Students' Emotions over Monoglossic Expectations: Affective Discovery and Critical Interventions in L2 & Heritage Language Classrooms

By

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ABSTRACT

There is a pressing need for language instructors and programs to develop a critical consciousness of how teaching and institutional practices may perpetuate harmful language ideologies and an urgency to promote structural changes (e.g., at the curricular level, via teaching training and equitable pedagogies) to meet the needs of both L2 and Heritage Language Learners (HLL) within higher education (Holgun Mendoza, 2018; Valdés and Parra, 2018; Beaudrie, 2020). Similarly, scholars have recently emphasized a call for more research investigating the "emotional dimensions" of ideologies and how they interact with language (Cavanaugh, 2020). Therefore, this dissertation evaluates instructors' and students' emotions and perceptions surrounding bi-/multilingual speech and pedagogical practices, which serve as sources of insight that allow us to rethink the ways in which language ideologies and affective states continue to shape the language classroom experiences. By asking language learners and instructors to report on how they view and feel when engaging in fluid bi-/multilingual linguistic practices (e.g., spontaneous translanguaging), the first investigation (Study 1) revealed that language learners experienced vast and nuanced states of being, such as feeling "normal," "connected," and "enthusiastic about language growth" when utilizing their language(s). Further, their responses also alluded to a wide range of monoglossic standard language discourses, suggesting a potential link between emotions and broader belief systems about language, which has previously been overlooked. Further, this research proposes a workshop to have graduate teaching assistants engage with critical pedagogies like translanguaging pedagogy and Critical Language Awareness (CLA) in the context of L2 acquisition and within a university language department. An in-depth case study identified many structural and ideological factors that contribute to implementing these

pedagogies (Study 2). Lastly, the proposed workshop (Study 3) highlighted the benefits and limitations of providing graduate teaching assistants with focused training on critical pedagogies to combat harmful language ideologies that continue to linger in classes for emergent bilinguals within higher education.

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DISSERTATION INTRODUCTION

Historically, within early applied linguistic research, a well-established belief that students should receive language instruction primarily and almost exclusively in the target language was once considered the golden standard. Pioneer research by Rod Ellis (1984) and Stephen Krashen (1982) reinforced this view by arguing that students require vast input and an environment 'flooded' by it to become fully competent in the target language. Instructors were then responsible for that students receive 'naturalistic' and highly repetitive input while simultaneously, under these assumptions, refrain from using their own language(s) or L1 unless it was for classroom management purposes (Ellis, 1984). Another belief that was popularized by Wong-Fillmore (1985, p. 35) claimed that learners must try to "figure out" what is being said by speakers of the target language and that the use of "translations" could negatively impact the acquisition of the target language. Moreover, this era is commonly referred to by scholars as a "monolingual orientation of SLA," in which monolingualism and the idealized "native speaker" were presented as educational standards in language courses and the foundations of SLA research. (Firth and Wagner, 1997). These perceptions, rooted in colonial and widespread discourses about linguistic hegemony, have contributed to the unfavorable perception of using the L1 or native language(s) in language classrooms and the marginalization of racialized speakers who engage in fluid, bi-/multilingual linguistic practices such as heritage speakers in educational institutions (Pennycook, 1998; Lippi-Green, 2012; Fuller, 2013; Sánchez- Muñoz, 2016).

Although much has changed since those early developments in the field of second language acquisition and as a result of the "multilingual turn" and the "social justice turn" (May, 2014; Ortega, 2017), these perceptions and ideas about specific language varieties, language use/structure have persisted. In fact, these deep-seated philosophies about language are often upheld and propagated by educational and political institutions because they are part of larger belief systems that underlay societal values and norms. These belief systems are known as language ideologies (Gal and Irvine, 1995; Errington et al., 1998; Martínez, 2006; Fuller and Leeman, 2020, p. 73). In Irvine's (1989, p. 255) publication, language ideologies are defined as "the cultural system of ideas about social and linguistic relationships, together with their loading of moral and political interests." A language ideology perspective elucidates how systems and institutions of power are organized in such a way that they can use that power to determine individuals' linguistic worth, impose particular ways of speaking (or even teach), and reorganize society in a way that grants those in power certain privileges over others. Thus, identifying and finding ways to combat language ideologies that continue to be (re)produced, naturalized, and manifested in academic spaces should be prioritized in linguistic and educational research.

Scholars have recently pointed out the need to explore the "emotional dimensions" of ideologies and how these interact with language (Cavanaugh, 2020). Similarly, there is an urgency for language instructors and programs to develop a critical understanding of how teaching and institutional practices may perpetuate dangerous language ideologies and to promote structural changes (e.g., at the curricular level) to meet the needs of both L2 and Heritage Language learners (HLL) (LaHolgun Mendoza, 2018; Beaudrie, 2020; Quan, 2020). To bridge the gap, the following

dissertation investigates the impact of unmasked language ideologies by closely examining instructors' and students' affective states and experiences in Spanish language classrooms. It proposes a workshop to equip graduate students with critical pedagogies such as translanguaging and Critical Language Awareness (CLA) to create more equitable spaces for all language learners.

Positionality Statement

I often reminisce about my sophomore year in High School, almost seventeen years ago. I had just arrived, at the age of fourteen, from Peru without prior instruction in English, so I often resorted to silence in reply to a friendly "Hi, how are you?" everywhere I went. In academic spaces, like my ESL classes at the time, my silence sometime would be accompanied by fear—often imposed by institutional policies and ideologically-charged commentary made by the administration. I will never forget the countless times I was told that I needed to become a "fully competent" bilingual to pass the CAHSEE by my senior year or else I would not receive my High School diploma; or the times my teachers and administrators alike said that I would never learn English if I continued to speak Spanish at school. I am happy to report *que nada malo me pasó*. *Tanto mi español como mi inglés siguen vivitos y coleando*. In fact, I would not be writing this dissertation if it were not for my ability to swiftly navigate *entre mis mundos*, as Dr. Ofelia Garcia often refers to the experiences of bi-/multilingual learners. Years later and over my academic career, I grew as a person and learned the most in the classes/seminars where instructors took the time to check in with me for a few minutes after class, actively engaged my attention through critical and authentic representations of my culture, and believed in my ability to thrive in spaces that were not designed for me. Thus, these experiences with language inform both my research and teaching today.

In undertaking this research, I am aware of the importance of acknowledging and confronting my positionality in conducting this dissertation. As a first-generation Latino college graduate, an immigrant from Peru, a proud member of the LGBTQI+ community, *y como hablante bilingüe,* I know first-hand the lasting impact visibility and equity-based teaching practices can have on students' lives and educational outcomes. Still, I do not claim objectivity in the interpretation or a lack of bias because the experiences and emotions of every language learner are immensely layered, unique, and ever-changing. What I offer here is an analysis that stems from my own language-learning journey; my experiences both as a language instructor and researcher. From those moments, I had to muster up the courage to participate in any of my classes, interact with my teachers and classmates, and speak my mind in a language I was trying to feel comfortable speaking as an emergent bilingual. Through this work, it is my hope that the reader also remembers that every language learner feels and experiences language differently, applies a critical lens to uncover how institutional practices shape language learners' experiences, and listens carefully to what students say about their experiences in their classrooms.

CHAPTER 1

LITERATURE REVIEW

1. Introduction

Research has demonstrated that monolingual and monoglossic standard language ideologies continue to be perpetuated in language education, both in language classrooms (e.g., in language curricula) and within larger educational institutions (e.g., language departments). These allude to ideas/sentiments that languages must be kept separate and that varieties of any language that diverge from an idealized 'standard' are perceived as inferior (Rosa, 2016; Fuller and Leeman, 2020, p. 73). Under this ideological framework, *codeswitching*, *spontaneous translanguaging*, and other indicators of linguistic contact are seen negatively or dismissed altogether because languages are valued primarily as separate, unmixed entities. Monolingual and monoglossic views have served as the basis for the development of many pedagogical approaches, such as the direct/natural method for foreign language learning (Krashen and Terrell, 1983), and although plurilingual approaches have become more widely accepted over the years, there are still traces of these biases in today's most dominant approaches to language teaching such a task-based language teaching, and the communicative approach, which advocates for minimal use of languages other than the target language. Further, monolingual views are upheld by language institutions, such as language departments at universities, and other institutions, such as the Real Academia Española (RAE) and the American Council of the Teaching of Foreign Languages (ACTFL). To illustrate, ACTFL's website suggests "that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom (as cited in Lado and Del Valle, 2022; ACTFL, 2010). Upholding language

ideologies has been shown to negatively impact the lives of individuals from vulnerable communities both in and out of the class (Hall and Cook, 2012; Fuller and Leeman, 2020, p 78). The following overview of the literature first discusses the historical significance of linguistic ideologies in language research and education, how they have influenced both traditional and contemporary pedagogical approaches, what is now being done to lessen their influence, and identifies areas for improvement. Second, we contend that affective states can shed light on instructors' and students' ideologies stances in a way that has been largely missed in research on language ideologies and attitudes. Finally, this review makes a strong case for using critical pedagogies in Spanish courses for beginners.

2. Literature review

2.1. Language ideologies about the use of students' own language(s) in the second language classrooms

A common ideology often present in L2 classrooms is the standard language ideology. According to Lippi-Green (2012, p. 67), the standard language ideology is the preference for an idealized and homogenous speech that is imposed and maintained by institutions of the dominant bloc institutions. Lippi-Green also mentions that while the standard language ideology takes as its model the written language for inspiration, this type of speech is primarily drawn from the spoken language of the elite, upper middle class. Similarly, monolingual/monoglossic ideology is the belief system that sees certain linguistic varieties as superior and views the language(s) of bi-/multilingual speakers as separate entities (Rosa and Burdick, 2017; Fuller and Leeman, 2020). As a result, some researchers argue that creating classroom environments that reproduce monolingual

and standard ideologies, such as those where strict target-language-only policies are in place, convey to the student that those varieties and ways of speaking are the most desirable (Leeman, 2014; Lado and Del Valle, 2022). More recent scholarship on language ideologies has also explored the intimate relationship between language ideologies and ideologies of race (Rosa and Flores, 2017). Flores and Rosa's work on raciolinguistic ideologies posits that even when racialized individuals engage in "appropriate" linguistic practices—linguistic behaviors that resemble monolingual and Eurocentric ways of speaking—these language practices are still considered illegitimate language users because of the bodies that speak it. The standard language ideology stems from the 'one nation, one language' mentality of the 18th century enlightenment period, which assumed that the colonized people did not have a language. Indigenous languages and varieties of Spanish that deviate from the 'standard' were undervalued, and the people who speak them have been racially categorized as Others (Rosa and Flores, 2017). Standard language ideologies, which are supported by social and political institutions like the educational system, keep these beliefs in pace and are socialized into speakers (Fuller and Leeman, 2012). As a result, these language ideologies have caused social exclusion and linguistic insecurity for racialized individuals and placed large amounts of stress on emergent bi-/multilingual language learners who lack supportive environments in which they can safely develop bi/multilingual and bi/multicultural identities and skills (Hall and Cook, 2012). In addition, these negative attitudes have also been linked to hindering language learning and impairing students' willingness to communicate (de Saint Léger and Storch, 2009; Muthanna and Miao, 2015; Almohaimeed and Almurshed, 2018).

It was not until the nineties and early 20th century that standard hegemonic ideologies started to be contested and criticized for upholding unrealistic pedagogical principles and expectations for

students, especially in the L2 acquisition context. After all, experts in language education have previously stated that bilingual students are not "two monolinguals in one person." They simply cannot leave their native language(s) out of their classroom (Grosjean, 1989; Widdowson, 2003). Still, bi-/multilingual teachers and emergent language learners have often been expected to perform as if they were monolingual speakers in language classrooms. More holistic views of bilingualism propelled investigations in favor of the potential benefits and the purposes of using the L1 in the classroom in the field of second language acquisition. Such research was substantiated by psycholinguistic rigor as well as a plethora of qualitative endeavors. To exemplify how the field of SLA has moved to more holistic approaches to language teaching, we review research on using students' native or L1 in the context of language learning.

Despite seeing large amounts of variation in the frequency of multiple language use (e.g., codeswitching, translanguaging, the use of the L1) employed by teachers and students in the language classroom (Polio and Duff, 1994; Turnbull, 2001; Rolin-Ianziti and Varshney, 2008), research shows that, overall, a cascade of positive benefits result from allowing students to access their entire linguistic repertoire for learning (Antón and DiCamilla, 1999; de la Campa and Nassaji, 2009; Littlewood and Yu, 2011; Bilgin and Rahimi, 2013; Nakatsukasa and Loewen, 2015; Sakaria and Priyana, 2018). To illustrate, Antón and Dicamilla's (1999) socio-cognitive perspective demonstrated that allowing students to interact in their L1 enables learners to construct effective dialogues, serves as an effective scaffolding technique, and promotes the use of private speech (a cognitive tool in problem-solution). It is worth mentioning that these benefits also align with interactionist theories of second language acquisition, which posit that bilinguals' L1 and L2 are highly interconnected. Their interaction presents significant implications for learning languages

(Grosjean, 1989; de Bot, 2008). Moreover, Atkinson (1993) also describes how the L1 can benefit teachers in eliciting language, checking for comprehension, giving complex instructions, working in groups, and developing circumlocution strategies. Nation (1997) offers another example of how L1 can be implemented to help shy learners change their attitude toward using English in the ESL classroom by examining the value of using the target language, discussing problems, and collaborating on solutions. Cook (2001) questions the discouragement and stigmatization of using the L1 in the classroom. Her work details favorable advantages that arise from implementing codeswitching in the classroom, which, in her view, helps facilitate meaning and grammar and serves as a tool for collaboration and individual learning. Furthermore, Rolin-Ianziti and Brownlie (2002) found that teachers use the L1 to raise metalinguistic awareness and for translation and classroom-management purposes. Likewise, significant roles of the L1 were found by de la Campa and Nassaji's (2009) study on German as a foreign language. Their research concluded that the L1, despite disagreement in the field, facilitates learning and is used for vocabulary translation, comparing the two languages, offering directions and classroom management, and promoting personal interactions between instructors and students. A growing body of literature also supports the idea that allowing students to use their L1 and codeswitch in the classroom can even help them acquire L2 grammar and vocabulary more effectively through explicit instruction (McManus and Marsden, 2017; Lee and Levine, 2018). Lastly, research shows that students also find using their native tongue(s) helpful in the classroom because they serve essential socio-cognitive functions when completing classroom activities. (Payant, 2015). All in all, research on the use of students' own language(s) demonstrates that there is great value in implementing learners' full capacity for communication in second/foreign language classrooms to facilitate learning. Nevertheless, many

dominant pedagogical approaches today, such as the communicative approach and task-based language learning, advocate for the minimal use of any language other than the target language.

Scholars have attributed the lack of more inclusive and holistic approaches to the fact that educational institutions, language teachers, and students continue to uphold monoglossic and standard ideologies, which prevent the use of inclusive bi- or multilingual practices for learning languages. To exemplify, Valdés's et al. (2003) study on language ideologies in Spanish departments of foreign languages found that discourse used by department members "drew upon shared ideologies that revealed deeply embedded monolingualist views within which deviations from a single monolingual standard were considered to have a cost." Moreover, Pomerantz (2002) and Schwartz (2014) provide examples of how L2 learners may reproduce and internalize racist stereotypes of Spanish and Spanish speakers. According to Pomerantz's (2002) findings, L2 students tended to consider Spanish as a "commodity" for future professional usage. This finding is consistent with discourses that present Spanish as an economic asset for English monolinguals but view it as a weakness for heritage and bilingual speakers. Thus, more research is needed to uncover how hegemonic language ideologies continue to linger and be passed down in the L2 context. At the same time, this overview highlights the urgency for institutions, language educators, and students to actively challenge and dismantle these harmful language ideologies.

2.2. Spanish as a heritage language in the United States and the ramifications of upholding language ideologies

Traditionally in the United States, language learning programs have been geared toward monolingual English-speaking students whose linguistic needs vary significantly from learners

who acquire more than one language at a young age and at home, known as Heritage Language Learners (HLL). The term refers to "a student who is raised in a home where a non-English language is spoken by one who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language" (Valdés, 2000, p. 1). By extension, a heritage language learner of Spanish is a speaker exposed to Spanish in a naturalistic setting, typically at home, and has a cultural and affective connection to the language (Lacorte et al., 2016, p. 2). Due to hegemonic language ideologies (e.g., one-nation-one language ideology, monolingual/monoglossic ideologies, etc.) and the upholding of educational models and policies that treat bilingualism and languages other than English as inferior, heritage language speakers of Spanish have been denied the opportunity to develop their linguistic skills at schools in the United States. In fact, schools in the United States have received much criticism over the years for being sites that reproduce normativity and social inequality, especially for bilingual and multilingual speakers (Zentella, 2017; Leeman, 2018).

Historically, educational settings for bilingual speakers have tended to enforce English-only policies in classrooms, leading to linguistic discrimination and the implementation of deficit-model approaches to language learning (García, 2009). To exemplify, the Bilingual Act of 1968 focused on developing the English language of Latinx folks rather than their Spanish skills simultaneously, given that Spanish was not seen as an asset but rather a skill that needed to be "remediated" (Bishop and Kelly, 2013). To combat those oppressing ideologically- charged mandates and policies, educators and researchers in the 60s began to develop Spanish teaching materials, curricula, and teaching methodologies for heritage language learners. Programs known as *Spanish for heritage speakers* or *Spanish for bilinguals* emerged to help heritage language

learners develop linguistic proficiency and literacy skills in their heritage language. Unfortunately, even within these new spaces created for heritage language learners, monoglossic linguistic ideologies, which discriminated against heritage varieties, dominated the field. Educators believed that students should aspire to "speak and write well" to acquire the Castilian variety of Spanish, which has historically been associated with the most linguistic capital (Zentella, 2017). These hegemonic ideologies of linguistic superiority brought material consequences for how society perceives and treats heritage speakers. For instance, Wiley and Valdés (2010) report that Spanish heritage learners are often ridiculed for their lack of proficiency in prestige or literate standardized varieties of the Spanish language. Likewise, Gracía and Wei (2014) mention that using multiple languages was stigmatized as a potential cause of harmful language "interference."

It was in the 70s that the field of sociolinguistics began to push for more inclusive approaches for heritage language learners and the recognition of all language varieties as valid and legitimate (Fuller and Leeman, 2020). By the 80s and 90s, critical frameworks such as Critical Language Awareness (CLA) started to emerge (Clark et al., 1990, p. 249), and heritage language scholars viewed this new approach to language teaching as a potential solution to address the many injustices heritage speakers experienced in the classroom (Zentella, 1997). These critical frameworks, rooted in critical pedagogy and critical discourse analysis (e.g., Freire, 1970; Woodak, 1999), sought to not only provide students with "operational and descriptive knowledge of the linguistic practices of their world, but also a critical awareness of how these practices are shaped by, and shape, social relationships of power" (Clark et al., 1990, p. 249). More recently, Leeman (2018) has proposed the Critical Language Awareness (CLA) framework for heritage pedagogy that seeks to disrupt dominant language hierarchies by challenging language ideologies

in the classroom and helping students develop robust sociolinguistic knowledge. Within this approach, learners are invited to reflect upon their own experiences with language and discuss issues surrounding language ideologies, class, race, language policy, and linguistic variation. CLA also challenges ideologies of linguistic commodification and seeks to demystify the "innate" superiority of the "standard" Spanish over other Spanish varieties. CLA activities also aim to combat stereotypes and prejudice, teach students about intersectionality, and have them analyze the social meanings and political implications of language from a critical standpoint.

Despite these significant advances, Spanish for heritage learners' programs continue to face many obstacles due to harmful language ideologies in language education. For instance, heritage speakers have no alternative but to enroll in regular 'foreign' language classes at most colleges across the country because very few programs have a separate track for heritage language learners (Carreira and Chik, 2018). Teachers in these classrooms likely lack the knowledge to support students' linguistic needs by failing to implement critical language teaching approaches. They, instead, may continue to maintain monoglossic and "appropriateness" ideologies that endure in traditional methodologies for language teaching, often unintentionally stigmatizing or classifying as "incorrect" varieties of Spanish that are considered non-prestige and nonstandard (Flores and Rosa, 2015). Additionally, scholarship on issues surrounding heritage pedagogy shows that teachers often fail to understand the intricate ecologies that Latinx students bring to the classrooms and associate/internalize their linguistic repertoire as being negative and "substandard" compared to other varieties of Spanish, which are often associated with higher prestige and instituted in language programs (Lacorte, 2003; Potowski, 2002). It has also been shown that teachers often neglect and devalue students' rich language variation and innovative linguistic ability by praising

and elevating "standard" varieties of Spanish in the classroom (Parra, 2016). As shown, language ideologies present largely negative consequences for all language learners, but especially for students of color and those belonging to vulnerable communities such as heritage language learners. Lastly, this section echoes the voices of HLL pedagogy experts such as Carreira (2016) and Valdés and Parra (2018), who call for the implementation of critical pedagogies not only in HLL classrooms but also in L2 and mixed classes to foster equitable spaces for all learners.

2.3. Challenging linguistic ideologies through a translanguaging lens: theory and practice

The concept of translanguaging has grown increasingly important as multilingualism has become central to language teaching. Ofelia García (2009) defines translanguaging as an alternative sociocultural understanding of bilingualism and the process by which bilingual and multilingual speakers use their languages as an "integrated communication system and to make sense of their bilingual worlds" (p.45). Translanguaging, as a theory of language, challenges monolingual assumptions and ideologies surrounding bilingualism that remain present in language education policy and instead considers bilingual/multilingual discourse as the norm (Wei, 2018). The term *trawsieithu* was coined by Welsh scholar, Cen Williams, to describe the pedagogical practice and discourse that allow bilingual Welsh/English learners to alternate between languages and even entire modes of communication (e.g., speaking in one language and writing in another) for the purpose of learning both languages successfully and developing academic knowledge. (Lewis et al. 2012). Translanguaging is situated within the poststructural turn on socio- and applied linguistic research, which challenges the notion of languages as discrete entities and advocates for decolonizing practices in the classroom (Wei and García, 2022). Moreover, translanguaging theorists state that the invention and treatment of *named languages* as separate entities were

promoted to create nations and products of colonialism and colonial thinking (Makoni and Pennycook, 2006). Otheguy et al. (2015) exemplify the theoretical underpinnings of translanguaging by defining it as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages." (p. 283). Lastly, translanguaging adopts a theory of language that defies the notion of "codeswitching." Historically, codeswitching research has been rooted in monoglossic views of language where language(s) and the linguistics practices of bi-/multilingual communities are conceived as separate linguistic systems or "codes" (Ferguson, 1959; Fishman, 1967; Blom and Gumperz, 1972). Translanguaging, on the other hand, spouses a holistic theory of language that states bi-/multilingual speakers have one inseparable communication system from which they draw upon linguistic features that constitute named languages (García, 2009).

Although, researchers have highlighted that there are similarities between codeswitching and translanguaging research in that both fields are concerned with examining the alternation, mixing, and hybridity of named languages in and out of the classroom and how teachers' and students' beliefs and behaviors manifest themselves in the classroom as hegemonic, resistant, or transformative (Goodman and Tastanbek, 2021); Others, maintain that these frameworks are fundamentally different because they draw upon dissimilar views as to how languages are perceived by society and configured in the bilingual brain (i.e., a unitary system vs. two separate linguistic systems) (Garcia, 2009; Otheguy and Reid, 2015; Fuller and Leeman, 2020). On the one hand, Otheguy et al. (2015), proponents of the unitary system, argue that despite the significance of language as a social construct, phonemes, words, structures, and other linguistic elements that

bi-/multilingual possess all reside in a single, undifferentiated cognitive landscape that is not segregated into the two regions by two socially named languages (p.626). On the other hand, researchers like Jeff MacSwan (2017) argue that bi-/multilingual speakers have two different linguistic systems with limits that match and overlap with those of the two named languages. Some scholars interested in bilingual language use at a cognitive and structural level state that the translanguaging framework offers limited insights in this respect (Bhatt and Bolonyai, 2019). At the same time, others believe that transitioning to a translanguaging framework is eminent and necessary, especially for teacher educators and classroom research, given the ideological underpinnings of codeswitching (Goodman and Tastanbek, 2021).

This area of research has also been confronted with a crucial challenge: primarily how researchers and educators treat named languages and their classification for research and teaching purposes. In the context of language learning, for example, Galante (2020, p. 2) states that "students enroll in language classes in order to develop their language skills in one particular language (or two in the case of bilingual programs), not naming languages is pedagogically impractical." This statement goes against the very essence of translanguaging, which seeks to blur and ultimately eliminate the boundaries of named languages. In addition, translanguaging theorists and practitioners often state that translanguaging is not about language itself but rather a form of communication and the means by which bi/-multilingual learners acquire knowledge. Otheguy et al. (2015) mention that "there is nothing inherently wrong with the categories of named languages" (p. 298) as long as people are conscious that naming languages are not synonymous with separation.

Moreover, it should be noted that the translanguaging framework originated in the classroom and was later conceptualized as a theory of language (Wei, 2018). Ofelia García (2009) highlights the critical elements of this approach by declaring that a translanguaging pedagogy adopts a translanguaging lens that views students' language practices as interconnected, dynamic, inseparable, and the norm inside the classroom (García et al. 2017). Teachers are then responsible for organizing classroom activities and interactions to allow students to draw on all their linguistic resources at all times to make meaning (García, 2009). Thus, in the context of language teaching and learning, a translanguaging pedagogy disrupts the hierarchies of linguistic practices by challenging monolingual ideologies that permeate the field of language learning. Under this view, students do not possess a "native," "first," or "second" language but are instead seen as *emergent bilinguals* developing an integrated linguistic system throughout their lifespan from which they learn to draw upon linguistic abilities in specific social contexts (Garcia, 2011; de Los Ríos and seltzer, 2017). Furthermore, Cenoz (2017) argues that translanguaging can also be divided into *spontaneous* (the dynamic discursive practices of multilingual speakers in and out of the classroom, such as mixing languages for communication) and *pedagogical* (a teaching strategy that allows for the use of multiple languages in the classroom for learning). The following section explores the latter's potential benefits in enhancing language teaching and learning.

Many terms refer to the use of translanguaging as a teaching strategy: "pedagogical translanguaging," "flexible bilingual pedagogy," and "translanguaging as a pedagogical approach," and over the past few decades, researchers have begun to examine its implications and effectiveness for language teaching (Creese and Blackledge, 2010; Carstens, 2016; Cenoz, 2019; Yilmaz, 2019; Abourehab and Azaz, 2020; Galante, 2020; Cenoz and Santos, 2020). When utilized

by teachers, research shows that translanguaging is a viable tool for language learning because it serves as a powerful scaffolding strategy that helps students build and sustain linguistic competence in multiple languages and, by extension, their bilingual/multicultural identities (Canagarajah, 2011; García and Wei, 2014; Gort and Sembiante, 2015; Carstens, 2016). Cognitive and affective gains have also been reported in the literature from implementing translanguaging pedagogy. For instance, Carstens (2016) found that English/Afrikaans speakers, overall, reported that translanguaging assisted them in acquiring complex concepts, helped them improve their English competence and increase their confidence (which they reported was their weaker language/L2), and created a safe environment for experimenting with their languages. Translanguaging has also been linked to helping students develop linguistic knowledge (lexical and grammatical) and is critical in creating bi-/multilingual identity formation for language learners. In an article by Abourehab and Azaz (2020), researchers found that translanguaging promoted the negotiation of grammatical meaning and gave "a voice" to Arabic heritage learners and their identities in the classroom. In their article, the authors concluded that a translanguaging approach is ideal for heritage pedagogy. It seeks to legitimize marginalized language varieties, acknowledge multicultural identities, and challenge monolingual/ monoglossic ideologies.

Translanguaging pedagogy deliberately adopts a belief system known as *heteroglossia*, which disrupts monoglossic views about language. A heteroglossic ideology recognizes and embraces linguistic variation and celebrates speakers for using all their linguistic recourses for communication (Fuller and Leeman, 2020). In addition, translanguaging has been shown to foster and enhance literacy skills for bi/multilingual learners. Ofelia García and Jo Anne Kleifgen (2020) review case studies that favor adopting a translanguaging literacy framework and argue that this

framework allows multilingual young learners to increase their understanding of texts, foster critical metalinguistic awareness, and become more confident in their literacy skills. Adamson and Coulson (2015) reported similar findings in their study examining the use of translanguaging in content and language-integrated learning course for Japanese/English undergraduate students. They found that translanguaging helped students improve their overall writing skills and facilitated the completion of tasks such as note-taking skills and homework objectives. While research on translanguaging in K-12 has flourished over the past three decades, research on translanguaging in higher education remains limited. This extensive also highlights the importance of promoting critical pedagogies as a viable route to deconstructing harmful language ideologies, both in both L2 and heritage contexts.

2.4. The role of language attitudes and affective variables in the construction of language ideologies

During the second half of the 20th century, the field of social psychology developed the construct of language attitudes to investigate how speakers feel, evaluate, react to, and assign meaning to different languages, linguistic forms, and types of discourse. Since then, the contributions to this field by socio- and applied linguistics have been vital to gaining nuanced insight into the process of language variation, language and behavior, language ideologies, the relationship between identity and language, and the role of language plays in socio-political/-historical context to name a few (Dragojevic et, al, 2021). The literature defines language attitudes as "any affective, cognitive, or conative index of evaluative reactions toward different languages or their speakers" (Ryan et al., cited in Kircher, 2016, p. 241). These attitudes tend to be subjective, based on personal experiences, and often reside subconsciously in the mind of speakers. Further, language attitudes

are imbued with emotion and are described as 'deep-seated emotional entities' (Kembo-Sure and Web, 2000, p.131). Nevertheless, only a few studies have paid particular attention to the affective layer of linguistic attitudes, and even fewer have done so in the context of language learning (Littlewood and Liu, 1996). Particularly for language attitudes in the classroom context, it is essential to consider how these attitudes are established. Scholarship on this topic points out that linguistic attitudes are molded by how familiar students are with the language(s) they speak or are learning, stereotypes, prior experiences, motivation for learning, and future goals (Gardner et al., 1985; Galloway, 2013, p. 795). Overall, evaluating affective variables in the classroom is of interest due to the intimate connection between emotions and learning (Mora-Torres et al., 2013; Immordino-Yang, 2015). In fact, scholars have pointed out that "success [in language learning] depends less on materials, techniques, and linguistic analyses and more on what goes on inside and between the people in the classroom" (Stevick, 1980, p. 4).

Further, research on linguistic attitudes in and outside the classroom has been shown to influence speakers' linguistic behavior, language choice, and willingness to communicate. For instance, a study by Brdarević-Čeljo and colleagues (2021) found that multilingual speakers' positive attitudes toward codeswitching moderately were correlated with how frequently bilingual speakers alternated between their languages. Yim and Clément (2021) found a similar effect in Cantonese-English bilinguals. In the same line of thinking, some researchers have wondered to what extent language learners' and teachers' beliefs impact their learning, interactions, language use, and willingness to communicate. Recent work on this topic has demonstrated that negative attitudes have been linked to hindering learning and impairing students' willingness to communicate (de Saint Léger and Storch, 2009; Muthanna and Miao, 2015; Almohaimeed and Almurshed, 2018).

However, more research is needed to investigate how these attitudes and personal beliefs impact students and teachers alike. Additionally, while extensive scholarship on language attitudes focuses on personal belief views about teaching and learning, even more work is needed to understand how language attitudes interject with broader ideological belief systems and manifest themselves in today's pedagogies. To illustrate, researchers have noted a crucial distinction between *teacher beliefs* and *teacher ideologies* (Lacorte, 2016, p. 104). Lacorte argues that beliefs stem from the teachers' own experiences as learners and instructors in various circumstances, as well as their attitudes toward the language they teach or the groups being taught. On the other hand, teachers' ideologies refer to beliefs interwoven with other social belief structures that bear far-reaching societal implications.

Only a few studies of this kind are available today. For example, Hillman et al.'s (2019) publication examining translanguaging ideologies in Qatar in the context of higher education found that bi-/multilingual instructors report, via survey, minimal use of mixing of languages in English-medium instruction due to various ideological views (e.g., monolingual ideologies) about optional learning). However, instructors seem to engage in translanguaging practices to facilitate learning. Other studies investigating teachers' attitudes towards translanguaging demonstrate that teachers also express common logistic concerns when discussing the potential of translanguaging. Instructors find it challenging to strike a balance between the use of languages, how to prioritize the target language as required by language programs, and, most importantly, how to reconcile translanguaging pedagogy and monolingual assessment (Galante, 2020; Ticheloven et al., 2019). This type of resistance to translanguaging pedagogy based on specific ideological views about language learning has been well-documented in the literature for K-12 teachers (Holdway and

Hitchcock, 2018). There is, however, a paucity of research looking at students' views about spontaneous and pedagogical translanguaging in higher education. A case study by Rivera and Mazak (2016) found that students from an undergraduate psychology classroom in Puerto Rico have a neutral to positive outlook on classroom translanguaging. They also found that students who had neutral responses toward translanguaging pedagogy were those who were used to working in contexts where codeswitching and spontaneous codeswitching occur frequently. If a teacher were to use it, it would not be unusual. Another study by Moody et al. (2019) examined graduate students' views about translanguaging in the United States and found that they view it as positive in the context of L2 learning and within social settings. However, in this study, an additional finding, with potential implications for language ideologies research, suggests that translanguaging in higher education was still seen as a marker of low L2 proficiency. Therefore, this comprehensive review emphasizes the need for more interdisciplinary research that seeks to bridge the divide between language attitudes and emotion research. Likewise, we have shown there is great value in implementing critical pedagogies to deconstruct harmful language ideologies in the context of language learning.

CHAPTER 2

STUDY 1

1. Introduction

Using students' and teachers' own/native language(s) for language learning and teaching has prompted many discussions over the years among educators and researchers in socio- and applied linguistics. Although newer pedagogies (such as translanguaging and Critical Language awareness) imbued with years of sociolinguistic and SLA research at their core have emerged to serve emergent bilinguals better; still, one essential component of these innovative strategies remains highly understudied: the role of emotion(s). Therefore, this chapter evaluates two distinct cohorts of bilingual students (L2 learners and heritage language learners of Spanish) and their responses to a series of open-ended questions about their linguistic practices. Thematic analysis and the use of valence ratings demonstrate valuable insight into the relationship between students' views about language use and their affective states. Concretely, we ask students to report how they *feel* and perceive the act of alternating between their languages or codeswitching, a feature of bilingual discourse commonly shared with spontaneous translanguaging. In addition, we inquired whether participants found valuable code-switching in their language classes.

2. Research Questions

Q1: What is the perceived helpfulness of translanguaging for heritage and L2 learners of Spanish enrolled in undergraduate language courses?

Q2: How do L2 learners and heritage speakers of Spanish enrolled in undergraduate language courses *feel* about using translanguaging in the classroom? Are there any differences among the groups? Do attitudes toward translanguaging tend to be more positive, negative, neutral, or ambivalent?

Q3: How do students perceive teachers' notions about translanguaging? Do students report on that topic using ideologically-charged language when talking about their emotions?

3. Methods and procedures

3.1. Participants

99 undergraduate students from the University of California, Davis, were surveyed for this study through Qualtrics Research, an online survey tool used to collect questionnaire data. In our sample, 49 of them were intermediate-advanced second language learners (L2), and 51 were heritage language learners of Spanish. Students in this study were recruited from courses designed to support each cohort's language needs. UC Davis offers separate tracks for second/foreign language learners of Spanish and heritage speakers. The rationale behind the grouping criteria is substantiated by an extensive body of literature that argues that these two types of learners vary significantly in terms of linguistic proficiency, language practices, and affective and sociocultural aspects (Valdés, 2001; Kondo–Brown, 2005).

All participants were informed about the purpose of the study and volunteered to participate outside class time. In this sample, heritage language learners report having learned both of their languages, on average, between the ages of 1 and 3. Second language learners, on average, report

having learned their L2 starting at the age of 7. Additionally, both groups received an average of 5 years of academic Spanish throughout their lives. Table 1. Shows the demographic summary. Lastly, among the 49 L2 learners of Spanish, there were 14 multilingual speakers of Hindi, Kutchi, Tagalog, Cantonese, Mandarin, Punjabi, Yoruba, Korean, Japanese, Hmong, Urdu, and Trique.

Table 1. Student demographics

	Heritage Speakers (n=51)	**L2 Learners (n=49)**
Age	M:19.24 SD:1.64 (min:17; max:26)	M: 20 .44 SD:3.05 (min:17; max:32)
Sex	females=35; males=9; non-binary=7	females=41 males=8; non-binary=0
Years of Academic Spanish	M: 5.24 SD:3.90 (min:0; max:16)	M: 4.85 SD: 3.27 (min:0; max:16)

3.2. Materials

Students were asked to complete a questionnaire using Qualtrics research. This questionnaire contained several questions relating to students' linguistic background, their use of language(s) in the classroom, and the emotions of codeswitching and translanguaging generated in them. For this study, we only analyzed the following questions from the questionnaire:

- Does switching between languages (English/Spanish) help you express yourself in class?
- Does using English/Spanish simultaneously in conversation help you communicate better?
- How does switching between languages make you feel?
- What do you think your teacher thinks when hearing students switch between languages in the class? How does their perception make you feel?

3.3. Procedures

We utilized the direct approach to evaluate language attitudes, which explicitly asks participants to report their language attitudes, typically through surveys or interviews (Dragojevic et al., 2021). We also asked the two-cohort students to report on 3-point Likert scales how *helpful* they thought translanguaging was in their language classrooms for communication purposes. Response counts were calculated using the Statistical Package for the Social Sciences (SPSS) Version 27. Second, a qualitative analysis using MAXQDA 2020 was carried out to understand the emotions elicited by translanguaging and how bilingual and multilingual students of diverse experiences with language(s) might feel when engaging in this linguistic practice. A series of Thematic analyses were conducted on a total of 99 open-ended responses of the two cohorts of students examined in this study, heritage speakers (n=51) and L2 learners of Spanish (n=49). Their responses were first coded by valence (i.e., positive, negative, neutral, or ambivalent) based on the presence of explicit emotional content found in both students' lexical choices (i.e., "I am happy") and in their detailed accounts of felt sensations when students engage in translanguaging (i.e., "going back and forth makes me feel as though I am not competent at speaking Spanish yet"). In addition, Warriner et al.' (2013) valence rating lists of words were used as a validating measure to minimize the degree of subjectivity in categorizing positive, negative, neutral, and ambivalent responses. Valence ratings provide valuable information about the affective meaning of words by asking a large sample of people to rate the degree of the pleasantness inherently embedded in words on a scale ranging from 1 (least pleasant) to 9 (most pleasant). These scales are often used in psycholinguistic studies and quantitative text-based sentiment analysis, yet qualitative research studying emotions could also benefit from them, especially for data validation purposes.

The following example illustrates how rating scales were used in this study to categorize student responses. If an answer to the question, *how does switching between languages make you feel?* Contained the word "happy," the word's valence was manually searched in Warriner et al.' (2013) dataset, and depending on the accrued valence score, the word was categorized as either a positive or negative, neutral, or ambivalent response. In this example, the word "happy" had an average valence score of 8.47, which means the word is perceived as highly pleasant and, thus, was categorized as positive. In this study, responses that contained words with an average valance score between 1-4 were considered negative, those with a 5-6 score were considered neutral, and those with 7-9 were positive. Table 2. Shows how examples of the coding as how the valence ratings were assigned. Instances of ambiguity in students' responses (e.g., "feeling not competent") were discussed and evaluated with another trained researcher in order to reach an agreement. In the example above, the used addressed this limitation by looking up the word "incompetent" (given its proximity to the original sentiment expressed by the student) in the database and using its valance score to categorize the word as negative. Lastly, it is important to mention that instances of missing data are present depending on the question being analyzed.

Table 2. Student responses coded based on their valence (1-4 negative; 5-6 neutral; 7-9 positive)

Reaction	How does switching between languages make you feel?	Valence score
Positive	*"When I codeswitch with friends, it makes me feel* ***confident*** *knowing that I do not have to perfectly adhere to one language or the other. Sometimes, it is easier to express some terms in one language".* ***(Heritage speaker)***	**7.56**
	*"****Happy*** *that I can communicate with more people* ***(L2 learner)***	**8.47**

Negative	*"**Ashamed** and **dumb** sometimes. Growing up in a Hispanic household and not knowing even the simplest of words can be embarrassing.* ***(Heritage speaker)***	**2.52**
	*"Switching between languages makes me **nervous** and **anxious** as I am not entirely confident in my oral abilities"* ***(L2 learner)***	**3.56**
Neutral	*"It doesn't make me feel out of the **ordinary** because I've been doing it since I was a kid"* ***(Heritage speaker)***	**5.05**
Ambivalent	*"It makes me feel a little **silly** or **dumb** sometimes because it's often the simplest word that I fail to remember in Spanish. But, it can also feel very natural and comfortable to use both languages when expressing myself".* ***(Heritage speaker)***	**2.44/ 7.67**
	*It makes me **nervous**, because I did not want to make mistakes while speaking to someone. But it is also **fun** because I get to put my learning to the test.* ***(L2 learner)***	**3.56/ 8.37**

4. Results

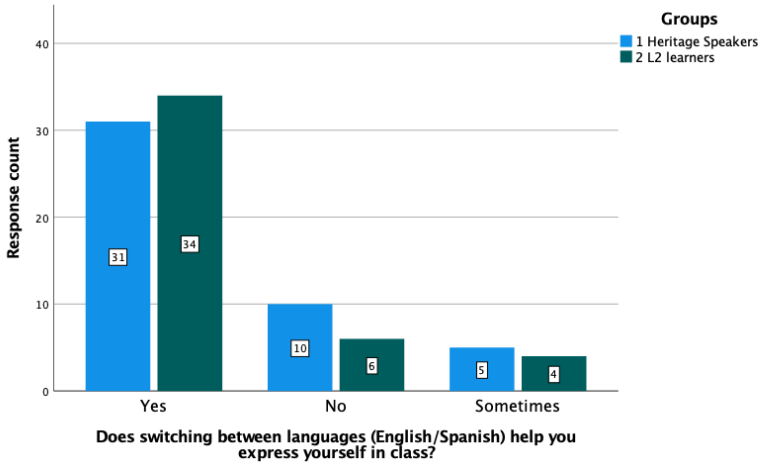
4.1. Quantitative analysis

Research Question 1. What is the perceived helpfulness of translanguaging for heritage and L2 learners of Spanish enrolled in undergraduate language courses?

Descriptive analyses of the two groups were conducted using SPSS 27. Graph 1. Shows participants' response count to the question does *switching between languages (English/Spanish) help you express yourself in class*? Most participants in both groups (Heritage=32; L2= 34) have favorable responses towards using translanguaging and agree that switching between languages helps them communicate in the classroom. Another portion of the sample (Heritage=10; L2= 6)

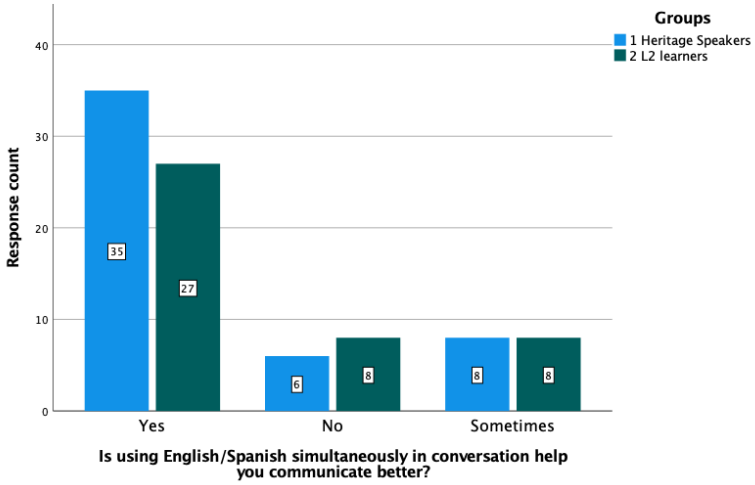
report an adverse effect of using translanguaging practices, and only a handful of them (Heritage=5; L2=4) express that language switches are helpful at certain times but not always.

Graph 1. Does switching between languages (English/Spanish) help you express yourself in class?



Graph 2. shows participants' response count to a slightly different question regarding translanguaging: *Does using English/Spanish simultaneously in conversation help you communicate better?* Similarly to the previous question, most participants in each group (Heritage=35; L2= 27) report that translanguaging is beneficial to them in communication. However, heritage speakers favor simultaneous expressions of translanguaging in conversation more than L2 learners. Only a few participants in both groups (Heritage=6; L2= 8) report that simultaneous translanguaging does not help them in conversation. Eight participants in each group stated that a slight variation in their translanguaging is sometimes beneficial. Graphs 1 and 2 demonstrate that language students in our sample generally see translanguaging as a valuable skill both within the classroom context and in conversation. There were 8 cases of missing data.

Graph 2. Is using English/Spanish simultaneously in conversation help you communicate better?



Research Question 2. How do L2 learners and heritage speakers of Spanish enrolled in undergraduate language courses *feel* about using translanguaging in the classroom? Are there any differences among the groups? Do attitudes toward translanguaging tend to be more positive, negative, neutral, or ambivalent?

a) Heritage group: emotion code summary

As evidenced in Graph 3. and Table 3., in our sample, 52 % (n=26) heritage speakers report positive emotions and sensations towards translanguaging; 28% (n=14) experienced negative emotions/sensations; 8% (n=4) experienced normal/neutral, and another 8% (n=4) of students felt ambivalent emotions. In addition, 4% (n=2) of students' responses were categorized as unrelated because their answers did not address the topic in question. We identified one instance of missing data.

Graph 3. Distribution of emotions for heritage speakers

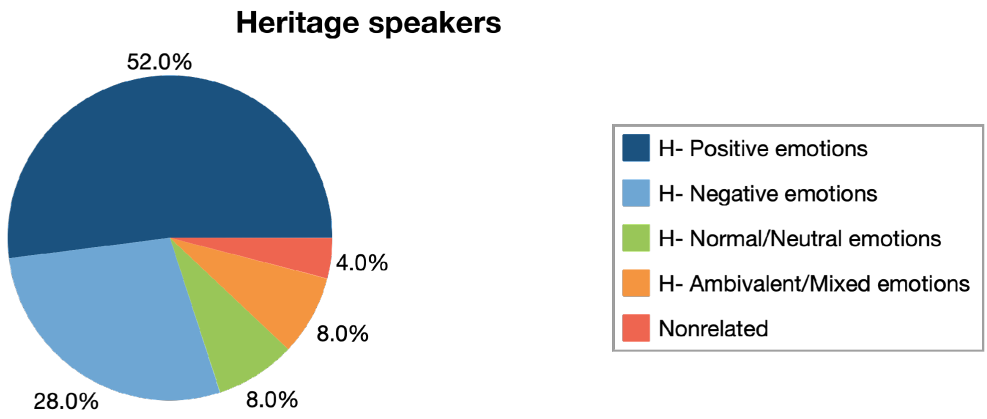


Table 3. Frequency counts for heritage speakers

	Frequency	**Percentage**
H- Positive emotions	26	52.00
H- Negative emotions	14	28.00
H- Normal/Neutral emotions	4	8.00
H- Ambivalent/Mixed emotions	4	8.00
Nonrelated	2	4.00
TOTAL	50	100.00

b) L2 learner group: emotion code summary

As evidenced in Graph 4. and Table 4., in the case of L2 learners, 42.6 % (n=20) of the total number of participants experience positive emotions and sensations towards translanguaging; 21.8% (n=15) negative emotions; 2.1% (n=1) normal/neutral emotions; 19.1% (n=8) ambivalent emotions; and 6.4% (n=3) provided nonrelated responses to the question. Two students did not respond to this question.

At first glance, these findings show that L2 students' emotions and sensations toward translanguaging are somewhat similar to those of heritage learners. However, upon further scrutiny of this sample, we discovered that the L2 sample contained heritage and multilingual speakers of other languages (e.g., Mandarin-English bilinguals) whose language practices surrounding translanguaging would probably be more similar to those of the heritage cohort. We also wanted to see if a different pattern emerged when excluding multilingual learners from other languages. We created a separate category to analyze their translanguaging pattern to see if they were similar to the Heritage group, giving their exposure to more than one language at home or in their communities.

Graph 4. Distribution of emotions for L2 learners

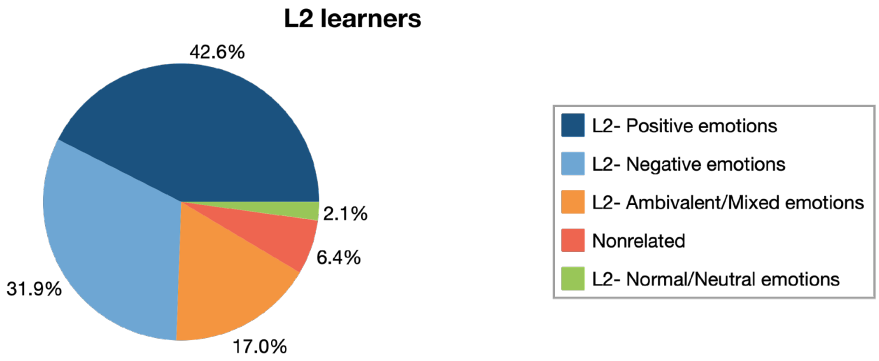


Table 4. Frequency counts for L2 learners

	Frequency	**Percentage**
L2- Positive emotions	20	42.06
L2- Negative emotions	15	31.9
L2- Ambivalent/Mixed emotions	8	17.02
Nonrelated	3	6.4
L2- Normal/Neutral emotions	1	2.1
TOTAL	47	100.00

c) Heritage and multilingual speakers of other languages: emotion code summary

The multilingual learners from this sample speak the following languages: Hindi, Kutchi, Tagalog, Cantonese, Mandarin, Punjabi, Yoruba, Korean, Japanese, Hmong, Urdu, and Trique. Most students (52.6%, n=5) experience positive emotions when using translanguaging. 15.8% (n=3) of students experience negative emotions. 15.8% (n=3) feel ambivalent emotions towards translanguaging and only 5.3% (n=1) experience neutral emotion. As seen in Graph 5. and table 5., this group exemplifies the vast heterogeneity and ecology of languages present in the Spanish classroom, both in terms of diverse students and types of emotions.

Graph 5. Distribution of emotions for multilingual language learners

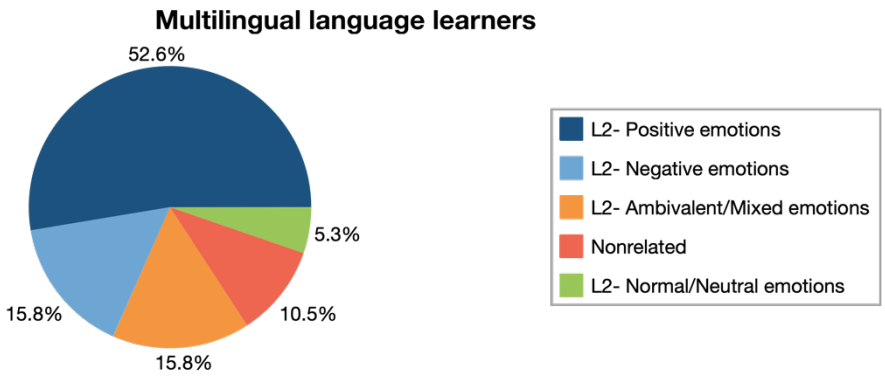


Table 5. Frequency counts for multilingual learners

	Frequency	**Percentage**
L2- Positive emotions	5	52.06
L2- Negative emotions	3	15.08
L2- Ambivalent/Mixed emotions	3	15.08
Nonrelated	2	10.05
L2- Normal/Neutral emotions	1	5.03
TOTAL	14	100.00

d) L2 learner group (excluding heritage and multilingual speakers of other languages): emotion code summary

Results from the reorganization of the L2 data, which excluded heritage and multilingual speakers of other languages, showed that 42.9% (n=15) of students experienced negative emotions when translanguaging; 36.7% (n=14) positive emotions, and 17.9% (n=3) ambivalent emotions. There were no students who experienced normal/neutral emotions. Only one person gave a response that was considered unrelated to the question.

Graph 6. Distribution of emotions for L2 learners (excluding heritage and multilingual speakers of other languages)

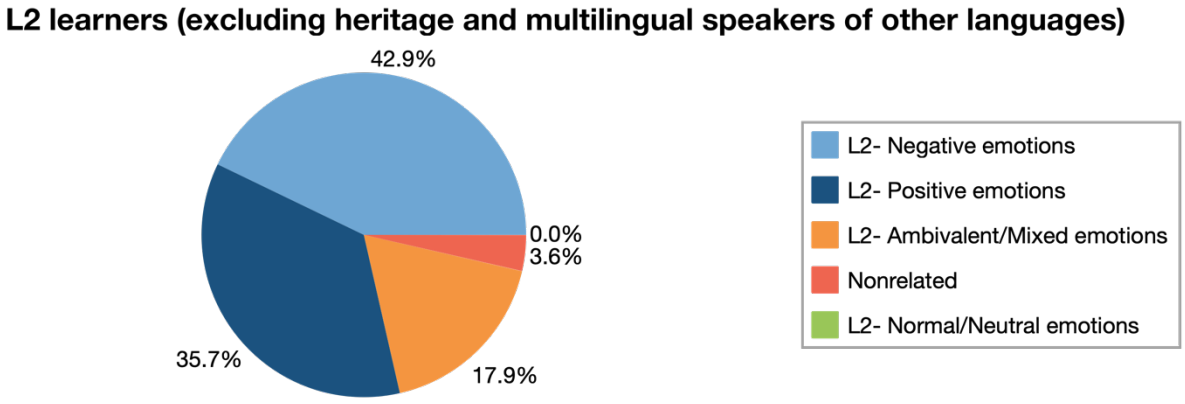


Table 6. Frequency counts for L2 learners without multilingual learners group

	Frequency	Percentage
L2- Negative emotions	15	42.09
L2- Positive emotions	14	35.07
L2- Ambivalent/Mixed emotions	3	17.9
Nonrelated	1	3.6
L2- Normal/Neutral emotions	0	0.00
TOTAL	33	100.00

Graph 6. and Table 6. show a striking difference between the emotions felt by this group of L2 speakers with those felt by heritage speakers. A more polarizing pattern of emotions appeared between positive and negative emotions. The majority of L2 learners report having negative emotions toward this practice. No normal/neutral emotions toward the use of translanguaging were present. Overall, we see that emotions are diverse and vary drastically for each group of learners.

4.2. Qualitative analysis

A subsequent thematic analysis evaluated students' attitudes, emotions, and language ideologies toward spontaneous translanguaging in the classroom. For this analysis, only positive and negative emotions were examined. In addition, given the low number of participants in the multilingual learner group, these students were excluded from this analysis. In the previous section, using the valence lists allowed us to identify a general trend in students' responses concerning how pleasant or unpleasant alternating languages felt to them. However, in this section, we are interested in exploring subtle differences and nuance information in positive and negative emotions. For instance, even though words like "friendship" and "happiness" are often associated with and rated as positive emotions, the context in which they appear and their personal significance may vary from person to person. We hypothesize that positive and negative emotions will adopt different meanings for each cohort and individual students. They will also inform us about linguistic attitudes and ideologies embedded and associated with those emotions. Using MAXQDA 2022 and in accordance with Braun and Clarke's (2006) recommendations for thematic analysis, participant responses were first read attentively, and initial ideas for potential codes were recorded. Second, a preliminary classification system was devised based on the frequency of words in

student responses. For example, the word “normal” appeared in the overwhelming majority of heritage learners' responses. Together with a colleague researcher, I was able to establish themes and identify patterns using this data. Thirdly, potential themes were derived from the codes during this phase of the procedure. The researchers then refined and reevaluated the selected themes to ensure congruence. Disagreements and divergences were discussed until only four themes remained. Three themes were identified within positive emotions: (1) a sense of enthusiasm about communicative growth and ability, (2) a sense of normalcy, and (3) a sense of community. For negative emotions, only one central theme was identified: (4) a sense of inadequacy and uneasiness. Table 7. Provides a list of themes and the number of responses per category. A total of 40 responses for heritage speakers were coded out of the 50 in our previous quantitative analysis of positive and negative emotions only, and 29 responses for L2 learners following the same criteria. Several responses (n=14) were excluded because students did address the questions directly, or there was too much ambiguity and disagreement among raters to be categorized in the themes identified for this study.

Table 7. List of themes and raw counts

	Themes	**Heritage**	**L2**
Positive emotions	Sense of enthusiasm about communicative growth and ability	10	14
	Sense of normalcy	12	0
	Sense of community and safety	4	0
Negative emotions	Sense of inadequacy & uneasiness	14	15

4.2.1. Positive emotions

Theme 1: Sense of enthusiasm about communicative growth and ability

This category details L2 and heritage language learners' enthusiasm for developing and using their language(s). Learners in both cohorts express that possessing the ability to switch between languages is a positive indicator of linguistic knowledge, ability and a source of "*good"* feelings/emotions such as confidence, pride, and happiness. Heritage language learners report that having the ability to alternate between their languages evokes feelings of "pride," an emotion intimately connected to one's identity.

> (1) "[translanguaging/codeswitching] makes me feel good about myself because I can say that I know how to speak two languages which is something I'm really proud of."
> (2) "I'm used to switching languages, and it's fairly easy for me. Most of the time I switch, it's intentional, and I'm proud that I can speak multiple languages."

The presence of an emotion like "pride" substantiates the claim that heritage language learners' translanguaging is indeed connected to their bilingual/bicultural identities. Emotions like pride play a vital role in language learning and are essential for promoting positive linguistic self-esteem and "appraising one's worth." (Beaudrie and Ducar, 2005; Ross and Stracke, 2016). In addition, heritage speakers also view translanguaging as a source of confidence when communicating.

> (3) "switching between languages makes me feel more sure on what I'm saying…"
> (4) "confident knowing that I do not have to perfectly adhere to one language or the other."
> (5) "It makes me feel confident about my ability to speak both languages."
> (6) "When I codeswitch with friends, it makes me feel confident knowing that I do not have to perfectly adhere to one language or the other. Sometimes, it is easier to express some terms in one language."

For the group of L2 learners, on the other hand, their responses to their translanguaging practices suggest a different pattern. Most of them use words like "good" and "happy," which, although positive according to valance scales, they seemed to be focusing and reporting on the excitement and novelty of learning a new language rather than a deeper and more personal connection to their languages or at least at this point in the L2 acquisition. L2 learners also seem enthusiastic about practicing the target language and having fun while doing it.

(7) "I do it to practice Spanish with my friends who are also in the class. It is also fun to practice my Spanish."
(8) "Happy that I can communicate with more people."
(9) "It is cool and makes me feel like a know something interesting."

Another interesting finding is that some L2 learners seem to perceive this ability as a sign of linguistic growth, ability, and intelligence. This finding demonstrates that positive emotions toward linguistic ability may serve as indicators of language development. This observation, however, needs to be further examined and empirically tested. Another potential explanation for this finding may be that L2 learners' enthusiasm is rooted in commodification ideologies, as previously reported in studying L2 perception toward language development (Pomerantzs, 2002).

(10) "Makes me feel smart."
(11) "It makes me feel like all the hard work has finally paid off"
(12) "When I can switch between languages it makes me feel good, and that I am actually learning the language."
(13) " Cool… Like I know what I am doing."

Theme 2: Sense of Normalcy

As was mentioned earlier, only heritage speakers of Spanish report experiencing a sense of normalcy. Table 7 shows that overall, they describe this practice of switching between their languages as *normal* and part of their everyday lives. According to valence scores by Warriner et al.' (2013), it is essential to consider that words like *normal (6.17), fine (6.05), and natural (6.17)* are rather pleasant emotions given that they are processed above the average for neutral emotions which is roughly (4.5) established in this analysis. This interesting finding provides new insight into what it means feeling "normal" for heritage speakers.

(14) "It feels fine, I did it a lot growing up with friends and family."
(15) "It is something that happens naturally at times"
(16) "Switching between languages comes naturally to me so it makes me feel normal."
(17) "Casual, and it feels like I can express myself in more words than I can in one language since a word in the same language won't have the same emotions."

This information is consistent with the literature on language attitudes that state that exposure and frequency to translanguaging practices shape attitudes towards it (Rivera and Mazak, 2016). In fact, feeling 'fine' and perceiving language switches as "natural" provides evidence to support the idea that some bilinguals do not strictly perceive a sense of normalcy but also *feel* it. It is also essential to consider that one student mentions that even though they view this practice as "normal," they are also aware of the social stigma associated with translanguaging, which in turn causes them to feel negative emotions such as unconformity and weirdness. The student commentary also alludes to monoglossic language ideologies (languages as separate entities) and English hegemony present in U.S. society.

(18) “Switching between languages is a normal part of my life, but I feel the eyes of racist bystanders who stare at me weirdly for expressing myself in a language different to their common English communication. It makes me uncomfortable.”

This example also speaks of the dynamism of emotions and how multiple emotions may coexist and change depending on their communication context/situation and likely due to the perspective one adopts when describing an event (in this case, a bi-/multilingual speakers’ perspective). It informs us that conflicting emotions may coexist due to language ideologies.

Theme 3: Sense of Community and Safety

A few heritage speakers mention that their ability to shift between their languages makes them feel connected to their roots/ family and provides them safety. Additionally, the emotion of *safety* informs us about students’ ability to safely navigate conversations when they can access all their linguistic skills rather than being restricted to one language.

(19) “It makes me feel a little special that I have this connection to this other side of my family.”
(20) “I feel good. Connected to my roots.”
(21) “It makes me feel safe when I am able to comfortable switch between languages and the people I am having that conversation with can understand me”
(22) “It makes me feel like I'm more connected to the person because we understand each other in two ways. It also makes me feel more comfortable because sometimes it's easier to express myself in one language and then go back to the other.”

There is no doubt that heritage language learners have a well-established affective connection to their language(s) and the ability to engage in behaviors exclusively available to bilinguals, such as codeswitching and translanguaging, which seems to play a vital role in affirming their bilingual

identities and building community. Even though only a handful of participants reported feeling connected to their family or cultural roots, these are also powerful remarks of the socio-emotional component present in translanguaging.

4.2.2. Negative emotions:

Theme 4: Sense of inadequacy and uneasiness

Overall, a group of learners from both cohorts state that switching between their languages produces negative emotions such as shame, insecurity, frustration, and nervousness. In particular, heritage speakers allude to the social stigma associated with the perceived lack of fluency in the heritage language.

> (24) "Not adequately fluent in Spanish."
> (25) "Switching makes me feel sometimes insecure when I forget words."
> (26) "Switching between languages, if I do it, makes me feel as though I do not have the right amount of proficiency within either language being that I have to substitute one of the words because I cannot remember it in the language that I am currently speaking."

Emotions such as "insecurity" and "inadequacy" due to a perceived lack of proficiency are well-documented linguistic phenomena within this group. This result is consistent with previous studies, wherein heritage language learners are often ridiculed due to a lack of proficiency in the heritage language (Wiley and Valdés, 2010). Our findings suggest that ridicule becomes internalized and is manifested as shame in the linguistic practices of heritage speakers.

Our data suggest that a potential explanation for heritage speakers' feeling "ashamed" is due to monoglossic and standard language ideologies, which seem to inhabit their homes and mediate interactions with their family members. In particular, heritage speakers seem to experience "shame" because they are expected to perform like monolingual speakers of Spanish, and their fluid bi-/multilingual language practices are seen through a monoglossic lens. Mockery and humiliation may be a byproduct of upholding these beliefs at a societal level.

(27) "Ashamed and dumb sometimes. Growing up in a Hispanic household and not knowing even the simplest of words can be embarrassing"
(28) "At times I am ashamed that I can't continue the conversation in Spanish. Especially when talking with my family"

L2 learners of Spanish also seem to experience negative emotions associated with their linguistic ability. Additionally, they report feeling "confused," "anxious," and "nervous." Although language anxiety is a well-known phenomenon in linguistics, these findings suggest that these feelings may also occur due to performing language switches rather than speaking consistently/solely in the target language.

(29) "Usually uncomfortable due to lack of proficiency"
(30) "Switching between languages makes me nervous and anxious as I am not entirely confident in my oral abilities"
(31) "Not good! It usually feels like I'm not doing a good job at speaking a language other than English"
(32) "Confused and anxious."

Research Question 3. How do students perceive teachers' notions about translanguaging? Do students report on that topic using ideologically-charged language when talking about their emotions?

We also asked students to provide their thoughts on their instructors' views on the use of translanguaging in the classroom and the emotions teacher beliefs may elicit. This inquiry is of great interest for two reasons. First, research shows that translanguaging as a teaching strategy facilitates learning, helps students feel relaxed, provides a more comfortable environment for learning, and validates multilingual identities in the classroom (Modupeola, 2013; Abourehab and Azaz, 2020; Galante, 2020; Cenoz and Santos, 2020). However, little is known about how students view teachers' translanguaging inside language classrooms and the context of higher education. For example, suppose a teacher has a *target-language-only* policy in the classroom and believes that students should receive most of the input in the target language to learn the language. In that case, students may mention that their teachers dislike the use of English or that their teachers make no effort to codeswitch. Thus, by asking students to put themselves in the shoes of their instructors and comment on how it impacts their emotional state, we may get a glimpse of how translanguaging pedagogy might be conducted and received in the classroom, how teachers manage their own use of multiple languages, and whether students are receptive or resistant to this practice. Secondly, to our knowledge, there are not any studies examining how students may *feel* as a result of their instructors' notions of translanguaging; even research has demonstrated that linguistic attitudes and ideologies may result in tangible and measurable behaviors (Brdarević-Čeljo et al., 2021). In this exploratory qualitative analysis, we consider students' emotional state as an experimental source of insight that may reveal which linguistic ideologies continue to be

perpetuated in the language classroom. Additionally, even though students' insight does not reflect the teachers' actual perception of this practice, it serves as a pilot study for future studies to compare and contrast both perspectives. Therefore, we explicitly asked students to answer the following questions: *What do you think your teacher thinks when hearing students switch between languages in the class? How does their perception make you feel*? Unfortunately, not all students indicate what emotions they feel as a result of their perceived notion of teachers' translanguaging. Consequently, only a few examples will be evaluated. Given the exploratory nature of this section and the fact that we are analyzing perceptions rather than emotions in this section, we did not resort to the valence scales to categorize and validate students' responses. Instead, we used a qualitative methodology known as open coding (Cohen et al., 2011) to analyze and categorize learners' views of this question as positive, negative, and neutral.

a) Heritage perception of teacher's view of translanguaging

Overall, Graph 7 and Table 8 show that 35% (n=17) of heritage language learners in our sample believe their instructor's view towards translanguaging is neutral; 25% (n=12) believe their instructor's perception is positive, and 20% (n=10) is negative. 18% (n=9) of participants did not answer the question directly or wrote they "don't know" in their answers. Three participants left this question blank and were considered missing data. Table 8 provides examples detailing student perceptions of teachers' view of translanguaging.

Graph 7. Distribution of heritage speakers' perception of teachers' view of translanguaging

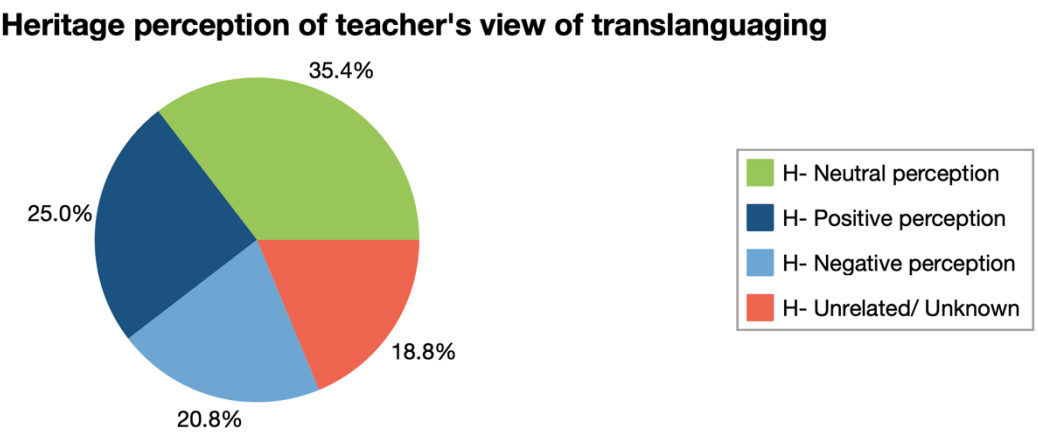


Table 8. Frequency counts for heritage speakers' perception of teachers' view of translanguaging

	Frequency	**Percentage**
H- Neutral perception	17	35.42
H- Positive perception	12	25.00
H- Negative perception	10	20.83
H- Unrelated/ Unknown	9	18.75
TOTAL	48	100.00

The majority of participants in this group believe that their teachers are indifferent to this practice and that most teachers find it a standard practice in the language classroom.

(33) "Nothing, she does not mind, she understands there are different levels of Spanish fluency in the class."

(34) "I feel like most teachers find it normal."

(35) "I think they do not mind because it is part of the learning process."

(36) “I do not think my teacher minds hearing students switch between languages during class.”

Some students report feeling “welcomed” and “supported” due to the positive perceptions of translanguaging they identify with their teacher. While others comment on their teachers’ feelings towards this practice using words like “proud,” “encouraging,” and “understanding.”

(39) “I believe that my teacher also feels as if she is more connected to her students in some way.”
(40) “Understanding. It makes me feel welcomed.”
(41) “I think that they are also proud and encouraging. This makes me feel supported as a student.”
(42) “I think they feel good that students were able to communicate in both languages. It shows understanding.”

In addition, students’ perceptions of the teacher’s translanguaging are consistent with the pedagogical techniques’ core values and heteroglossic ideologies, which emphasize learning and communication for meaning-making rather than focusing on language itself. The notion of using all linguistic resources for communication without the watchful adherence to named languages. This can be best exemplified by one of the students’ remarks:

(43) “I think our teacher cares more that we're learning, and if we have a question, they want us to communicate that question, whether it's in English or Spanish. I appreciate that it seems like they want us to learn.”

These few examples show that students who identify that their teacher has a favorable perception of translanguaging practices also demonstrate positive emotions toward them. However, due to the exploratory nature of this study, there is not enough evidence in our study to claim that this correlation is, in fact, accurate or significant.

Four participants commented that even though alternating between languages is a normal part of the language learning process, and some instructors are even accepting of this practice, there is a clear bias for the use of the target language or means of communication given the context in which they are in (a Spanish class). Additionally, one student mentions that their instructor has preconceived notions of students' language skills. These remarks allude to monoglossic and one-language- one nation ideologies.

(37) "I feel that they don't mind it because they know that not everyone is going to be fluent."
(38) "I think they find it normal but want to encourage only using Spanish."
(39) "I think my teacher is understanding however wants us to try and use Spanish only. Their perception makes me understand and try but not feel ashamed if I switch"
(40) "I think my teacher is accepting about it but she probably hopes that we can push ourselves to speak Spanish since the class is for Spanish speakers."

In terms of negative perceptions, students appear to be paying close attention to their teacher's emotions towards translanguaging, specifically using English and Spanish in the classroom in different instances. They report that their teachers may feel "annoyed," "sad," "disappointed," "mad," and even "shame" as a result of not being able to perform as fully competent Spanish speakers or presumed practices and etiquette typical of language courses.

(41) "I think they might get annoyed if the student makes no attempt to try Spanish, which I agree with"
(42) "I supposed a bit disappointed, but they must understand that we do not fully know this language yet."
(43) "I feel like she gets mad because it is Spanish class."
(44) "I think they are a little sad when we start talking in English, which makes me try to talk in Spanish more, it's just really hard and tiring sometimes when you're not learning a bunch."
(45) "maybe shame? that they aren't able to improve our Spanish communication skills".

(46) “She probably would prefer us to only speak in Spanish.”

(47) “I feel like they are not against it, but language teachers would prefer not to.

These examples provide insight into teachers’ monoglossic and monolingual ideologies (as perceived by the students), which remain in the heritage classroom. We see this in the high expectations placed on practicing Spanish exclusively and being able to conform to standards often associated with monolingual speakers. Unfortunately, there were not any students who reported how they felt due to such a perception.

b) L2 perception of teacher's view of translanguaging

Table 9 shows that 36 % (n=16) of L2 learners in our sample believe their instructor’s views of translanguaging are negative, 31% (n=14) believe their instructor’s perception is positive, and 13% (n=6) think it is neutral. Finally, 18% (n=8) of participants did not answer the question directly or wrote “don’t know” in their answers. Five participants did not answer this question and were considered missing data. For this analysis, we included the multilingual learners' cohort, given that they expressed their views about their teachers’ notions of translanguaging in the Spanish classroom rather than commenting on their own translanguaging practices, which may vary significantly from L2 learners’ language switches.

Graph 8. Distribution of L2 speakers’ perception of teachers’ view of translanguaging

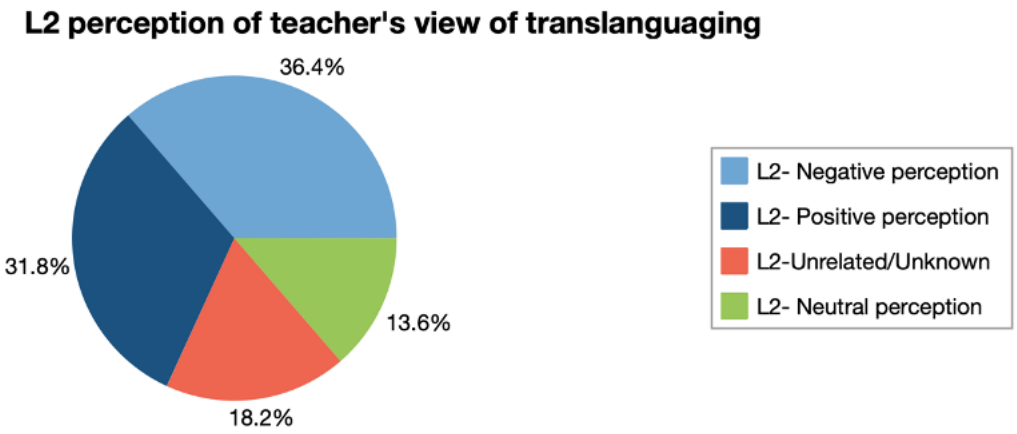


Table 9. Frequency counts for L2 learners' perception of teachers' view of translanguaging

	Frequency	**Percentage**
L2- Negative perception	16	36.36
L2- Positive perception	14	31.82
L2-Unrelated/Unknown	8	18.18
L2- Neutral perception	6	13.64
TOTAL	44	100.00

Most students believe their teachers hold negative perceptions of translanguaging. Like heritage speakers, their recount alludes to perceived negative feelings such as frustration and dislike on the instructor's part. They comment on monoglossic ideologies present in the classroom by saying:

(48) "It is probably frustrating to hear students switch between languages during a foreign language class because they aren't practicing in the language their teacher instructed."
(49) "I feel that they are disappointed and that they expect their students to only speak in Spanish
(50) "I think my teacher discourages students switching between languages."
(51) "My professor doesn't like when english is spoken in class much. This makes it hard to be on the same page in regards to understanding the topic at hand."

A few participants in this group commented on how these negative perceptions make them particularly anxious.

> (52) “I think it makes them feel disappointed, makes me feel anxious”
> (53) “I think that maybe they will be disappointed if I switch between languages, and that makes me feel anxious sometimes about doing so.”

Another portion of students reports that their teacher holds positive ideas of translanguaging. In a couple of responses, we see that students interpret that their teacher thinks translanguaging aids vocabulary learning and the acquisition of new material for L2 learners *).* Additionally, one student reports feeling “happy” and “excited” due to their teacher’s view of translanguaging.

> (54) “I think our teacher accepts it and helps us to learn those words in Spanish, it makes our vocabulary stronger”
> (55) “They understand that we’re learning and still grasping tons of new information”
> (56) “I think my teacher thinks we are just thinking. It makes me feel comfortable”
> (57) “I think he enjoys it and is proud. This makes me happy and excited”

Lastly, only a few students hold neutral views about translanguaging practices.

> (58) “He is fine with it he never says anything against it
> (59) “I don't think they mind.”

5. Discussion

The present study evaluates students' feelings towards the use of codeswitching and spontaneous translanguaging in the class, their perception of the teacher's views of translanguaging, and the emotions teachers' attitudes could generate from the student's perspective. Additionally, we asked students to report on the perceived utility of being able to switch between English and Spanish in the classroom for communication purposes. Overall, both heritage language learners and L2 learners of Spanish find spontaneous translanguaging helpful in communication. Our results on the utility of translanguaging are broadly consistent with studies that favor this practice as a teaching strategy for the negotiation of meaning in language learning (Carstens, 2016; Abourehab and Azaz, 2020).

In addition, these results provide additional information about the affective component of spontaneous translanguaging and whether asking students about their emotional states can also inform us about language ideologies that may persist in the classroom. Overall, our results demonstrate that both L2 and heritage speakers of Spanish experience a wide range of positive, negative, and ambivalent and that spontaneous translanguaging elicits different responses for each group of learners. For instance, heritage speakers, overall, display more positive than negative emotions when engaging in spontaneous translanguaging. Our thematic analysis revealed that translanguaging acts as a source of confidence and evokes a feeling of *pride* in heritage speakers. Heritage speakers' commentary on feeling *pride* speaks to the intimate relationship between language, identity, and classroom learning (e.g., *It makes me feel good about myself because I can say that I know how to speak two languages which is something I'm really proud of"*). According to Brown (2011), classroom pedagogy that considers discursive identity can positively affect learning. Therefore, pedagogies that acknowledge heritage speakers' bilingual identities may prove

highly useful for this student population. Furthermore, this research highlights the need to reevaluate classroom and institutional policies that can invalidate the bi-/multilingual identities of students in academic settings, as heritage speakers are unable to completely abandon or detach from their bilingual and bicultural identities, as is typically demanded in language classrooms with strict target-language only policies. (García, 2009).

Moreover, our study also adds to our understanding of the emotional state that permits heritage speakers to communicate in their native language(s) with ease and in an organic manner. (e.g., "*switching between languages comes naturally to me so it makes me feel normal.")*. In accordance with these results, a case study conducted by Rivera and Mazak (2016) found that undergraduate psychology students in Puerto Rico had either positive or neutral attitudes toward translanguaging in the classroom. In our study, however, we dug deeper into the concept of "neutrality" as it relates to emotion and discovered that the affective component of feeling normal is not only perceived but also *felt*. We arrived at this conclusion due to the implementation of valence scales, which state that feeling *normal* is a rather "positive" emotion.

Unlike Rivera and Mazak's (2016) investigation of translanguaging in Puerto Rico, the context of this study is California. It is important to note that depending on the context and region, perceptions and language ideologies regarding the use of translanguaging may be expressed and negotiated differently. Finally, some heritage speakers mention that translanguaging makes them feel *safe* and allows them to experience a sense of *belonging* to a particular community. These findings suggest that feelings of safety can also be fostered and enacted when learners are allowed to use their entire linguistic repertoire for language learning. Lastly, this study implies that negative

emotions serve as potential indicators for examining linguistic ideologies. Per student accounts, heritage speakers allude to experiencing *shame* due to being unable to "perform" as idealized monolingual speakers within their households and communities. We argue that by evaluating students' emotions and often ideologically-charged commentary attached to them; we can unmask the ramifications of upholding monolingual/monoglossic language views both in and out of the classroom. The present investigation emphasizes the significance of attending to the needs by paying attention to students' emotions in the classroom in order to reevaluate language practices that perpetuate detrimental language ideologies. Moreover, scholars like Valdés (2015) highlights the importance of centering student needs and examining language ideologies in the process of *curricularizing language* (the process by which larger ideological belief system about race, class, gender, and sexuality shape institutional and teaching practices). This study demonstrates that by focusing on students' affective states, language programs are afforded the opportunity to reevaluate teaching policies (rooted in hegemonic standard ideologies), such as the exclusive use of the target language, and encourage more holistic approaches to language instruction.

Moreover, our sample of L2 learners also displays a wide range of emotions. However, many students state that translanguaging generates negative feelings in them. Our thematic analysis suggests that L2 learners' anxiety, confusion, and nervousness come from a belief that their linguistic abilities are simply not sufficient (*"Switching between languages makes me nervous and anxious as I am not entirely confident in my oral abilities"; "Confused and anxious").* An interesting remark from this study is that these feelings of adequacy may arise from the act of switching between languages rather than merely speaking and being asked to communicate exclusively in one language. Future studies are needed to investigate this hypothesis. L2 positive

emotions, on the other hand, inform us that engaging in spontaneous translanguaging serves as an indicator of language growth from the students' perspective (e.g., "*When I can switch between languages, it makes me feel good, and that I am actually learning the language"*). Lastly, we found that by investigating emotions further in this group, we were able to identify commodification ideologies in their responses (e.g., "*feeling smart*"), which views language acquisition as capital (Leeman, 2020). More research is needed to unpack the way emotions serve as sources of insight for the study of language ideologies.

Finally, we asked students to report on their teachers' notion of translanguaging. Heritage speakers report predominately neutral and positive perceptions, while L2 learners' views tend to be more polarized (positive or negative). This observation may be explained by the frequency of usage and the context in which translanguaging occurs. For heritage speakers, translanguaging is integral to their daily interactions, both in and out of the classroom. In addition, there were very few situations when a positive reaction to translanguaging in the classroom was followed by a positive assessment of its usefulness. For instance, heritage speakers who hold positive perceptions about their teacher's translanguaging also report experiencing positive emotions such as more motivation and having support (e.g., *I think that they are also proud and encouraging. This makes me feel supported as a student*"). Future studies should investigate if there is indeed a correlation between emotions and translanguaging behaviors. All in all, our results shed new light on the affective side of translanguaging and language ideologies. Additionally, this research shows that the relationship between emotion and ideological views is much more intricate than previously thought.

6. Limitations and Future steps

While this study provides new insight into the perspectives and feelings of students regarding translanguaging, it also has a number of limitations. First, it is essential to recognize that student responses are subjective and provide only a snapshot of the current condition of language ideologies in their classrooms. Due to the diversity of instructors' and students' life experiences and classroom dynamics, the generalizability of these findings is limited. Another limitation is that students' perceptions and teachers' practices regarding translanguaging are predominantly one-sided. Additional systematic research is required to confirm whether monoglossic/monolingual ideologies are present in language courses such as those presented here, particularly from instructors' perspectives. In order to gain a better understanding of how beliefs and ideologies manifest and may continue to be reproduced in language classrooms, the following chapter of this dissertation will be a case study consisting of an in-depth interview with a Spanish teaching assistant.

CHAPTER 3

Study 2

1. Introduction

We learned in the previous chapter that college students enrolled in intermediate/advanced language courses find the use of spontaneous translanguaging helpful in their Spanish classes and that engaging in translanguaging practices generates a variety of positive, negative, neutral, and nuanced emotions, such as feeling "normal" depending on whether they had a personal connection to the language or they learned it in an academic setting. Furthermore, we found that negative emotions provide valuable insight into how language ideologies have been instilled and manifested throughout students' language acquisition trajectories and may continue to be perpetuated in their language classrooms today (e.g., standard and monoglossic ideologies). The following chapter evaluates an instructor's perspective on spontaneous and pedagogical translanguaging via an in-depth case study to further understand the construction, naturalization, and propagation of language ideologies in the language classroom. In particular, we are curious to learn if a graduate teaching assistant sees the value of implementing translanguaging pedagogies in elementary language Spanish courses, which are notoriously understudied due to the predominance of standard hegemonic ideologies and the application of instructional approaches that discourage the use of any language other than the target language for learning purposes. Lastly, we inquire about the instructors' views surrounding translanguaging and the emotional state of their students.

2. Research Questions

Q1: What are the instructor's attitudes and beliefs regarding the implementation of translanguaging in elementary language courses? Do his beliefs influence his actual teaching practices in the classroom?

Q2: What factors may influence their willingness to engage in them?

Q3: What is the emotional impact of translanguaging from an instructor's perspective?

3. Methods and procedures

3.1. Research design

A case study approach was selected for the study because we were interested in obtaining an in-depth and detailed snapshot of a language instructor's views on pedagogies that harness language learners' full range of linguistic abilities (i.e., translanguaging) and in studying whether his beliefs about teaching influence or match his instructional practices in the classroom. Moreover, a language instructor's relationship with their own bi-/multilingualism is complex. Their predisposition to harness the use of their entire linguistic repertoire may be motivated by a multitude of factors. These factors range from personal lived experiences and beliefs about their own bi-/multilingualism, upholding language ideologies (e.g., standard language ideology), to more structural causes such as the political status of the language being taught and departmental policies regarding the use of languages other than the target language in the classroom. Thus, examining detailed data on the instructor's own language trajectory and experiences as an instructor is essential to fully understand the choices driving their teaching. The current study aims to interrogate a graduate teaching assistant's (TA) response via a semi-structured interview paired

with naturalistic observational language data of the instructors' use of pedagogical translanguaging in the classroom. Combining these two data sources will allow us to compare the instructor's accounts of his views about teaching with his actual methodology in the classroom. Additionally, a mixed methods approach was used to analyze the data.

3.2. Context of the investigation and participant

The current case study takes place in an introductory-level Spanish course at the University of California, Davis (UCD). The first-year Spanish curriculum at UCD aims to help students achieve fundamental Spanish proficiency. In addition, they are expected to learn and enhance written and spoken comprehension abilities through reading activities and other authentic Spanish-language materials such as television shows and movies. Likewise, students are expected to acquire an understanding of the language's fundamental grammar and an appreciation for the diverse cultures of the Spanish-speaking world.

This investigation examines the teaching and language-learning journey of a fifth-year Ph.D. student and TA at UCD. He has been given the pseudonym Miguel to keep his identity private and will be referenced with that pseudonym in the following sections. Miguel reported that he was raised by parents who solely used Spanish at home in Spain and who spoke to him exclusively in that language. He began studying English in elementary school and later through study abroad programs. After graduating from college, he moved to the United States to pursue his post-secondary job as an elementary school teacher. He lived there for a year and continued to improve his English language abilities. He also mentioned spending a year studying Italian, although he currently does not utilize it. He has been teaching Spanish for the past 5 years at the postsecondary

language and English to elementary school students for 2 years. Twenty students from diverse backgrounds participated in the three lessons observed for this study, which focused on narrating historical events in the past. Students also learned the vocabulary needed to compare popular types of art in the Spanish-speaking world. Miguel involved his students in the three lessons through various interactive activities, including paired discussions, role-playing, and the use of technology, which involved playing YouTube videos in class and having his students work together on Google Docs. Also, he used PowerPoint presentations to introduce and practice the day's grammatical concepts inductively, which was learning how to use the preterit vs. the imperfect to narrate past events. His PowerPoint presentations included a wealth of real-world examples and visual aids that alluded to popular Spanish and U.S. culture. In addition, Miguel created a task-based teaching exercise where students had to experience a virtual museum tour in a Spanish-speaking nation to stimulate discussions about art. Lastly, Miguel also presented photographs of the sculptures known as "eggheads" in the city of Davis, so students could continue developing their vocabulary in familiar settings.

3.3. Data collection and materials

We gathered data in two ways to identify the instructors' views on using multiple languages in the classroom and translanguaging. The data sources consisted of a semi-structured interview and video recordings collected from three fifty-minute classes in an elementary Spanish classroom during the summer of 2022. The interview consisted of three major sections and a list of guiding questions relating to the instructor's linguistic and teaching background, his perceptions of translanguaging pedagogy, and the emotions associated with translanguaging practices in the classroom (See Appendix B for interview questions). The interview lasted forty-five minutes, and

it was audio-recorded for transcription analyses. Additionally, the three classroom observations were video recorded, transcribed, and later coded to evaluate Miguel's use of pedagogical translanguaging.

4. Results

4.1. Quantitative analysis

A total of 63 utterances across three fifty-minute classes were recorded. Regardless of the directionality (English to Spanish or vice versa), each language switch was coded as a translanguaging communication utterance. A translanguaging communication utterance included language alternations in the form of direct translations (e.g., "*centro"* for downtown), think-alouds (e.g., "*so vale"*), independent clauses next to each other ("e.g., "*me provoca estrés... this is gonna be your life for the next four years"*) and English/Spanish insertions in subordinate clauses (e.g., *"so it would be vimos").* Analyzing every instance of translanguaging during class allowed us to more accurately understand the purpose and context in which each utterance is being used and recognize each translanguaging utterance as part of Miguel's integrated and dynamic communication system. After carefully reviewing the videos with another researcher and discussing overlaps and divergences, we identified five primary uses in which Miguel engages in translanguaging practices in the classroom (see. Table 10): clarifying and giving instructions, grammar/vocabulary explanations, building rapport with students, correcting/giving feedback, and filler words. After identifying these primary uses for translanguaging in the classroom, we coded for translanguaging utterances separately and later compared our results to reach inter-rater

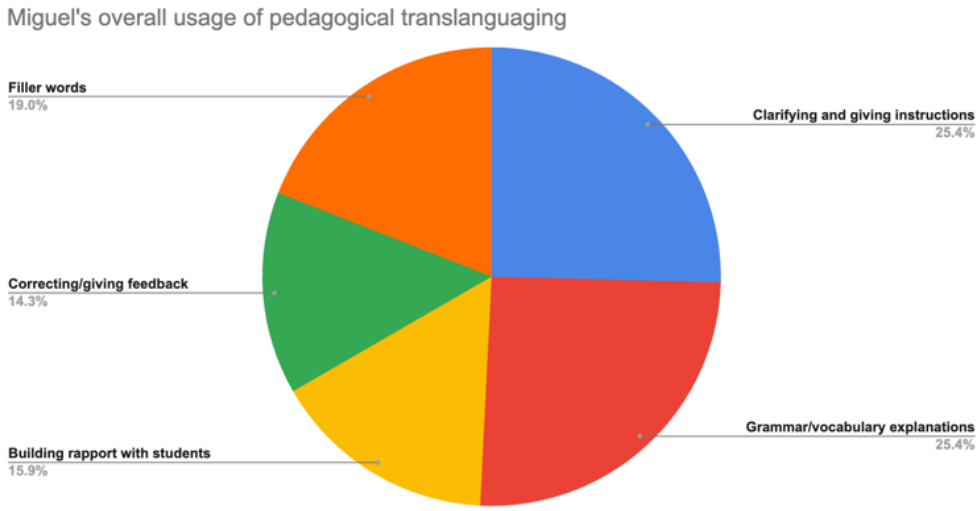
reliability. Finally, the level of agreement between coders reached 90% inter-rater reliability. Student utterances were not considered for this study.

Table 10. Summary of Miguel's translanguaging units

Reasons for translanguaging	Raw counts	Examples
Clarifying and giving instructions: used to provide students with logistic information and clarification about classroom activities and topics discussed in class.	16	● "*Vamos a utilizar esta estructura con adjetivos, con nombres y con adverbios. Por ejemplo, Madrid you have to choose between más o menos"* ● *"Cuando nos da miedo algo, vamos a utilizar el verbo 'dar', okay? So Stranger Things da más miedo que Friends, okay? we use this expression in Spanish, vale?"* ● *"Podéis empezar así, vale? You can start with this sentence"*
Grammar/vocabulary explanations: used specifically to provide students with nuanced information about grammar and vocabulary translations	16	● "*Estamos utilizando primero el imperfecto para referirnos a... here we are setting the scene y el pretérito para la acción específica, vale?"* ● *"Eran las ocho de la mañana cuando abrieron las puertas. Eran las ochos de la mañana when something happened, okay? cuando abrieron las puertas"* ● *"When we wanna say something's better or worse, ok, decimos mejor/peor, ok? we don't use más bueno o más malo"* ● *"En el downtown, en el centro"*
Building rapport with students: used to establish rapport and connect with students (e.g., jokes, sarcasm, playful banter)	10	● A student reads her reponses to an in-class activity using the preterit and the imperfect. Miguel jokingly responds with the following statement to the class and the students laugh shortly after: *"beautiful story, mira aquí es un buen ejemplo?"* ● Miguel asks the class if the United States soccer team qualified for the world cup in a sarcastic tone. The class laughs about Miguel's joke, and, shortly after he says: "*Estados Unidos participó o we don't know. Okay guys so maybe next year?"* ● *"Me provoca estrés... this is gonna be your life for the next four years"*
Correcting/giving feedback: used to provide students with explicit and implicit feedback (e.g., recasts, clarification requests, correction, etc.)	9	● *"Qué pensáis de… What do you think about the last sentence?"* ● *"What do you mean it's más peligroso?* ● *"So it would be vimos"*
Filler words: used to signal a pause and to think after finishing a thought	12	● *"Okay, so aquí.."* ● *"Vale so…"*

The distribution of Miguel's 63 translanguaging utterances during the course of his three classes is shown in Graph 9. Miguel uses translanguaging techniques to provide clarification and logistic information to students a quarter-time (25.4%). Of the total number of utterances in which Miguel uses all of his linguistic resources, another 25.4% these are used to explicitly teach grammar and vocabulary. Miguel uses 14.3% of those utterances to provide students feedback, and 15.9% of all of his translanguaging utterances are devoted to building relationships with his students. Last but not least, Miguel employs filler words 19% of the time.

Graph 9. Miguel's overall usage of pedagogical translanguaging



4.2. Qualitative analysis

Four major sections of the semi-structured interview were examined. In the first section, Miguel was asked to provide information about his linguistic background, such as which language(s) he had grown up speaking and which languages his parents spoke. Second, we inquired about his

teaching philosophy and methodology (e.g., *What methods of language instruction do you use in your classroom?*). Thirdly, we asked the instructor about his opinions on translanguaging for teaching purposes and its application outside of the classroom (*e.g., Do you think that bilingual/multilingual university instructors and students should use translanguaging or avoid it?; Do you believe that translanguaging is socially acceptable outside an academic setting? If so, why?*). The instructor was also asked to comment on his knowledge of translanguaging pedagogy and whether he engages in this practice. Finally, we solicited Miguel to discuss the emotional impact translanguaging has on his students (*e.g., Do you think some students may experience negative emotions when translanguaging in class? Why)*

Theme 1: Bilingualism becomes the norm depending on the context

The following section goes into greater detail about Miguel's development as a bilingual speaker while paying close attention to his experiences learning a language in a classroom setting and current environments. Miguel admitted during the interview that, prior to the age of 18, he had little contact with English and had only limited exposure to it during his elementary and secondary education. He specifically emphasized that a large focus was placed on grammatical development in his English classes and described how his instructors spoke to them most of the time in Spanish. He admitted that he was only partially committed to studying the language as a result (example 1). From his answers, we see that contact with the target language is an essential aspect of his language learning experience and that it propels language use.

> (1) "Sí. Mi experiencia con el inglés, sobre todo hasta los 18 años, fue básicamente lo que me enseñaban en el colegio, que era una enseñanza a lo mejor dos o tres horas por semana. Una

> enseñanza enfocada sobre todo la gramática, en la que me acuerdo de que los profesores te hablaban en español casi durante toda la clase. No había, no había casi contacto con el inglés. Y no me llamaba, no me llamaba mucho la atención porque veía que no lo necesitaba para nada."

Moreover, language teachers have traditionally advocated for the exclusive use of the target language and have encouraged learners to use it as much as they can during class time, which has been shown to influence and shape students' perceptions of language use and value (Leeman, 2018). Thus, there is great value in evaluating what language "norms" or "policies" were adopted in Miguel's classes. He responded that using Spanish in his English courses was not an issue due to the lack of communicative activities or peer-to-peer interactions in the target language (example 2). Instead, there was a significant emphasis on purely preparing for exams and a focus on learning grammar through mechanical activities (e.g., actives such as fill-in-the-blanks). With this information, it is difficult to conclude whether the absence of having to perform exclusively in the target language through communicative tasks might have resulted in a laxer approach to target-language-only policies or vice versa. Yet, for him, communicative activities are another critical factor that conditions language use. With this information, it is difficult to determine whether the absence of a requirement to perform exclusively in the target language for communicative tasks resulted in a more relaxed approach to policies requiring only the target language or vice versa. However, it is important to note that in Miguel's view, communicative activities are another significant factor influencing language use.

> (2) "Bueno, como he dicho, más ejercicios dedicados a fill in the blank o enfocados más a hacer un examen que aprender un idioma yo creo. Entonces no había ningún problema si yo en estas clases hablaba español. Es más, no había, no había actividades de comunicación, eran todos de eso, de gramática o escuchar un audio, pero no había actividad de hablar entre compañeros, por ejemplo."

According to Miguel, both English and Spanish have formed part of his everyday interactions today. He claimed that he uses English when talking to his partner, teaching at UC Davis, and for writing purposes, and he speaks Spanish with his circle of friends and often with people here in California, which has one of the largest Spanish-speaking populations in the United States (example 3).

> (3) "En mi día a día utilizo el inglés con mi pareja y sobre todo también de vez en cuando en las clases de español. Si tengo que explicar alguna cosa relacionada con el syllabus. También para escribir, escribir el tema de artículos de tesis si escribo en inglés. Y luego el español, pues lo hablo, lo hablo sobre todo en círculos de amistades. Aquí digamos que el 90% son hispanohablantes, entonces en el día a día, si no es con mi pareja, sí que pues lo utilizo bastante el español."

As evidenced above, Miguel's experience with his bi-/multilingualism has been greatly influenced by his surroundings. Even though he was raised within a monolingual context in Spain, nowadays, here in the United States, his bilingualism plays a significant role in his professional and personal life. It is important to note that during his early years as an emergent bilingual, the use of Spanish in English classes was not discouraged. He alluded to this tolerance due to the lack of communicative activities in his English classes and his classes' learning objectives (e.g., passing a test). As a result, Miguel did not seem to display any apprehension toward using languages other than the target language for learning purposes. On the contrary, he is constantly utilizing his entire linguistic repertoire to carry out various tasks.

Theme 2: Translanguaging emerges incidentally in beginning language courses

The second portion of the interview focused on taking a closer look at Miguel's experiences as a language instructor. In particular, we inquired about Miguel's teaching strategies and methodologies, his policies on the use of multiple languages in the classroom, and his views about "good" and "poor" teaching because we hypothesize that these factors could have an effect on his core beliefs surrounding target-language-only policies and his willingness to engage in pedagogies that harness students' entire linguistic repertoire such as translanguaging. In addition, we compared his answers to the interview to behavioral data detailing his own use of English and Spanish in 3 of his classes.

First, Miguel said that his approach to teaching is defined by using communitive pedagogies and promoting a collaborative environment through interactive exercises for students in small groups (e.g., using google docs). He revealed that it is vital for him that his students feel comfortable asking for assistance, expressing themselves orally, and participating in class (example 4).

> (4) "A mí, sobre todo, me gusta que los alumnos participen bastante a la hora de hablar durante la clase. Por eso intento hacer actividades que sean comunicativas o actividades en las que, en las que yo veo que ellos están trabajando en pequeños grupos. Suelo utilizar siempre en clase una especie de Google Doc. Ellos van haciendo las actividades, sí actividades comunicativas en las que me gusta que los alumnos se sientan cómodos. Que puedan preguntar al profe. A mí en este caso, si tienen alguna duda o que se sientan cómodos a la hora de participar."

To elaborate on the type of communicative activities, Miguel replied that activities of this nature (e.g., listening to audio) could be enjoyable and may even foster motivation to continue learning the language (example 5).

(5) “Entonces, yo creo que mediante estas actividades en las ellos pueden ver que aprender un idioma, en este caso español, puede ser divertido. Puede ser algo que no está siempre relacionado con, digamos, actividades de fill in the blank o de escuchar un audio, les puede servir como motivación para después seguir estudiando y en español intermedio o luego seguir más adelante.”

When prompted to comment on what his views are about what constitutes “good” and “poor” teaching, he responded that effective teaching combines helping students develop an intrinsic motivation for learning and accomplishing learning objectives outlined in the syllabus (e.g., knowing how to utilize the Spanish verb *gustar*) (example 6).

(6) “bueno, pues yo creo que tiene que ser una combinación de primero que se cumplan unos objetivos que tienen que estar en el Syllabus. Por ejemplo, si tienen que aprender un vocabulario específico o el verbo gustar, por ejemplo, pues creo que para que la clase sea buena, tienen que cumplir el objetivo de aprender este verbo gustar. Pero aparte de eso, también tienen que desarrollar una motivación para la para aprender. Para aprender esta lengua y para que quieran seguir aprendiendo. Entonces tiene que ser una mezcla de cumplir los objetivos del día y además, pues trabajar un poco en la motivación.”

On the contrary, to him, "bad" teaching is the outcome of a teacher-centered classroom and instruction that prioritizes repetitive and mechanical activities for language development. Miguel emphasizes that ineffective instruction includes giving students insufficient opportunities to utilize the target language in authentic, communicative settings (example 7). As shown, Miguel’s beliefs about “good” and “poor” teaching are heavily informed by his early experiences with language learning.

(7) “Si una digamos a lo mejor una metodología en donde el profesor siempre sea el centro de la clase en la que digamos que el profesor explica una temática y a partir de ahí se hacen ejercicios solo de repetición. Ejercicios en los que los alumnos no pueden utilizar el lenguaje en un contexto

> más real en sí. Una clase más en la que sólo haya ejercicios, tipo de escribir una frase con esta palabra, después hacer un ejercicio de fill in the blank y no sé, ejercicios, tipos de estrés."

Furthermore, Miguel went into detail about his own procedures and rules for the usage of various languages in the classroom. According to Miguel, letting his students decide whatever language they wish to use in class encourages them to ask questions and participate. He does not want to ask his students to only talk in Spanish since he knows a lack of flexibility will put them under much pressure, especially in the early stages of language development (example 8). Although he encourages his students to speak the target language in class, he has no issues with English being used. His responses serve as evidence to show how his earlier experiences learning English have affected how he views and employs language policies in his classes today.

> (8) "En mi clase los alumnos pueden utilizar siempre el idioma, el idioma que quieran. me pueden preguntar perfectamente en inglés, me pueden contestar incluso en inglés. No quiero, digamos, sobre todo porque ahora están en el primer año de enseñanza, no tienen mucho conocimiento de español y no les quiero o no les quiero poner esa presión de que diga no tengo que hablar español es no hacer una pregunta. Por ejemplo, si tienen que preguntar algo o no, y no tengo ningún problema en que lo hagan en inglés. Motivo intento decirles que lo pueden, que lo intenten hacer en español, pero no hay ningún no tengo ningún problema en que lo hagan en inglés."

We also evaluated his thoughts on his students' perceptions of the mixed-use of English and Spanish. Due to his flexible approach to various languages in the classroom, Miguel thinks his students are comfortable and at ease in his class. He claimed that whenever he has called for volunteers in his classes, there has always been at least one person wanting to participate (example 9).

(9) “Yo creo que mis estudiantes en general se sienten bastante cómodos en clase. Y lo sé porque lo sé, lo intuyo, digamos, porque no me encuentro con alumnos que tengan problemas para participar. Normalmente si pido un voluntario normalmente siempre salen varios alumnos o si pregunto algo o algo en concreto, siempre tengo a alguien que intenta responder. No hay, no noto las clases que haya, como muchos silencios donde nadie quiere participar. Siempre noto que, o por lo menos en esta clase, noto que se sienten cómodos a la hora de participar.”

Lastly, we inquired about his use of both English and Spanish in the classroom. He answered that, as long as the level of difficulty is minimal, he always tries to speak in Spanish (the target language) to his students as much as he can because they only get to hear it for about an hour a day and because being exposed to a Spanish speaker and listening to the language is beneficial for them (example 10).

(10) “El uso del español. Bueno, lo primero porque para una hora que tienen al día de español, yo creo que cuanto más español oigan mejor. Yo siempre intento, siempre intento utilizar el español y. Y creo que eso a ellos les ayuda sobre todo escuchar, por lo menos escuchar a alguien que hable en español y mientras no sea algo muy difícil, que no vayan a entender seguro pues yo creo que es bueno que escuchen hablar en la lengua objetivo.”

On the other hand, he claimed that he turned to English for clarification while reviewing the syllabus. He did, however, state that he always tries to utilize Spanish to teach grammar and to further explain classroom activities to his students. He also pointed out that for explanations in English, learners may resort to PowerPoint (example 11).

(11) “Por ejemplo, si tengo que hablar algo del Syllabus o de alguna de ahí sí que intento utilizar el inglés para que quede bastante claro, pero si tengo que explicar cualquier actividad o incluso alguna estructura gramatical que tienen que aprender, intento siempre utilizar el español. También es verdad que me suelo apoyar con el PowerPoint. Las actividades no, pero si explico alguna estructura gramatical lo explico en español, pero ellos lo pueden ver en inglés en el PowerPoint.”

As we can see, Miguel's method of teaching languages is defined as giving students lots of chances to interact and work together throughout class. Interestingly, Miguel finds that a communicative approach to language teaching does not mandate that students use the target language exclusively for in-class communication. Instead, in order to reduce some of the strain and anxiety associated with communicating in the target language, he encourages students to speak in the language in which they feel most comfortable. His flexible approach to language use is well-received by his students, and the high participation levels in his classes prove that it is an effective strategy. This view is associated with a translanguaging pedagogy that seeks to normalize bi-/multilingual language practices for learning.

When asked to comment on how much English and Spanish are used in his classes and in which situations, his responses alluded to the presence of both, but likely in varying quantities. He said students would benefit enormously from hearing Spanish as much as possible if the difficulty level was kept to a minimum. His justification for using Spanish is that he wants to make the most of the one hour per day that students spend with the target language because, for some, that is all the time they are exposed to it. Moreover, he explains that he utilizes English for particular purposes, such as reviewing the syllabus and, to some extent, clarifying directions for learners and explaining grammar to them. Yet, it appears from both the observational data and the questionnaire that both languages are a significant part of his classroom experience, even though the quantity of each language may fluctuate.

In the quantitative portion of this study, we discovered that Miguel does, in fact, utilize both English and Spanish for the goals he described in his interview: clarification of instructions and imparting instructions. However, he relies on his entire linguistic repertoire for other purposes, too, even some that contradict his responses in the interview. For instance, Miguel mentioned that he tries to speak "always" in Spanish when presenting grammatical and vocabulary explanations. Per our quantitative analysis, it turns out that he does offer students grammatical and vocabulary explanations some of the time in English. There are even cases in which Miguel engages in translanguaging practices that he was unaware of. He alternated between English and Spanish, for example, when giving students feedback (e.g., "*So it would be vimos"*) and building rapport with them (e.g., *"Me provoca estrés... this is gonna be your life for the next four years").* These novel uses of Miguel's entire linguistic repertoire demonstrate how language instructors of introductory language courses here in the U.S. not only rely on their whole linguistic repertoire of skills to carry out their essential tasks more than they believe in the classroom but also as ways to connect with their students and their developing bilingual identities. In addition, Miguel can display parts of his bilingual identity and personality that are only available by accessing his entire linguistic repertoire. We see this whenever he engages in playful banter with his students in both English and Spanish. All in all, we observe how likely, for some instructors, a translanguaging pedagogy starts to take form incidentally, even for instructors who teach courses that historically have expected teachers and students to perform as monolingual students.

Theme 3: Translanguaging practices are mediated by curricula and linguistic ideological awareness

Understanding what elementary Spanish instructors think about critical pedagogies like translanguaging, which views students' bilingualism as an integrated, fluid, and dynamic system both in and out of the classroom, is central to this study. Thus, we begin this section of the interview by asking Miguel whether he has ever heard the term "translanguaging" and whether he employs it spontaneously or while teaching. Miguel was first interrogated about his acquaintance with the concepts of spontaneous and pedagogical translanguaging. He stated that he had heard of the terms but had little knowledge of them. Hence, he was given a succinct explanation of the terminology. We adopted the definition of spontaneous translanguaging and translanguaging pedagogy provided by Cenoz (2017):

> "*Pedagogical translanguaging* is planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire. *Spontaneous translanguaging* refers to fluid discursive practices that can take place inside and outside the classroom".

Afterward, when asked him to comment on the appropriateness of translanguaging in academic settings. He responded that it depends on the type of class being taught and how students are assessed (example12). According to him, it would make sense for the classroom environment to be totally in the target language if students are getting ready for a test in which they will only be evaluated in one language. With this approach, the use of a second language would not affect students' grades. However, if evaluation is not a top priority, then using multiple languages should not be an issue per his account.

(12) “Y depende de la clase, por ejemplo, depende de cómo se evalúe lo que vayan a hacer en esa clase. Por ejemplo, si ellos tienen que preparar un examen en el que en ese examen tienen que utilizar solo un idioma. Sería más fácil que hablaran sólo en un idioma, porque si no se le va a penalizar si utilizan dos idiomas a la vez. Eso puede ser un problema a la hora de que… van a tener una peor nota. Pero en una clase, digamos, en la que no tenga tanto peso esa evaluación en la que se utilice solo un idioma digamos, pues sí que se podría. Se podría utilizar más. Yo, por ejemplo, en mi caso no tengo ningún problema con que los alumnos cambien de idioma o incluso a la hora de comunicarse conmigo si me están respondiendo.”

Furthermore, Miguel claimed that using translanguaging techniques was not unusual or problematic in his line of work as a Spanish instructor (example 13). Additionally, he thinks that the culture of California, where linguistic contact and bilingualism are highly prevalent, encourages the usage of speaking two languages simultaneously.

(13) “En el contexto de nuestro trabajo lo que estamos haciendo nosotros. Sí sin ningún problema, porque yo creo que el profesor es profesor de español, pero estamos en un, digamos, en un contexto en California donde muchas personas que hablan inglés y español o sólo español, con un poco de inglés o un poco de inglés con un poco de español. Entonces creo que en que el que utilizar las dos lenguas a la vez no tiene que tener ningún problema en nuestro contexto.”

Similarly, given that grammatical development and academic writing skills are considered essential learning objectives in beginning language courses, we asked Miguel to provide feedback on whether he believes allowing teachers and students to use their complete linguistic repertoire would result in improvements in these language development areas. He first gave a hypothetical scenario (example 14) to demonstrate how helpful it would be for students to have a teacher who can list examples in a language they have had to study and who can turn to English (the teacher’s native tongue in his example) to provide his students with situations for learning tenses such as the preterit and the imperfect. He also thinks it is advantageous for students to have teachers who have

experienced learning another language first-hand. Secondly, he also went into more detail on the kinds of examples that would be useful for teaching students how to use translanguaging in writing (example 15). Students would benefit from learning conjunctions, for instance, because they are accustomed to using them in English, which is a transferable ability, according to Miguel. He demonstrates an awareness of the need for his students to engage in these practices.

> (14) "Sí, yo creo que, por ejemplo, si un profesor que sea hablante nativo de inglés y haya tenido que aprender el español más adelante y que haya tenido que aprender una estructura gramatical como, el pretérito, el imperfecto puede utilizar el inglés para, digamos, dar ejemplos o incluso situaciones en las que [se] puede utilizar una [en vez de la otra]. Yo creo eso beneficia a los estudiantes, tener un profesor que se ha enfrentado a eso."
>
> (15) "Sí, supongo que también que el mismo caso que se pueden puede dar ejemplos de, por ejemplo, utilizar conectores de este conector que utilizamos en inglés y en español. Utilizamos los mejores ejemplos de conectores que ellos utilizan en inglés o como para redactar una historia con pretérito o imperfecto. Pues yo creo que en inglés que puede enseñar un punto gramatical en concreto, como ¿Qué tiempo verbal iría mejor dentro de una oración del texto?"

Likewise, we were interested in learning his perspective on translanguaging practices that take place outside of an academic setting. Miguel reacted by saying that he did not know for sure how this practice outside the classroom was seen. Still, he supposes that people will perceive switching from one language to another as a marker of low linguistic proficiency in either language and that this practice continues to be stigmatized outside of the classroom setting. Nonetheless, he commented that the context of California, where people are used to listening to others switch from one language to another, may sway their attitudes towards having a more positive outlook about this linguistic behavior (example 16).

(16) “Yo creo que no fuera del contexto académico. Digamos que. No lo sé, pero es mejor posible que la persona que está cambiando todo el rato de inglés, español o de un idioma a otro idioma. La gente puede opinar que ha hablado dos idiomas a la vez porque no sabe ninguno de los dos. Y yo creo que eso todavía está. A lo mejor no aquí en California, pero en California, en todo el mundo la gente está acostumbrada a oír eso, pero en otras regiones puede ser que sea en otros países.”

Finally, we requested that he provide input on his students' opinions concerning the use of different languages in the classroom. According to his response, students are aware of the historical stigma attached to bilingual and multilingual language practices, as well as the notion that individuals who switch between two languages may not be proficient in either of them (example 17). He remarked that they might even negatively view the instructors' linguistic competence due to this notion. Additionally, he stated that it seems like students care that their teachers speak the language “well” and that students place a high value on acquiring pronunciation.

(17) “Creo que es que históricamente se ha considerado que una persona que habla dos idiomas a la vez es como que he dicho antes que no conoce bien ninguno de los dos idiomas. Entonces yo creo que para el estudiante, aunque luego no sea verdad, yo creo que para el estudiante debe ser eso. ‘Creo que mi profesor no habla bien’ o sólo incluso de la pronunciación que a los alumnos les importa. Algunos alumnos por lo menos les importa y les importa bastante [la pronunciación].”

In this section, we learned that, for Miguel, the appropriateness of translanguaging for language teaching depends on implementing this methodology at the curricular level (e.g., being implemented in the syllabus). He believes this approach is necessary so students are not penalized for utilizing more than one language in the classroom when assessed. His view is consistent with arguments in favor of translanguaging pedagogy, which states that leveraging students’ languages for learning should be accomplished by organizing classroom activities, instruction, and assessment with bi-/multilingualism as the norm (García et al., 2017; Galante, 2020). He also

views teachers' bilingualism as a strength and an effective teaching tool. When asked whether translanguaging can be used to teach grammar or enhance writing skills, he said that the potential is there and that it may be beneficial for students to make connections between English and Spanish grammar (e.g., coordinating conjunctions).

Likewise, Miguel mentioned that hebelievedve spontaneous translanguaging was only broadly accepted in the academic setting. His switching between languages could be interpreted as a sign of limited linguistic ability. His response references what scholars have labeled as a monolingual ideology, which elevates normative, monoglossic varieties above heteroglossic ones and labels them "better" (Rosa and Burdick, 2017). His responses demonstrate that language educators can also recognize harmful linguistic ideologies both in and out of the classroom and modify instruction (either implicitly or explicitly) to avoid modeling or replicating them in their classes. In the case of Miguel, he does not discourage his students from speaking whichever language they feel most comfortable with. Still, he is aware of how students may be perceived outside his class if they engage in translanguaging practices. As many scholars have noted, language instructors often have to navigate conflicting beliefs and hegemonic ideologies, which can affect their behavior in the classroom. For instance, he said that students enter the classroom with similar ideas about what constitutes speaking or pronouncing the target language "well" and that some of them may even criticize their teachers if they depart from the idealized image of the monolingual speaker. The decision to make sure students learn a "proper" way of speaking, while it may be well intended, is rooted in a language ideology that classifies any deviation from the idealized "standard" as inferior (Leeman, 2018).

Theme 4: Translanguaging as a tool for managing emotions

Miguel was also questioned about the feelings that engaging in translanguaging methods elicits in the final section of the interview. He said that switching between English and Spanish is advantageous because it relieves some of the anxiety and tension associated with having to rely only on one language to impart teaching, particularly in relation to grammar. He asserted that employing teaching modalities that make use of both English and Spanish, such as presenting a PowerPoint presentation in English and giving students explanations in Spanish, helps teachers release a lot of stress and frustration (example 18).

> (18) "Sí, sí, yo creo que sí que ayuda. Si en un momento determinado yo solo pudiese hablar en español. O si por ejemplo, tuviese alumnos que no hablan inglés, explicar algunos temas gramaticales yo creo que me supondría a mí mucha más tensión y mucha más frustración el intentar explicarlo y saber que con el español no es imposible. A lo mejor un slide show en inglés o lo que digo yo, a lo mejor utilizar un PowerPoint en inglés y explicarlo en español, pues yo creo que para ellos es mucho más fácil y también te quita mucha presión a ti saber que ellos lo pueden leer en inglés o que tú lo puedes volver a explicar en inglés. Yo creo que, a nivel emocional, pues te quita mucho, mucho estrés y mucha frustración."

In addition, we inquired as to how his students view the use of multiple languages in his classes. He stated that learners would share their sentiments. Suppose Miguel's students knew that he could communicate in both English and Spanish and provide clarification in either language; in that case, he believes this linguistic practice would alleviate a great deal of the pressure they may feel (example 19).

> (19) "Más tranquilos, igual como he dicho al principio, el saber que ellos sepan que pueden hablar en inglés o en español, pues yo creo que el sentimiento sería más o menos parecido. Saber que ellos

sepan que yo puedo hablar en español, pero que si no entienden lo que puedo volver a explicar en inglés y yo creo que algún estudiante de segunda lengua le quita también presión."

In terms of whether Miguel thinks translanguaging can evoke positive or negative emotions in students, he stated that requiring students to speak only Spanish may cause them to experience negative feelings such as annoyance and irritation since it places a great deal of pressure to perform on one language alone (example 20). On the other hand, according to him, translanguaging can act as a type of "cushioning" for students that relieves some of the strain of having to perform as monolingual speakers during Spanish class. According to him, it ultimately depends on the degree to which learners see this practice as positive or negative (example 21).

(20) "Sí, estudiantes que a lo mejor creen que tienen o piensan que tienen que hablar en español todo el rato, o que tienen que escribir en español todo el rato y que en algún momento quieran decir una palabra en español y no saben que si lo tienen que decir en inglés, pues yo creo que también les puede molestar, les puede irritar, digamos. Quizás porque por lo que he dicho antes de que al estar en la clase de español, ellos saben que si todo es en español, a lo mejor eso también les hace sentir presión."

(21) "Sí, yo creo que también como que tienen un colchón. Digamos que a los que sí saben que si empiezan a hablar en español y no van a poder. Y en un momento empiezan a hablar en español y no pueden seguir, pues saben que tienen ese colchón de poder utilizar o debe utilizar el inglés. Vamos, que depende del estudiante que puede ver de forma positiva, de forma negativa."

We also found that Miguel believes that translanguaging can generate more profound emotions, such as "comfort," "confidence," and "safety" in the classroom. Miguel stated that it depends heavily on both the students and the instructor (example 22). As a result of stringent target-language-only restrictions, students may feel a great deal of pressure and enter the classroom with the misconception that they are only permitted to speak Spanish. However, the instructor might

offset these impacts by assuring students that speaking English and Spanish is acceptable. Students may rely on their "cushioning" more and, in turn, feel safer if that is the case.

> (22) “Yo creo que depende mucho del estudiante, pero también depende del papel del profesor, digamos, de la clase del tipo ‘aquí sólo se habla español o cosas así’. Digamos que al estudiante le puede resultar tener mucha presión a la hora de intentar hablar y a la hora de saber que no puede utilizar el inglés. Pero si tú desde un principio, pues ya le dices a los estudiantes que se pueden quedar en inglés y no saben algo. Yo creo que a ellos les puede motivar y les puede dar un colchón de seguridad. Por ejemplo, en el examen oral que tienen en español tres, pues saben que lo tienen que hacer en español, pero saben que si no saben algo se lo pueden preguntar y yo creo que eso les da seguridad también.”

In general, Miguel believes that translanguaging can elicit positive emotions, such as calmness, and decrease the pressure, anxiety, and frustration students may experience when acquiring another language. As mentioned before, students may come to language classes with the preconceived notion that they are expected to perform exclusively in the target language, which can add additional strain on students. By paying attention to students’ emotions, instructors like Miguel can reflect on the emotional impact of strict target-language-only policies and modify their teaching accordingly.

In the case of Miguel, allowing students to harness their entire linguistic repertoire has provided them with tools for managing their emotions in the classroom (acting as *cushioning*). It is essential to note that that may only be the case for some in the class. Thus, we must continue to evaluate the emotional impact translanguaging has on students. Lastly, another critical remark he makes is that language instructors are responsible for establishing guidelines on using multiple languages in the

classroom. According to Miguel, the instructors' perception will heavily influence their students' behavior in class.

5. Discussion

The present case study showed that instructors like Miguel possess complex beliefs mediating their pedagogical practices. In the case of this subject, his belief system is highly marked by his language-learning journey, environment, and experiences as a language instructor. In addition, he recognizes the benefits of incorporating critical pedagogies such as translanguaging into elementary language classes because, to him, what matters most is that students communicate, collaborate, and feel safe/comfortable participating in his classes. Although Miguel did not explicitly indicate that he uses translanguaging pedagogy, his teaching approach and awareness about his students' need to engage in fluid translanguaging practices does in some ways resemble a translanguaging classroom in that he plans his lessons and classroom activities with some degree of bilingualism in mind. The quantitative part of this study proved that Miguel does, in fact, use his complete linguistic repertoire for various tasks both consciously and incidentally. From imparting information to students to developing a deeper personal connection with his emergent bilingual students, this study also found that Miguel's spontaneous translanguaging arises incidentally, and students respond positively to this approach in the context of the classroom. Indeed, while Miguel displays an awareness of translanguaging both spontaneous and pedagogical, he does not seem to adopt the "critical" component of translanguaging, which requires instructors to take an ideological stance (e.g., spouse a heteroglossic view of language), carefully examine

hegemonic linguistic ideologies and design learning spaces and activities with bilingualism as the norm (García et al., 2017; Carreira and Hitchins Chik 2018). As Miguel pointed out, he tries to "always" speak in Spanish to meet students' expectations and classroom objectives and foster a "communicative" environment. Unintentionally, Miguel's view of language and approach to teaching displays monoglossic tendencies that invalidate bi-/multilingual language practices.

We discovered two possible explanations among the many variables that may have an impact on a teacher's desire to adopt critical translanguaging techniques based on this case study. First, Miguel stated that in order for a translanguaging lens to be fully employed, structural changes to the curricula are needed. According to Miguel, allowing students to communicate to their maximum capacity using English and Spanish during exams without negative consequences illustrates this kind of structural reform. Secondly, according to Miguel, language ideologies like monolingual and standard ideologies are still prevalent in language classrooms, and students arrive expecting instructors and classmates to act as monolingual speakers. These hegemonic discourses perpetuated in elementary Spanish courses not only hinder the adoption of translanguaging pedagogies and holistic perspectives on bi-/multilingualism but also cause racialized speakers from vulnerable communities, such as Heritage speakers, feel insured and unsafe about using their languages both in and out of the classroom. Research has shown that many heritage speakers enroll in elementary language courses due to a lack of confidence in their language skills and a paucity of programs that cater to their linguistic and socio-affective needs (Sánchez- Muñoz, 2016).

Lastly, by allowing students to express themselves in English and Spanish, Miguel thinks they are better equipped to manage their emotions. Nevertheless, we also found that how students feel

towards this practice may vary depending on the student. This finding is consistent with Chapter 2's discussion on the heterogeneity in students' responses (both for L2 and Heritage speakers) towards spontaneous translanguaging. An interesting remark from this study is that the subject in this study argues that such attitudes are mediated by the teachers' views and classroom policies toward the use of multiple languages in the classroom. Thus, the next chapter addresses the need to promote change at the structural level by training graduate teaching assistants in critical pedagogies. The following chapter evaluates the efficacy and value of providing language instructors of elementary Spanish with the knowledge needed to effectively implement critical pedagogies such as translanguaging and Critical Language Awareness in a large language department at the college level.

CHAPTER 4

STUDY 3

1. Introduction

In Chapter 3, we found that, from an instructor's perspective, the implementation of critical pedagogies, such as translanguaging pedagogies in elementary Spanish courses, is heavily dependent on whether these teaching methodologies are adopted at the curricular and institutional level (e.g., endorsed by the instructors/ language departments) and that, unless active steps are taken to dismantle monoglossic and standard ideologies, they are likely to continue to be present and reproduced in language classrooms. Consequently, the current chapter reports on the efficacy and value of a two-day workshop for graduate teaching assistants in an attempt to promote change at a structural level. This workshop aims to train graduate students in implementing critical pedagogies such as Critical Language Awareness (CLA) and translanguaging pedagogies to create more equitable learning spaces for language learners, but especially for those from vulnerable communities such as heritage speakers. Furthermore, the workshop is intended to not only prepare graduate students to implement critical pedagogies and activities but also engage them in reflective practices in order to challenge and carefully examine how ideologies about language are constructed, taken for granted, and reproduced even in academic spaces. Lastly, we seek to draw conclusions on the feasibility of implementing critical pedagogies at the curriculum-level implementation and within a large language department that offers a variety of courses for L2 and heritage language learners.

2. Research Question

Q1: Do graduate teaching assistants find critical pedagogies beneficial in their elementary Spanish courses beneficial?

Q2: Does training graduate teaching assistants in critical pedagogies result in changes in their linguistic and pedagogical ideologies, as well as their sociolinguistic awareness?

3. Methods and procedures

3.1. Participants

Participants were 11 graduate students pursuing either an M.A. (n=3) or a Ph.D.(n=8) who were enrolled in a seminar (SPA 390) designed to train new teaching assistants in the use of contemporary teaching methodologies for language learning. With the exception of two graduate students for this study were pursuing their graduate degrees in the Spanish and Portuguese department at UC Davis, and all of them were teaching a beginner language class in that department. Even though every member of this cohort was bilingual in English and Spanish, some also reported fluency in Portuguese and French. In addition, this sample was comprised of graduate students from a wide variety of countries, including the United States, Mexico, Peru, Colombia, Spain, and Argentina. Given the exploratory nature and intent of the study as well as the critical need for anonymity to comply with the IRB protocol, no additional demographic information was collected.

3.2. Procedures and Materials

The study aimed to teach graduate teaching assistants about critical pedagogies such as translanguaging and critical language awareness so that they can become aware of pervasive language ideologies in language education and eventually apply relevant pedagogical practices in their elementary Spanish courses. The workshop also aimed to broaden their teaching abilities and implement activities imbued with critical pedagogies in their own classes. Each day of the two-day workshop lasted two hours, and the sessions were conducted in the same week. It included brief presentations, reading assignments, in-class activities, discussion sessions, and concise Canvas-based homework assignments (the online platform used to complete homework assignments). The workshop was held at the University of California, Davis, in a spacious, well-lit room furnished with audio-visual aides, mobile seating arrangements, and a whiteboard. The workshop was designed to be interactive, hands-on, and tailored to the requirements of graduate teaching students at UC Davis who act as teaching assistants for the Spanish and Portuguese department. Additionally, there were facilitators trained in second language acquisition, and heritage pedagogies were present in each session to guide the sessions. One of them was the professor in charge of the seminar, and the other was myself acting as the primary investigator. Lastly, graduate students were given an exit questionnaire to fill out after the workshop so that we could assess the effectiveness and value of the workshops as well as the general perceptions graduate students had of the use of translanguaging and critical language awareness pedagogies in their introductory language courses.

a) Day 1

The objective of the first session was to introduce translanguaging pedagogies and allow graduate students to create their own activities. Graduate students were asked to complete three tasks prior

to the first session. In preparation for the session, graduate students had to read a research article titled *Pedagogical Translanguaging in a Multilingual English Program in Canada: Student and Teacher Perspectives of Challenges* (2020) by Angelica Galante, watch a YouTube video of Ofelia Garcia speaking about translanguaging and answer a few comprehension questions all via Canvas. The workshop's first activity was a class discussion after viewing the TED-Ed video, *What makes a language... a language?* by Martin Hilpert, which explores the distinction between a language and dialect, questions the notions of languages as "fixed" and "separable" entities, introduces the topic of linguistic variation, and explores the history of standardized languages. The facilitators then asked the graduate group to express their opinions regarding the video and reflect on the sociopolitical nature of language and the intimate relationship between language use and power structures. A PowerPoint presentation about translanguaging pedagogy followed the first activity. We used Ofelia Garcia's definition of translanguaging pedagogy to present this topic, which views learners' language practices as interconnected and inseparable and organizes classroom learning so that students can always draw on all their linguistic resources to make meaning (García, 2009). During the presentation, we also briefly reviewed other studies discussing the benefits of translanguaging pedagogy in both L2 and heritage contexts. Finally, for our second activity, graduate students were asked to collaborate in small groups to design a language-learning activity that harnesses their students' entire communication system.

b) Day 2

The second day's objective was to introduce the implementation of Critical Language Awareness and have graduate students incorporate a "critical" element into an existing learning activity in their Spanish classes. Before the session, graduate students had to read the following article: *For Critical Language Awareness and Against the "Exclusive-Use-of-the-Target-Language" Myth:*

The Effects of Sociolinguistic Content in English in an Elementary Spanish Classroom by Beatriz Lado and José Del Valle (2022) and complete an online activity. Using the forum option on Canvas, graduate students were asked to design or adapt a language learning activity to foster a critical consciousness about the social, political, and ideological aspects of language for their L2 classes. The use of technology allowed for posting and leaving comments on their classmates' posts, resulting in additional interactions and further comprehension of the application of CLA. During the day of the session, the first activity consisted of watching a video titled *Becky G Opens Up About Her 'Pocha Power' and Being Bicultural* by Entertainment Tonight, in which a famous Mexican American singer addresses her experience growing up bilingual and reclaims historically derogatory terms such as "pocha." Graduate students were given discussion questions regarding whether it is important to consider and reflect on the following topics: linguistic discrimination, the relationship between language, race, and identity, and the need for more equitable approaches to language teaching, especially for minority language learners. For the second activity, participants were asked to work in small groups and propose a modified course syllabus that included activities imbued with CLA. All materials and activities can be found in Appendix C.

3.3 Instruments

Critical Language Awareness questionnaire

Change was measured using a modified version of the psychometrically validated questionnaire designed specifically to assess CLA in language research with heritage speakers (Beaudrie et al., 2019) (see Appendix C). The original questionnaire consists of 19 questions pertaining to (1) language variation, language prejudice, and language ideologies; (2) bilingualism, Spanglish, and

code-switching; and (3) language maintenance. The items are rated on a Likert-type scale that ranges from 6 (strongly concur or very likely) to 1 (strongly disagree or very unlikely). The questionnaire has been shown to have an acceptable reliability value (Cronbach's alpha of 0.71) and had adequate psychometric properties in the context of SHL education in the southwestern United States (Beaudrie et al., 2019). In this study, however, We utilized a modified version of the survey. Our first departure from the original questionnaire was the omission of the language maintenance section (Part 3), as the purpose of this study was to measure only the change in linguistic-related ideologies. Secondly, the word "Latinx" was added to item 3 to reflect the population of California, and the term "teacher" was replaced with "professor" in item 16 because "Professor" is more appropriate in the context of academia for graduate students.

Critical Language Awareness and Teaching Practices Questionnaire

In an effort to develop psychometric instruments for measuring change in relation to language ideologies embedded in teaching practices, the principal investigator developed an experimental questionnaire that identifies dominant hegemonic discourses propagated in language education. Using the Beaudrie et al. 2019 questionnaire as a model, this survey consists of 16 questions scored on a Likert-type scale ranging from 6 (strongly agree or very likely) to 1 (strongly disagree or very improbable). This questionnaire's themes were derived from Leeman's (2012) and Leeman and Serafini's (2020) research on dominant language ideologies in the L2 and heritage classroom context. Two themes were chosen for evaluation: monolingual assumptions, standard and "correctness" ideologies surrounding teaching practices (Theme 1), and differential bilingualism between L2 and heritage speakers (Theme 2).

3.4 Analysis

The quantitative portion of this study followed a pre-and post-test design, and statistical analyses were performed using IBM SPSS 27. To measure change, we utilized a modified version of the CLA questionnaire by Beaudrie et al. (2019) and the experimental questionnaire named the pedagogical practices questionnaire. The same two questionnaires were administered before and after the CLA and translanguaging workshop. For this analysis, we examined each item separately rather than grouping them in themes as has been previously done (Beaudrie et al., 2021), given that each observation was not paired. Given the small sample size and the context of the investigation (a graduate seminar), we wanted to reassure each participant in this study that their responses to the questionnaires could not be tracked. As a result, we needed to treat the responses of the pre- and post-questionnaire as independent samples. This decision limited the type of statistical test that can be performed on this data set. A non-parametric test was deemed the most appropriate for this study.

To analyze the responses to graduate students' open-ended questions in the exit questionnaire at the end of the intervention, this portion of analysis employed an open coding and thematic approach to analyze a style of coding qualitative data that has previously been used to examine students' attitudes and the existence of CLA in related investigations. (Cohen et al., 2011; Beaudrie et al., 2021; Lado and DelValle, 2022). Using MAXQDA 2022 and Braun and Clarke's (2006) guidelines for thematic analysis, participant responses were first carefully read, and initial ideas for potential codes were noted. Second, a preliminary categorization system was developed based

on the frequency of words in student responses. For instance, "helpful" appeared in the vast majority of student responses when referring to the intervention. This information allowed me and a fellow researcher to establish themes and reveal patterns. Third, potential themes were derived from the codes during this procedure phase. Then, the researcher refined and reevaluated the chosen themes to ensure agreement. Discrepancies and divergences were discussed until only three main themes remained: (1) the interventions' usefulness and applicability; (2) The intervention helped raise graduate students' Critical Language Awareness and sociolinguistic competence; (3) Limitations and concerns about the workshop.

4. Results

4.1. Quantitative analysis

An Independent-Samples Mann-Whitney U Test was used to compare the scores between the pre-test (n=11) and post-test (n=11) and assess if they presented any significant differences. The results indicated no statistically significant difference between the pre and post-test for any of the items in the CLA questionnaire by Beaudrie et al. (2019) (See. Table 11.). Therefore, we fail to reject the null hypothesis and, as a result, conclude that there were no major differences (for each question) in critical language awareness before and after the intervention. In addition, table 12 provides a visual representation of participant answers for each item in the questionnaire. This table includes 16 figures that depict the frequency distributions of the pre- and post-test for each item analyzed. For example, figure 1 refers to item 1 from the CLA questionnaire by Beaudrie et al. (2019) (e.g., "People from Spain speak the purest form of Spanish"). On the left side of Figure

1 are the findings of the pre-test, and on the right are the post-test results. In this example, the x-axis represents the number of responses (n=11), and the y-axis represents the response option chosen by participants, which was 1 (1=strongly disagree/very unlikely).

Table11. Pretest and Posttest measures on CLA questionnaire (Beaudrie et al., 2019)

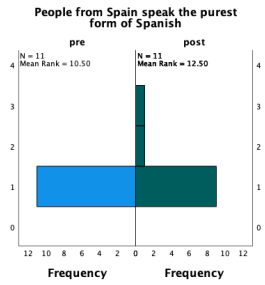
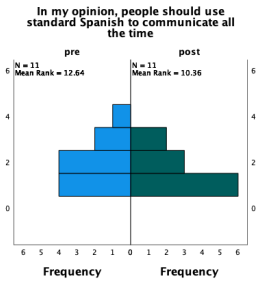
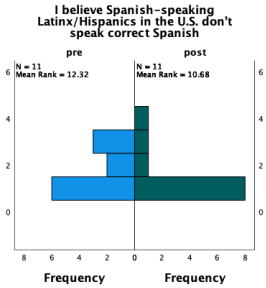
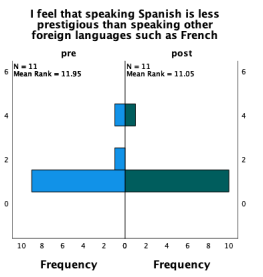
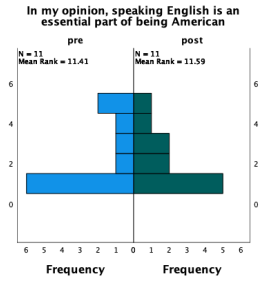
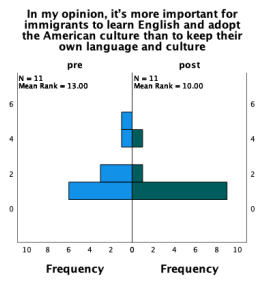
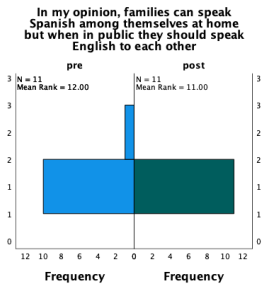
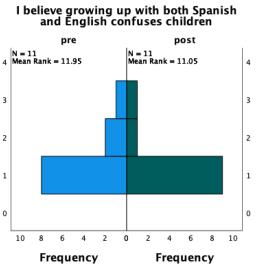
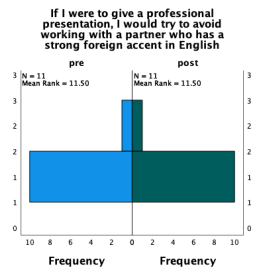
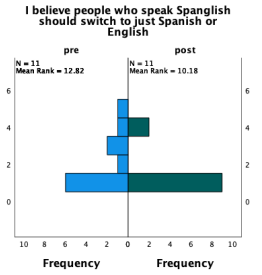
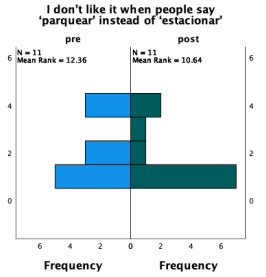
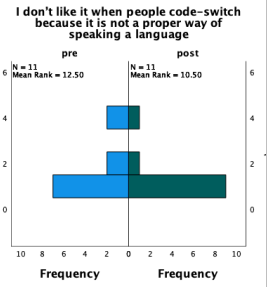
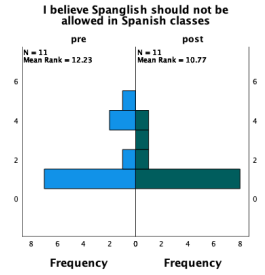
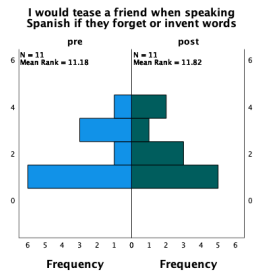
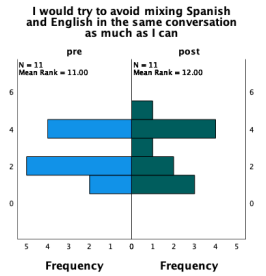
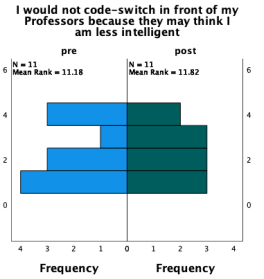
(N=11) | (1=strongly disagree/very unlikely | 6= strongly agree/ very likely)

Items	Pretest M (SD)	Posttest M (SD)	Difference M	Independent-Samples Mann-Whitney U Test Sig. (2- tailed)
1. "People from Spain speak the purest form of Spanish"	1.00 (0.00)	1.27 (0.62)	- 0.27	.478
2. "In my opinion, people should use standard Spanish to communicate all the time"	2.00 (0.95)	1.64 (0.77)	0.38	.438
3. "I believe Spanish-speaking Latinx/Hispanics in the U.S. don't speak correct Spanish"	1.73 (0.86)	1.55 (0.99)	0.18	.562
4. I feel speaking Spanish is less prestigious than speaking other foreign languages such as French	1.36 (0.88)	1.27 (0.86)	0.09	.748
5. "In my opinion, speaking English is an essential element of being American"	2.27 (1.60)	2.18 (1.34)	0.09	.949
6. "In my opinion, it's more important for immigrants to learn English and adopt the American culture than to keep their own language and culture"	1.91 (1.31)	1.36 (0.88)	0.54	.300
7. "In my opinion, families can speak Spanish among themselves at home but when in public they should speak English to each other"	1.09 (0.29)	1.00 (0.00)	0.09	.748
8. "I believe growing up with both Spanish and English confuses children"	1.36 (0.64)	1.27 (0.62)	0.09	.748
9. "If I were to give a professional presentation, I would try to avoid working with a partner who has a strong foreign accent in English"	1.09 (0.29)	1.09 (0.29)	0.27	1.00
10. "I believe people who speak Spanglish should switch to just Spanish or English"	2.09 (1.38)	1.55 (1.16)	0.54	.365
11. "I don't like it when people say 'parquear' instead of 'estacionar'"	2.09 (1.24)	1.82 (1.19)	0.27	.562
12. "I don't like it when people code-switch because it is not a proper way of speaking a language"	1.73 (1.14)	1.36 (0.88)	0.37	.478
13. "I believe Spanglish should not be allowed in Spanish classes"	2.00 (1.48)	1.55 (0.99)	0.45	.606
14. "I would tease a friend when speaking Spanish if they forget or invent words"	1.91 (1.08)	2.00 (1.13)	-0.09	.847
15. "I would try to avoid mixing Spanish and English in the same conversation as much as I can"	2.55 (1.16)	2.82 (1.40)	-0.27	.748

16. “I would not code-switch in front of my professors because they may think I am less intelligent”	2.27 (1.21)	2.36 (1.07)	-0.09	.847

Even though the non-parametric test revealed that there were no significant differences as the result of the intervention, it is essential to note that when comparing the options selected by graduate students in the y-xis (figures 1-16), from both the pre and post-test, we can detect slight differences in the participants’ answers for almost every item except for items 1, 14, 15, and 16. These differences may suggest that exposing graduate students to interventions about the following themes covered by the questionnaire: language variation and linguistic diversity (theme 1); English hegemony, language ideologies, and linguistic prejudice (theme 2); Spanish in the United States, bilingualism, code-switching, and (theme 3), may result in subtle changes on their perspectives on these topics. Additionally, the mean score for every item is below 2.00, indicating a high awareness of the discourse surrounding language ideologies and bilingualism in the U.S. However, it is important to point out that the present study presented several limitations, which will be addressed in the discussion section.

Table 12. Frequencies of the CLA questionnaire (Beaudrie et al., 2019) (N=11)

Figure 1. 	Figure 2. 	Figure 3. 	Figure 4. 
Figure 5. 	Figure 6. 	Figure 7. 	Figure 8. 
Figure 9. 	Figure 10. 	Figure 11. 	Figure 12. 
Figure 13. 	Figure 14. 	Figure 15. 	Figure 16. 

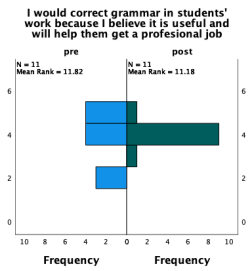
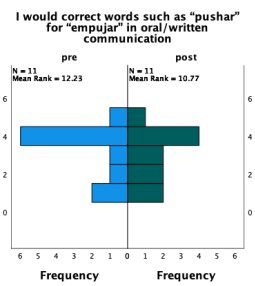
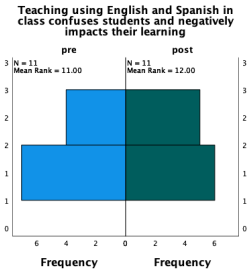
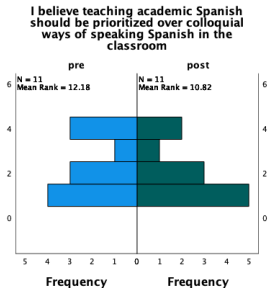
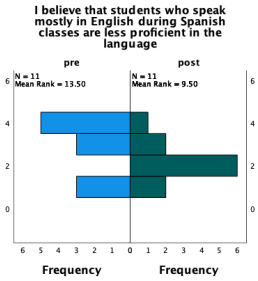
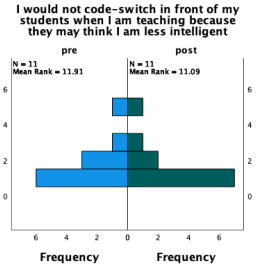
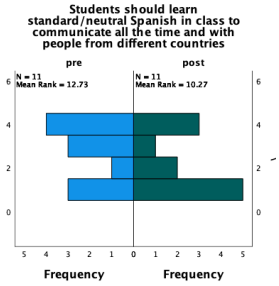
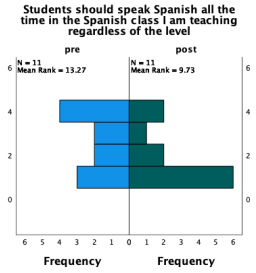
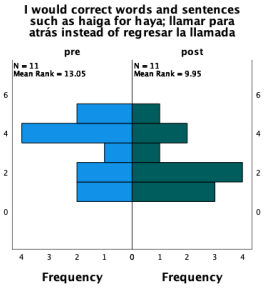
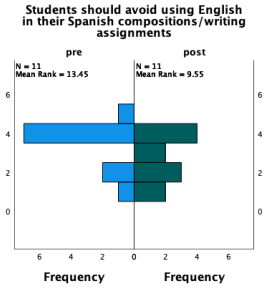
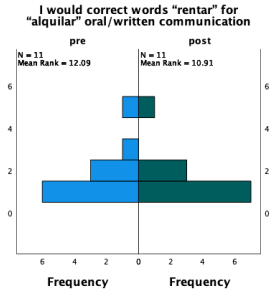
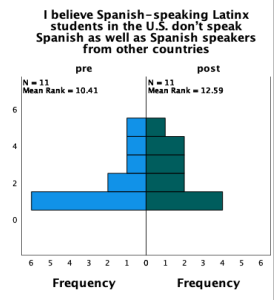
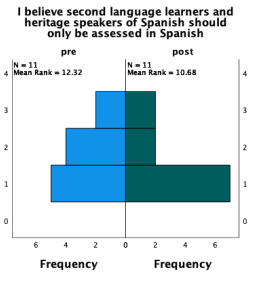
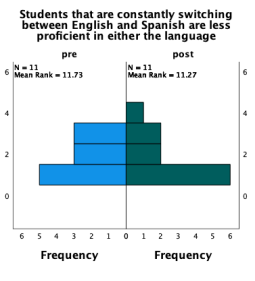
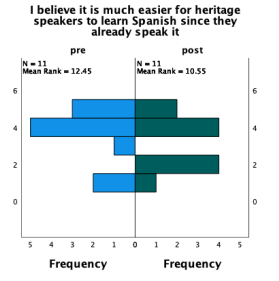
Following Beaudrie et al., 2019 as a model for developing this experimental questionnaire, the items below seek to uncover hegemonic ideologies embedded in teaching practices. The two themes selected for evaluation were: monolingual assumptions, standard and "correctness" ideologies surrounding teaching practices (Theme 1), and differential bilingualism between L2 and heritage speakers (Theme 2). Similarly to the previous analysis, the scores from the pre-test (n=11) and post-test (n=11) were compared using the Independent-Samples Mann-Whitney U Test to see if there were any significant differences (see Table 13). The results showed no statistically significant difference between the pre-and post-test for any of the questionnaire's items. We conclude that there were no significant variations in critical language awareness (for each question) before and after the intervention since we are unable to reject the null hypothesis. The distributions for each question are displayed in Table 13. Comparing Figures 17-31 to the analysis and figures by Beaudrie's et al., 2019 questionnaire, we observed considerably more variation in the responses of teaching assistants. Take item figure 21, for example, which reveals that eight participants were inclined toward agreeing with the following monoglossic ideology: "I believe that students who speak predominantly in English during Spanish classes are less proficient in the language." In the post-test, however, six participants disagreed with the aforementioned assertion. In the discussion, the implications of these results will be addressed.

Table 13. Pretest and Posttest measures on CLA and teaching practices questionnaire

(N=11) | (1=strongly disagree/very unlikely | 6= strongly agree/ very likely)

Items	Pretest M (SD)	Posttest M (SD)	Difference M	Independent-Samples Mann-Whitney U Test Sig. (2- tailed)
17. "I would correct grammar in students' work because I believe it is useful and will help them get a professional job".	3.82 (1.19)	4.00 (0.43)	-0.18	.847
18. "I would correct words such as "pushar" for "empujar" in oral/written communication"	3.27 (1.29)	3.00 (1.28)	0.27	.606
19. "Teaching using English and Spanish in class confuses students and negatively impacts their learning"	1.36 (0.48)	1.45 (0.50)	-0.09	.748
20. "I believe teaching academic Spanish should be prioritized over colloquial ways of speaking Spanish in the classroom"	2.27 (1.21)	2.00 (1.13)	0.27	.652
21. "I believe that students who speak mostly in English during Spanish classes are less proficient in the language"	2.91 (1.24)	2.18 (0.83)	0.73	.151
22. "I would not code-switch in front of my students when I am teaching because they may think I am less intelligent"	1.82 (1.19)	1.73 (1.21)	0.09	.797
23. "Students should learn standard/neutral Spanish in class to communicate all the time and with people from different countries"	2.73 (1.21)	2.18 (1.27)	0.55	.401
24. "Students should speak Spanish all the time in the Spanish class I am teaching regardless of the level"	2.64 (1.23)	1.91 (1.16)	0.73	.270
25. "I would correct words and sentences such as haiga for haya; llamar para atrás instead of regresar la llamada"	3.18 (1.40)	2.45 (1.30)	0.73	.270
26. "Students should avoid using English in their Spanish compositions/writing assignments"	3.45 (1.16)	2.73 (1.14)	0.72	.171
27. "I would correct words "rentar" for "alquilar" oral/written communication"	1.82 (1.19)	1.64 (1.15)	0.18	.699
28. "I believe Spanish-speaking Latinx students in the U.S. don't speak Spanish as well as Spanish speakers from other countries"	2.00 (1.35)	2.45 (1.37)	-0.45	.438
29. "I believe second language learners and heritage speakers of Spanish should only be assessed in Spanish"	1.73 (0.75)	1.55 (0.78)	0.18	.562
30. "Students that are constantly switching between English and Spanish are less proficient in either the language"	1.82 (0.83)	1.82 (1.03)	0	.898
31. "I believe it is much easier for heritage speakers to learn Spanish since they already speak it"	3.64 (1.37)	3.18 (1.34)	0.46	.519

Table 14. Frequencies of the teaching practices questionnaire (N=11)

Figure 17. 	Figure 18. 	Figure 19. 	Figure 20. 
Figure 21. 	Figure 22. 	Figure 23. 	Figure 24. 
Figure 25. 	Figure 26. 	Figure 27. 	Figure 28. 
Figure 29. 	Figure 30. 	Figure 31. 	

4.2. Qualitative analysis

In the questionnaire, they were asked the following questions:

- Which parts of the training session were most and least beneficial to you?
- Which activities were most and least effective in teaching you how to incorporate translanguaging and critical language awareness in your class?
- Was the information presented clearly?
- What did you think about the materials and activities we used to introduce these topics? (Canvas and in-class materials)
- Do you think these training sessions help you reflect upon your beliefs surrounding language and bi-/multilingualism? (e.g., standard language ideology, language variation, language, power, Spanglish, the use of multiple languages in the classroom, etc.) How so?

Theme 1: The interventions' usefulness and applicability

Overall, all 11 participants stated they found the training sessions and the materials to be "useful" and "beneficial" and that the information was provided to them in a comprehensible manner (1, 2).

> (1) "The information about translanguaging and critical language awareness in the context of the Spanish 390 seminar was presented clearly. I thought that the articles were very useful, and I learned a lot regarding the topic of translanguaging as even a phenomenon. I think that it is easy to equate translanguaging to being bi/multi-lingual and that it is not treated as its own phenomenon like it should be…"

(2) “La información fue presentada de manera clara y los materiales ayudaron a entender los conceptos y a pensar en la idea de incorporar el translenguaje para mejorar las clases que dictamos.”

Materials, including research articles, TED Talks, and YouTube videos, were used to teach graduate students about critical pedagogies. Graduate students reported that these, together with group discussions and take-home assignments, were the most helpful parts of the session (3, 4, 5, 6). The participants also stated that they learned more and could better apply their newly acquired knowledge when provided with real-world examples and multimodal materials. As one participant stated, “*The materials complemented the activities by allowing me to integrate these information with real life scenarios/exercis*e. ” Likewise, graduate students found that the workshop was improved by the opportunity to prepare for it at home and then discuss it in class, where questions and misconceptions could be addressed.

(3) “The article about translanguaging in Canada was the most beneficial to me. I also liked the material in relation to using inclusive language in the Spanish classroom, the ideas for activities are very useful and I could see myself referring back to them and changing them for my classes.”
(4) “…The materials complemented the activities by allowing me to integrate these information with real life scenarios/exercises…”
(5) “I liked the readings and also the videos. I would like to share them with some friends and also with my students…”
(6) “Personalmente, todas las sesiones tuvieron algo nuevo para ofrecer y aprender de ello. Me gusto mucho el poder tener videos, ejemplos, artículos que me puedan ayudar a entender a mis estudiantes y, como ellos se pueden beneficiar de usar sus propios lenguajes en la clase de español. La información compartida siempre fue demostrada de una manera clara, simple y sin mayor complicaciones. Me gusto mucho poder ir a casa leer estos materiales y luego regresar a clase a discutir o aclarar más dudas sobre estos temas que se vio en clase.”

Graduate teaching assistants also found it helpful to explore the theoretical foundations of these pedagogies through class discussions and hands-on exercises (e.g., creating a translanguaging activity in groups). From this data, we found that discussions regarding critical pedagogies improved learning and encouraged critical thought among graduate students (7). Some participants also benefited significantly from trained instructors acting as mediators in the group talks and facilitating learning (8).

> (7) "La parte más beneficiosa para mí, del taller sobre translanguage y critical language awareness, fue la confluencia entre las lecturas teóricas y la puesta en común en clase entre compañerxs que, por tener diferentes backgrounds, aportaron a la conversación, enriqueciendo mi aprendizaje. No creo, por otro lado, que haya habido una parte menos beneficiosa El profesor a cargo estaba suficientemente preparado para enseñar translanguage y critical language awareness, pero, además, los recursos empleados para hacerlo fueron pertinentes, ricos en su variedad metodológica."
> (8) "La información fue clara, dinámica y generó mucha reflexión. Lo que también me gustó es que se buscaba relacionar todo el contenido con un fin o sentido práctico para la misma experiencia de dar clases como TA."

Furthermore, every participant also provided ideas about how they would incorporate these critical pedagogies in their classes. Their responses showed a strong willingness to engage their students in critical discussions and create lessons/activities about language's sociopolitical and historical nature and the power structures underlying language use. Evidence for teaching assistants' eagerness to incorporate critical, socio-historical components of language in their teaching is seen in their responses. They report wanting to "incentivize critical thought," have discussions surrounding "inclusive language" in their classes, and explore the "historical" aspect of language so that a greater understanding of "the power dynamics in language involved in language" is developed (9, 10, 11).

(9) “I would like to show my students documentaries/writings/art pieces produced by people like them (L2 learners, heritage speakers, native speakers, etc.) about their experiences with speaking/using the Spanish. Discussion questions would be formulated around these topics to engage them in critical thinking and analyze the existing language power hierarchies. For example, talking about the inclusive language, minorities languages in Latinoamérica.”

(10) “One way in which I might implement these ideas in my classes is by incorporating more lessons about the history of language. If we talk more about the history, then the students will begin to understand more about the power dynamics involved in language.”

(11) “Incentivar el pensamiento crítico de la clase, permitiendo que realicen ciertas actividades en su idioma natal que apunten a pensar y comprender mejor la lengua y las culturas hispánicas/latinas. El desafío más grande es pensar estas actividades de modo que el objetivo de aprendizaje de la lengua objetivo se logre. Me parece que si se incluye este tipo de actividades de modo complementario (por ejemplo, un taller sobre lenguaje inclusivo en español en el que lxs estudiantes pueden discutir sus preferencias e ideas en su idioma), no se desvirtuaría el objetivo.”

Theme 2: The intervention helped raise graduate students’ Critical Language Awareness and sociolinguistic competence.

The two-day workshop helped graduate students “open- up to a new way of thinking” (9) and become more conscious of the sociopolitical nature of language. Additionally, it provided them a space to carefully examine and challenge taken-for-granted beliefs and attitudes pertaining to language use, both in and out of the classroom. This aspect of the workshop is essential for comprehending and implementing critical pedagogies, as instructors must engage in critical, reflective practices about their long-held belief systems and evaluate how ideologies are portrayed, reproduced, and naturalized through language and historical narratives. Per participant responses, we found that the workshop helped instructors question the idea of languages as fixed, separate, and unmixed entities in the minds of bi-/multilingual speakers (12, 13) and generated introspection

regarding harmful language ideologies such the standard language ideology and the notion of linguistic "purity" and strict target-language-only policies in the language classroom (14). For instance, a participant pointed out that addressing translanguaging and critical language awareness in the workshop "profoundly broadened [their] understanding of the 'purity' of a language and the need to articulate it as a living phenomenon subject to change, which requires a new look, much more comprehensive and respectful of multilingual migrant communities and of individuals who speak more than one language." (14)

This type of reflective thinking is a positive outcome given that, according to Garcia et al. (2017), to engage in translanguaging pedagogy, one must adopt a translanguaging *lens,* challenge monolingual assumptions in the classroom*,* and learn to view the linguistic practices of bi-/multilingual students from their *own perspective* (an insider's perspective). This heterglossic stance, which assumes that the communicative system and grammar of bi-/multilingual speakers are inseparable, fluid, and dynamic, fosters equitable and socially just environments for all learners. In addition, this workshop allowed graduate students to expand their knowledge of linguistic variation and examine the need for more holistic and heteroglossic views of language to validate the linguistic practices of minoritized communities in the classroom. Several participants reported an increased awareness of their sociolinguistic competence in terms of bilingual varieties (e.g., Spanglish) (15, 16, 17). As one participant said, "I used to think that variations of Spanish were only valid if they came from Spanish-speaking countries, however I am now starting to become more accepting of Spanish variations found in the United States" (17).

> (12) "I felt like introducing translanguaging and critical language awareness made me open up to a new way of thinking. I used to think that it was very important to keep both languages separate, and only speak one or the other in a given conversation. However, after these lessons, I am a bit

more understanding of why it is important to validate different forms of speaking. The parts of the sessions that were most beneficial to me are the in-class discussions. I always like to listen to the opinions of my peers and compare my opinions to theirs…"

(13) "Me gustaron mucho los materiales, y de ellos especialmente la idea del lenguaje como un continuum y de que las diferentes lenguas son cortes políticos en ese continuum, pero que la herramienta lingüística de una persona no hace esa discriminación y solo las considera como un repertorio más o menos amplio según las lenguas que conozca."

(14) "Si, me ayudarón. Personalmente, no sabía tanto del tema del multilingualism, the standard language ideology, o sobre utilizar el uso de varios lenguajes en clase. Ahora que ya tengo un poco más de conocimiento que dejado que mi lenguaje sea un poco menos complicado, más fluido y sin tener que complicarme tanto como profesora, o a mí misma."

(15) "Considero que haber abordado el translenguaje en clase y el critical language awareness amplió profundamente mi comprensión sobre la ""pureza"" de un idioma, y la necesidad de articularlo como un fenómeno vivo sujeto a cambios, que requiere de una nueva mirada, mucho más amplia y respetuosa con las comunidades migrantes plurilingües y con lxs individuxs que hablan más de un idioma."

(16) "Yes! While, as linguists, we recognize that each variety of language is valid, it serves to question Spanish or 'Spanglish' as spoken in the United States, recognizing that it follows natural passes of language variation. With respect to the use of multiple languages in the classroom, I found the theme highly salient for instructors of a language."

(17) "Yes, these training sessions do help me reflect upon my beliefs. The sessions have made me more accepting of variations that stray from the norm. Before I used to think that variations of Spanish were only valid if they came from Spanish-speaking countries, however I am now starting to become more accepting of Spanish variations found in the United States."

Furthermore, participants reported that the workshop helped them to better unfold how linguistic prestige is associated and intertwined with power structures and institutional recognition (18). Many scholars have pointed to the importance of being "critically aware" when examining power dynamics and the roots of linguistic stigmatization in the classroom, given that these factors influence how instructors prepare for their classes (Carreira and Hitchins Chik, 2018).

(18) “Sí, permitieron dilucidar cómo la lengua estándar es un concepto que está traspasado por ideologías y relaciones de poder. Asimismo, cómo las variedades de una misma lengua también está sujetas a estas relaciones de poder, que determinan cuáles son más o menos prestigiosas.”

Lastly, learning about critical pedagogies such as translanguaging and critical language awareness gave graduate students the opportunity to enhance their teaching skills and be more attentive to the linguistic needs of their L2 learners and heritage speakers (19, 20). These findings address one key component of professional development for instructors, which states that language teachers should be equipped with various methodologies and strategies to meet the linguistic needs of both L2 learners and heritage speakers in mixed classrooms (Lacorte, 2016; Leeman et al., 2016)

(19) “The most beneficial parts of the training session for me were designing curated activities to assess the needs of both L2 and LH students in the same environment. The information was presented very clearly…”

(20) “The concept of translanguaging is a new ideology for me. I think this is one of the most beneficial parts I learned in this workshop, which is to understand the acquisition of second language through an insider’s perspective. This helps me to emphasize with the students and reflect upon my own experiences of learning a foreign language. It is important to remind ourselves that behind learning a new learning, we are also learning the diverse culture and social characteristics of it.”

Theme 3: Limitations and concerns about the workshop

Despite the session’s many beneficial outcomes, some participants voiced their worries and doubts over the use of these pedagogies. First, some believe that constraints on the use of translanguaging should be established since many second/foreign language classes have an evaluation component that requires that assessments be made entirely in the target language (21). Graduate students may

wonder, for instance, how much English or Spanish should be permitted during an oral test and in what circumstances it is acceptable to use translanguaging (e.g., "would it be acceptable for students to constantly change between English and Spanish, or use English whenever they do not remember a specific vocabulary item or grammatical structure that has been covered?") (21, 22) Likewise, some participants are uncertain about the value and efficacy of translanguaging procedures for L2 learners and whether or not they would benefit from them as much as heritage speakers (e.g., "Even though I feel that my opinion about code-switching has been broadened, I need to see more data that reflects the results of its implementation. More specifically, I would like to have a better idea of how effective it is for either or both groups mentioned before, as well as the best pedagogical strategies (including assessment methods) to apply in the classroom") (21). The discussions surrounding these approaches in the classroom have prompted a need for more research in this area. Last but not least, some participants mentioned that unless translanguaging activities are provided to them as part of the overall curriculum, they do not envision themselves developing additional content for their undergraduate students due to a lack of knowledge/exposure to these pedagogies at hand and likely time constraints. To illustrate, a participant stated that "it is difficult to conceptualize the incorporation of these topics in the class because I follow the pre-planned program and do not change much. If I had more experience, I might consider introducing additional activities to address as many topics" (23).

> (21) I think it was a very interesting topic and covering it in the 390 class helped broaden my knowledge about translanguaging. I loved the very first video that we watch, the TedTalk. It was simple, yet very engaging and powerful. Like I said, I think that, now that I know more about it, I am more tolerant with regards to code-switching/translaguaging in my classes. I am a little bit sceptic about it, though. I am not sure if letting the students use either or both languages in assignments (assessments) is the best approach in a Spanish as a Second/Foreign Language

classroom. I think some limits need to be established. Here I am thinking, for example, about the final oral exam: would it be acceptable for students to constantly change between English and Spanish, or use English whenever they don't remember a specific vocabulary item or grammatical structure that has been covered? Another issue that I think about is if any distinctions should be taken into account when we are assessing translanguaging practices in heritage speakers and F/SLA students. Should we accept it from both groups or just from heritage speakers? Why? Even though I feel that my opinion about code-switching has been broadened, I need to see more data that reflects the results of its implementation. More specifically, I would like to have a better idea of how effective it is for either or both groups mentioned before, as well as the best pedagogical strategies (including assessment methods) to apply in the classroom.

(22) On the other hand, I feel like it might be a little difficult to introduce a concept like translanguaging to a beginner level Spanish class. I feel like while translanguaging could still be relevant in this setting, I feel like it becomes more relevant in more advanced levels.

(23) Para mí es difícil conceptualizar la incorporación de estes temas en la clase porque sigo el programa pre-planeado y no cambio mucho. Si tuviera más experiencia, tal vez consideraría introducir actividades adicionales para abordar tantos temas.

5. Discussion

In this study, we sought to determine whether graduate teaching assistants found training in critical pedagogies advantageous and whether these interventions led to changes in their linguistic and pedagogical ideologies. In addition, we were interested to see if the intervention resulted in increased sociolinguistic awareness for graduate students teaching Spanish courses at a university language department. To answer these inquiries, the following investigation employed a mixed-methods approach to examine the efficacy of a two-session workshop designed to train graduate teaching assistants in putting translanguaging pedagogy and other critical approaches to language instruction into practice. Using two questionnaires—one a validated tool created by Beaudrie et al. 2019 and the other an experimental one designed to shed light on language ideologies ingrained

in pedagogical practices, we also hoped to document any changes in the participants' ideological perceptions following the intervention.

The qualitative section of this study showed that teaching assistants of elementary Spanish exposed to critical pedagogies like translanguaging pedagogy and Critical Language Awareness not only find these approaches beneficial but also welcome them. Further, the workshop's theoretical and practical components successfully introduced these teaching approaches to all participants, who stated that they considered the training sessions helpful. Participants also expressed satisfaction with the utilization of multimodal activities and materials during the sessions. Secondly, it helped graduate teaching assistants better understand their students' linguistic and cultural needs and inspired them to create teaching materials to foster critical discussions in the classes they are teaching. This finding is especially significant for instructors who teach beginning language courses at the university level or in mixed classrooms, as heritage speakers frequently enrolled in elementary Spanish courses due to a lack of confidence in their heritage language or a dearth of programs tailored to their linguistic necessities (Valdés and Parra, 2018). According to studies on professional development, language teachers should be able to perceive the variation in L2 and HL development and have a stronger awareness of sociolinguistic concerns relevant to minority languages (Lacorte, 2016).

Moreover, the intervention allowed graduate students to pay closer attention to and evaluate the historical, social, and political aspects of language to gain a better understanding of how hegemonic ideologies are adopted, naturalized, and subsequently reproduced in the classroom. Overall, the workshop provided a venue for graduate students to critically examine commonly held

beliefs about language use in the classroom, increase their sociolinguistic awareness of bi-/multilingual varieties, and challenge the notion of linguistic purity and standardization. Participants reported being mindful of the impact of upholding standard monolingual assumptions in their teaching and expressing a desire to adopt more equitable and socially conscious approaches to language instruction. Researchers have emphasized the need for language instructors to engage in self-reflective practices to become more critically aware of how their teaching and pedagogical backgrounds may continue to reinforce hegemonic attitudes and ideologies toward their students, the majority of whom are students of color and from vulnerable communities (Holguín Mendoza 2018; Carreira and Hitchins Chik 2018). Consequently, and per student accounts, this objective can be attained by providing teaching assistants with specialized training to challenge dominant discourses and ideologies regarding the linguistic practices of vulnerable communities within the context of the United States. In addition, while some studies have examined the usefulness of incorporating translanguaging and CLA activities in language classrooms, very few studies have examined the effects of providing instructors with specialized training prior to implementing translanguaging and critical pedagogies, particularly in the context of higher education (Galante, 2020). This study also concludes that implementing translanguaging pedagogies at the curriculum level is feasible and that training graduate students on critical pedagogies via teaching seminars can serve as spaces where graduate students can not only enhance their teaching but also cultivate a more critical attitude toward language. As a consequence of this investigation, the Spanish and Portuguese department at UC Davis has begun implementing CLA workshops for undergraduate students as well as in their elementary Spanish courses, which are administered by teaching assistants.

While the workshop resulted in several positive outcomes, some participants expressed concerns regarding the applicability and implementation of these strategies in an L2 setting. Some participants reported that unless these critical pedagogies are adopted at the curriculum or departmental level, they do not anticipate implementing them in their individual classes due to a lack of experience, time constraints, and general doubts about the efficacy of these approaches. Researchers have emphasized the need for language programs and departments to not only model and promote equitable teaching but also involve these institutions in the process of unraveling unchecked ideologies that shape institutional practices, such as the type of training instructors receive, the instructional materials used, and how students are categorized and assessed. Valdés (2015), for example, emphasizes the importance of revealing the underlying ideologically-charged decisions made at the curricular and institutional level (e.g., designing a class/coordinating program) in order to better serve minority language students and create more equitable environments for them. Recent scholarship in Equitable Pedagogical Practices (EPPs) has advocated for department/program-wide seminars to deconstruct raciolinguistic ideologies in mixed classrooms (Gámez and Reyna, 2022). Using a raciolinguistic perspective, Rosa and Flores (2015) propose that scholars and institutions focus on dismantling the 'white listening subject' (ideologies held by any institutional actor that views the linguistic practices of racialized individuals as deviant) in order to alter how linguistics practices of racialized communities are perceived and create more equitable spaces for all language learners. Future research should continue to examine the role of institutional power and how it is enacted in academic settings to better comprehend the classroom and institutional effects of CLA and translanguaging interventions.

The quantitative segment of the study revealed no significant changes in the teaching assistants' perceptions of historically perpetuated dominant language ideologies in language education. There are numerous explanations for these results. First, we encountered design limitations (e.g., having a small sample size) and methodological limitations, such as the inability to match data observations with participant-specific measurements. The decision to keep questionnaire responses entirely unidentifiable and untraceable hindered the study's power and rendered the selection of paired statistical tests inappropriate for this analysis. Consequently, the p-values of the present investigation are larger and thus more conservative than they could have been otherwise. Future research may try to adhere to more rigorous methods and measurement procedures to ensure that change can be captured empirically, even if, by doing so, participants' anonymity is not ensured. Second, the questionnaire developed by Beaudrie et al. (2019) was initially validated for undergraduate students rather than graduate teaching assistants. The modifications implemented in this study (in terms of populations, design, and analysis) may have affected its reliability and yielded contradictory results compared to other studies utilizing this measure (Beaudrie et al., 2021). Lastly, the inability to capture change through questionnaires may be attributable to the fact that this cohort of graduate students appears to be highly aware of the pervasive influence of language ideologies/discourse in mainstream U.S. culture due to exposure and conversations surrounding these topics in higher education within their own doctoral investigation. In fact, many of them are actively researching race, language, immigration, and gender from the critical perspective characteristic of humanities research. Thus, it is probable that TAs from various departments and disciplines of study would exhibit greater ideological diversity, resulting in divergent outcomes. Furthermore, perhaps designing questionnaires with greater consideration about the hegemonic nature of these ideologies is more appropriate for this population. In other

words, the questionnaires should shed light on common practices that have become ingrained and widely accepted within institutions such as academia. In this study, a first attempt to do so was made through the development of a questionnaire focusing on pedagogical practices, beliefs, and behaviors that are frequently considered 'accepted' in teaching and within language classrooms (e.g., providing corrective feedback, the use of multiple languages in the classroom, prioritizing academic forms over colloquial ones, etc.). Still, academic spaces continue to be places where language ideology may hide and continue to be reproduced (e.g., 'appropriateness-based' approaches; "standard/monolingual" ideologies) (Leeman, 2018). In this study, the distributions for each and raw counts for each item of the pedagogical questionnaire showed greater variability when compared to the modified version of the questionnaire by Beaudrie et al. 2019. However, additional research is required to establish the efficacy and validity of questionnaires of this nature. Currently, there is a paucity of tools to measure development and track CLA growth empirically. This research highlights the importance of continuing to investigate this topic and creating appropriate tools for language ideology research.

DISSERTATION CONCLUSION AND FUTURE DIRECTIONS

This dissertation has shown that there is great value in analyzing the ways in which language ideologies and affective states continue to shape the language classroom experiences of both bi-/multilingual instructors and students through an in-depth examination of their emotions and perspectives on their linguistic and pedagogical practices. The first two studies showed that learners experienced a wide range of emotions using their language(s), including feeling "safe," "connected," and "enthusiastic about language growth," and teachers possess complex belief systems that inform the use and presence of translanguaging practices in language classrooms. In addition, participants in these studies made concrete references to a wide variety of commodification and monoglossic standard language discourses in their responses, which hints at a possible link between emotions and the construction of broader belief systems about language. Future research must continue to investigate the relationship between the role of emotions and linguistic ideologies, as this information can serve as valuable sources of insight to improve teacher-student interactions in language classrooms and help identify areas requiring change at the structural level, such as strict target-language-only policies and rigid pedagogical practices limiting the ability of heritage language learners to engage in practices that feel "normal" to them.

Lastly, this dissertation also demonstrated that training graduate teaching assistants on inclusive teaching pedagogies is not only advantageous, but also necessary to promote structural changes and address the pressing need to create more inclusive and equitable learning environments for all language learners, regardless of their backgrounds, abilities, or identities. As is well-known,

graduate students teach a significant amount of undergraduates at research universities. However, they frequently lack prior teaching experience and require guidance to develop effective teaching skills and strategies that support the learning requirements of both L2 and heritage language learners. Thus, the final chapter of this dissertation sought to improve undergraduate instruction by equipping teaching assistants with the knowledge and skills necessary to employ translanguaging and Critical Language Awareness pedagogies in their elementary Spanish courses. According to our findings, the workshops enabled graduate students to engage in self-reflective practices and disrupt standard hegemonic ideologies in their teaching. Future research should continue to investigate the efficacy of these interventions, both qualitatively and empirically. In addition, these future workshops must include a raciolinguistic component in order to deconstruct language ideologies that become conflated with race ideologies.

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APPENDIX A: Language, Emotion and Bilingualism Questionnaire

Q1 First and last name

Q2 What Spanish class are you currently enrolled in? and which section?

Q3 Have you participated in this study before?

Q4 Age

Q5 Gender

Q6 Education level (highest diploma or degree)

Q7 Which ethnic group/community do you belong to or most identify with?

Q8Is your occupation related to your bilingualism or languages in any way? If yes, how so?

Q9 What's your major? Is it related to your bilingualism in any way?

Q10 For how many years have you **formally studied (in an academic setting) Spanish** including K-12?

Q11 How much **Spanish** are you **exposed to** while:

	Never	Sometimes	About half the time	Most of the time	Always
Listening to music (1)	○	○	○	○	○
Talking to friends or family (2)	○	○	○	○	○
Browsing on the web/ using social media (3)	○	○	○	○	○
Watching TV (4)	○	○	○	○	○
At work (6)	○	○	○	○	○

At school/ in the classroom (7)	○	○	○	○	○

Q12 Please self-assess your **Spanish** proficiency from 1 to 5

	1-Low (1)	2-Fair (2)	3- Adequate (3)	4 Good (4)	5 Excellent (6)
Writing (1)	○	○	○	○	○
Speaking (2)	○	○	○	○	○
Reading (3)	○	○	○	○	○
Listening (4)	○	○	○	○	○

Q13 Please self-assess your **English** proficiency from 1 to 5

	1- Low (1)	2- Fair (2)	3- Adequate (3)	4- Good (4)	5 Excellent (5)
Writing (1)	○	○	○	○	○
Speaking (2)	○	○	○	○	○
Reading (3)	○	○	○	○	○
Listening (4)	○	○	○	○	○

Q14 Which language(s) do you **know** and what **order** did you learn them in? **Please list them <u>all</u> including the ones you learned as a child or later in life as an adolescent /adult at school**

Q15 Which language(s) did you **speak at home growing up**? In which **order** did you learn them? **List all**

Q16 Did you learn any of those languages **at the same time growing up**? If yes, which ones? Please write them down

Q17 What **language(s)** did your **parents/caregiver** speak to you growing up?

Q18 How **often were you exposed** to each language as a child? (move the node to indicate percentage/amount of exposure)

Percentage %

0 10 20 30 40 50 60 70 80 90 100

1st language ()	
2nd language ()	
3rd language ()	

Q19 **How old** were you when you learned your first, second, third, *etc.* language(s)? Answer in years and use a decimal to indicate months (ex. 1.6 = one year and six months)

Q20 **Where** did you learn your **first** language(s)? Click all that apply

At home

In a classroom setting

At work

virtual spaces

Somewhere else:

Q21 **With whom** did you speak your first, second, third, *etc.* language(s) growing up? Be specific (*mother, father,* siblings, *grandparents, friends, caregivers, partner, etc.*)

Q22 **Where** did you learn your **second** language(s)? Click all that apply

At home

In a classroom setting

At work

virtual spaces

Somewhere else:

Q23 Where did you learn your third language(s)? Click all that apply / Leave blank if N/A

At home

In a classroom setting

At work

virtual spaces

Somewhere else:

Q24 How **frequently** do you use each language **nowadays**? Please list each language

	Never =O (1)	Every Year (2)	Every Month (3)	Every Week (4)	Briefly once a day (5)	Several hours a day every day (6)
1st language (x1)	○	○	○	○	○	○
2nd language (x4)	○	○	○	○	○	○
3rd language (x5)	○	○	○	○	○	○
Others (x8)	○	○	○	○	○	○

Q25 Which language(s) do you use for **mental calculations/arithmetic and how often**? (Click where appropriate)

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	All the time (5)
English (9)	○	○	○	○	○
Spanish (10)	○	○	○	○	○
Other (11)	○	○	○	○	○

Q26 Do you **switch between languages** within a conversation with certain people? (Click where appropriate)

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	All the time (5)
When speaking with friends and family (1)	○	○	○	○	○
When speaking with strangers (6)	○	○	○	○	○
When speaking in public (7)	○	○	○	○	○
While texting (11)	○	○	○	○	○
When using social media (12)	○	○	○	○	○
When talking to your teacher (13)	○	○	○	○	○

When telling a joke (14)	○	○	○	○	○
When asking for a big favor (15)	○	○	○	○	○

Q27 Do you **switch between languages** within a conversation when? Report the situation/example you have in mind

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	All the time (5)
Feeling excited/happy (6)	○	○	○	○	○
Feeling nervous/anxious (7)	○	○	○	○	○
Feeling calm/relief (11)	○	○	○	○	○

Q28 Can you think of a situation in which **switching between languages** in a conversation was necessary? What was the **topic** of the conversation?

Q29 How does **switching between** languages make you feel?

Q30 Have you ever been told not to switch between languages? If so, why do you think they said that?

Q31 Do you have any pets? If so what language(s) do you use for praise or when using affectionate language (ex. baby talk)?

Q32 If you had a pet, what language would you use for praise or when using affectionate language (ex. baby talk)?

Q33 What makes you feel inspired during Spanish class?

Q34 Have you ever felt gratitude towards your teacher? If so, why?

Q35 Are you more likely to continue learning Spanish based on how you felt while in class? If so, why?

Q36 How do you feel when you have to ask your teacher for an extension on a homework assignment?

Q37 When you have a question, are you more likely to answer in English or Spanish?

Q38 Have you ever been told NOT to switch between languages (English/Spanish)? If so, how did it make you feel?

Q39 In what context do you think switching between languages is appropriate?

Q40 Does switching between languages (English/Spanish) help you express yourself in class? How so?

Q41 Is using English and Spanish simultaneously in conversation help you communicate better? What do you think?

Q42 How does it make you feel when you hear people switching between languages in class?

Q43 How important is it to you that your teacher is able to switch between languages (English /Spanish) in the classroom? How does it make you feel?

Q44 What do you think your teacher thinks when hearing students switch between languages in the class? How does their perception make you feel?

APPENDIX B: Translanguaging, ideologies and emotions interview: Semi-structured interview guide for instructors

Provide participants with a brief introduction to the study. Explicitly state that they are allow to use whichever language they feel most comfortable speaking. Introduce and provide a definition of the term "translanguaging" before starting section 2.

Interview questionnaire for instructors:

Section 1- Instructor's introduction, linguistic background, and teaching background

1.1 Can you please introduce yourself, and tell me about your experiences with the different languages in your life?

Probing questions:

1.1.1 What language(s) do you speak?

1.1.2 At what age did you acquire them? Did you grow up speaking those languages simultaneously?

1.1.3 What languages did you speak at home/with family as a child? Were there different perceptions about you using each language? (for example, was one of them promoted/preferred, vs. discouraged?)

1.1.4 Were you ever corrected when speaking either language by your parents/family? Describe.

1.1.5 Growing up, did you have to translate for your parents/family?

1.1.6 Growing up, did you habitually read in both languages? Did you prefer one over the other? Explain.

1.1.7 What language(s) do your parents speak?

1.1.8 How did they feel/ think about your bilingualism/multilingualism back then?

1.1.9 Did you learn any of those languages in an academic context? What were your teachers' policies on the use of your native language?

1.1.10 In which situations do you use each language today? How often do you use them?

1.1.11 Which language(s) do you consider your dominant language(s)?

1.1.12 Which language do you use when expressing how you feel or talking about your emotions? (ex. when feeling frustrated or talking to a loved one)

1. 2 As an instructor, how has your experience been teaching language? How long, and where have you taught Spanish, or other languages?

Probing questions:

1.2.1 What do you like or dislike about it?

1.2.2 What methodologies for teaching language do you implement in your classroom?

1.2.3 Out of those, which teaching techniques are effective in helping your students learn Spanish? Why?

1.2.4 What kind of activities or materials do you use in the classroom? Do they help your students learn Spanish?

1.2.5 What do you think good teaching looks like?

1.2.6 What do you think poor teaching looks like?

1.2.7 What are your policies for the use of languages, other than the target language, in the classroom?

1.2.8 How do you think your students perceive and respond to such policies?

1.2.9 How much English and/or Spanish do you use when you teach? In which situations do you use each language when teaching? Why?

Section 2- Perceptions about translanguaging pedagogy for language teaching and in social settings.

**Provide a definition of translanguaging before introducing the question

2.1 What are your thoughts on the use of translanguaging in social settings?

2.1.1 Do you think translanguaging is more appropriate in a social setting, as opposed to professional or academic settings? How so?
2.1.2 Do you engage in translanguaging outside the classroom?
2.1.3 Do you think people should engage in translanguaging in more formal settings? (ex. At work)
2.1.4 Do you think translanguaging is appropriate in other courses that do not aim to learn a specific language?
2.1.5 Do you think translanguaging is socially accepted outside an academic setting?
2.1.6 Do you think translanguaging can help people build a community outside the classroom?
2.2 Have you heard about translanguaging and/or translanguaging pedagogy before? Do you engage in it? What is your viewing of this practice when teaching Spanish courses?
2.2.1 Do you think bilingual/multilingual instructors and students, at the university level, should engage or avoid translanguaging? Why?
2.2.2 What are your perceptions of translanguaging in the Spanish language classroom?
2.2.3 How do you think translanguaging is perceived in the classroom by your students?
2.2.4 When you were a language student, do you think translanguaging helped you learn languages and communicate better in class? How so?
2.2.5 Do you think translanguaging helps your students learn a language?
2.2.6 Are there any drawbacks to a translanguaging approach for teaching language, compared to more traditional teaching methods, such as using only the target language in the classroom?
2.2.7 Do you think translanguaging can help students acquire grammar? How so?
2.2.8 Do you think translanguaging can help students improve literacy skills such as reading and writing? How so?
2.2.9 Do you think translanguaging can help students develop critical thinking skills? How so?
2.2.10 Do you think translanguaging can help students build community in the classroom?

Section 3 - Emotions about translanguaging pedagogy for language teaching

3.1.1 If you engage in translanguaging in class, how does it make you feel? What emotions come to mind? Why?
3.1.2 If you engage in translanguaging pedagogy during class, how do you think your students feel about this practice? Why?
3.1.2.1. Do you think some students may experience negative emotions when translanguaging in class? Why?
3.1.2.2. Do you think some students may experience positive emotions when translanguaging in class? Why?
3.1.2.3. Do you think some students may experience ambivalent emotions when translanguaging in class? Why?
3.1.3 Do you think translanguaging in class can help students feel more confident, or alternatively more insecure, about their language skills? Why?
3.1.4 Do you think translanguaging in class can help students regulate their emotions in the classroom? (Ex. when they get nervous about being called to participate in a class or if they are anxious).
3.1.5 What strategies do you use to manage your emotions when teaching Spanish?

APPENDIX C: Beliefs about language and language use questionnaire and materials

PART1: Please rate how much you agree or disagree (1-6) with the following statements and situations. For some of the statements you also will have to indicate how likely or unlikely you are willing to engage in a given activity/situation. Some of the questions will relate to your experience as a Spanish instructor. Be sure to read carefully.

Q2 In my opinion, people should use standard Spanish to communicate all the time

Q3 I would correct grammar in students' work because I believe it is useful and will help them get a professional job

Q4 I feel that speaking Spanish is less prestigious than speaking other foreign languages such as French

Q5 I would correct words such as “pushar” for “empujar” in oral/written communication

Q6 I believe teaching standard Spanish will help preserve the language

Q7 In my opinion, speaking English is an essential part of being American

Q8 In my opinion, it’s more important for immigrants to learn English and adopt the American culture than to keep their own language and culture

Q9 Teaching using English and Spanish in class confuses students and negatively impacts their learning

Q10 In my opinion, families can speak Spanish among themselves at home but when in public they should speak English to each other

Q11 I believe growing up with both Spanish and English confuses children

Q12 If I were to give a professional presentation, I would try to avoid working with a partner who has a strong foreign accent in English

Q13 I believe teaching academic Spanish should be prioritized over colloquial ways of speaking Spanish in the classroom

Q14 I believe people who speak Spanglish should switch to just Spanish or English

Q15 I don’t like it when people say ‘parquear’ instead of ‘estacionar’

Q16 I believe that students who speak mostly in English during Spanish classes are less proficient in the language

Q17 I don’t like it when people code-switch because it is not a proper way of speaking a language

Q18 I believe Spanglish should not be allowed in Spanish classes

Q19 I would tease a friend when speaking Spanish if they forget or invent words

Q20 I would not code-switch in front of my students when I am teaching because they may think I am less intelligent

Q21 I would not code-switch in front of my Professors because they may think I am less intelligent

Q22 Students should learn standard/neutral Spanish in class to communicate all the time and with people from different countries

Q23 Students should speak Spanish all the time in the Spanish class I am teaching regardless of the level

Q24 I would try to avoid mixing Spanish and English in the same conversation as much as I can

Q25 I would correct words and sentences such as haiga for haya; llamar para atrás instead of regresar la llamada

Q26 Students should avoid using English in their Spanish compositions/writing assignments

Q27 I believe Spanish-speaking Latinx/Hispanics in the U.S. don't speak correct Spanish

Q28 I would correct words "rentar" for "alquilar" oral/written communication

Q29 I believe Spanish-speaking Latinx students in the U.S. don't speak Spanish as well as Spanish speakers from other countries

Q30 I believe second language learners and heritage speakers of Spanish should only be assessed in Spanish

Q31 Students that are constantly switching between English and Spanish are less proficient in either the language

Q32 I believe it is much easier for heritage speakers to learn Spanish since they already speak it

Q33 I would correct second language learners' pronunciation so they can sound more like a native speaker of Spanish

Q34 People from Spain speak the purest form of Spanish

PART 2. Please answer the following questions. Feel free to answer them in english or Spanish.

How was your overall experience learning about translanguaging and critical language awareness in the context of the Spanish 390 seminar? To answer this question, you may consider the following sub-questions:

- Which parts of the training session were most and least beneficial to you?
- Which activities were most and least effective in teaching you how to incorporate translanguaging and critical language awareness in your class?
- Was the information presented clearly?

• What did you think about the materials and activities we used to introduce these topics? (Canvas and in-class materials)

Q1 Do you think learning about translanguaging and critical language awareness might benefit you as a new instructor at UC Davis?

If yes, what are some specific ideas about how to implement your newly acquired knowledge in your Spanish 1-3 classes? And what are some challenges you might find in doing so?

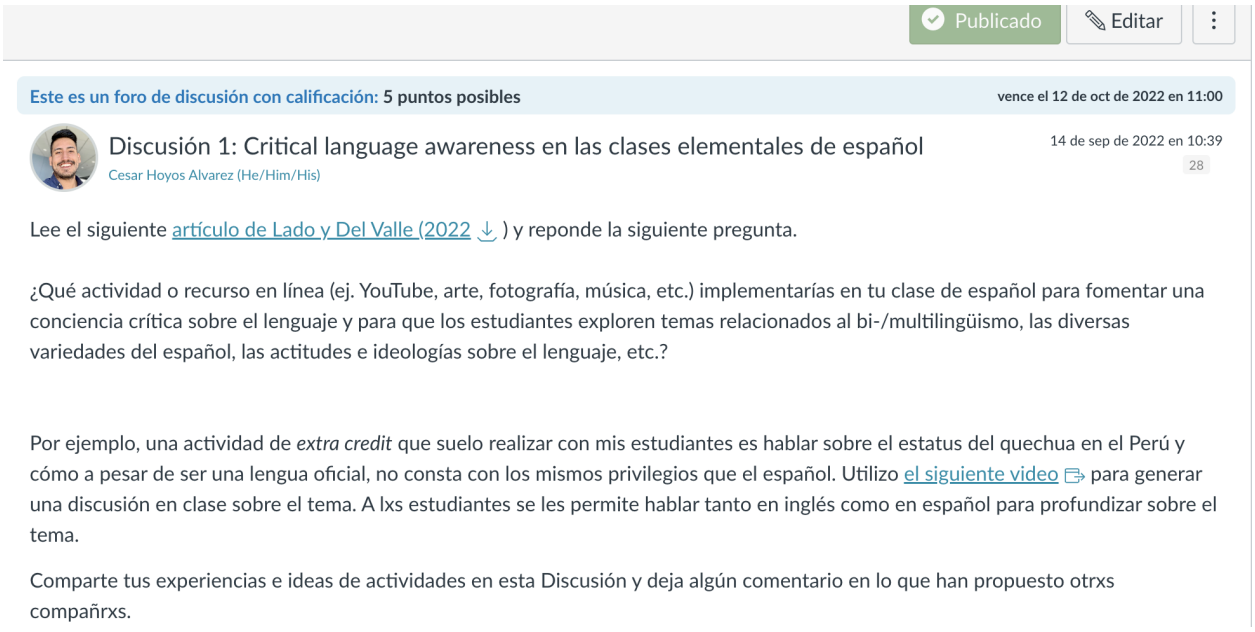
Q2 If not, what might prevent you from incorporating these teaching strategies in your Spanish 1-3 classes? Is there any additional training that you might need?

Q3 Do you think these training sessions help you reflect upon your beliefs surrounding language and bi-/multilingualism? (e.g., standard language ideology, language variation, language, power, Spanglish, the use of multiple languages in the classroom, etc.) How so?

Workshop material links:

- Talk of Prof. Ph.D. Ofelia García on the subject "Translanguaging" during the Multilingualism & Diversity Lectures 2017: https://youtu.be/5l1CcrRrck0
- What makes a language... a language? - Martin Hilpert: https://youtu.be/_Z_FOtfKyfo
- Becky G Opens Up About Her 'Pocha Power' and Being Bicultural (Exclusive): https://www.etonline.com/media/videos/becky-g-opens-up-about-her-pocha-power-and-being-bicultural-exclusive-133368
- Yo quiero vivir en un país…sin discriminación lingüística: https://www.youtube.com/watch?v=i3en047cUmY&ab_channel=AlertaRacismo

Homework assignments:



Lee el artículo de Galante (2020) sobre el translenguage pedagógio y responde las siguientes preguntas/actividades:

1. **Pregunta 1**: ¿Cuál es la diferencia entre el translenguaje (*translanguaging*) pedagógico y el espontáneo?
2. **Pregunta 2**: Escoge una de las 3 actividades de translenguaje del artículo (*code-switching*, *idioms in different languages* y *discourse markers*) y explica cómo la adaptarías/modificarías para la clase de español que estás dando este trimestre. Detalla cómo se beneficiarían lxs estudiantes de tu actividad y cuáles serían los objetivos de aprendizaje.
3. **Pregunta 3:** Mira el siguiente video de la Prof. Ofelia García y formula una pregunta de discusión.

Una vez hayas creado un documento .docx con tus respuestas a las preguntas, sube el documento aquí y tráelo impreso a la próxima clase para facilitar la discusión.

In-class activities:

Actividad 1- Adaptación de material para el contexto Californiano

- En el artículo de Galante (2020, p. 3) bajo la sección de "*pedagogical materials*", la autora enlaza la siguiente página web: https://www.breakingtheinvisiblewall.com/home
- La mayoría de sus materiales y actividades pedagógicas (bajo "tasks") han sido desarrolladas para el contexto canadiense.
- ¿De qué manera podemos adaptar algunas de las tareas del translanguaging pedagógico para que sean de provecho en nuestro contexto en Estados Unidos/ California?
- Escojan 1/10 actividades y diseñen una actividad que fomente el uso del translanguaging en el aula

Actividad 2- Adaptación de material para SPA 1-3

1. Con sus calendarios/programas de estudio, fíjense si hay espacio para modificar o añadir alguna tarea que les ayude a sus estudiantes a desarrollar una conciencia crítica sobre el lenguaje y saque provecho de sus capacidades de aprendizaje a través del uso de todos sus recursos lingüísticos.
2. ¿En qué sección de tu programa de estudios colocarías actividades de este tipo?
3. Las secciones que tratan sobre temas de cultura y vocabulario tienden a ser buenos espacios para fomentar estas discusiones ya sean dadas en inglés o español. Sin embargo, no hay ningún formato estricto.