in English and an example in Spanish. And sometimes the English word might not click, but if you think of something in Spanish…then you're like, you understand it" (590-595). Although I saw evidence of translanguaging throughout the data, and the participants' language awareness and verbal practices are clearly translingual, assumptions about monolingualism and Composition I seemed to preclude their ability to envision a translanguaging writing process given just a basic definition of the concept. A more detailed

description of translanguaging was intentionally not provided to avoid leading the participants too far into speculation and away from reflection on their actual practices in the course.

Here, it is important to discuss the relationship between the writer and the reader, or author and audience. Data from Asset 2, Language Agency, indicated that during the planning stages of writing in the coursework, participants described using both languages to brainstorm writing topics, generate writing ideas, compare concepts, and read to complete their assignments. The participants also continued to use Spanish in the drafting, revising, and editing phases. This was evidenced by references to searching online for phrases and words to refine or clarify their writing, indicating that they were thinking and conceptualizing in Spanish and English. Over the course, the participants completed three essays, representing 70% of their course grade. The institutionally provided rubrics for Composition I essays stipulate that the essays must be written in English. Taken together, the data suggest that study participants engaged in translanguaging throughout the writing process until the final stages of transcription, when they were producing text that would be read, at which point they excluded Spanish in response to the course requirement. This shift does not necessarily imply a reluctance to produce the essays in English but rather a deliberate adaptation to the expectations of a monolingual English audience. So, although the eventual result was an essay produced for an English-reading audience, the writing process was translingual, reflecting input from both Spanish and English.

Conclusion

This study identified five key assets that participants leveraged to navigate the monolingual expectations of Composition I. Pride in their bilingual status and confidence in their language use abilities underpinned the conscious, deliberate, and strategic use of these interconnected skills, demonstrating both adaptability and flexibility. In particular, the

participants' natural translingual disposition and translanguaging practices emerged as a vital asset, supplying expanded linguistic resources to support the writing process and a unique insight regarding nuanced language differences helpful in making the transition to academic writing.

The primary conclusion is that translanguaging is a complex and valuable skill that bolstered the development of academic writing for study participants. The study revealed that monolingual and language deficit ideologies surrounding Composition as an academic discipline can obscure awareness of translanguaging and a translingual disposition as writing assets. Nevertheless, translanguaging was a natural and vital aspect of the writing process for study participants. Spanish was suppressed for the sake of the monolingual reader - itself a translanguaging strategy – only at the point of text production for assessment and grading. This writing decision demonstrates the participants' adeptness at navigating the language constraints of the academic environment by leveraging their bilingual skills to meet course and language policy demands.

Study Limitations

Because Interpretative Phenomenological Analysis (IPA) values both a comprehensive and nuanced exploration of individual experiences rather than emphasizing generalizable outcomes, the exhaustive analysis necessary to achieve that result requires a small sample size. Therefore, additional studies with more participants could lead to more definitive conclusions.

Additionally, extending the study to multiple sites could both increase the diversity of experiences represented and reveal more common experiences, offering a more thorough understanding of how bilingual students experience Composition I across varying curricula, contexts, and institutions.

Implications for Practice

A vital finding of this study is the importance of self-determination and agency for the study participants. This group of Composition I students was clear that they neither wanted nor needed special treatment or support. In fact, several expressed wariness of such perspectives for themselves and other bilingual students, and a desire to avoid practices that could perpetuate stereotypes. Respecting this preference must be a primary consideration when formulating implications for practice and will also guard against deficit ideologies impinging upon translanguaging as an asset.

First, instructors could take inspiration from the compassion and inclusivity demonstrated by the study participants. The participants regularly advocated for others by translating for family and community members and, when asked to advise Composition I instructors, were not self-serving but instead provided suggestions for helping bilingual students who are still developing English fluency. To catalyze those values of language inclusivity and equity, instructors could pursue professional development to support critical reflection on personal, structural, and systemic ideology regarding English language use in academic settings. Specific training to increase their understanding of translanguaging and its benefits for developing academic writers would equip them to enact a translingual ideology that would support all Composition I students. However, just as self-determination and agency were key findings among the study participants, these values are also essential in shifting academic culture and ideologies around language. Such efforts require slow and careful processes and thoughtful engagement. Individuals must voluntarily buy into the potential for translanguaging as an asset in academic writing. Therefore, professional development should reflect the kind of collaborative meaning-making discussions presented in this study, which foster authentic self-reflection.

The study participants were clear that they did not want to be singled out, so the expression of a translingual ideology in the class should be truly multilingual, equally including monolingual students. Balea offered some insight into this area, suggesting that a translingual disposition might provide "less rigid ways to teach English that help everyone" (955). For example, the participants' metalinguistic awareness helped them to distinguish between formal and informal registers, and several described using online resources to help them find formal replacements for initial language choices they decided were unsuitable for their academic writing. Activities inviting all students to work with language registers, vocabulary and syntax choices, tone, and audience awareness in "standard" English, other Englishes, vernaculars, dialects, and named languages, could foster rich discussion, cultivating existing metalinguistic awareness and language agency of multilingual students while developing these skills for monolingual students. Such activities could signal that language variety is welcome and beneficial for everyone learning academic writing. Additionally, an explorative approach to language variety like this would support instructors and students in contexts where a translanguaged written product is the goal (Canagarajah, 2011a) as well as a valued aspect of the writing process.

Similarly, assignments that invite all students to connect to their lived experiences as resources for writing can provide opportunities to invite language variety as a legitimate asset in the writing process. This can include specialized language (jargon, slang, technical languages) associated with hobbies or areas of expertise along with dialects that reflect students' communities and named languages. Planning and drafting assignments that incorporate reflection on language use choices can empower students to actively engage with their instructors and collaborate on their writing decisions. This approach would reflect the natural meaning-making

negotiations that the students described in their out-of-school, bilingual interactions, and could foster an inclusive language environment while providing the kind of support that students suggested in their interviews: providing more examples, discussion of terminology, and opportunities to clarify their writing ideas. Furthermore, this approach would return attention to the arguments brought forth in support of the Conference on College Composition and Communication's statement declaring "Students' Right to Their Own Language (1974), which were never followed through on. Those arguments rejected practices that used "standard" English as an exclusionary measure and called for collaborative writing inspired by students' lived experiences and pre-existing discourse practices (Bruffee, 1984; Ede & Lunsford, 1990; Elbow, 1973; Lunsford, 1979; Macrorie, 1970).

Overall, the primary implication for practice is that college composition instructors should recognize that multilingual students come to Composition I as skilled "translanguagers," possessing an inherent repertoire of abilities that naturally supports the development of academic writing. On the other hand, the translanguaging skills are so natural that multilingual students may not recognize them as assets. Furthermore, the influence of monolingual and language deficit ideologies may encourage "covert translanguaging," where students are reticent to reveal, even to themselves, the extent to which they are utilizing their full linguistic resources to support their work in the course. However, there is great potential to be realized when instructors and students recognize, foster, and leverage translanguaging skills as assets that benefit all new academic writers.

Recommendations for Future Research

Although an IPA study of this nature is not truly replicable (Smith et al., 2022), studies of similar design could be conducted in additional post-secondary institutions to expand the

participant group and educational contexts, making it possible to consider the generalizability of the results of this study.

In addition to conducting similar studies elsewhere, it may be informative to conduct a curriculum intervention and carry out a longitudinal quantitative study at the current site as a follow-up to this study. Using an IPA approach, participants' experiences in this study could be compared to participants' experiences in a Composition I course that incorporates activities and assignments designed to leverage the assets identified in this study. Because this study originated out of questions regarding multilingual student transfer and graduate rates, a quantitative, longitudinal study that tracked pass rates, transfer rates, and graduation rates among the participants in a follow-up curriculum intervention study may help to confirm whether an explicit translingual approach to Composition I positively impacts longer-term student outcomes.

Related studies using Interpretative Phenomenological Analysis could explore the experiences of Composition I instructors as they navigate the challenges and opportunities of working with multilingual students. An awareness of how Composition I instructors understand and respond to language variety and their perceptions of language ideologies, including translingualism, could lead to the development of pedagogical strategies that support instructors and students in this foundational course.

Finally, this study addressed a broad phenomenon, Composition I, a gateway course that most U.S. undergraduates experience, including Spanish-English bilingual students. However, within this sub-set of students, multiple intersections exist that could provide increased understanding of the experiences of second-order subsets such as gender, socioeconomic status, parental/family education status, and K-12 experiences and outcomes.

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APPENDIX A: PRELIMINARY AND FINAL PETS TABLES PER PARTICIPANT

PARTICIPANT 1: Preliminary Experiential Theme Statements	Transcript Lines
5. The role of translator is a skill and a social responsibility	62-75
6. Downplaying the experience plus the lack of clear, positive memories about learning English and feelings of panic and confusion indicates some challenges in assimilating to the dominant English-speaking school environment	80-98
7. Translating and bridging communication gaps is a source of pride and ties her to her community	111-125
8. The bicultural and bilingual identity may cause ambivalent feelings	112-116; 130-136; 280-290
9. Languages have distinct purposes; Spanish is creative and emotional (personal) while English is academic and requires a specific lexicon	148-181
10. Academic spaces in college are assumed to be monolingual, English-only with expectations of formal language use	179-197
11. Assumption that academic spaces are English-only and the formal language expectation is a source of stress	180; 196-197; 201-202
12. Vocabulary support from the instructor was crucial, since translating in the academic setting could be stressful	230-260
13. There is tension between a desire to appear resilient and anxiety that peers are judging language use	268-306
14. She is highly conscious of English-only speakers' perceptions of her language use	295-306
15. An accent -Spanish or English - can draw others' judgment	303-306; 333-336
16. Would have liked some Spanish in the class but is perhaps hesitant to avoid perceived judgment	351-355
17. Spanish literacy is incomplete but is valued	374-400
18. Spanish-speaking instructor would bring reassurance, but isn't necessary	393-400
19. Tech tools can support navigating bilingualism personally and academically, but can also be a source of frustration due to added time and labor	422-467
20. Increased vocabulary in both languages is helpful for school and personal use	398-410
21. The struggle of course work in the English-only environment is perceived a learning opportunity	522-536
22. Instructors can support bilingual students by providing definitions and examples of new words	508-516
23. Translating for Comp I expanded both vocabularies and is a benefit now and in the future.	422-426; 500-501
24. A connection between Spanish-speaking culture and writing topic would be more interesting	606-609

25. Community, culture, and family ritual are integral in shaping identity	625-638
26. Writing in English about cultural background would tie home culture to school culture	633-638

PARTICIPANT 1: Final Experiential Theme Statements	Experiential Statements
6. Bilingualism is a social and cultural asset linked with deep emotional meaning	1, 3, 4, 20, 21,
7. Academic pressures associated with meeting perceived language use expectations	2, 6, 7, 8, 10, 15, 17, 19
8. Social pressures associated with meeting perceived language use expectations	2, 9, 10, 11
9. Bilingualism is valued for personal relationships and academic growth	3, 5, 13, 16
10. Classroom language expectations can validate bilingualism, giving students the agency to make choices about academic language norms.	1, 3, 8, 12, 14, 15, 18, 19, 20, 22

PARTICIPANT 2: Preliminary Experiential Theme Statements	Transcript Lines
1. Bilingualism and biculturalism has been a positive aspect of her lifestyle – and her parents' -since she started school	69-95
2. There is a desire to highlight the positive aspects of bilingualism; however, there is some assumption of negative bias against it	100-103; 121-124
3. Sharing language and culture with classmates is credited for positive early school experiences	89-124
4. Bilingualism eases communication and increases her confidence	121-137
5. She sees herself as having always been fluent in English, despite not learning it until she was in school.	160
6. She has an inclusive attitude toward bilingualism: it is mutually beneficial	121-160
7. Academic writing in English is natural and easy for her; creative writing results in "writer's block".	174-176
8. Her expectations for Comp I were typical for any student.	191-199
9. There is a presumption that Comp I is English-only	210-212
10. There is a presumption of formal English language expectations in academics, necessary for writing at length	236-241
11. Her goals for Comp I were typical for most students	286-287
12. Her habits as a student and her perception of the instructor's ability are credited for a successful course experience.	300-304
13. She does not believe bilingualism impacted her course experience in	309

any way.	
14. She has a competitive and superior attitude about her writing and academic abilities, heightened by comparing her work to classmates'	324-329
15. She would help a less fluent student without hesitation	343-347
16. She is confident in an English-only academic space, but wouldn't discount using Spanish to support her work	352-361
17. She is skeptical about being encouraged to use Spanish in Comp I and the need for Spanish-speaking instructors in the class	372-386
18. Bilingualism is simply her life experience and does not require reflection or interpretation.	399-432
19. Despite literacy in both languages, her lifestyle results in speaking more English than Spanish	422-432
20. She feels self-reliant but thinks offers of support from instructors are helpful for all students, especially bilingual learners	442-449
21. She values an inclusive learning environment for bilingual students, marked by some flexibility and help, but emphasizing individual responsibility to meet deadlines and ask for help	465-489
22. She leverages her linguistic repertoire for fluid communication	507-524
23. She rarely feels a need to translate from Spanish in the academic setting	519-524
24. Bilingualism is just one aspect of her linguistic competence but not a significant part of her academic experience	519-524; 334; 339; 352; 402; 406; 422-428

PARTICIPANT 2: Final Experiential Theme Statements	Experiential Statements
Whereas out-of-school bilingualism is empowering and natural, English language expectations in the class subordinate bilingualism as a skill and identity.	1, 4, 5, 7, 8, 9, 10, 13,19, 24
She values language inclusiveness and support but stresses self-responsibility.	6, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23
Marisol acknowledges benefits of bilingualism out of school, but discounts its utility for her in Composition I	1, 2, 3, 4, 5, 6, 13, 16, 17, 21, 22, 24

PARTICIPANT 3: Preliminary Experiential Theme Statements	Transcript Lines
1. She spoke Spanish at home in early childhood and learned English in a bilingual school where she also learned a little French	30-38
2. She is a recent immigrant who uses English almost exclusively; Spanish is limited to text messages with family in Mexico	25; 57-82

3. She has a meta-awareness of her language use	92-118
4. She had a bilingual Spanish-English Pre-k – 12 education including British and American English	110-118
5. During pre-k – 12, English was only used at school	137-141
6. Bilingualism was always normal for her but she appreciates it more now	151-153
7. Translating ideas for school essays is the most difficult part of being bilingual. Doing this is Spanish is more natural.	158-166
8. She has concerns about her ideas being understood. Native-speaker review and more information help with that.	176-188
9. Writing in either language has never been easy for her, but academic writing is easier because she feels it does not require as much ability to express the subtleties of language.	208-211
10. Since moving to the U.S., she speaks and writes only in English; Spanish is used for texting family in Mexico	238-240
11. The expectation that language rules would be different in Comp I was frightening.	248-249
12. The online and 8-week class was fast and required independence, which was challenging.	250-252
13. She experienced self-doubt about writing quality and correctness related to being bilingual in the Comp I course	323-326
14. She had positive feelings about the value of working to succeed in the course	332-338
15. Being more mature, reading the textbook, and meeting deadlines expresses her perception of the course as valuable for academics and critical thinking	349-364
16. Because the online class limited opportunities for feedback with classmates and the teacher, she feels like she can't evaluate the impact of being bilingual in this course.	369-375
17. She reiterates the challenge and necessity of independent learning in the online class	384-389
18. She feels she has a large English vocabulary, but couldn't always recall the word she wanted to write because it wasn't one she used regularly	402-411
19. She believed her limited English vocabulary was a challenge, and that she had to relearn concepts she knew in Spanish and use online resources to find synonyms and transition words	416-423
20. Her main concern was about miscommunicating and not recognizing her tone	429-438
21. She valued her bilingual classmates and trusted their feedback because of their shared experience	447-487
22. She demonstrates a meta-awareness of her language use and language use in general	508-519
23. She thinks working in Spanish in Comp I would have been more difficult, and she worked exclusively in English to maintain a focus on that language	543-553

24. She is curious about whether using Spanish would have helped but maintains that the class is an English class so the work needs to be done in that language.	559-565
25. She would like the ability to ask the instructor questions in Spanish to clarify language subtleties.	585-591
26. She didn't recall feeling glad to be bilingual in Comp I but associates a limited vocabulary with negative feelings about being bilingual in the class	608-615
27. She associates using Spanish in Comp I as bringing greater access to information and connection to writing topics	633-640
28. Having access to Spanish publication sources allowed her to research a topic she was interested in because it impacted Hispanic communities	645-653
29. To help bilingual students, she suggests offering some course resources in Spanish or simple English, and giving more feedback on grammar and punctuation	666-714
30. Besides her vocabulary, her primary concern as a bilingual writer in the class is understanding and expressing subtleties	702-714
31. She believes there are different social acceptances of tone depending on the culture and this is difficult to know when writing because there are no physical cues	735-743
32. She believes that reading more leads to a better understanding of essay topics and larger vocabulary for writing about them.	754-762
33. She thinks a translingual orientation in the class could make writing more difficult but could raise her confidence to seek help	788-798
34. She feels like instructors may have lower expectations for students identified as bilingual.	810-820
35. She thinks students from Mexico may not ask for help because of cultural expectations for independent effort.	832-838
36. Instructors could work on being more approachable to bilingual students who may have heightened feelings of insecurity	900-911
37. When considering the role of student confidence in learning to write, she links that to increased overall communication and less rigid approaches to teaching English.	955-964

PARTICIPANT 3: Final Personal Experiential Theme Statements	Experiential Statements
1. Balea experiences bilingualism as a complex interaction of her own language use and an awareness of language use expectations and cultural differences	6, 22, 23, 24, 31, 35

2. Balea found that having an early bilingual education helped prepare her for Composition I, but extra effort was still required to write in English	7, 8, 18, 19, 20,
3. Balea was skeptical about using Spanish in Composition I but identified several possible benefits	21, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35

PARTICIPANT 4: Preliminary Experiential Theme Statements	Transcript Lines
1. He's bi-cultural and bi-lingual, having lived in both countries multiple times for extended periods.	30-73
2. Self-perception of verbal fluency changed depending on where he was living	120-130
3. He wanted to fit in with American and native-speaker teens rather than Spanish-speaking classmates	134-151
4. He is more comfortable blending languages and using each one for separate purposes now than when he was a teen	184-203
5. His awareness of language construction indicates literacy in both languages and translanguaging actions	190-223
6. The ability to negotiate meaning verbally is lost in the Comp I writing setting and replaced with the work of finding precise words and intentionally using structure to communicate clearly. See 297-300 and 316-322, too.	235-270
7. He sees verbal and casual English conversation as "not true English."	258-261
8. He emphasizes structure as the essential element in clear writing but also mentions the necessity of "the exact word."	258-270 and 304-318
9. For him, meaning in English is dependent on tone and structure, making direct translation difficult.	334-344
10. Bilingualism enables him to understand others' ideas regardless of structural writing errors.	396-426
11. He had doubts about his success in the class because he was not a confident writer, but he passed because he was disciplined	479-516
12. Knowing there were multiple words and precise ways of stating his point gave him writing and conversational confidence	522-544

13. His discussion of language structure, parts of speech, slang, etc. is evidence of his translanguaging; intentional and natural use of both languages to suit his needs	190-203, 209-221, 235-241, 334-344, 396-426, 522-544, 558-574, 638-641, 646-650
14. A different type of translanguaging: intentionally switching 100% when needed/desired	646-650, 655-657, 665-674, 678-679
15. He has a long-standing reticence to work with other Spanish-speaking bilinguals, maybe because he feels his language skills are superior, which may affect his attitude toward explicitly using Spanish in the class.	142-151, 690-733
16. He has a practical and philosophical conflict regarding Spanish use for writing in English: thinking and translating is expressed as natural and beneficial but being asked to read or write in Spanish as part of the writing process is seen as counterproductive.	730-759
17. A bilingual instructor would be helpful for students who are struggling with English.	772-795
18. He has an altruistic approach to Comp I, learning for its own sake	489-495, 801-804
19. Being bilingual is a definite advantage linked to clearer communication using precise language choices, although natural writing aptitude is more important	833-835, 906-908
20. He sees value in conversations between professors and bilingual students to help students make language choices to communicate their ideas.	868-880
21. He implies feeling a tension between his ability to communicate ideas that are intuitive in Spanish but that depend on his ability to use the structure of English. Google Translate but ask professor for structuring help.	914-921

PARTICIPANT 4: Final Personal Experiential Theme Statements	Experiential Statements
4. Bilingual identity is fluid and situational	1, 2, 4, 14, 15
5. Daniel did not view his conversational bilingual fluency as a legitimate resource in Composition I and instead relied on formal writing structures and single-word translations to achieve meaning.	6, 7, 8, 9,
6. Daniel experienced a practical and philosophical conflict regarding using Spanish as a resource for writing in Composition I	16, 19, 21
7. Translanguaging is central to his communication interpersonally and in writing	5, 12, 13, 14
8. Cultural and language background and self-perception as fluent impact power dynamics in relationships in and out of the classroom	3, 7, 10, 12, 15, 17, 19

9. Solitary writing process blunts dynamic meaning negotiation experienced in interpersonal communication	6, 11, 17, 20
10. Academic writing structure provides a practical tool for clear writing	6, 8, 9, 12, 21

PARTICIPANT 5: Preliminary Experiential Theme Statements	Transcript Lines
1. Both languages are primary to her identity and represented in all aspects of her life	36-58
2. Language use choices are subject to intentional and unintentional pressures	65-89
3. She values her sons' bilingual educations and feels some sense of loss over her son's rejection of bilingualism, for which she is partially responsible	484-49673-85
4. Despite intense negative feelings about English at first, her inability to recall the learning process indicates it became positive and fairly easy	99-111
5. Despite social/family pressure to leave school, her dedication to education was strong.	121-129
6. She has a conviction that bilingualism is a positive skill, benefiting self and others; is a skill others should pursue	134-168
7. Her worries about Comp I were due to the time gap in her schooling and lack of prior writing experience	175-188
8. She demonstrated a high the level of literacy and fluency to do her work at the law firm	201-214
9. She expected the Comp I class to be a monolingual space and had no concern about adapting to that language environment	226-243
10. She experiences the languages in the same way she learned them: Spanish is more informal and English is more rule-oriented	271-281
11. She has sustained the dedication to education she exhibited at 16 years old	286-301
12. Linguistic awareness, flexibility, adaptability, intentionality all signal that she actively engages in translanguaging	307-330
13. The cognitive adaptation required for learning academic writing benefitted from emotional support of colleagues	337-343
14. Having classmates in similar life stage fosters belonging and learning	366-370
15. She negotiates language use intentionally: Spanish for social connection, English for academic success	404-427
16. Academic writing requires a language precision that she did not feel would be supported by writing bilingually	434-453
17. In the interest of meeting course expectations, she accepts that writing in English limits her self-expression	434-463
18. Language understanding and use is influenced by lived experience, educational experience, and contextual expectations	468-486
19. Language use decisions in the course balance the efficiency of using Spanish against the dominance of English in the educational context	490-496
20. Spanish bilingualism and literacy provide language equity and increased accessibility	505-517
21. Interpersonal bilingual conversation is key to developing literacy and improving comprehension	531-573

22. The processes of using one language to understand the other is natural and necessary	585-596
23. She values the emotional and practical work in managing the language proficiencies of those around the bilingual speaker	607-632
24. Outside of school, Bilingualism is a seamless cognitive process; language use is not rigidly separated	695-699
25. Her advice to educators reflects her own language processing experiences: gradual and comparative	708-732
26. More one-on-one time for teachers and students reflects the individual iterative learning process, moved into a collaborative discussion context	784-789

PARTICIPANT 5: Final Personal Experiential Theme Statements	Experiential Statements
1. Bilingual identity is fluid, fundamental, and emotional	1, 3, 12, 23, 24
2. Language use choices are strategic and serve to negotiate social and educational contexts	2, 9, 12, 15, 16, 18
3. Language learning and language use expectations require emotional work	4, 6, 13
4. Bilingualism is an advantageous skill and social/cultural necessity	6, 8, 9, 20, 24
5. Translanguaging is both natural and intentional	12, 18, 22, 24
6. There's a tension between the facility of self-expression provided by Spanish and the language-limiting academic requirement to produce English writing.	10, 12, 16, 17, 19
7. There's a contrast between collaborative meaning-making and solitary meaning-making.	15, 21, 25, 26

PARTICIPANT 6: Preliminary Experiential Theme Statements	Transcript Lines
1. Spanish is rooted in heritage and home; English is public, formal, and institutional	20-62
2. Her fluency is so developed that she is not concerned with meeting language expectations at school	72-79
3. She has bicultural competency and sees Spanish as part of her cultural legacy, which anchors and will continue her family and culture.	91-111
4. Her translanguaging takes the form of an intentional embrace of her bilingualism as an intellectual and creative resource.	142-148

5. Choosing a topic tied to her language and culture shows and rooted in a time when her parents did not know English shows her empathy for new language learners	160-171
6. Her bicultural lens makes her sensitive to multiple viewpoints and opens up a values-driven approach to writing that is a hallmark of translingual educational approaches	160-171 (b)
7. She naturally leverages her bilingual identity as needed: for academics, for her own creativity and production, for translating, for family and other relationships	227-251
8. She had characteristics and practices of a high-achieving student at the outset	260-262
9. She's bridging worlds: Maintaining a cultural connection through her topic while maintaining the monolingual hegemony of the higher ed. context honors her parents and furthers her academic goals	265-275
10. Her confidence in her bilingualism is so high that she is not concerned about making mistakes, even though she can identify one area in which she might do so	311-314
11. She hasn't reflected much on why she makes language or cultural choices; it seems to be a seamless part of her life	356-360
12. She maintains the translator identity in public spaces which she developed as a child with her parents	362-372
13. She is sensitive to bias and negative assumptions, resisting implications that bilingualism equates to a deficit, and is cautious about participating in pedagogical approaches that might reinforce negative stereotypes	380-399
14. She has a complex view of the need for language support; she wants inclusive opportunities for those who need it but is wary about unintended consequences	403-438; 477-484
15. She has a holistic/integrated view of her identity, which provides a particular perspective on life that she sees as a distinct, empowering advantage	467-470
16. She is sensitive to the potential for language bias and places responsibility for its source and avoidance with the instructor	489-541
17. She may not have fully realized the academic potential of drawing on both languages at school	551-567
18. Translanguaging is not a conscious strategy but her natural linguistic and cultural duality. Languages have distinct uses but complementary purposes	599-626

PARTICIPANT 6: Final Experiential Themes Statements	Experiential Statements
1. Bilingualism is a holistic and empowering identity	3, 7, 9, 11, 12, 15, 18
2. Bicultural competency is revealed as a deep connection with heritage that supports adaptation to, and success in, monocultural spaces both English (institutional and formal) and Spanish (family and public).	1, 3, 6, 7, 9, 12

3. Bilingualism is utilized for its personal, creative, and academic utility, but may not have been fully explored for its potential as a deliberate academic strategy.	1, 2, 4, 5, 7, 9, 11, 17, 18
4. The translator identity, dependent on fluency, supports confidence in navigating academic and public spaces without concern for language-related challenges	3, 5, 9, 12
5. There is a sensitivity to bias and an advocacy for inclusion.	13, 14, 16
6. Both languages have equal role in navigating the emotional and intellectual dimensions of life experiences.	1, 4, 5, 6, 7, 15, 18

APPENDIX B: GET TABLES

GROUP EXPERIENTIAL THEMES (GETS)
I. Metalinguistic and Contextual Language Use Awareness
1.1 Marisol's bilingualism is a social and cultural asset that carries both positive emotional and practical value and trauma 1.2 Perceived language use expectations spurred Marisol's growth mindset. "I've really kept that in mind" 295 2.3 Alita experienced benefits of bilingualism out of school, but discounted its utility for her in Composition I "I'' just switch 498; easier for everyone 103; 3.1 Balea leveraged her bilingualism by drawing on her broad awareness of language use expectations and subtle cultural differences – several types of English p. 23; thinks of grammar, syntax, and context (508-531); cultural connotations (157) cultural subtleties 735; 3.2 Balea's K-12 bilingual education helped prepare her for Composition I, and her self-sufficiency helped her overcome challenges she encountered. In Spanish "It comes more naturally" 3.3 Balea's prior writing experience in both Spanish and English provided insights into whether or not using Spanish in Composition I would be beneficial. bilingual students more insecure if they have an accent (911); "target on us" 810; less rigid ways to teach English that help everyone 955 4.1 Daniel exercised agency over his language learning and use; different word parts blended 209-211; 4.3 Daniel experienced a practical and philosophical conflict regarding using Spanish as a resource for writing in Composition I It could be beneficial, even to him, to have a Sp. Speaking teacher 795 P5 Background – laws changed 26-31; 96-107; 5.1 Bilingualism has advantages in every aspect of Elvita's life; work 130-141; wants her son to be bilingual (73-34) 5.4 Elvita leveraged both of her languages conversationally, but elevated English as her dominant language in Composition I She knows that she can think in both languages 695; 6 Background - "see" in Spanish 235 6.1. Inés experienced bilingualism as a distinct and empowering asset in Composition I; bilingualism = more wiggle room when writing 148 6.2 Inés was aware of potential bias and negative stereotypes "put in a box" 390; not considered for career fair 507; "not just get stuck, break it down" 204; keep an open mind/different story each student 483-484; no pressure if the student is still learning English – take the class anyhow 524; those students know that they know the words even if they worry about it 541;
II. Language Agency
1.2 Perceived language use expectations spurred Marisol's growth mindset. 1.4 Marisol experienced language agency, suppressing Spanish to support her academic work; however, she saw potential utility in a translingual disposition

2.1 Prior success with language mode switching supported Alita's confidence in Composition I. confident in both languages (135); didn't think bilingual had impact in class (427); 210; 159; **309**
2.3 Alita experienced benefits of bilingualism out of school, but discounted its utility for her in Composition I "for those who speak more Spanish 444" "English is my main language" never had a problem "427/422-427)
3.3 "focus and train my brain into just doing it in English"552; "It's not Spanish Comp 565
3.3 Not a lot of advantages to being bilingual (besides access to more information/research in Spanish"
4.1 *Daniel exercised agency over his language learning and use*; choosing to suppress Spanish 190; I had to adapt 145; "quick tap = so precise 245; I deal with my Spanish and English peers all the time 235
4.2 Daniel used his understanding of language structures to identify writing structures and precise word use to support his writing I Composition I - it was certainly a challenge 310-marvelous improvements 270; depends on the tone or structure 340
4.3 Daniel experienced a practical and philosophical conflict regarding using Spanish as a resource for writing in Composition I; "would suggest against" using English/doesn't help 730-333;
6.1 Inés experienced bilingualism as a distinct and empowering asset in Composition I – leveraged connection to Spanish culture/family to choose writing topic 144.
5.1 can just go back and forth – harder for her mom who needs a translator 582-605; translates all day long 53-56; I can manage both languages perfectly fine 262-270;
5.4 Elvita leveraged both of her languages conversationally, but elevated English as her dominant language in Composition I 233-234; switching back and forth to find meaning 307-316; worked in English in Comp I on purpose 418-427; increased language agency for others who are learning 496;
6 Background – reads and writes in both languages 193;
6.1 Inés experienced bilingualism as a distinct and empowering asset in Composition I; being able to plan her writing in both languages good thing 205;
6.4 Translanguaging is subconscious 609; both languages at once; 622-626;

III. Self-Sufficiency

1. Background – doesn't recall struggling to learn English ' don't remember much about it' 52-53
1.2 Perceived language use expectations spurred Marisol's growth mindset. "you learn from that struggle"
2.2 Alita values language inclusiveness and support, but stresses self-responsibility -doesn't need help 442-449; "never" had concern 324, "mainly Spanish speakers" 480 Kind of odd" 377; 470
3.1 "reticent to ask for help – cultural. 832
3.2 used the textbook, writing center, and family
4.1 "I decided" no ESL 140-144
4.2 "I'm a quick learner" 316;
4.3 Daniel experienced a practical and philosophical conflict regarding using Spanish as a resource for writing in Composition I; "would suggest against" using English/doesn't help 730-333; just ask for help (asking is self-advocacy)
5.1 – she can go anywhere, talk to anyone

5. 2 Elvita's academic anxiety was not language-related – it was just about having been away from school 169-176; 5.2 "I'm just gonna ask" 799 5.3 Elvita addressed her academic anxiety with a pragmatic approach based on personal responsibility and community; sacrificed to get it done 286-290; anyone can do what they want 365; 6.3 We can do the work 477; 6.4 Inés experienced translanguaging as a complementary and natural language use process. "didn't struggle" in class 250; uses both languages as needed or at the same time 622-626;
IV. Positive Bilingual Identity
1.1 Background "really fond of" 116; 2.2 "comforting" to have own language 2.3 confident knowing two languages 133-137; switching back and forth 498-503; 3.3 "I can research I English and Spanish" More context for topics 645. 4.1 'I benefit from using both languages at the same time – 197; 4.3 "Very advanced way of speaking Spanish 529; 5.1 Bilingualism has advantages in every aspect of Elvita's life "We" can be helpful to community and society 132; Elvita really wanted to volunteer – nodding during recruitment visit; raised to help and translate 147-153; we need people like that tin the future 514; 6 Background – "connection to culture, family, 111 6.1 any time unhappy? No ' that part was great' 443-450 6.1 two different communities in one 470 6.2 being bilingual inspired her – she conflated
V. Translingualism and Translanguaging
P1: Spanish in Comp I would have been "more, I guess, of a fun activity" (356) It is important to me" to be able to write and read in Spanish (378) Marisol didn't understand the idea of translanguaging (606-609) Did not think that she translanguaged to write in Comp I (530) P2: Switching between Spanish and English 502-503 Might feel more "at home" with a bilingual instructor 38 P3: Comp I is an English class: "I have to be able to do it in English" (526-564) Is curious if she would have the same writing style in Spanish (573-580) Says she understood translanguaging because she did it to translate in Mexico P4: Say some words in English and some in Spanish 612-613 Spanish to English "wouldn't translate perfectly" (343-344) P5: Elvita's essays "would have been longer" "easier to…say more things" (458-461). Could describe a process she uses that she thinks is translanguaging (590-595) P6: Ines 'I speak both languages every day and sometimes at the same time 621-622 "subconsciously" translanguages (503).

APPENDIX C: IRB APPROVAL LETTERS

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Exempt from IRB Review – AP01

Date: July 19, 2024 **IRB#:** 17448

Principal Investigator: Jennifer C Fike

Approval Date: 07/19/2024

Exempt Category: 1 & 2

Study Title: Multilingual First-Year Writing Student Translanguaging Strategies

On behalf of the Institutional Review Board (IRB), I have reviewed the above-referenced research study and determined that it meets the criteria for exemption from IRB review. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Request approval from the IRB prior to implementing any/all modifications as changes could affect the exempt status determination.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Notify the IRB at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Aimee Franklin, Ph.D.
Chair, Institutional Review Board

OKLAHOMA CITY COMMUNITY COLLEGE

EXEMPT PROTOCOL FORMS

Research activities that pose no more than minimal risk in which the only involvement of human subjects will be in one or more of the categories listed below are exempt from full board review, but still require review by the IRB chair and/or a designee of the chair.

Principal investigators seeking an exemption will follow the online *Oklahoma City Community College (OCCC) Institutional Review Board Procedures document (section 3.4. Exempt Research Review Process)* and submit to the IRB chair (orlenthea.s.mcgowan@occc.edu) the Exempt Protocol Forms, along with the additional required documents. These forms must contain all required digital or wet ink signatures.

Additional Documents to be included with this completed form:

- Research project abstract – include summary of objectives and significance of the research, participants and recruitment procedures, study site, data collection and storage procedures, confidentiality, disposition of the data, research subject compensation or reward, potential risks and benefits to research subjects
- Informational letter or script and consent documents appropriate to the activity – include what the research involves, what the research subject will be expected to do, how the project will affect the research subject, compensation or reward, contact information of the principal investigator
- All surveys, interview or focus group questions, and other testing instruments
- Recruitment materials (if applicable)
- Letters of support from outside institutions or entities that are allowing recruitment, research, or record access at their sites (if applicable)
- Grant proposal (if applicable)
- For those completing doctoral dissertation research - IRB approval letter from the external institution

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Date: 8/21/2024 **Log # (IRB use):** Click or tap here to enter text.

Title of Research Project: Multilingual First-Year Writing Student Translanguaging Practices

Projected Dates of Research:
Start Date: 9/2/2024 End Date: 5/23/2024

Principal Investigator and Research Team:
Principal Investigator/Project Director: Jennifer C. Fike
Department or Other Institution: English (AEH) at OCCC; Dissertation through University of Oklahoma
Email: Jennifer.c.fike@occc.edu

Doctoral or Other Academic Advisor (if applicable): Click or tap here to enter text.

Institution: University of Oklahoma
Email: Crag.A.Hill@ou.edu

Those who have a significant role in the research project (participate in the design, conduct, and reporting of the research):

Co-Principal Investigator/Project Director: N/A
CSCC Department or Other Institution: Click or tap here to enter text.
Email: Click or tap here to enter text.

Co-Principal Investigator/Project Director: N/A
CSCC Department or Other Institution: Click or tap here to enter text.
Email: Click or tap here to enter text.
Those who assist in the research project (recruit participants and collect study data):

External evaluators for externally grant funded research projects:
External Evaluator: N/A
Organization: Click or tap here to enter text.
Email: Click or tap here to enter text.

Others not listed:_____
_____

Collaborators (list any other organizations/agencies involved in the research project):
None

Project Funding Source (select all that apply):
☐ External Grant (provide sponsor name): Click or tap here to enter text.
Date proposal submitted: Click or tap to enter a date.
☒ Non-funded Research
☐ Other (please specify): Click or tap here to enter text.
If grant funded, provide a copy of the grant proposal to the IRB either with this application or as soon as it is available.

Activities Exempt Form Committee Review:
Research activities involving human subjects in the following categories may be exempt from review by Oklahoma City Community College's Institutional Review Board. The principal investigator/project director is authorized to make the first determination of eligibility for exemption; however, the OCCC bears the responsibility for concurring in that determination based on notice provided by the principal investigator to the Institutional Review Board.

The following exemptions do NOT apply when (a) deception of subjects may be an element of the research; (b) subjects are under the age of eighteen; (c) the activity may expose the subject to discomfort or harassment beyond levels encountered in daily life; or (d) fetuses, pregnant women, human in vitro fertilization, children, or individuals involuntarily confined or detained in penal institutions are subjects of the activity.

Exempt Category (Select at least one category): Review the six categories of exemption listed below and indicate the category or categories that apply to your research. The IRB reviewer(s), not the investigator, shall make the final determination as to whether a research project is or is not exempt.

1. ☒ 1. 3.4.1.1.Accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
2. ☐ 2. 3.4.1.2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
3. ☐ 3. 3.4.1.3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. ☐ 4. 3.4.1.4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
5. ☐ 5. 3.4.1.5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.
6. ☐ 6. 3.4.1.6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. Taste and food quality and evaluation and consumer acceptance studies, as long as safe, normal foods are being consumed, and federal guidelines regarding acceptable levels of agricultural chemical or environmental contaminants are adhered to

Note: Exempting an activity from review does not absolve the investigator(s) of the activity from ensuring that the welfare of subjects in the activity is protected and that methods used, and information provided to gain subject consent are appropriate to the activity. Note: Questions about whether a research activity may be exempt from human subjects review can be directed to the IRB Chair at OCCC.

Responsibilities of the Principal Investigator:

- Any additions or changes in procedures in the protocol will be submitted to the IRB for written approval prior to these changes being implemented
- Any problems connected with the use of human subjects once the project has begun must be communicated to the IRB Chair
- The principal investigator is responsible for retaining informed consent documents for a period of three years after the project.

Principal Investigator and Research Team Signatures:
My signature indicates that I will respect and protect the rights and welfare of individuals enrolled in this research project. I will also carry out my responsibilities as outlined in Federal wide Assurance of Protection for Human Subjects, as detailed in the *Oklahoma City Community College (OCCC) Institutional Review Board Procedures document.* I will be guided by the principles contained in the *Code of Federal Regulations* governing research with human subjects (45 CFR 46). *Digital or wet ink signatures are required for submission.*

Principal Investigator/Project Director Typed Name: Jennifer C. Fike

Signature: Jennifer C. Fike Date: 8/21/24

Signatures of all other research team members not listed above (advisor, co-PI, sub investigator, external evaluator) if applicable:

Research Team Member Typed Name: Click or tap here to enter text.

Signature: _____ Date: _____

Research Team Member Typed Name: Click or tap here to enter text.

Signature: _____ Date: _____

Dean/Director Signature:
My signature indicates that this project has been reviewed by the appropriate departmental parties, who have judged that 1) there is a scholarly and a scientific justification for the protocol, that the study is feasible, and that the proposed methods are valid, 2) that the department has made the space and time commitment necessary to carry out the project, 3) that the financial implications of the research have been considered and acceptable to the department and 4) that all ethical principles have been appropriately addressed. *Digital or wet ink signature is required for submission.*
Dean/Director Typed Name: Jennifer M. Woolston

Signature: Jennifer Woolston Date: Aug. 21, 2024

FOR IRB USE ONLY
IRB Chair or Designee

☑ Approved Exempt ☐ Modification Required ☐ Referred for Expedited Review ☐ Referred for Full IRB Review

Signature: Debra Hess S. M.D. Date: 8/28/24

APPENDIX D: IRB-APPROVED RECRUITMENT SCRIPT

Multilingual First-Year Writing Student Translanguaging Strategies
Study Recruitment Script

Potential participants will be contacted by the principal researcher during a class visit at Oklahoma City Community College. The researcher will use the script below to explain the study and solicit participation.

Class Visit Script

Introduce myself and hand out copies of the consent form to the entire class.

Thank you for allowing me to visit your class today to discuss the opportunity for you to participate in a research study that I am conducting at the University of Oklahoma.

My study is part of the requirements for me to earn my PhD, or doctorate degree, from OU. In this study, I want to learn more about how multilingual students use their language skills to independently support their learning in the course English 1113 (Comp I) at Oklahoma City Community College (OCCC). Community college students are the most ethnically, linguistically, and culturally diverse students in the United States, which means that community college is the beginning of higher education for many multilingual students. One large research study discovered that low pass rates in English Composition I were tied to higher college dropout rates. Other studies found that multilingual community college students have lower transfer rates and higher dropout rates than their monolingual counterparts. Together, these studies suggest that better pass rates for multilingual students in English Composition I could lead to higher college graduation rates for multilingual students. This study can help instructors and researchers across the United States better understand the language skills that multilingual students use to help them succeed in college.

You are qualified to participate in this study if you are 18 years of age or older, have taken and passed Comp 1 here at OCCC, and are fluent in both Spanish and English.

Participation in this study is voluntary. If you decide not to participate, you will not be penalized or lose benefits or services unrelated to the study. If you decide to participate, you may still choose to withdraw at any time. Participating in the study has no benefit to you in this English 1213 class or any other class you may be taking here at OCCC or elsewhere.

Your participation in this study is confidential. Your English 1213 instructor will not know whether you chose to participate. Your English 1113 instructor will not know whether you chose to participate. You will not be asked for either of your English instructor's names, nor will you be asked any questions about them. No one but I will



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have access to your consent form with your name, and that information will be kept in a locked file cabinet or scanned and kept on a password-protected flash drive.

If you choose to participate in this study, you will not be asked to go to the University of Oklahoma campus or to do any work, except a 1-hour individual interview via Zoom that we will schedule at a time that is convenient for you and a 1-hour individual follow-up interview, also via Zoom at a time that is convenient for you. You and I will be the only people in both Zoom meetings. The purpose of the follow-up interview is for me to ask you to verify my notes for accuracy and to provide you with an opportunity to add any further comments. This follow-up interview may take up to one hour.

To compensate you for the time to complete the interview and follow-up, you will be paid $25 via Cash App or Venmo. You will receive this payment as soon as the first interview is completed.

If you choose to participate, our Zoom interview will be recorded. To ensure your confidentiality, I will store the recordings in a secure location, which will be accessible only to me. I will also assign you a pseudonym instead of using your real name in the transcriptions of the Zoom recording. This means that your real name will never be used except on your consent form and during the Zoom interview. Once my research is complete, the consent forms and Zoom recordings will be permanently destroyed and/or deleted.

Everyone has a copy of the informed consent form. Please read carefully over the informed consent form and let me know if you have questions.

Please go to line 90 on page 3 and indicate whether or not you would like to participate. If you are choosing not to participate, that is all you need to do. If you are choosing to participate, be sure to also fill in the yes/no questions on page 1 (lines 15-17) and on the bottom half of page 2, then add your email and phone number below your signature on page 3.

I'm going to pass around a manilla envelope now. As the envelope comes to you, please put the form inside it. If you prefer to keep the form and return it to me later, you may bring it to my office, AH Building, Room 2F1(b). Please return it within three days of today.

If you choose to participate, I will follow up via email or phone to schedule your Zoom interview and then send you a copy of your signed consent form to keep.

[Wait for forms to be collected.] Do you have any questions?

Thanks for having me in your class today.



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APPENDIX E: IRB-APPROVED PARTICIPANT CONSENT FORM

Signed Consent to Participate in Research
University of Oklahoma

Would you like to be involved in research at the University of Oklahoma?

Hello, my name is Jennifer Fike. I am a Professor of English here at OCCC. I am also a PhD student in the Instructional Leadership and Academic Curriculum program at the University of Oklahoma and I am here to invite you to participate in my research entitled "Multilingual First-Year Writing Student Translanguaging Strategies." I am conducting this research as part of the requirements to earn my PhD at OU. You were selected as a possible participant because you have taken and passed English 1113.

Are you qualified to participate in this research?

You must be at least 18 years of age to participate in this research.

You must be fluent in both Spanish and English

You must have taken and passed English 1113 (Comp 1) at OCCC.

I am over 18 years of age. ___ Yes ___ No

I am multilingual. ___ Yes ___ No

I took and passed English 1113 (Comp 1) at OCCC ___ Yes ___ No

Please read this document and contact me to ask any questions you may have BEFORE agreeing to participate in my research.

What is the purpose of this research? This research aims to understand the benefits of being a multilingual student in English 1113 (Comp 1).

How many participants will be in this research? About eight people will take part in this research.

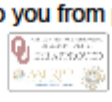
What will I be asked to do? If you agree to be in this research, you will schedule a Zoom call with me. You and I will be the only people on the call. During the Zoom call, I will ask you questions about how you felt being multilingual impacted your experience as a Comp 1 student. I will not ask you about your instructor or ask you about your overall course grade.

How long will this take? Your participation will take approximately one hour for the Zoom call, and up to another hour for you to review my notes and confirm that I accurately described what you said during our Zoom call.

What are the risks if I participate? Because we will be recording our Zoom call, there is the normal risk of accidental data release associated with any digital recording. To minimize this risk, I will download the recording of our Zoom call to remove it from the internet and store it in a password-protected account as well as on a flash-drive. Within a few weeks of completing the Zoom call, I will transcribe our conversation at which point I will give you a pseudonym (fake name). After that, I will delete the recording of the Zoom call.

There is no risk to you regarding your grade in this English 1213 class or any other class whether or not you choose to participate. Your English 1213 instructor will not know whether or not you have chosen to participate. Your English 1113 instructor will not know that you are participating and you will not be asked questions about either of your instructors.

What are the benefits if I participate? There is no benefit to you from participating in this study.



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Will I be compensated for participating? You will be reimbursed for your time and participation in this research. Participants will be paid $25 via Cash App or Venmo as soon as the first interview via Zoom is completed.

Who will see my information? There will be no information in the research reports that will make it possible to identify you. If you are quoted directly, it will be done using the pseudonym that I will assign to you when I transcribe our Zoom call conversation. Research records will be stored securely, and only I and the OU Institutional Review Board will have access to the records.

You have the right to access the research data that has been collected about you as a part of this research. During the completion of my research notes, I will contact you to review my notes for accuracy. Afterward, you will not have access to this information until the entire research has finished. By signing this form to participate, you consent to this temporary restriction.

Do I have to participate? No. If you do not participate, you will not be penalized or lose benefits or services unrelated to the research. Even if you decide to participate, you don't have to answer any questions and can stop participating at any time.

Will my identity be anonymous or confidential? Your identity will be confidential while I am conducting the research. Once research data gathering is complete, you will be de-idetified (assigned a pseudonym) and your real name will not be retained or linked with your responses. Please answer the following two questions:

I agree to be quoted directly, without the use of my name. ___ Yes ___ No

What will happen to my data in the future?

I might share your de-identified data with other researchers or use it in future research without obtaining additional consent from you.

Audio Recording of Research Activities To assist with accurate recording of your responses, our Zoom interview will be recorded. If you do not agree to audio-recording, you cannot participate in this research.)

I consent to audio recording. ___Yes ___ No

Video Recording of Research Activities To assist with accurate recording of your responses, our interview will be recorded. If you do not agree to video-recording, you cannot participate in this research.) Please select one of the following options:

I consent to video recording. ___ Yes ___ No

Who do I contact with questions, concerns, or complaints? If you have questions, concerns, or complaints about the research or have experienced a research-related injury, contact me at Jennifer.c.fike@occc.edu or Jennifer.c.fike-1@ou.edu, or 405-682-1611 ext. 7233. Additionally, you may also contact my advisor, Dr. Crag Hill at Crag.A.Hill@ou.edu or 405-32-1498.

You can also contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu if you have questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than the researcher(s) or if you cannot reach the researcher(s).

No, I do NOT want to participate in this study ___

If you do NOT want to participate in this study, you have completed the form.

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Yes, I DO want to participate in this study ___

If you choose to participate, please make sure that you have answered YES or NO to the questions on pages 1 and 2. You will be given a copy of this signed document for your records upon scheduling your interview. By providing information to the researcher(s), you agree to participate in this research.

Participant Signature	Print Name	Date
Signature of Researcher Obtaining Consent	Print Name	Date

If you signed above to participate, please provide your email and phone number below so that you can be contacted to schedule your Zoom call.

Email: _____

Phone number: _____

If you would like to return this form to me later, please bring it to my office within 3 days of my classroom visit. My office is AH Building, 2F1(b), near the elevator.
Thank you!

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APPENDIX F: IRB-APPROVED INTERVIEW PROTOCOL

Student Perception of Appropriate Language Use — Jennifer Fike

Interview Protocol

Introduction

- Thank you for your time and willingness to participate. In this study, I want to learn more about how multilingual students experience their first year writing class, English 1113, at Oklahoma City Community College (OCCC) Particularly, I am exploring the potential benefits of being a multilingual student and being able to use more than one language to help pass Comp 1. I've prepared several questions for this interview so that I can hear your thoughts and experiences about Comp 1.
- The questions are open-ended so that you can volunteer any detail you wish. Feel free to take your time thinking about your answers and talk for as long as you like when answering. We will finish in about an hour, but you can take as long as you like. You also have the option of declining to answer any of the questions. You can also stop the interview entirely at any point.
- Before we begin with the questions, I am going to start recording and then I will review the interview process quickly before we begin.
- Do you have any questions before I start recording?

Review of the process:

- Good morning/afternoon/evening and thank you for agreeing to be interviewed for my project. As you know, you have been invited to be interviewed about your experience as a multilingual student who completed English 1113 at Oklahoma City Community College.
- I have already received your signed consent form for participation, but I want to review a few items before we begin the interview.
- I will be asking you a series of questions during our interview, which is being recorded using Zoom. Your participation is voluntary. You may decline to answer any questions that I ask, and you may stop participating at any time and for any reason.
- If you have any questions about this interview or research project, you can contact me or my faculty advisor, Dr. Crag Hill. Our email addresses and telephone numbers are on your copy of the consent form that you signed.
- At some point after I have completed my research, I will want to follow up with you to give you an opportunity to review my write-up of our interview and provide me with further comments if you'd like to do that.
    - When I follow up, would you prefer that I call, text, or email you?
    - Confirm contact information from the consent form.
- Do you agree to proceed with the interview?



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Interview Questions

For Record-Keeping Purposes:

1. What is your name?
2. Are you at least 18 years old?
3. Do you consider yourself fluent in both English and Spanish?
4. When did you complete ENGL 1113 at Oklahoma City Community College?

I would like to hear about your linguistic background first:

1. Would you tell me how/when you learned to speak Spanish?
2. Would you tell me how/when you learned to speak English?
3. How would describe where or when you use each of your languages?
4. What was your overall experience as a bilingual student in kindergarten through 12th grade?
5. Did you go to high school in Oklahoma? If yes, which school district did you attend?
6. How do you feel about being bilingual today?
7. Have your feelings about being bilingual changed over time? If yes, in what ways?

Now, I'd like to hear your reflections on your thoughts before taking ENGL 1113 (Comp 1):

1. Before you started Comp 1, what kind of experience did you have writing in English, either at school or just on a personal level?
2. Before you started Comp 1, what were your thoughts about being a bilingual student learning to write in a college class?
3. Before you started Comp 1, what were your thoughts about whether or not you could or should use Spanish in class?
4. Before you started Comp 1, how would you describe your expectations about how you could or should use English in class? How did you feel about that?

Before we go on to the next set of questions, I'd like to talk about an idea called translanguaging. This word is used in several different ways, but mostly it describes how bilingual or multilingual people naturally use all of their languages together. It's not just switching between languages, but mixing them naturally.



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Teachers used to think students should only use English at school to learn it faster. But science shows that our brains always use all the languages we know. It turns out that we can't turn off parts of our brain!

As we go on to the next questions, think about how you used your language skills, and that maybe you were translanguaging even if you didn't know it, in your writing class.

The next questions ask you to reflect on your experiences during ENGL 1113 (Comp 1):

1. How did you feel about being a bilingual student writer when you were in the Comp 1 class?
2. Before you started Comp 1, what were your goals for yourself in the class?
    a. Did you meet your goals?
        i. If yes, what factors helped you meet your goals?
        ii. If not, what factors got in the way of not meeting them?
    b. In what way(s), if any, did speaking two languages impact your work toward your goals in Comp 1?
3. Did you ever have concerns about choosing the "right" words or using "correct" grammar in your Comp 1 assignments?
    c. If not, what do you think about when I say "right" words or "correct" language?
    d. If yes, what were your concerns?
        i. What did you do to address your concerns?
4. As a bilingual writer, did you ever have concerns about other students reading your essays during peer review and other activities?
    e. If no, how did you feel about other students reading your work?
    f. If yes, what were those concerns?
        i. What did you to do address your concerns?
5. As a bilingual student, did you ever have concerns about speaking during class, answering questions out loud, or participating in group discussions?
    a. If not, how did you feel about speaking during class?
    b. If yes, what were those concerns?
        a. What did you to do address your concerns?



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6. Did you ever speak Spanish to anyone else during your English 1113 class? Why or why not?
    a. If yes, what can you tell me about those times?
7. Do you remember using Spanish to help you do your work in ENGL 1113?
    g. If yes, how?
        i. If there were additional ways in which you could have used Spanish during Comp 1, what would those be?
    h. If not, why not?
        i. If there were ways in which you could have used Spanish in some way during Comp 1, would you have wanted to do that?
        ii. If yes, what would those ways be?
8. Were you aware of other bilingual students in your Comp 1 class?
    a. If yes – did you work with those students or get to know them?
    b. If yes – how did you feel about those relationships compared to your relationships with other students in the class?
9. How would you have felt if you and other bilingual students were encouraged to speak or write in both of your languages in your Comp 1 class?
10. How would you have felt if your instructor also spoke Spanish?
11. While you were taking Comp 1, did you use any technology to help you understand or complete your coursework specifically related to Spanish and English?
12. While you were taking Comp 1, do you recall any time that you were especially glad that you were bilingual?
13. While you were taking Comp 1, do you recall any time that you were unhappy about being bilingual?
14. As a bilingual student writer, what did you find the most difficult aspect of the course?
15. As a bilingual student writer, what advantages did your bilingualism offer to you?

This final set of questions asks you to reflect upon your experience and give advice to future students and instructors in Comp 1 class:

1. What would you like all Comp 1 instructors to know about what it is like to be a bilingual Comp 1 student?
2. If you could, what parts of the Comp 1 coursework would you change to better support you as a bilingual writer?



   a. How would changing those things support you?
3. If you could, what parts of the Comp 1 classroom experience would you change to better support you as a bilingual student?
   a. How would changing those things support you?
4. Do you have any advice for other bilingual students who are about to take Comp 1 at OCCC?
5. Now that you've answered all of these questions about how you used your language and based on what I said about that word translanguaging, do you think there were times that you were translanguaging in Comp 1?
   a. If yes, did it help or not? Why or why not?
6. If someone had explained the word translanguaging to you during Comp 1, do you think you would have done anything differently in the class?

Before we finish:

1. Are there any questions that you wish I would have asked today but that I did not?
2. Is there anything else related to what we have been discussing that I did not ask but that you want to add?

Closing:

- Now that we are done, do you have any questions you'd like to ask me about this research project?
- If you think of anything later or want to contact me with questions, you can reach me or my faculty advisor, Dr. Hill, via email or phone. That information is on your copy of the consent form that you signed.
- Thank you for your time. I want to compensate you for your time today with $25, so I'll stop recording and we'll take care of that before we go.

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