CREATING A TRANSNATIONAL SPACE IN THE FIRST YEAR WRITING CLASSROOM

Edited by W. Ordeman

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Abstract

The chapters in this volume offer new ways of thinking about and applying theories of transnational rhetoric in first-year composition classrooms. Transnationalism is still a rather nascent field in rhetorical studies, and the growing body of literature has thus far focused on the critical necessity of laying theoretical groundwork. There remains a lack of applied pedagogical research teachers can use to help create and nurture transnational spaces in the classroom. While several works in this volume contribute to our understanding of the breadth and depth of transnational rhetoric, the goal of this work is to offer applicable pedagogy that helps create and nurture transnational spaces within a specific writing context.

Introduction

Theoretical Groundwork

What do we mean by "transnationalism"? In her article, *What's the Difference Between "Translingual" and "Transnational" Composition?: Clarifying the Relationship between two Terms*, Carrie Kilfoil claims that these terms can often seem synonymous and that understanding their nuance requires intentional study. Still, it's not uncommon to hear the terms interchangeably. After all, aren't all translinguals also transnationals (and vice versa)? Don't both denote the blending of culture ideologies? Part of this confusion, Kilfoil claims, stems from citizens of monolingual societies presuming all nations are monolingual entities. It is true that many nations represent monolingual societies - some even creating laws to enforce monolingualism (such as the English Only movement), and nation states have used linguistic colonization to subjugate translingual communities (see Anzaldúa). But as Yasemin Yildiz has argued, there is a false assumption that "individuals and social formations…possess one 'true' language (their 'mother tongue') and through this possession [are] organically linked to an exclusive, clearly demarcated ethnicity, culture, and nation" (2). While translingual communities represent identities informed by language with multiple languages represented in a single community, a transnational perspective, as Yildiz puts it, "puts the emphasis on human agency: such groups are the result of cross-border activities which link individuals, families and local groups" (2). Using transnational and translingual interchangeably reinforces a limited definition of rhetoric - that it is a strictly linguistic act. It is important that students and faculty obtain a framework for understanding spaces where national interest and national identities are concurrent with but exist apart from language.

In 2008, Hesford and Schell argued "all national formations are constructed within and often solidified by transnational connectivities" (464) and called for research in composition studies that recognizes these transnational connectivities. The following year, Christiane Donahue re-iterated this when she called more "deep intercultural awareness" to avoid "efforts [that] will remain stuck in a-historical, a-contextual, and highly partial modes of intellectual tourism." (236) Since then, discourse in transnationalism composition has begun to address these relationships and lay theoretical groundwork for further study.

The introduction to the recent *Transnationalism: Theory, History, and Practice* edited by Xiaoye You argues the foundation of transnationalism

consists of translingualism, transculturalism, and cosmopolitanism – each having a distinct role in our conception of transnationalism. This foundation has been partly constructed by research mentioned above and discourse on related areas including immigrant and migrant studies (Pandey; Simon; Vieira), digital literacy (Berry et al.; Lam and Rosario-Ramos), and globalization in higher education (Kang; Lorimer Leonard; McNamara) and transnational feminist studies (Dingo). The works of these individuals suggest transnational rhetoric create transnational space - begging the question, how do these created spaces influence agents therein?

Encouraging translingual practice in the classroom is crucial to empower students to influence and recognize influence within their environments. Language has no doubt affected the transnational composition classrooms, but as Xiaoye You has argued and the authors in this volume point out, translingualism functions as the predicate of transnational pedagogy which deserves to be seen as an independent agent (*Transnationalism: Theory, History, and Practice*). Understanding the relationship of these two ideologies not only helps teachers develop pedagogy that creates space for developing and examining transnationalism and translingualism independently, it will also reaffirm to our students the threshold concepts we believe about writing.

Answering the Call

Teaching writing within these transnational spaces helps foster what Rebecca Lorimer Leonard calls *rhetorical attunement:* "an understanding that assumes multiplicity and invites the negotiation of meaning across difference" ("Multilingual Writing as Rhetorical Attunement"288). Sara Alvarez claims transnational writers can "sustain and foster transnational literacies and networks via various forms of writing that are of value to the academy" (344). This volume responds to this assertion. Each chapter addresses one of the following questions: "How can we use the resources at our disposal to incorporate transnational ecologies in homogeneous classrooms?" and/or "What can be done to foster transnational literacies and networks as a direct response to transnational spaces outside the classroom?" All authors see transnational space in the classroom as an opportunity to help students see rhetoric as highly contextual and subject to the agents involved. David S. Martin's recent work, *Transnational Writing Program Administration,* has helped illuminate long-standing assumptions about program curriculum and pedagogy within writing programs. This volume continues in research that understands "transnational activities are thoroughly shifting the questions we ask about writing curricula, the space and place in which writing happens, and the cultural and linguistic issues at the heart of the relationships forged in literacy work" (Martins 1).

This volume also addresses Leonard's call in her short essay "Moving Beyond Methodological Nationalism" when she calls for research that is "more precise and less restricted." (129) Readers will find precision for the term transnationalism through the specific pedagogical projects each author has introduced in their classes. Restrictions in terms of correct/appropriate/right and incorrect/inappropriate/wrong are guided by each author's specific pedagogical goal.

Several authors in this volume were afforded the opportunity to teach rhetoric to students who live in *transnational spaces* where the rhetoric is reflective of an altogether unique phenomenon happening outside the classroom. The authors share their analysis and results in an effort to find effective teaching methods that satisfy student learning outcomes while creating ecologies that reflect the values and perspectives of the students in the room. Other authors in this volume teach in homogeneous classrooms (classrooms where one cultural group accounts for the majority of the students) where they themselves bring a representation of transnationalism by teaching English writing courses as a non-native speaker of English. Their purpose is not so much to reflect the ecologies of the students' transnationalism, but rather to reveal the transnational spaces they as instructors create. Translingualism is a common theme throughout the work as translingual pedagogies are commonly used to help construct/reflect transnational ecologies. As both are still relatively novel pedagogical approaches, there are a number of new ways of analyzing, implementing, and evaluating their pedagogy.

Where previous work on transnational pedagogy has focused on theory, the goal of this volume is to offer examples of transnational pedagogy *in action* followed by discussions of what these applications imply to our understanding of the field. By building a larger database of transnational pedagogy, teachers will better be able to develop writing curricula that create transnational space - a space many students and teachers are already living and operating in.

Chapter Sections

All the authors in this volume are connected by their shared vision of cultivating transnational spaces in the first-year writing classrooms. They write to cross the border between scholarship on transnationalism as rhetorical theory and applying this theory to first-year writing curriculum and pedagogy. *Creating a Transnational Space in the First Year Writing Classroom* is structured along the border of pedagogical research methods and classroom application and thus divided into three sections based on the author's implementation and research methodology. The chapters are divided into these sections to help align the reader's goals with correlating goals of the authors. Researchers who are most interested in understanding their

students' relationship with transnationalism might find the chapters in Part 1 most beneficial as they incorporate ethnographic research. Readers who are in a position to create transnational courses study might find chapters in Part 2 most helpful. Educators who are interested in applying a piece-meal approach might find the chapters in Part 3 helpful as they are concerned with specific assignments. By dividing the work thus, readers can guide themselves toward sections most pertinent to their objectives.

Creating Transnational Spaces through Ethnographic Reflection

The authors of this section use ethnographic reflections as a means of both evaluating and then inventing new pedagogical models. Their qualitative approach to research begins without a materialized hypothesis and is facilitated by inductive reasoning allowing them to discover insights specific to where they teach. These teachers explore first-year writing pedagogies via collecting qualitative data through the ethnographies of the students. Norma Dibrell begins her inquiry without asking specific questions, but rather from a position of understanding the students' experience outside the classroom. She uses their reflections as a means of challenging constructs of linguistic homogeneity. Abu Saleh Mohammad Rafi and Anne-Marie Morgan, on the other hand, begin by asking three open-ended questions specific to the efficacy of Rafi's classroom – one that is a transnational ecology. He uses several methods of gathering qualitative data to assess the efficacy of his teaching methods. Naoko Akai-Dennis' research begins by questioning assumptions about agency in transnational spaces. Akai-Dennis has her students collect data of language-use outside the classroom and uses the students' ethnographies to highlight the shortcomings of current theoretical constructs of translingual contact zones. All three authors undertake their research in the understanding that, as with most novel fields of research, not all of the "appropriate" questions have been conceived. Sometimes, an instructor has a vision for where they are going but lacks the fundamental inquiries that will drive progress. Similarly, the authors in this section first offer a literary synthesis as a means of providing the reader with their vision, and then offer ethnographic data as a means of validating and/or invalidating fundamental claims made by the theory of transnationalism.

Creating Transnational Spaces through Course Design focused on Genre

In this section, authors conduct their research by designing course content and course materials that emphasize genre. They do so in order to foster ideas of transnational spaces through classroom discourse, classroom activities, and writing prompts. The roles of the authors in this section include Writing Program Administrators, Professors, and Graduate Teachers of Record, giving

the reader a unique perspective of how one can create transnational spaces based on their professional level of influence. Andrew Hollinger and Colin Charlton are writing program directors at a Hispanic Serving Institution (HSI) where transnationals make up the majority of their student body. Their program is designed around *writing about writing* curriculum through transnational writing environments. Asmita Ghimire shares her insight as a transnational graduate assistant in a predominately homogeneous environment. She and Elizabethada Wright have built their transnational curriculum to address this type of dichotomy. Demet Yigitbilek shares a similar experience as the graduate teacher of record in a university in the midwest. She designed the course *Language and/as Identity* and uses her transnational experience to teach genre in her rhetoric classroom. All these authors offer reflections that are particularly helpful for course/program designers who are looking for research that includes comprehensive implementation of transnational pedagogies.

Creating Transnational Spaces through Assignment Design

Authors of this section use specific assignments as a means of incorporating transnational pedagogy for specific course modules within a first-year writing course. Their aim is to create transnational spaces within their classrooms to achieve specific learning outcomes in addition to those common to first-year composition courses. Maria Houston and Ekaterina Gradaleva's chapter specifically studies the efficacy of a transnational composition assignment that teaches digital literacies as well as collaborative writing. Authors Phuong Minh Tran, Kyle J. Lucas, and Kenneth Tanemura synthesize data collected from numerous transnational composition assignments to compare their successes and failures and offer suggestions to instructors on how they can be used to create transnational spaces.

W. Ordeman
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Part 1. Creating Transnational Spaces through Ethnographic Reflections

In the following chapters, authors Norma Dibrell, Abu Saleh Mohammad Rafi and Anne-Marie Morgan, and Naoko Akai-Dennis share results from their ethnographic research of implemented transnational pedagogy. As is common in transnational pedagogy, the authors use translingual curriculum as a means of cultivating reflections on the students in their unique transnational environments. Norma Dibrell's objective is stated explicitly in the opening paragraph of her chapter, *Erasing the Idea of Monolingual Students in Translingual Spaces: A Study of Translingual Pedagogy in First-Year Writing*. She believes the purpose of first-year writing is to equip students with skills to communicate and "to equalize society." How does transnational pedagogy fulfill these purposes? The answer lies in the unique ecology of Dibrell's university which lies along the United States-Mexico border. In her literary review, she synthesizes theories by Carnagarajah, Horner, and García and offers readers a unique insight into how these theories are perceived and analyzed by freshman transnational students. Dibrell's aspirations of making her classroom a fair place for her students is realized through a pedagogy informed by the students' experience outside the classroom.

Abu Saleh Mohammad Rafi and Anne-Marie Morgan's chapter, *Translanguaging and Academic Writing: Possibilities and Challenges in English-only Classrooms,* uses a similar methodology. The authors incorporate translingual pedagogies in transnational classrooms as a means of improving a student learning outcome provided by the institution: to teach students how to speak and write in "Standard English." Rafi and Morgan's work analyzes data through Bakhtin's notion of heteroglossia which emphasizes the synthesis of seemingly disparate data sets. Their approach is used to analyze the tension between an "English only" policy and the transnational classroom by collecting data from student-researcher interaction and student work examples. The authors provide a literary synthesis from theorists such as Carnagarajah, Horner, García, Karimba, and others as groundwork for their investigation. The authors use ethnographic data to reflect on the outcomes of transnational classroom design. Like Dibrell, they teach from English in a transnational setting. Though the university is located in Bangladesh, it had formerly

banned the use of languages other than English in the classroom. Rafi and Morgan's classroom is distinct from Dibrell's in that it is designed to teach English proficiency rather than composition, but the three researchers arrived at similar transnational pedagogical means to achieve their goal.

In *Language, Home, and Transnational Space,* Naoko Akai-Dennis examines different ideas of transnational spaces outside the classroom to reimagine social spaces for translingual pedagogy. She calls into question claims concerning contact zones and translingual agents creating transnational spaces. She unpacks theories made by Mary Louisa Pratt, Canagarajah, Pennycook, García, Wei, and Derrida to investigate how translingual students function in transnational spaces. Akai-Dennis builds a class based on Anzaldúa's works only to realize by reviewing qualitative data collected by her students that some contact zones are not preconditions for translingual practices, and therefore cannot be transformed into transnational spaces. Juxtaposing translingual theorists with Derrida's ideas of the fluidity between self and language, Akai-Dennis' research suggests that contact zones are not completely generative as others claim. Instead, they are dependent on levels of influence from existing agents of power. To create transnational spaces, Akai-Dennis argues we must work to erase agents of power who marginalize translinguals.

These chapters add value to transnational pedagogy by illustrating how ethnographic data can evaluate the efficacy of translingual theories in creating transnational spaces. Dibrell focuses specifically on qualitative research in her students' reading reflections and a *Reflective Essay* in which students reflect on the shifting perspectives and novel constructs from their first day in class to the last. Rafi and Morgan's data is an aggregate of classroom observations, pedagogical inventions, focus group discussions, and an interview with the course tutor. Akai-Dennis' chapter provides logs of student interactions occurring outside the classroom.

Though learning outcomes and purposes differ, the authors demonstrate the value of in-class reflections when evaluating student learning objectives. Ethnographic approaches are specifically helpful in pedagogical research as they can act as methods of research as well as reflective exercises for students' metacognition.

Chapter 2

Translanguaging and Academic Writing: Possibilities and Challenges in English-Only Classrooms

Abu Saleh Mohammad Rafi and Professor Anne-Marie Morgan

James Cook University

Abstract: The study applied a translanguaging approach in a writing skill development class in the English department of a Bangladeshi public university. Data were collected through classroom observation, a pedagogical intervention, a focus group discussion with students, and a semi-structured interview with the class teacher. The study findings challenge monolingual approaches to academic writing in particular and demonstrate how a planned translanguaging approach allows teachers to relate English content to learners' local language(s) and experience, thus promoting greater understanding and metalinguistic awareness while also affirming the bilingualism and supporting bilingual learners in their classrooms. These findings have implications for policy and practices designed to improve learning outcomes, as well as to enhance the satisfaction and self-esteem of multilingual students studying in an otherwise monolingual classroom located in multilingual countries.

Keywords: translanguaging, academic writing, heteroglossia, English medium instruction, Bangladeshi university

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Introduction

The potential benefits of using translanguaging pedagogies in writing instruction were investigated in the context of an English language course offered in a Bangladeshi public university. This university offers undergraduate

and postgraduate degrees through its faculties and affiliated armed forces training institutes. Unlike other public universities in Bangladesh, this university provides education solely through the medium of English language from the first year in all disciplines. To prepare first-year students for English medium instruction, the Department of English provides a course entitled "Freshman English and Communication Skills Development." This course is designed to improve students' receptive and productive skills in "standard" English, across the domains of reading, writing, listening, and speaking, to the standard required to undertake courses at the tertiary level. These monoglossic and monolingual approaches to education focus solely on "correct" academic English language development since little to no use of home language practices, nor localized versions of English (used inside or outside the academy) are factored into classroom instruction (Wright and Baker).

Research on academic writing has demonstrated the challenges non-native students face writing academic English in international English-medium universities when their linguistic backgrounds differ from those of first language English speakers (Doyle, Motlhaka and Makalela). While translanguaging is defined as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoires as an integrated system" (Canagarajah, "Codemeshing" 401) and has recently been explored as a pedagogical practice to differentiate and facilitate instruction for learners from diverse language backgrounds, enabling students to "cognitively engage with learning and to act on learning" (García and Wei 79), this study primarily examined how translanguaging could assist students in obtaining the required outcome in academic writing. The writing section of the course in focus covered product writing (in the specific genre), process writing (for a specific academic purpose), paragraph writing, essay writing, and summary writing. Data collected during a teaching about paragraph writing revealed possibilities for using translanguaging that could be transferred to other writing tasks.

The overall design of the study drew on a two-pronged ethnographic approach to investigate the following questions:

> Research question 1: How does the ethnolinguistic ecology of the classroom provide scope for translanguaging in writing instruction?
>
> Research question 2: What is the role of translanguaging in writing instruction in terms of facilitating academic writing?
>
> Research question 3: Is translanguaging in writing instruction transferable across the curriculum?

As background to addressing these questions, translanguaging research and its intersection with writing are reviewed. The methodological approach used in the study is then presented, followed by the results and a discussion of implications for policy and practice in international higher education writing. While the focus of this study, like much of the literature, relates to English-medium instruction institutions, results are also useful for other multilingual higher education contexts. Importantly, research from the "periphery" (in contexts where English is not the dominant local language) provides needed insights into translanguaging practices in diverse contexts and speaks to implications for the resistance of the cultural hegemony of English-dominant nations in determining academic writing standards and approaches in higher education institutions.

Literature review

In the international higher education context, institutional policies often endorse assumptions based on the myth of linguistic and cultural uniformity (Gogolin). These policies rely on scripted curriculum and English-only language instruction divorced from the multilingual realities of students (Ascenzi-Moreno and Espinosa). Since multilingual students draw from multiple semiotic resources available to them, the language separation policy (i.e. the leaving of other semiotic resources at the classroom door) in literacy practices such as writing does not meet the students' needs in learning how to write in English as an additional language (L2). Even though L2 writing is strategically, rhetorically, and linguistically different from L1 writing, especially in higher education contexts, scholars argue that L1 writing simulates the conventions of L2 writing conventions since the L1 writers are often associated with judgments of lower writing quality despite the positive correlations between the presence of local cohesive devices and writing quality (Crossley et al.; Silva). With this in mind, scholars in academic writing have identified principles and practices for designing strategies that account for the diverse semiotic resources of students (Motlhaka and Makalela). A translanguaging pedagogical approach is one such strategy that promises to (at least partially) overcome the challenges in academic writing for linguistically and culturally diverse students (Busch; Canagarajah; García).

Translanguaging aids multilingual students in the writing process by supporting and scaffolding learning, expanding understanding, enhancing knowledge, solving problems, and developing metalinguistic awareness (García and Kano). Recent evidence suggests that students who use translanguaging strategies when writing academic English can access content to a greater extent and depth, and engage in critical thinking which is not (yet) possible- nor can be articulated- in the L2 instruction only classrooms (Ascenzi-Moreno and

Espinosa; García and Kleyn). Motlhaka and Makalela investigated how translanguaging provides optimal conditions for dialogic pedagogy for multilingual students to reflect on rhetorical conventions of both L1 and L2 writing and also the role of L1 in L2 writing. This capacity to compare and reflect on the different conventions is not usually attempted in L2-only teaching approaches, yet it allows for insights into both language systems that enhance and reinforce metalinguistic knowledge of benefit to all students in improving writing through increased knowledge of language conventions. Studies such as a three-year investigation by Adamson and Coulson demonstrated how the strategic use of translanguaging improved written work, facilitated the completion of tasks, resulted in improved outcomes for most students of lower proficiency, and enhanced authenticity and relevance to local purposes and positive perceptions of students toward a translanguaging policy (Adamson and Coulson). This, and like studies, therefore, indicate that translanguaging approaches ensure multilingual students are more successful in higher education, thus enhancing equity and inclusivity.

Beyond these educational benefits, translanguaging in writing is a means for a pragmatic approach to challenging linguistic inequality and inequity (Canagarajah). Because the colonial legacy and contemporary discourses of the devaluation of languages within the school, higher education, and broader society contribute to educational failure in terms of retaining students' heritage language competence over the course of schooling, these should be challenged (Cummins). Including translanguaging in the writing process teaching allows teachers to create a responsive environment where students can exhibit their agency as thinkers and writers, drawing on their own language practices while also focusing on English acquisition (Ascenzi-Moreno and Espinosa; Daniel and Pacheco). The close relationship between writing practices, the resources used for such practices and identity work (Lillis) are illustrated in a series of studies. Sebba et al. showed how the style, register, and language authors choose in writing contribute to the formation of their identities as writers. Motlhaka and Makalela found the use of L1 in L2 writing legitimizes L2 writers' multi-competent minds rather than artificially compartmentalizing two languages. Horner et al. argued that language varieties are resources to be sustained, capitalized on, and nurtured, encouraging educators to "confront the realities of language difference in writing in ways that honor and build on, rather than attempt to eradicate, those realities of difference in their work with their students" (313). Building on this perspective, Ascenzi-Moreno and Espinosa advocate for a focus in the classroom on "what writers do with language—what their purposes are and the reasons why—and not solely on whether the writer has written what is considered "standard" English" (12).

Resisting or transgressing established academic writing norms, however, can be costly since in most higher education institutions the teaching of writing has strict gate-keepers, and authors who use L1 resources may be treated as not proficient and penalized accordingly (Canagarajah; Sebba et al.). Hence, different approaches need to be considered in institutions where writing as a semiotic resource and practice is inscribed with identity(ies) (Lillis). Bakhtin's framework of heteroglossia is useful here to explain how socio-historical relationships give meaning to translanguaging approaches to writing pedagogy. Heteroglossia recognizes the different voices that are layered in a single text, including social, professional, dialectal, and jargon layers, all working against the pull of a unitary set of language norms (Kiramba). The constant struggle between heteroglossia and unitary language can be explained using Bakhtin's notions of centripetal (centralizing or unifying forces) and centrifugal (diversifying) forces (Kiramba; Lillis). Kiramba applied these notions to discuss the social tensions between policy and practice in multilingual writing practices:

> The centripetal forces may represent the language policies or assumptions on the part of teachers, parents, and communities that it is better to learn in one unitary language, while the centrifugal forces, such as translanguaging in writing, arise from the heteroglossia found in linguistically diverse classrooms (119).

Since the conventions of academic writing are not (or should not be) set in stone, Canagarajah argues that students can appropriate apparently unfavourable conventions and policies effectively to find their voice, with suitable negotiation strategies established by teachers. The assessment of academic writing, from this perspective, can be understood using translanguaging theory.

First, schools help to standardize particular lexical and structural features as acceptable in named languages such as English, Spanish, and Russian, whereas the use of language features by bilingual speakers goes beyond the bounded description of each language. Translanguaging helps teachers separate

> … language-specific performances in the named language—English, Spanish, Russian, Chinese or others—from general linguistic performances, that is, the students' ability, for example, to argue a point, express inferences, communicate complex thoughts, use text-based evidence, tell a story, identify main ideas and relationships in complex texts, tell jokes, and so forth (García and Kleyn 24).

This argument points to the centrality of teachers in the learning process and in establishing and negotiating conditions for learning that recognizes

these general L1 abilities, including in student writing. At the same time students are using translanguaging to learn the dominant language for social and educational purposes (Ascenzi-Moreno and Espinosa; Kiramba).

Given translanguaging has been shown to be beneficial in multilingual classrooms (Vertovec), and arguably all classrooms in a "superdiverse" world are multilingual, a translanguaging policy has the potential to empower Bangladeshi students by affirming their identity through their (pluri-)language use. In addition, by designing translanguaging into instruction, teachers can become actively involved in challenging language hierarchies and creating an interpersonal space that affirms participant identities and facilitates collaborative relations of power (Kiramba).

The Study

While the wider study covered eight Humanities and Social Sciences classrooms across four universities, this article specifically addresses data collected from the English department of a public university pseudonymized as the Ariya University of Excellence (AUE).

Participants and data collection

Two ethnographic methods were used to collect data. First, linguistic ethnography was used to undertake an observational study of the educational site (Copland and Creese) and, second, auto-ethnography was used to record a pedagogical intervention on paragraph organization (Hammersley and Atkinson). Altogether four sets of data were collected through classroom observations, pedagogical intervention, a student focus group discussion, and a semi-structured interview with the course tutor. The entire cohort of "ENG 1001: Freshman English and Communication Skills Development" students (approximately 57 students) and their course-instructor were observed during two different sessions. All participants in this study are Bangladeshi citizens with varying degrees of English language proficiency because they completed their pre-tertiary education in different streams, including Bangla medium and English medium instruction, and Madrassa (Islamic school) education.

The instructor Ms Shila (a pseudonym), a Bangladeshi national, completed her Bachelor's and Master's degree in the English department of a leading public university in Bangladesh. She is currently working as a lecturer while pursuing a Masters of Philosophy (MPhil) degree in code-switching. Alongside teaching and research, she looks for opportunities to pursue higher studies in English speaking countries. Although Ms Shila is yet to cross physical, cultural, linguistic and epistemological borders in the idyllic sense of transnationalism, her educational background and career plan revealed her

transnational imaginaries of a deterritorialized space, "detached from local places and embedded in the imaginings of people" (Warriner 204). The discussion sections of this study described how Ms Shila affected her transnational process through cultivating education and literacy among her students in a global language while limiting the use of local language and culture in her class.

The intervention lesson on paragraph organization was designed using a translanguaging pedagogical approach. While the lesson was planned for the whole class, Ms Shila elected not to replace a full lesson with the intervention lesson conducted by us, as she was bound by institutional policy, and would have had to replace the intervention class with an additional class. Hence, a separate class was arranged with seven volunteer students, named (pseudonymously) Adiba, Nila, Jimmi, Tanjim, Shaki, Rakib, and Arka. Ms Shila also participated in the intervention class. A focus group discussion with the students was followed by the intervention lesson. Ms Shila was interviewed later. Observation and intervention data are de-identified to conform with the ethics approval protocols of the University of New England, Australia.

Data analysis

A thematic analysis of the data was undertaken using Bakhtin's notion of heteroglossia. Because the notion of heteroglossia accounts for all the voices in a text, it can be used to investigate the two conflicting pull of diversifying "centrifugal" and unifying "centripetal" forces in texts used in linguistically diverse classrooms. This notion was used to analyze the tension between policy and practice in the classroom where translanguaging pedagogy was used. The classroom observation data were analyzed through "versus coding"- a method of analysis in which the conflicts, struggles, and power issues are observed in social action, reaction, and interaction in dichotomous codes, such as, TEACHER VS. STUDENTS, TEACHER VS. POLICYMAKERS, BANGLA VS. ENGLISH, and so on (Saldaña). The pedagogical intervention produced two datasets: student-researcher interaction and student work samples. The combination of inductive and deductive reasoning was applied during the analysis to determine the impact of translanguaging pedagogy on writing styles (Uysal).

Participants mostly translanguaged during the focus group discussion and interview, using Bangla, English, and hybrid language utterances. We transcribed these two sets of data without translating all utterances into English. This decision was made to position translanguaging as a legitimate form of communication for multilingual participants and to acknowledge their "voice" which gives them the capacity to make themselves understood as situated subjects (Blommaert; García and Kleyn). A gloss of the discussion and

interview was provided for supervisors without Bangla and x language knowledge. *In Vivo* coding was used to analyze the focus group and interview data since it entails coding based on the actual language used by the participants (Strauss and Corbin). Finally, we triangulated the focus group and interview data with observation data to generate broader themes for meta-analysis and conclusions.

Results and discussion

Ethnolinguistic ecology of the focal classroom

The analysis of the classroom observation revealed the monolingual ideology of the senior management enacted by teaching staff, and, to some extent, by the university students. The "English please" sign on the classroom walls illustrates the centripetal forces pulling towards an English-only environment (fig. 2.0).

Figure 2.0 "ENGLISH PLEASE" sign on the AUE classroom walls.

Typically, the welcome speech in this classroom is in English alongside a common Arabic greeting: "Salam". Arabic-English translanguaging has been normalized here as Bangladesh is a Muslim-majority country. However, the author felt that, despite understanding the intent of this study, Ms Shila was not comfortable with his translanguaged introduction in Bangla-English. On several occasions, Ms Shila discouraged students from translanguaging, when they elected to do so, and also discouraged the use of standard Bangla, even when it was used by students to clarify a point. For example, in the first

observed class, when a student used Bangla to enquire about a specific rule on the correct use of prepositions, Ms Shila refused to answer, saying: "I will not tell you the rule unless you ask the question in English." On another occasion, a student used a Bangla translation "পুরাঘটিত" of present perfect/continuous tenses. Ms Shila adopted the practice of "pretending" not to understand that translation as a way of discouraging Bangla in the classroom; although later on, she continued using these Bangla terms "পুরাঘটিত" and "পুরাঘটিত চলমান" in a sarcastic way to explain perfect/continuous tenses. There were also instances in which Ms Shila asked a student to translate her response into English when the student spoke Bangla to explain why she changed her major from Economics to English. In this regulated linguistic environment, a student pointed out to Ms Shila that the English-only instruction, and the "English please" signpost, prevented students from freely expressing their ideas, as these occur naturally to them in one or other of their languages, and that they may not readily have the English to express these ideas under pressure in a classroom. Ms Shila responded, "If you practice English in classroom, you will speak English better when you go outside," highlighting the need for English language proficiency when studying abroad. That student reluctantly complied, hoping that he will be proficient in the English language upon completing this course. As soon as another student started speaking Bangla, his classmates shouted from the back: "English please." These cumulative efforts to impose one language over others are centripetal, to use Bakthinian terminology since they force speakers toward adopting a unified linguistic identity (Duranti). However, in this particular case, the motivation to obtain the mandatory English language proficiency was a more triggering factor than adopting a unified linguistic identity.

Regardless of the centripetal forces, awareness of and resistance to the unified approach were evident, as the classroom also featured centrifugal forces arising from the heteroglossia of translanguaging that included standardized Bangla use, as well as colloquial Bangla use, where slang words manifested interpersonal interaction among students to mock the standardized Bangla pronunciation used in official conversations between teacher and students. The students

often used informal registers with utterances such as "তুই এডা করছস ক্যান?" among themselves as a rapport-building tactic or "shit" to express frustrations over improperly printed question papers. In one instance, Ms Shila asked a student for confirmation in Bangla "বুঝতে পেরেছ?" (Understood?). As soon as the student hyper-corrected the pronunciation of "পেরেছি" ("yes, understood"), the whole class burst into laughter.

Figure 2.1 Student Observations.

The observation findings of this study diverge from studies where translanguaging was not viewed as a practice of deficiency (Canagarajah; Canagarajah; García) and where teachers and students use their linguistic resources as available, which may or may not challenge institutional policies (Kiramba). On the other hand, these findings converge with findings of studies where translanguaging is an unbidden product and occurs surreptitiously, and often behind the backs of teachers (Canagarajah; Heller and Martin-Jones; Martin-Beltrán).

The role of translanguaging in writing instruction

A standard paragraph is commonly represented in English as an additional language (EALD) teaching as comprising three major components: topic sentence, supporting details, and concluding sentence. Translanguaging instruction was designed to facilitate students' understanding of each of these components. We used translation, multilingual texts, and culturally relevant materials as scaffolds for explaining to students each component of the paragraph, and We invited cross-linguistic analysis for exploring writing conventions in English and Bangla. The following themes emerged from the analysis to demonstrate that translanguaging as used:

- as a scaffold and communicative norm;
- for cross-linguistic analysis;
- in writing conventions, and
- as identity performances.

Translanguaging as a scaffold and communicative norm in the classroom

The intervention lesson included a description of translanguaging theory in education and encouraged the participants to use all linguistic resources at their disposal. We also mentioned that these resources would be leveraged strategically as a tool to facilitate understanding of paragraph organization and to develop high order thinking skills while celebrating home languages and culture in the monocultural English department.

Because translanguaging means "the adoption of bilingual supportive scaffolding practices" (Doiz et al. 218) and translation can be one way to facilitate translanguaging (García and Kleyn), a Bangla definition of the topic sentence for the example paragraph was presented as a scaffold on PowerPoint slides. First, a student was asked to read it out for the class, and then another student was asked to summarise, in any language(s), what she understood from the definition. This second student used a little

translanguaging, with mostly standard Bangla and a few interspersed English words to explain the topic sentence. Moreover, she used an example of a paragraph writing topic, a rainy day, to be more convincing. It is clear from her response that the deployment of translation as a translanguaging strategy provided students with access to the new content, i.e., the topic sentence. At this point, we provided the same definition in English and introduced some strategies on how to write a topic sentence. The two parts of a topic sentence, topic and controlling idea, were discussed. Following the same pattern, students read definitions of these concepts in Bangla, and then continued to translanguage in their discussion of what they understood. Finally, they read the same definitions in English. After the discussion, students were asked to complete a worksheet that required them to identify from examples the topic sentence and controlling ideas and to select the most effective topic sentence from three options.

We used the same strategy to lecture on supporting details and concluding sentences. Throughout the intervention, translanguaging occurred across a variety of language modes: reading, writing, listening, and speaking. This strategic manipulation of translanguaging differentiated instruction and made the all-English curriculum accessible for all students, allowing them to complete tasks effectively.

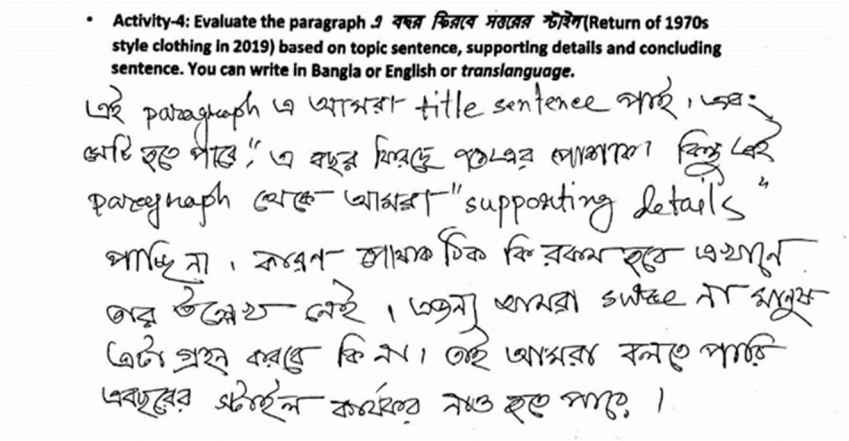
Cross-linguistic analysis

A translanguaged definition of transition words, along with few examples, was presented to the class. Transition words used as discourse markers help readers to make logical connections across different parts of written texts, and their presence or absence can directly affect the flow of reading (Motlhaka and Makalela). The frequency of transition words reveals differences in the rhetorical patterns of respondents' written work and signal the cultural impact of each writing style (Uysal). For this reason, we offered a cross-linguistic perspective on the transition words, by providing examples from British and Australian Englishes where transitional words such as "firstly," and "secondly" are used in an adverbial sense, unlike in American English, where these are used in an adjectival sense: "first" and "second." We asked the students which usage they preferred; the students immediately chose the adverbial use as Bangla also uses transition words in the adverbial sense. A student provided examples to explain: "'প্রথমত' বলি আমরা, 'প্রথম' বলি না" where the suffix "ত" in "প্রথমত" is an equivalent of "ly" in "firstly." The analysis of these data reveals a match between Bangla and British/Australian discourse conventions. In contrast, a study by Motlhaka and Makalela reported on the challenges Sesotho students encounter while making connections between ideas due to the mismatch between connective devices in Sesotho and English.

Upon further probing, the students also demonstrated awareness of a particular convention for using transition words such as অতএব, সুতরাং, প্রসঙ্গক্রমে, পরিশেষে to maintain coherence in academic writing, which tends to differ from their use in Bangla spoken discourse. Since writing experiences for the majority of bilingual students are often constrained and limited to isolated exercises solely in the new language (Fu), we disrupted those traditional practices by providing equivalent English transitional words for the Bangla examples the students brought to the class. This cross-linguistic analysis helped the students to understand English transitional words while brushing up Bangla ones too for academic writing purposes, increasing overall metalinguistic awareness.

Translanguaging in Writing conventions and identity performances

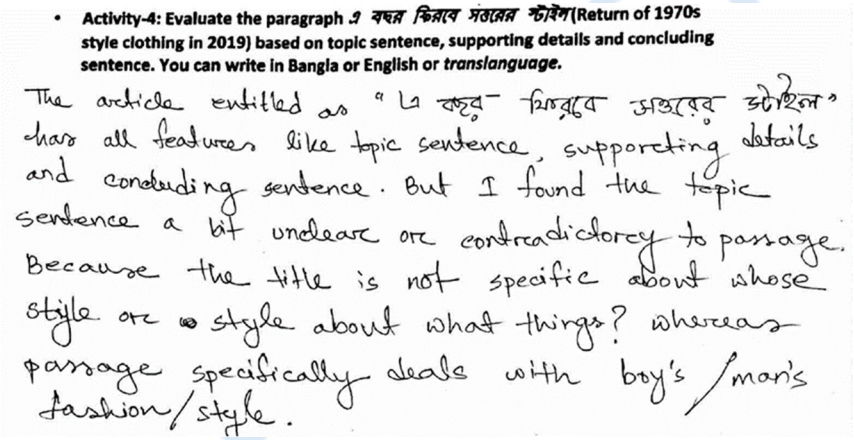
Since translanguaging offers two ways of understanding language use in assessment contexts (García and Kleyn), we were interested in gauging participant feelings towards this approach which was new for them. We provided a paragraph extracted from a Bangla newspaper article on the return of 1970s-style clothing for men in 2019 and engaged students in two writing tasks. The first task was designed to assess students' *general linguistic performances* in terms of understanding the paragraph organization, and the second task was to assess their *language-specific performances* in terms of writing an academic paragraph in English. The multilingual texts produced in the first task demonstrated how multilingual students represented their identities in English (Canagarajah). Surprisingly, only one student among seven took up the opportunity to translanguage in the first task (fig. 2.2).


• **Activity-4: Evaluate the paragraph *এ বছর ফিরবে সত্তরের স্টাইল*(Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or *translanguage*.**

এই paragraph এ আমরা title sentence পাই। এরকম
কিছু হতে পারে "এ বছর ফিরছে পুরনের পোশাক। কিন্তু এই
paragraph থেকে আমরা "supporting details"
পাচ্ছি না। কারণ আমরা ঠিক কি রকম হবে এখানে
তার উল্লেখ নেই। এজন্য আমরা sure না মানুষ
এটা গ্রহণ করছে কি না। তাই আমরা বলতে পারি
এবছরের স্টাইল কখনের নাও হতে পারে।

Figure 2.2 Translanguaging to assess students' general linguistic performances.

This student did not comment on the topic and concluding sentences and also confused the supporting details, providing information to the teacher on what further explanation was needed in subsequent lessons. Nonetheless, the text is an example of heteroglossia in practice, wherein the centripetal and centrifugal tensions of the utterances exist in a context where correctness is essential (Kiramba). The other six students, however, demonstrated a stronger understanding of paragraph organization and produced well-argued writing. For example, a student using English, except for the title of the article which was in Bangla, argued that the topic sentence is flawed in the sense that it mentioned 70s style in general but talked about men's clothing only (fig. 2.3).


• **Activity-4: Evaluate the paragraph :1 বছর ফিরবে সত্তরের স্টাইল(Return of 1970s style clothing in 2019) based on topic sentence, supporting details and concluding sentence. You can write in Bangla or English or *translanguage*.**

The article entitled as "১ বছর ফিরবে সত্তরের স্টাইল" has all features like topic sentence, supporting details and concluding sentence. But I found the topic sentence a bit unclear or contradictory to passage. Because the title is not specific about whose style or style about what things? whereas passage specifically deals with boy's /man's fashion/style.

Figure 2.3 An example of a well-argued response in a slightly translanguaged script.

The third example demonstrated how the student critiqued the placement of the topic sentence in the paragraph, which might not be appropriate for elementary readers. This student also comments on the ineffectiveness of the concluding sentence (fig. 2.4).

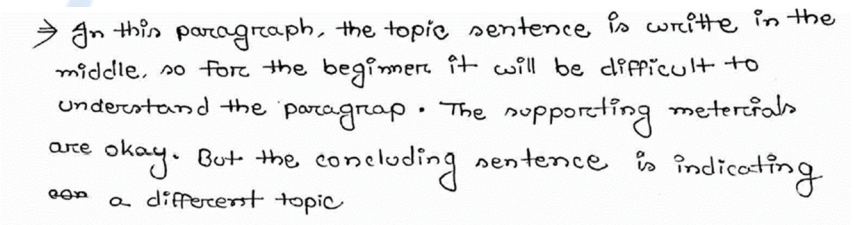

⇒ In this paragraph, the topic sentence is writte in the middle, so for the beginners it will be difficult to understand the paragrap. The supporting meterials are okay. But the concluding sentence is indicating ~~on~~ a differenst topic

Figure 2.4 An example of a well-argued response in an English script.

In the fourth example, the student argued that regardless of an unclear topic sentence or lack of supporting details, this paragraph has successfully conveyed the message to its readers (fig. 2.5).

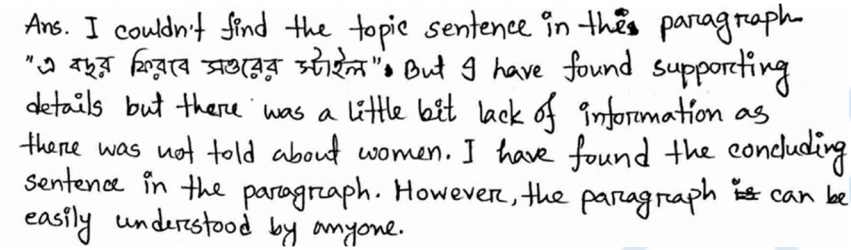
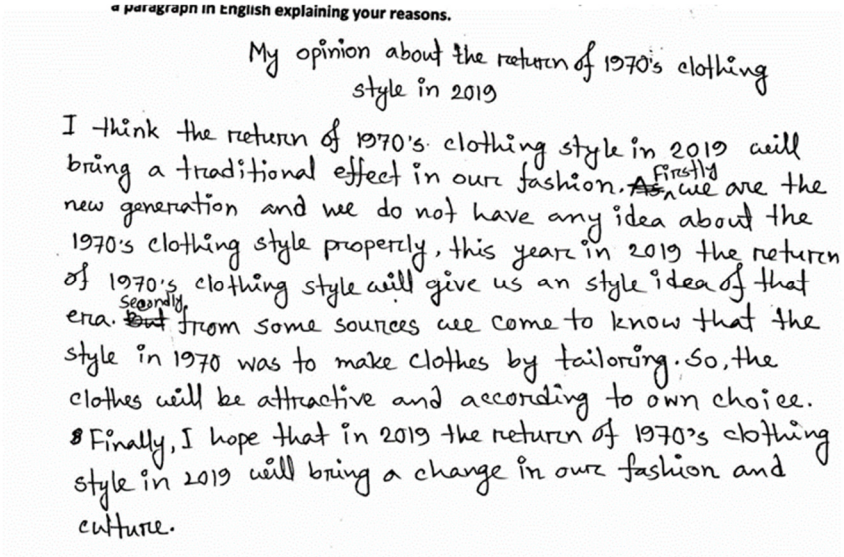

Ans. I couldn't find the topic sentence in this paragraph "এ বছর ফিরবে সত্তরের স্টাইল"। But I have found supporting details but there was a little bit lack of information as there was not told about women. I have found the concluding sentence in the paragraph. However, the paragraph is can be easily understood by anyone.

Figure 2.5 An example of a well-argued response in a slightly translanguaged script.

At this point, we used a sociocultural perspective on writing to demonstrate the effect of culture on writing (Uysal). Kubota argued that the inductive and deductive style varies in writing conventions of different cultures. In essay-writing, UK and US writing conventions place the thesis statement in the introductory paragraph, a deductive style of writing. In contrast, in Sesotho writers wait to the end to clarify the thesis, an inductive style of writing (Kubota; Motlhaka and Makalela). The examples above reveal that the Bangladeshi writing convention is inductive, requiring a high level of reasoning in order to draw inferences and make connections external to the text. Motlhaka and Makalela argued that unexplained differences between language-specific conventions potentially result in confusion and disaffirmation of identity positions of students from diverse linguistic backgrounds.

In the assessment task that followed, students were asked to write using a deductive style: "What do you think about the return of 1970s clothing style in 2019? Write a paragraph in English explaining your reasons."

The deductive style was emphasized since the university considers this style appropriate for academic writing. All students came up with fully-fledged paragraphs which included all components and deductive writing style conventions. The following extract is an example of how a student wrote in a deductive style using tight connections between various supporting details by drawing on the transition words they learned from the intervention (fig. 2.6).


a paragraph in English explaining your reasons.

My opinion about the return of 1970's clothing style in 2019

I think the return of 1970's clothing style in 2019 will bring a traditional effect in our fashion. ~~As~~ Firstly, we are the new generation and we do not have any idea about the 1970's clothing style properly, this years in 2019 the return of 1970's clothing style will give us an style idea of that era. ~~But~~ Secondly, from some sources we come to know that the style in 1970 was to make clothes by tailoring. So, the clothes will be attractive and according to own choice. Finally, I hope that in 2019 the return of 1970's clothing style in 2019 will bring a change in our fashion and culture.

Figure 2.6 An example of language specific performance of translanguaging pedagogy.

The writing task using translanguaging that preceded this assessment task helped students understand the lecture, organize their ideas in the assessment, and produce a final product. A student explained that the first task helped them attempt the second one since it served as a plan for writing the final product. They wrote "openly" without any language barrier in the first task and then "translated" their thoughts in the second one. This is how the strategic approach to assessing students' performance captured an accurate picture of their understanding of the topic. Although the student said that he "translated" what he understood in the first task, "translation" is the wrong word here since the second task was different, and the students transferred their newly gained knowledge creatively in the second task. The manipulation of authentic material in the writing task enhanced students' sociolinguistic awareness. The students felt "more dignified," and "proud'" to read material on Bangladeshi fashion in this English-only classroom and to promote their culture through writing in an international language like English. This finding can be interpreted using the Sebba et al. terminology of "envoicing" through which multilingual students can deviate from homogeneous uses and collective language norms to personalize their identity and voice.

Participant responses to the translanguaging classroom

Translanguaging as the medium of instruction

The pedagogical intervention allowed the students to look closely at their linguistic practices and question the traditional ways languages have been perceived. Their responses provided insights into how their identities and language resources could be recognized. The student Shaki, for example, drew on the fact that Bangla language has already embraced numerous features from different "named" languages in the course of its sub-continental history. With this in mind, Nila wondered why people are so strongly against mixing features of English with Bangla in the academic context while having no reservation about mixing features from Urdu, Arabic, and other named languages. Overall, the students felt that the ambiguous ideology against Bangla-English translanguaging in education does not align with the linguistic realities of their lives, and it silences their authentic voices, a view also articulated by Kiramba. Students appreciated translanguaging pedagogy since it disrupted the artificial monoculture and created an authentic space for plurilingual students and activated their (minimally) bilingual ways of learning. The student Shaki explained:

> In today's class, use of translanguaging was good because we usually talk in translanguaging outside, in our home, or with our friends. So whenever we use translanguaging in teaching or learning, and we can catch the information easily as usually, we talk like this.

Ms Shila, despite the requirement for her to conform to institutional requirements and directions, found the translanguaging class very useful in terms of improving the higher-level engagement of students and promoting more in-depth learning. The English only environment affects the students' motivation to concentrate on the lecture, and Ms Shila often has to negotiate with the school policy to hold their attention in the regular classroom. She said:

> Actually, when we speak in English for an hour and 30 minutes in the classroom without using any Bengali (aka Bangla in the nativized form), I find when students feeling sleepy and sometimes just losing their attention, not being able to get the meaning and most of the time I do use Bengali as a kind of icebreaker. When I find them feeling sleepy, I start speaking in Bengali.

An English only classroom also adds extra layers of complexity and affects the spontaneous participation of the students. Ms Shila sheds light on the struggle both teachers and students encounter to explain and understand

English language and literature content which is alien to Bangladeshi culture. From her observation, the strategic use of translanguaging facilitated students' understanding of paragraph organization, including in Bangla texts, and drawing their attention to language conventions that differ between languages and cultures. She adds that although she always feels the necessity for switching between languages to contextualize the content, she cannot do so due to the strict implementation of the English-only policy. To this end, Ms Shila concludes by saying: "the medium of instruction should not be confined only on a language that is not your native tongue."

Translanguaging in writing and assessment

The participants provided varied responses to translanguaging in writing tasks. The students acknowledged the benefits of assessing general linguistic performance for increasing their overall understanding of both languages and academic writing needs. The student Shaki recommended incorporating this type of assessment or worksheet in each class so that teachers understand if students can apply new knowledge acquired from the lecture of that day. There are regular instances when teachers reluctantly, but pragmatically switch to Bangla, "transgressing" the English-only policy to make students understand a new topic or to elicit a response. Under such circumstances, Rakib found that assessing students' general linguistic performance suits the linguistic ecology of the classroom. Everybody agreed with him confirming: "এটা আসলে ১০০% যুক্তিযুক্ত বলা যায়" (It can be said, it is 100% logical to assess students this way). In light of this discussion, Tanjim shared how forgetting an English expression affected her exam-success, although she could answer that question, about English language poetry forms, in Bangla.

আমাদের first যে exam টা ছিল Introduction to Poetry সেখানে poetic কিছু name দেয়া ছিল ওগুলার explanation দিতে হবে, সেখানে আমার complete বাংলাটা মনে আছে, কিন্তু বাংলাটার মধ্যে কিছু কিছু English আছে, সেগুলো আমার মনে নাই। আমি শব্দটা change করতে পারবনা, ওইটার alternative নিয়েও আসতে পারব না। সে জন্য total টাই আমার ওখানে কাটা গেছে। (We were required to explain few literary terminologies in our first exam of *Introduction to Poetry* course. I can write the Bangla definition entirely, but I'd to write in English… there are few English terminologies that I cannot change, nor can I use some alternative words… so I have to give up the complete section).

Figure 2.7 Student Reflection.

Mbirimi-Hungwe argues that creating linguistic boundaries in a multilingual individual is a futile exercise since multilingual students like Tanjim in our study possess linguistic repertoires from which they draw when the need arises (García and Wei). Under those circumstances, a provision to translanguage in writing assessment can transgress the monolingual norm and reflect students' struggle to appropriate legitimized vocabulary items in their writing, while at the same time communicating their realities and providing comprehensible answers (Kiramba).

Regardless of the missed opportunities, several students argued in favor of monolingual or language-specific assessment for practical reasons, or potentially for fear of "slippage" in English use, which would not serve their broader learning purposes (i.e. buying into the "English please" instruction, based on it being for students' own good and the only way to improve English use). Jimmi argued that the assessor might not like the way students mix language features in an exam script, hence writing only in English or Bangla will keep them on the safe side. This argument rightly identifies the agency and discretion of teachers/markers in negotiating acceptable language use, and this may not always favour students' language choices, no matter how much more they could demonstrate with translanguaged responses. Ms Shila's ideologies about monolingual assessment, conditioned by the university policy, validate Jimmi's argument, as she said,

> "If the medium of instruction says that all the things should be taught in English then the assessment system should be only on that particular language, I mean if my focus is teaching English only, then I should assess them in English."

These responses reveal the tension-filled process of translanguaging in writing in contexts where emerging alternatives are still embryonic. Kiramba highlights the tensions multilingual writers go through in the process of finding a balance between authorial intentions and the authoritarian single-voicedness required by the school. As can be seen, the centripetal forces are in this instance currently stronger here than centrifugal ones, which also encouraged students to adopt the voice of the authority and assume their own agency in language determination (Bakhtin; Motlhaka and Makalela). Furthermore, the Bangladeshi education system is extremely competitive by nature due to the country's limited resources, and opportunities to study abroad in English speaking nations remain a highly desirable goal for young people and their parents. Hence, it was the student Rakib's perspective that assessing general linguistic performance will do injustice to those high-achieving students who worked hard to master the language since this "alternative" type of assessment will favour the students who lack proficiency in the target language. This

particular finding contrasts with the studies that claimed translanguaging as a vehicle towards social justice for its potential to nullify the "standard language ideology" within the context of critical multicultural stories and real classroom situations (García-Mateus and Palmer; Ndlhovu).

Implications for policy and practices

The study reported here has several implications for policy and practices in the English departments of Bangladeshi universities. A combination of findings provides strong support for the conceptual premise that a translanguaging policy can offer space to voices that have been silenced in the artificial monoculture of the English department (García and Flores; Kiramba). However, the results are not yet fully encouraging in terms of incorporating translanguaging in academic writing practices in these institutions. Multilingual writing can be accommodated in classroom practices, but in terms of implementing it into assessment, Ms Shila thinks that the entire assessment system has to be revised, and is currently far from accepting alternative approaches both to the kinds of assessment and how it is implemented. She argues:

> "The current system completely depends on memorizing something. Some students try to memorize [even no matter] even they are good in English or Bengali or not, but they try to memorize and produce those in the exam script."

In this regard, translanguaging can be a valuable meaning-making process since it provides a space for creativity and criticality, whereby multilingual individuals can not only communicate ideas but also make identity representations for themselves (Wei). Nonetheless, translanguaging practices do not guarantee success, considering the views that prevail in these institutions about what is good academic writing (Canagarajah). Many teachers might not want to adopt translanguaging practices, even when they are aware of its benefits for students, fearing that the general community and institutional authorities will not understand the use of strategic manipulation and accommodation of authentic linguistic repertoires. Despite a renovated institutional policy, teachers might still face criticism and prejudice if the ethnolinguistic environment of the workplace is more accurately represented and reflected in programs. Ms Shila explained:

> Then again in the context of Bangladesh, we're very doubtful of others, so দেখা যাচ্ছে যে when a teacher is using Bengali, for example when it's written English in the university, then definitely they will be sceptical

about my proficiency, and they will think that the teacher is not good at English, that's why she is using Bengali.

Under those circumstances, teacher education programs and enhancing the prestige of translanguaging practices are fundamental requirements for implementing translanguaging as a pedagogical approach in higher education (García and Kleyn; Mazak and Carroll). The policymakers and educators must agree on the use of multilingual resources as legitimate cognitive tools and resources for communication in educational contexts to allow authentic voices and inclusive instruction (Kiramba).

The next challenge to overcome is to determine when and where translanguaging should be used, and how popular opinion might be influenced by international evidence. Ms Shila recommends:

আমার মনে হয় for the students of first year যেটা আমি মনে করেছিলাম, প্রথমে explain it in English, explain it in Bengali then translate in English. Gradually when they will be students of the second year or third year, আসতে আস্তে মনে হয় এই level টাকে কমিয়ে নিয়ে আসা উচিত By that time, they will be used to this language, and for the students of the fourth year or MA, only context-specific things, Bengali or their native language-- whatever they have can be used there only.

Figure 2.8 Ms Shila's Recommendation.

In other words, Ms Shila suggested using translanguaging was valid from an epistemological orientation and recommended adaptations based on learners' needs. This recommendation is feasible since translanguaging has been proven effective in terms of providing epistemic access to students and facilitating a more in-depth understanding of the content, biliteracy development and identity formation in complex multilingual spaces (Makalela). Further changes will take time, and the dissemination of and inclusion of more teachers and students in ongoiong research.

Conclusion

In answer to the first research question on the linguistic ecology of the classroom, the focal classroom viewed translanguaging as an unbidden product and a practice of deficiency. The observation findings contrast with the existing translanguaging literature since the participants gained little to no benefit from using their linguistic resources to confront entrenched institutional policies. Instead, institutional authorities, including some

current teachers and students, made cumulative efforts to impose the English language over their authentic linguistic practices. This claim is also evident where six out of seven student participants did not avail themselves of the opportunity to translanguage in the first writing task discussed above.

In answer to the second question on the role of translanguaging in writing instruction, the findings in the pedagogical intervention where translanguaging differentiated instruction was used are consistent with the literature, demonstrably making the all-English curriculum accessible for all students. The translanguaged writing practice transformed traditional exercises that are limited solely to the target language. It also opened up possibilities for cross-linguistic analysis and a more in-depth understanding of rhetorical language conventions across cultures. The manipulation of authentic materials in a writing task tapped into students' sociolinguistic awareness, enhanced self-esteem, and affirmed their identity positions. All these findings were confirmed in the focus group discussions, as well as in the intervention lesson.

In answer to the third question on the transferability of translanguaging across the curriculum, it seems that, at this stage in this university, translanguaging can be suitable for providing only the epistemic access in classroom practices if not in assessment since the centripetal tensions of English-only ideology are stable and entrenched in the context. Regardless, this study provides valuable insights in terms of incorporating translanguaging into policy, to enact change based on evidence, given that very few studies have so far dealt with translanguaging in writing, and further studies could explore the benefits in different cohorts and with different writing tasks. Most of the extant studies are product-oriented (i.e., textual interpretation), and few are about discourse strategies (Canagarajah). Since this study has gone some way towards enhancing our understanding of both areas, further research should be undertaken to enhance the prestige of translanguaging practices so that educators can take translanguaging as one of a suite of pedagogic tools to create affirmative writing spaces, and to pass on their findings to the policy level for enhancing multilingual students' authentic engagement in writing.

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Part 2. Creating Transnational Space through Pedagogical Designs Focused on Genre

In this section, the authors offer us unique writing program and course design models that specifically apply transnational modes of learning. They designed their modules around the rhetorical ideas of genre. While other sections of this volume have focused on specific writing assignments or curriculum, these authors take us through course structures intended to highlight principles of genre as a means of creating transnational space. These spaces are created by deconstructing and then restructuring ideas of language, nationality, and culture.

This section also includes authors who share similarities in that their course designs reflect their own transnationality. The transnational spaces in which they work are in part constructed by their own bodies. For Writing Program Administrators, Andrew Hollinger and Colin Charlton, their whiteness in congruence with the perceptions of "Standard English" play a role in redefining a writing program that resides in a Hispanic Serving Institution along the Texas-Mexico border. Their focus is to work with students' perception of "language" and "writing" as specific genres or constructs that are not universal. Andrew and Colin use Ryan Skinnel's *genitive history* methodology to create a transnational writing program reflective of the transnational ecology where their writing program operates. Their work is particularly insightful for transnational pedagogy because it offers readers insight into designing a writing program from scratch (the university where they teach was founded in 2013). Their purpose is "to maintain the trans- movements or crossings in ongoing discussions across the -hoods of the self, of age, of physical and mental geographies ... of the tongues tamed, untamed, and those uttering in the in-between spaces we can witness more than name." The authors breakdown their writing program into the areas where heuristics were applied: creating a writing program identity, following a list of hiring practices, building (or the perpetual building of) curriculum, and offering professional development. These insights offer administrators means of

creating transnational writing programs that subsequently infer transnational writing classrooms.

Asmita Ghimire and Elizabethada Wright construct a hypothesized curriculum that de-naturalizes everyone's "English" by reframing everyone's English as alien. *All Writers Have More Englishes to Learn* offers Ghimire's perspective as a transnational graduate assistant teaching writing students in the midwest where "awareness and acceptance of Englishes in the FYC classes require the comprehension of transnational practices." Like Colin and Hollinger's research, these authors focus on threshold concepts depicted in *Naming What We Know* by Linda Adler-Kassner and Elizabeth Wardle. Ghimire and Wright specifically address the threshold concepts concerning identities and genre. The authors propose assignments and pedagogies that are founded upon ideas from William Lalicker, Patricia Bizzell, Trimbur, Horner, NeCamp, and Donahue. The authors have synthesized the ideas of genre, identity, and have used their own transnational relationship to offer a compelling case to their students that challenges the students' preconceived notions of writing while providing space for non-native speakers of English a means of teaching rhetoric outside the constructs of North American rhetoric.

Demet Yigitbilek's chapter, *Translingual and Transnational Pedagogies Enacted: Linguistic and Cultural Trajectory Narratives in FYC*, presents a scenario similar to Ghimire's. Yigitbilek is a Turkish citizen teaching in a university in the midwest where the students' whiteness reinforces ideas of "Standard English." She uses the transnationality of her own body to create transnational spaces in the classroom to undermine and challenge the misconceptions of "Standard English" and reinforce concepts of genre. Yigitbilek teaches her students genre concerning cultural and linguistic diversity using writing assignments that increase their awareness of how culture and identity shapes one's literacy. She uses theoretical grounding from Anzaldúa and takes up Matsuda's charge to fill the gaps of theorization via practice in interdisciplinary contexts to design her course with the theme *Language and/as Identity*. Yigitbilek's approach is unique in that she represents a transnational linguistic history and teaches classrooms where students are ¾ homogeneous. Her goal, like Ghimire and Wright's, is to break stereotypes of "Standard English" by implementing assignments that require students to reflect on their own linguistic history. Where other chapters in this volume focus on encouraging transnational spaces in transnational environments, Yigitbilek's research is in developing translingual and transnational curriculum through genre in a seemingly *homogenous* ecology. Her unique position as a translingual instructor is used to show the students how their thinking of language and cultural homogeneity is genre based.

The research in this section offers valuable insight into course design strategies that use threshold constructs of genre to create transnational spaces. Readers interested in designing writing courses that are transnational in theme will benefit from this section.

Part 3. Creating Temporary Transnational Space through Assignment Design

The section following includes two chapters in which the authors offer unique assignment designs to achieve their distinct but related student learning outcomes. The authors in this section have either created one-off assignments that create temporary transnational spaces or use reflections from instructors to evaluate the effectiveness of transnational assignments. While the previous sections evaluated the efficacy of a transnational themed course, these authors are attempting to add specific assignments that would augment with their current course objectives. The research in these chapters is motivated to refine a transnational assignment as a way of satisfying a market demand for transnational competency.

In Maria Houston and Ekaterina Gradaleva's chapter, *Learning by Writing: Possibilities of Tele-Collaborative Transnational Education In and Beyond an FYW Classroom,* the authors explore the efficacy of a transnational assignment that uses digital platforms to facilitate collaborative learning. They synthesize theoretical works from Carnagarajah and Pennycook as well as work on digital literacy from Robert Shutter with data collected by Starosta and Olorunnisola in 1998 and McEwan and Sobre-Denton in 2011 on the affective aspects of writing. The chapter provides curriculum and assignment that have the specific purpose of equipping students with marketable writing skills they can use to list on their resumes. The assignment created, the *International Conference Project,* is meant to equip students with transnational/transcultural composition skills that can improve their aptitude in transnational workplaces. Evidence they gather suggests there are economic as well as ethical reasons why transnational pedagogy should be incorporated in the classroom. Houston and Gradaleva justify their methods by referring to digital literacy requirements in the current job market. The need for students to obtain high levels of electracy can be addressed by the same assignment used to create a transnational space - specifically to students in a rural/suburban town. Their work is uniquely valuable to transnational pedagogy because of its capital-centered perspective.

The chapter following takes an alternative approach to assignment design research. Authors Phuong Minh Tran, Kyle J. Lucas, and Kenneth Tanemura are

graduate students whose research consists of analyzing over a dozen transnational assignments to demonstrate ways transnational spaces can and should be a part of the learning outcomes for first-year writing students. Like Houston and Gradaleva, they claim the increased transnationalism in higher education demand instructors incorporate some sort of translingual writing assignment. This chapter offers literary synthesis followed by comprehensive secondary research that highlights the common objectives teachers of transnationalism have sought to accomplish and assignments teachers have used to accomplish their goals. Through a lucid structure, the authors build on ideas from Carnagarajah, Horner, Martin, Guerra, and Tardy to synthesize and draw a comparative analysis on previously applied translingual pedagogies in transnational spaces in order to deduce common achievements and shortcomings of transnational student learning outcomes. By comparing the data from these assignments, the authors help teachers assess which types of assignments might help them achieve their transnational learning outcomes.

These chapters depict the results of translingual assignments implemented to create transnational environments. This section is valuable for teachers who would like to incorporate small changes to their current courses rather than build a curriculum or design a course from scratch.

Afterword

The goal of *Creating a Transnational Space in the First-Year Writing Classroom* is to offer pedagogical methods and results of applied praxis to those interested in establishing and/or cultivating transnational spaces in first-year composition. While much has been contributed to the development of transnational rhetoric as theory, there has been relatively little work with the sole purpose of offering educators theoretical and practical means of achieving this goal. The volume addresses the successes and shortcomings of course designs, assignment designs, and ethnographic research. Several chapters in the work offer unique perspectives from writing program administrators, graduate teaching assistants, course developers, and instructors.

While *Creating a Transnational Space in the First-Year Writing Classroom* extends our knowledge of applied transnational pedagogy, it invokes further study of other rhetorical factors involved in teaching first-year writing such as digital access, government and university policy, and visual rhetorics to name a few. The volume addresses two facets of Xiaoye You's foundation of transnationalism (translingualism and transculturalism) but does not offer significant insight into cosmopolitanism and its effect on pedagogical research. Future research in the field of transnational pedagogy might also consider alternative pedagogies that incorporate problem and inquiry-based learning, simulation activities, backward design theory, and other active learning frameworks.

While we encourage further research, we believe the pedagogical theories and applications provided make this volume especially valuable to the field of transnational rhetoric. The diversity of perspectives and research methods in this volume offers valuable insight for all stakeholders involved in creating, executing, evaluating first-year writing courses.

Author Biographies

Chapter 1 - Erasing the Idea of Monolingual Students in Translingual Spaces: A Study of Translingual Pedagogy in First-Year Writing

Norma Denae Dibrell is a former high school English teacher and current first-year writing lecturer at the University of Texas at Rio Grande Valley. She is a native of the Rio Grande Valley. Her research interests include transfer, translingualism, feminist theory, first-year writing studies, cultural rhetoric and decolonial studies.

Chapter 2 - Translanguaging and Academic Writing: Possibilities and Challenges in English-Only Classrooms

Abu Saleh Mohammad Rafi is a PhD candidate in Linguistics at James Cook University, Australia. He has been exploring the promises of translanguaging pedagogical approaches in the context of Bangladeshi higher education. Previously, he studied Sociolinguistics at Liverpool Hope University, United Kingdom.

Anne-Marie Morgan Professor and Dean of the College of Arts, Society and Education at James Cook University in Australia. She has over 25 years of experience working with teachers of languages in schools and universities. Her research interests include plurilingualism, translanguaging as classroom pedagogy, the teaching of languages including English, and the work of teachers in engaging with the diversity of student cohorts. She has over 50 major publications and has conducted more than 20 major research projects into languages education as Chief Investigator, including two current projects with the Australian Government and the Australian Research Council.

Chapter 3 - Language, Home, and Transnational Space

Dr. Naoko Akai-Dennis obtained a PhD in English and Education from Columbia University Graduate School of Arts and Sciences. Her research interests are the relationship between language and self, autobiography as an inquiry, storytelling, and teaching of writing. Theoretically she is persuaded by post-colonial theory, post-structural feminist theory, and started to delve into post-humanist theory. She currently teaches College Writing I, College Writing II, College Writing I paired with Integrated ELL Level 3 Learning Community course, and an accelerated cluster Writing Skills II and College Writing for Early College Program at Bunker Hill Community College, Massachusetts, as an

assistant professor of English. She enjoys and appreciates the diverse community of students, staff, and professors at the college.

Chapter 4 - A Confluence of Xings: A Nested Heuristic for Developing and Networking Individual, Programmatic, and Institutional Spaces of Transnational Work

Andrew Hollinger has taught at The University of Texas Rio Grande Valley (formally UTPA) since 2012 in the Department of Language & Writing Studies, and has been the WPA for the first-year writing program since 2015. He teaches primarily first-year composition and technical communication where his previous experience as a high school teacher allows him to work closely with students transitioning from K12 or career paths into the university. His work focuses on writing pedagogy, writing administration, event theories and design, genre, and materiality.

Colin Charlton graduated with a PhD in English and a specialization in Rhetoric & Composition from Purdue University in 2005. He has taught at The University of Texas Rio Grande Valley (formerly UTPA) since 2005, where he has been the Department Chair of Writing & Language Studies since 2015. He teaches at all levels, but really enjoys his work in transitional and first-year writing courses and teacher training courses at the upper-undergraduate and graduate levels. His research includes writing pedagogy, event theories and design thinking, and (writing program) administration.

Chapter 5 - All Writers have more Englishes to Learn: Translingual First-Year Composition classes' Promotion of Composition's Threshold Concepts

A PhD student at the University of Texas at El Paso, **Asmita Ghimire** holds a Master of Arts in English from Tribhuvan University, Nepal and Master in English, Linguistics and Writing from the University of Minnesota Duluth. She was invited to the Young Scholar program organized by the British Academy of Writing 2018 where she presented and published "The Other Side of Afghan War: Women, War and the Question of Social Injustice." Focusing on transnational and translingual writing, she and Wright are publishing a special edition of Academic Labor: Research and Artistry.

Professor at the University of Minnesota Duluth, **Elizabethada A. Wright** teaches in the Department of English, Linguistics, and Writing Studies and is a member of the faculty at the University of Minnesota Twin Cities' Literacy and Rhetorical Studies Program. She has published in Rhetoric Society Quarterly, Rhetoric Review, College English Association Critic, Studies in the Literary Imagination, as well as in a number of other journals and books.

Chapter 6 - Translingual and Transnational Pedagogies Enacted: Linguistic and Cultural Trajectory Narratives in First-Year Composition

Demet Yigitbilek is a PhD student in English Studies at Illinois State University (ISU) where she mainly designs and teaches FYC, theming them around what excites her at the time. Her research interests center around translingualism and linguistic diversity in Applied Linguistics, Second Language Writing, and Composition Studies. Her teaching is greatly influenced by her transnational identity as a Turkish scholar who has taught in Spain, Turkey and now in the US higher education. She enjoys experimenting with new ideas and pushes students to think beyond the walls of the classroom. So far, she has taught FYC as Language and Identity, Critical Writer-Researchers, and Composing In/Of Our Lives.

Chapter 7 - Learning by Writing: Possibilities of Tele-Collaborative Transnational Education In and Beyond a First-Year Writing Classroom

Ekaterina Gradaleva is an Associate Professor at Samara State Technical University. She is a graduate of Samara State University with a Doctorate in Germanic Languages. At present, she lectures EFL and Business English at the Department of Linguistics, Cross-Cultural Communication and Russian as a Foreign Language, and serves as a scientific mentor supervising student research in Linguistics and Business Studies. Her research interests involve Cultural Studies, Professional Communication, Project-Based Learning, and Teaching English for Specific Purposes.

Maria Houston is an English Faculty member at Texas A&M University in Texarkana. Maria currently teaches courses in Digital Writing and is in process of designing a Business Course with a focus on professional communication and cultural intelligence. She has an extensive record of publications in Second Language Literacy, Transnational Pedagogy, Collaborative Programming and Transnational Digital Rhetoric and Communications.

Chapter 8 - Investigating Translingual Practices in First-Year Writing Courses: Implications for Transnational Composition Pedagogies

Phuong Minh Tran is a PhD Candidate in Second Language Studies/ESL at Purdue University. Her research encompasses second language writing, intercultural competence in writing studies, transnational composition pedagogies, Backward Design in curricular development and World Englishes. Phuong is a member of the Transculturation in Introductory Composition project which focuses on intercultural competence development in first-year writing students and which has received several internal and external grants, including the CWPA Research Grant from the Council of Writing Program

Administrators in 2018. Phuong's work on cultural studies can be found in the edited collection Building a Community, Having a Home: A History of the Conference on College Composition and Communication Asian/Asian American Caucus (2017). Her other publications are forthcoming in the Journal of World Englishes and the edited collection Teaching and Studying Transnational Composition. At Purdue, Phuong is an instructor of mainstream and L2-specific First-Year Writing and Professional Writing.

Kyle J. Lucas is a PhD student in the English Department at Purdue University. His research focuses on the use of genre analysis and corpus linguistics to analyze student and professional academic writing. He is particularly interested in analyzing and comparing the rhetorical structures of research articles across academic disciplines. His most recent project involves English for Specific Purposes research in the field of philosophy. Other research interests include the role of critical thinking instruction in English for Academic Purposes curriculum as well as how genre-based and corpus-based analytical approaches can be used as pedagogical methods in English for Specific Purposes and English for Academic Purposes classrooms.

Kenneth Tanemura is a PhD Candidate in Second Language Studies/ESL at Purdue University. His research focuses on motivation in heritage language and L2 learning, and particularly how the L2 motivational self-system as conceptualized by Dörnyei can measure stages of learning. Kenneth is currently involved in various collaborative, duoethnographic projects about disciplinary identity and motivation in L2 researchers, specifically how scholars are motivated to investigate the integration of disability studies in the L2 writing syllabus, and the motivation to explore and analyze motivation itself as a subfield of applied linguistics. He also has work forthcoming in the Journal of World Englishes.

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