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ZAVRŠNI MAGISTARSKI RAD

Translanguaging in language reception of bilingual speakers of the English language

***Translanguaging* u jezičnoj recepciji bilingvalnih govornika engleskog jezika**

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ABSTRACT

This master's thesis aims to investigate and discuss the complex and fluid language practice of bilingual speakers of the English language within the framework of *translanguaging*.

The first part of the thesis presents the theoretical framework that analyses and discusses several studies on the topic of *translanguaging* (for translation equivalents into different languages see Lujić, 2016; Oriyama, 2001) and related terms, primarily including various aspects of *translanguaging* as perceived and presented in the field of psycholinguistics. The second part of the paper is evidence-based, examining the effectiveness of the concept of *translanguaging* through observation and analysis.

The research method used in this paper comprised a questionnaire presented to students in the second-cycle study program at the Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo. The questionnaire is anonymous and the results were used for the purposes of this master's thesis. The students answered a series of short questions, concerning the use of specific *translanguaging* strategies and similar terms during classes, as well as in the process of learning English as a foreign language and reading for the purposes of studying.

The theoretical and practical part of the paper investigates whether *translanguaging* is successful in classes and whether it helps or hinders the process of activating the entire linguistic repertoire and successful communication of bilingual speakers of the English language.

Finally, the paper aims to establish that *translanguaging* is not detrimental to language reception.

Key words: *translanguaging*, linguistic repertoire, discrimination, bilingualism, reception

SAŽETAK

Cilj ovog završnog magistarskog rada je istražiti i pojasniti kompleksnu i fluidnu jezičnu praksu bilingvalnih govornika engleskog jezika u kontekstu pojma *translanguaging*.

Prvi dio rada tiče se teorijskog okvira, posmatranog iz ugla psiholingvistike, koji razmatra određeni broj studija na temu transjezika (za više prevodnih ekvivalenata v. Lujić, 2016; Oriyama, 2001) i njemu srodnih pojmova, dok je drugi dio rada praktične prirode, i nastoji ispitati da li je pojam transjezika koristan u postojećem teorijskom okviru.

Istraživanje i anketiranje u drugom dijelu rada ima za cilj da se ispita na koji način *translanguaging* pomaže bilingvalnim govornicima engleskog jezika i pospješuje njihov jezični repertoar u usmenom i pismenom izražavanju. U metodološki okvir rada je uključeno anketiranje studenata drugog ciklusa studija engleskog jezika i književnosti, na Odsjeku za anglistiku Filozofskog fakulteta Univerziteta u Sarajevu. Anketa je u potpunosti anonimna, te su se rezultati ankete koristili isključivo za svrhu ovog završnog magistarskog rada. Studenti su odgovarali na niz kratkih pitanja, koja se odnose na korištenje specifičnih strategija transjezika obrađenih u teorijskom dijelu rada i njemu sličnih pojmova tokom nastave, kao i u cjelokupnom procesu učenja engleskog kao stranog jezika.

Teorijski i praktični dio rada istražuje uspješnost transjezika i da li je transjezik korisno primijeniti u nastavi engleskog jezika, da li pomaže ili odmaže u cjelokupnom procesu aktivacije jezičnog repertoara i uspješnoj komunikaciji bilingvalnih govornika engleskog jezika.

Naposlijetku, cilj rada jeste da dokaže da *translanguaging* u jezičnoj upotrebi ne utiče negativno na jezičnu recepciju.

Ključne riječi: *translanguaging*, transjezik, jezični repertoar, diskriminacija, bilingvizam, recepcija

1 INTRODUCTION

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

Learning a foreign language is demanding, especially for individuals who have not been exposed to that particular language since early childhood. Hence, it is a rather complex activity that requires constant work and progress, including its usage in speech and writing, as well as in everything else that the language entails. Otherwise, problems arise similar to social anxiety, fear of one's voice, mistakes in pronunciation, and similar disturbances, which essentially affect the course of progress on this path. These obstacles can block one's ability to effectively communicate, express ideas and thoughts, and engage in meaningful conversations, ultimately affecting one's overall progress in this area. Therefore, it is important to address such challenges, use language(s) to overcome them, and continue progressing towards a linguistic proficiency. These issues, along with the affective component, are discussed frequently at conferences on bilingualism and multilingualism (e.g., the ERL VI conference held in Ulm, Germany, from June 13-14 2023).

According to research by Hakuta, Goto, and Witt (2000), as cited in Champlin and Fisher (2016), achieving a high level of fluency in a foreign language often requires five to seven years of dedicated learning and practice (p. 3).

This finding aligns with the Critical Period Hypothesis, which suggests a specific period of time, beginning in infancy and ending around puberty, during which the brain is particularly responsive to language input and primed for language development. During this critical or sensitive period, language acquisition tends to be more efficient and successful.

As Siahaan (2022) notes, "the CP concept was famously introduced into the field of language acquisition by Penfield and Roberts (1959) and was refined by Lenneberg eight years later" (p. 40). Eric Lenneberg, a prominent linguist, suggests that this specific period extends from early childhood to puberty, i.e., between the ages of two and adolescence, when the brain develops much faster due to neuroplasticity (Siahaan, 2022, p. 44). Moreover, during this period, the brain can adapt to external factors and experiences of individuals. Lenneberg argued that if language input

is not received during this critical period, language acquisition may result in a person not achieving full native proficiency in the language (Siahaan, 2022, p. 42).

Numerous pieces of evidence have since provided examples that support the critical period hypothesis, i.e, language acquisition, second language learning, and visual and social development, with each showing that individuals who are exposed to a language early in life tend to achieve higher levels of fluency compared to those who are exposed to the same language later in life.

According to Moskovsky (2001), "there is an increasing body of evidence from a variety of sources, such as FL acquisition by linguistically isolated children (the so-called "feral children", among whom the case of Genie is the best-documented case), acquisition by hearing children of deaf adults, by deaf children of hearing adults, late acquisition of American Sign Language, etc. all of which lend support to the CP hypothesis for FL acquisition." (pp. 1-2). Genie's example describes how a lack of exposure to language and social interaction during critical development periods can permanently affect a person's ability to learn, understand and communicate. Perhaps her case does not straightforwardly support the critical period hypothesis, but it does depict the importance of early language exposure and social interaction for the healthy development of an individual. There are also external factors such as motivation, social environment, and language exposure that can influence language acquisition beyond the critical period that is sometimes referred to as a "sensitive period".

From a psycholinguistic viewpoint, the critical period hypothesis is observed as a crucial concept in influencing our understanding of how language is acquired and processed in the mind. Psycholinguistic studies, therefore, have provided evidence supporting the critical period hypothesis, such as neuroimaging techniques used to understand different aspects of language processing. Neuroimaging studies have shown that language processing involves specific brain regions and neural networks. For example, studies have found that certain brain areas, such as Wernicke's and Broca's areas, are involved in language processing. These findings support the critical period hypothesis which suggests that there is a specific "window of opportunity" during which the brain is particularly sensitive to acquiring language (Xue et al., 2010, p. 3).

Psycholinguistic research has also explored the effects of delayed language exposure during the critical period. This matter can be problematic in the cases of families who have emigrated abroad

and whose children are suddenly immersed in an environment in which their peers speak a completely different language than the one they were used to, i.e., their mother tongue (L1).

In the analysis presented by Suarez-Orozco et al. (2010), as cited in Champlin and Fisher (2016), these children face psychological consequences, addressing the issues outlined above. Furthermore, children may prefer solitude or not participate in classes in the amount that the school requires or in which they would like, and they do not socialize enough with their colleagues, which leads to a significant drop in self-esteem, especially if, in addition to all that, they were ridiculed along the way by their classmates. The main reason for this is a lack of understanding or an insufficient language repertoire (p. 3).

Students facing these challenges encounter linguistic oppression, better known as "linguicism" (Schniedewind & Davidson, 2006, as cited in Champlin and Fisher, 2016, p. 4). Linguicism refers to the negative labeling of individuals based on their language and "educators must be aware of these challenges and make efforts in their practice that will enhance students' literacy experiences while they adjust to a new setting" (Champlin & Fisher, 2016, p. 5).

Speaking of linguicism and linguistic oppression, De Costa (2020) mentions Dobinson and Mercieca's (2020) investigation on "linguistic racism" at an Australian university campus, in which authors classified linguistic racism into two categories: *linguistic invisibility* and *linguistic privilege* (p. 2):

"With regard to the former construct, we learn about how Chinese students were *invisibilized* because a dogmatic English-only rule was enforced on campus. These students were therefore deprived of the option to convey and discuss complex ideas. Put differently, in the linguistic market of the Australian university in which their study was situated, Chinese was not valued; by contrast, only English was valued, and this monolingual English ideology resulted in an appreciation of English, the home language of domestic Australian students who thus profited from *linguistic privilege.* This study is illuminating in that reminds us of how structural inequalities are reproduced within educational institutions which, ironically, should be social levelers. One unfortunate fallout, as Dobinson and Mercieca (2020) point out, of such linguistic racism is the loss of self-confidence and sense of identity experienced by international students" (De Costa, 2020, p. 2).

Additionally, he highlights the affective component, i.e., the emotional baggage that children bear, facing shame and discomfort in schools and among their colleagues due to their inability to speak English properly:

“Emotions also take centerstage in Oliver and Exell’s (2020) examination of the linguicism and racism experienced by Australian Aboriginal people living in a remote community. In this study, Oliver and Exell (2020) explore how Aboriginal identity was inextricably linked to place, culture, and language. Their participants report on how they vacillated between (1) shame about not being able to speak standard Australian English proficiently, and (2) their general comfort and pride in communicating in Aboriginal English and Kriol. Prominent in this study are the translanguaging repertoires of Oliver and Exell’s Aboriginal participants who moved quite effortlessly between these aforementioned languages and language varieties” (De Costa, 2020, p. 3).

The studies conducted by Wright in 2004 and Otheguy, García, and Reid in 2015 shed light on the complex relationship between language, identity, and education. Wright's research highlights how Cambodian-American students struggle with their self-identity when it comes to English, the dominant language in society. Otheguy, García, and Reid, on the other hand, mentioned the concept of translanguaging, as a way to address the challenges faced by bilingual and multilingual speakers in education programs. These two studies raise important questions that deserve further exploration. Thus, three research questions will be observed in this paper:

(RQ1) How does the lack of valuing or acceptance of students’ culture and language by the dominant culture or policy affect their sense of identity?

(RQ2) What are the challenges faced by speakers who consider themselves bilingual or multilingual in expressing themselves in a single language?

(RQ3) Does translanguaging contribute to the reception of language and perception of incompetence among speakers or the subsequent stigmatization of their linguistic abilities?

2 (ENGLISH) LANGUAGE IN A BILINGUAL OR MULTILINGUAL SETTING

"If we spoke a different language, we would perceive a somewhat different world."

Ludwig Wittgenstein

Some argue that English-only programs may not be the most effective approach for developing the language skills of English language learners. For instance, Straubhaar (2013) and Wright (2004), as cited in Champlin and Fisher (2016), argue that "when students are forced to sink or swim in an educational setting, one can hypothesize that their academic progress will not be as great as it would with adequate support" (p. 19).

Wright explains this condition using an example of the newcomer students who happened to be part of such an English-only program:

"Many had difficulty initially just understanding what was being said in class. Bo describing his first year laughed and said, 'I just sat there.' Ken remembers being very bored in 2nd and 3rd grade because he simply could not understand what was being said. Mony described her frustration of wanting to participate in class discussions but was afraid she might say something wrong, or that the other students would laugh at her English. Ken never raised his hand for the same reason. Even if the teacher called on him, he would not respond. This excerpt exemplifies students wanting to learn and be a part of their classroom culture but feeling uncomfortable and anxious because of their immersion in English classrooms, thus these learners are silenced, and submersion harms their education. These studies concur with the notion that monolingual practices are not best practices for developing English language learner's literacy skills" (Wright, 2004, as cited in Champlin & Fisher, 2016, pp. 19-20)

In line with this, teachers have the power to position students as capable bilinguals. Although the school policy for language allocation advocates monolingual practices of the English language, according to the findings (Palmer, 2014, as cited in Champlin & Fisher, 2016, p. 21) some teachers make an exception by allowing their students to use their L1 or languages spoken in their home setting without any problems.

One such example is Ms. J, who accepted her student Josua's both home language [Spanish] and foreign language [English]. Ms. J welcomed and accepted Josue's bilingualism, encouraging him to communicate and convey his thoughts freely, without suppressing his ability to use multiple languages.

Palmer et al. (2014) found, as cited in Champlin and Fisher (2016), that Ms. J's approach created space for students to embrace language diversity in the classroom. This practice also gave freedom to the Spanish-speaking students to express their opinions openly without feeling ashamed. These results suggest that monolingual practices may not be the most effective approach for language teaching and that the use of a student's mother tongue (L1) alongside the target language may be more useful (p. 21).

In addition to the teacher, the concept of "language brokering" can position students as capable or challenged, depending on how heavily they lean on this concept. Language brokering is the idea of translating language by youth for their parents or other adults who are less capable to understand the dominant language.

Some studies show that language brokering is a powerful learning tool. In addition, the whole process makes language users more active in society and the environment: "The students described as 'ambassadors' use their native language [L1] to help their peers with a writing assignment in English. This use of students as ambassadors is an example of how a teacher can position a student as able due to their bilingualism" (Martin-Beltran, 2014, as cited in Champlin and Fisher, 2016, p. 22).

Educators also play a crucial role in implementing such practices. If they do not support and value the language abilities that a bilingual or a multilingual student brings to the classroom, then both the student and his/her identity and perception of language are discriminated against. It is almost always wrong to require the student to use a completely new policy, neglecting the whole linguistic repertoire of an individual.

Instead, embracing one's language and literacy skills will make it easier for the student to master the material and fit into the new environment. Sayer (2010, as cited in Champlin and Fisher, 2016) finds that "using translanguaging allowed space in the classroom for discussions that allowed them

[students] to negotiate meanings and affirmed their identities as bilingual learners. These students then have access to both of their languages to be successful in their understanding" (p. 23).

According to Fekete (2016), the phenomenon of having multiple identities is widespread, especially in today's globalized world where information is readily accessible and communication has become easier. In the context of second language acquisition (SLA), individuals who are polyglots experience a more profound adoption of new identities compared to monolingual speakers. This is because the ability to speak multiple languages allows them to gain insights into different worlds through language and incorporate these worlds into their own identities. Fekete's perspective aligns with the notion that identification is an ongoing and evolving process (Hall, 2000, p. 16).

Adrienn Fekete (2016) conducted a study to examine how people perceive themselves when using different languages and whether switching between languages involves a shift in identities. The study focused on four participants, Katie, Anne, Daniel and John, who demonstrated a clear awareness of behaving and feeling differently when speaking English and Hungarian. Katie, for example, expressed that speaking a different language transforms her into a distinct person, even altering her voice. She felt more confident and at ease when using her native language, Hungarian. On the other hand, Anne described feeling more open-minded and liberated when speaking English, as if embracing the whole world (pp. 10-11).

2.1. Language and identity

Language identity refers to a person's identification as a speaker of one or more languages. Without language, no culture could maintain its existence. Therefore, our languages serve as part of our identity.

Wright's study in 2004 also shows that Cambodian-American students accept English as their dominant language, although they are mindful that they do not speak it fluently. Wright (2004, as cited in Champlin and Fisher, 2016) gives an example of a study on language and identity and claims that: "one participant in his study notes how she struggles with her self-identity when she commented, "in the 9th grade, I was sick of myself, I was sick of who I am. This girl who's like, a nobody," (p.16). Another student in this study relates to this dilemma with identity due to his language when he does not admit to being able to read and write in his native language because he is ashamed of where he came from and felt the pressure of the dominant culture of society to assimilate. This loss of identity caused this student not to read and write, demonstrating the effect that identity has on learning" (pp. 24-25).

This student demonstrates the negative impact that language perception can have on identity if students' culture is not valued or accepted by the dominant culture or policy.

Linguistic dexterity is a strategy that has proven to be very useful in the practice of translanguaging with students. Champlin and Fisher, 2016 describe this as a strategy that encourages students to socially engage with one another while simultaneously negotiating meaning in their first language and producing work in their target language, English (p. 26), which is similar to language brokering mentioned earlier. It could be encouraged by means of encouraging language users to speak with their peers in their L1, using a regional variant of their L1, or switching to a more standardized version of the language in the academic surrounding. Also, one could be using loanwords from other languages (for instance, Bosnian people sometimes use English and words of e.g., Turkish or Arabic origin in conversation or writing).

In this way, students become metalinguistically aware with the help of discussing, analyzing, and thinking about language, grammar, and reading comprehension (Martin-Beltran, 2014, as cited in Champlin and Fisher, 2016, p. 26).

2.2. Literacy concerning primary and secondary discourses

In relation to the above-stated, Gee (as cited in Champlin & Fisher, 2016) explains that discourse refers to the use of socially acceptable language. He mentions a distinction between primary and secondary discourses (pp. 7-8). Primary discourse is used to communicate with family and friends, while secondary discourse is more formal and is used in academic or professional contexts, such as schools or the business world (Champlin & Fisher, 2016, p. 8). Furthermore, literacy is closely related to discourse. According to Gee (1989), "literacy is the control of secondary discourse" (p. 23, as cited in Champlin & Fisher, 2016, p. 7).

Therefore, the reason why we compare literacy and the word “discourse” is that Gee believes that literate individuals know how to use their language knowledge, capacities, and social settings to successfully communicate with different profiles of people they encounter. When we talk about bilingual English speakers, for instance, or speakers of any other language, these learners/speakers/language users must develop their language repertoire first through their primary discourse and then use the same in their secondary discourse which is used in formal and professional settings.

Although it is the most expected context of learning a foreign language, it does not have to be developed in this way. This is best proven by the learners whose family does not know nor speak the foreign language that their child is trying to learn. Therefore, these learners are expected to enrich the vocabulary themselves, using it primarily in the secondary discourse. In cases where a learner's family does not know or speak the foreign language they are trying to learn, the learner may need to rely on other sources to enrich their vocabulary and develop their language skills. This could include using secondary discourse, such as textbooks, online resources, or interactions with other speakers of the language.

Primary discourse exists in ideal circumstances. However, in deprived childhood situations where there is a lack of caregiver language/*motherese*, primary discourse may not develop optimally. But there is also the secondary discourse, that works on two or more planes, including not only the literacy skills required for reading and writing but also the specialized language and communication styles that are specific to different contexts, such as academic writing or professional settings. The first plane of secondary discourse development involves learning these

skills in one's first language (L1), while the second plane involves exposure to additional languages (L2, L3, etc.) and the development of literacy skills in those languages.

For some, English is the first foreign language and for others, it may be the second or even the third/fourth/etc. language, which carries its weight concerning the linguistic repertoire or the collection of skills and knowledge a person possesses in one or more languages, encompassing a variety of dialects, registers, accents, and styles.

Consider a person who was raised in a bilingual/multilingual household in Bosnia and Herzegovina. They may be fluent in both English and Bosnian/Croatian/Serbian. Thereby, a linguistic repertoire of such individuals would include all dialects and registers of both English and their L1, like a regional dialect of the Bosnian language, or American English, British English, and colloquial English, which they employ in communication with their family and friends. Subsequently, this person could write and read in both languages, using different genres and forms of writing, such as academic writing, creative writing, or informal writing. According to Džanić and Imamović (2016), in Bosnia and Herzegovina, English is needed for communication in many fields, particularly in business, science, and technology (p. 4).

Something that contributes to considerably better communication and coping with bilingual speakers, and not only enriching but nurturing the linguistic repertoire is a strategy that has been brought into focus for the past few years among scholars. This way of communication, as stated above, is called *translanguaging*, a specific and dynamic practice-based theory of language. Additionally, the use of code-mixing and code-switching techniques are often employed in translanguaging, further enriching the language repertoire of speakers. These terms will be explained further in the lines that follow.

3 TRANSLANGUAGING, CODE-SWITCHING, CODE-MIXING: INTERCHANGEABLE TERMS OR NOT?

"The limits of my language mean the limits of my world."

Ludwig Wittgenstein

3.1. Definitions and origin

The term *translanguaging* is an English translation that originated from the Welsh word *trawsieithu* (https://forvo.com/word/trawsieithu/), which was introduced by a Welsh scholar, Cen Williams in the 1990s. Namely, Williams introduced the term translanguaging as a descriptive label for specific language practice of bilingual Welsh-English speakers who move back and forth between the two languages in their everyday communication (Wei, 2017, p. 15).

Colin Baker, a well-known British scholar in the field of bilingual education and bilingualism, translated this Welsh expression into English to describe the pedagogical practices that Williams observed in language revitalization programs. According to Wei (2017), the teaching method used in language revitalization programs involved teachers speaking in Welsh while students responded in English. Alternatively, students would read in Welsh and the teacher would provide explanations in English (p. 15).

Although such practices were extraordinary in Welsh surroundings, Williams tried to highlight the positive aspects of it, by suggesting that such practices increase linguistic repertoire for both ELLs and teachers, thereby facilitating problem-solving and knowledge construction.

Bilingual speakers often mix two languages while speaking, which has prompted much interest in the field of language reception. As noted by Wei (2017), translanguaging has been discussed in various domains such as pedagogy, everyday social interaction, cross-modal and multimodal communication, linguistic landscape, visual arts, music, and transgender discourse (p. 9).

According to Otheguy, García, and Reid (2015), *translanguaging* is essentially **a way of using the entire linguistic repertoire** without paying attention to the socio-political norms of a particular language (p. 281).

Furthermore, in traditional definitions, primary discourse refers to the language or discourse that is typically used in a person's close family, often associated with their first language or native language. Secondary discourse, on the other hand, refers to the language or discourse that is used in formal settings outside of one's close community, such as in school, or workplace, often associated with a language learned or acquired later in life.

Translanguaging, on the other hand, refers to a holistic approach that views language as a dynamic and flexible system where individuals use their full linguistic repertoire, including all the languages they know, in an integrated manner to communicate and make meaning, which is interesting for psycholinguistic approaches to language reception and language production. It challenges the notion of strict boundaries between languages and recognizes that multilingual individuals may fluidly switch between different languages, dialects, or registers depending on the social context and communicative purposes. Translanguaging emphasizes the interconnectedness of languages and encourages language users to draw on their entire linguistic repertoire to communicate effectively and express meaning, their identity, and culture.

In the context of *translanguaging*, the concepts of primary and secondary discourse may be less relevant or may need to be reinterpreted. *Translanguaging* recognizes that individuals may draw on their linguistic resources in a flexible and context-dependent manner, and that language use is not limited to predefined categories or settings. It promotes a more inclusive and dynamic understanding of language use that goes beyond traditional distinctions between primary and secondary discourse, and encourages the recognition and valuing of all languages in a person's repertoire.

The aforementioned would suggest that students who attend classes in schools where English is the dominant language should be encouraged to use their native language to complete their tasks and expression in class and not be discriminated against. This would create space for valuing different processes of language reception and production.

Gilyard (2016) thinks that translingualism is important because it can help challenge negative power structures related to language and align with the idea of language rights. The writer also acknowledges that standards are important, but they believe that it is also important to help students who may not have the same level of proficiency in the dominant language of instruction. Gilyard believes that we should encourage students to use and experiment with multiple languages and dialects to help them succeed in school and that we should remove barriers that prevent them from doing so (pp. 3-4):

"What play inside class is my thing, ma t'ing, my thang, mi cosa student and other similar students supposed to get? I say, whatever it takes to allow them to negotiate the structures of schooling. I construct the totally self-referential student as an extreme to illustrate a point. In actuality, I have never met a college student who did not wish to expand his or her verbal repertoire. The key is to allow the experimentation that will facilitate such a process and remove barriers such as high-stakes testing and noncredit so-called remedial classes" (Gilyard, 2016, pp. 3-4).

Furthermore, as Wei (2017) states, this strategy has been proven to be an effective and successful pedagogical practice in educational contexts, where the language issued by the school is different from the language that students employ to comprehend the lessons, but certainly not in a negative way (p. 15).

Wei (2017) believes that the aim of learning a foreign language is often misunderstood as striving to become monolingual speakers of that language instead of bilingual speakers. We do not learn English, or any other language, to replace or erase our L1. The purpose is not to substitute the native language with a foreign language but rather to attain bilingualism and multilingualism, which is a long process.

For that reason, Wei (2017) mentions two different routes to *translanguaging*: one is the bilingual pedagogical route, i.e., bilingual education, bilingual teaching, and learning while the other comes from the sociocultural theory, which is also very closely related to language education.

According to Li (2017), scholars who study *translanguaging* view the mind as an integrated whole in which the speaker does not differentiate between languages or modalities, such as written or oral language. Thus, *translanguaging* could be considered a sociocognitive practice. It is unclear whether *translanguaging* could function as a comprehensive term for a wide range of multilingual

and multimodal practices, possibly replacing terms like code-switching, code-mixing, code-meshing, and crossing (Wei, 2017, p. 9).

3.1.1. Pedagogical route

According to Fodor's Modularity of Mind Hypothesis, perception, and language are considered to be modular cognitive processes, which means they operate independently from other cognitive processes such as memory, attention, thinking, or problem-solving, which are regarded as non-modular. Modular processes are domain-specific, which means they are distinct from other cognitive processes. Therefore, language is viewed as a unique and independent cognitive process.

According to Wei (2017), the belief that language is a modular process that operates independently from other cognitive processes such as memory, attention, and problem-solving is not quite accurate. In foreign language learning, relying solely on memory is not sufficient, as there is evidence from both linguists and neurologists that language learning involves various sensory and cognitive processes. Language is a multi-sensory and multi-modal semiotic system that is closely interrelated with other cognitive areas, and language learning is mutually beneficial with other cognitive processes. For instance, the processing of color involves not only language but also memory and attention, making it a multimodal and multi-semiotic process (p. 21).

3.1.2. Sociocultural route

As Champlin and Fisher (2016) state, “translanguaging views the learner as a whole. It takes into consideration the culture of a learner by embracing the language that he or she brings with them. If educators were to implement this approach to teaching, they would be valuing all learners and their language as highly important. If educators ignore the linguistic abilities that come with a bilingual and multilingual learner, they are then part of the process of that child’s systematic marginalization. The goal of using *translanguaging* is to encompass a learner’s entire linguistic repertoire and allow the student to fluctuate between his or her language as they negotiate meaning in various settings” (p. 9).

The theory of culture is an important aspect to mention while discussing the sociocultural route. Champlin mentions culture as a “disability theoretical approach” while speaking of ELL.

According to Champlin and Fisher (2016), “in understanding the culture as a disability theoretical approach as it relates to English language learners, one can claim that the culture of language in the United States makes one “able” if you can speak English, and engage in social interactions that use English as the language of communication. Those who speak and communicate in languages other than English due to a lack of English language proficiency are viewed as “disabled”. The goal of the use of translanguaging in classrooms is that it will benefit bilingual and multilingual learners, and make them “abled”, rather than “disabled” members of society” (p. 8).

Proficient bilingual students can assist their peers who are still developing their English language skills in better understanding the classroom material. The practice of bilingual students assisting their peers who are still developing their English language skills to better comprehend the class material is also referred to as “peerlingual education” (Johnson, 2012, as cited in Champlin & Fisher, 2016, p. 69). According to Champlin and Fisher (2016), this can occur either at the teacher's or student's request.

According to Johnson (2012, as cited in Champlin & Fisher, 2016), students who have the role of peer language tutors are not trained to perform this task. They are expected to learn/memorize the classroom material, take notes of the teaching strategies used by the teacher, and assist other students who need help by translating or explaining the complex course material.

Peer language tutors, who help their colleagues comprehend classroom material, bear both positive and negative aspects of this practice. The burden of teaching material to their peers falls on these proficient bilingual students. However, culturally speaking, they are considered “able” since they possess the knowledge and skills required to assist their peers and guide them in performing classroom tasks.

3.1.3. Code-switching and code-mixing

Palmer et al (2014) define code-switching as the act of "shifting between two languages within or between utterances" (p.759). A person may use one language or dialect with their family and then switch to another language or dialect when speaking to a colleague or friend. According to Ho (2007), code-mixing is a term used to describe the phenomenon of combining elements of two or more languages or dialects within a single sentence or utterance (p. 1). Code-mixing can occur when speakers borrow words or phrases from one language or dialect and incorporate them into another language or dialect. For example, a bilingual Bosnian speaker may say: "Sutra idem u školu, pa ću poslije škole ići na neki party s rajom", which combines Bosnian and English words in the same sentence. Code-mixing can also occur at the level of grammar and syntax, with speakers using the grammar rules of one language or dialect while speaking another language or dialect. For example: "Please, pomozi mi" is an example of code-mixing in Bosnian and English. The speaker used the English word "Please" and the Bosnian imperative "pomozi mi" (eng. "help me") together and in the same sentence. This kind of code-mixing is quite common among bilingual or multilingual speakers in Bosnia and Herzegovina.

In the example "*Please*, pomozi mi", the sentence follows the S-V-O; i.e., subject-verb-object pattern, which is a basic sentence structure pattern found in many languages, including Bosnian and English. In this sentence, the subject is implied and not explicitly stated. The verb "pomozi" means "help" in English and is in the imperative mood. The object is "mi" which would be "me" in English and is the direct object of the verb "pomozi". Therefore, the sentence can be translated to "Help me, please" into English while still maintaining the same S-V-O pattern (/You/ help me, please; - You/Implied S, help- V and me DO, please – adverb (politely asking someone for something, in this case asking for help ("please" modifies the imperative "help me").

The key difference between these two is that code-mixing involves the blending of different languages or dialects at the level of individual words or phrases, whereas code-switching involves switching between entire languages or dialects within a single conversation or interaction. Code-switching can be described as managing different languages in interaction with other people. Therefore, the strong side of code-switching is using the language in practice. Knowledge is an

important aspect, but using language-gained knowledge in practice (and learning from mistakes and situations) is what builds the skills of a bilingual/multilingual speaker and writer.

Furthermore, code-switching helps in building the cognitive reserve. Exercising our minds and consistently using two separate languages in social interaction will help in building that cognitive reserve. Cognitive reserve is a term used to describe the brain's ability to adapt and compensate for the changes that occur with aging and disease. According to (Berkes & Bialystok, 2022), cognitive reserve is viewed as an active process in which individuals can cope with and adjust to the challenges caused by these changes. This process involves the use of compensatory mechanisms or functional brain processes, which allow individuals to maintain their cognitive function despite the presence of age-related or disease-related changes in the brain (para.6).

Cognitive reserve is not a static process, but rather one that is dynamic and constantly changing in response to the demands placed on the brain. As such, individuals may be able to improve their cognitive reserve through activities that challenge the brain and promote its ability to adapt and compensate for changes.

According to Auer (1998), scholars who investigate code-switching are not attempting to elucidate the cognitive processes involved in language production and language reception. Rather, the primary focus of research on code-switching in sociolinguistics is to explore how changes in language, dialect, or register can indicate shifts in the topic or communicative purpose. Code-switching is also gesturing that the person performs while speaking, or when, for example, clearing their throat or changing the tone of voice.

Furthermore, Li (2017) also distinguishes between *translanguaging* and code-switching, saying that *translanguaging* is not a label for describing the structure of some particular language. It is practice and a process. It only involves different linguistic varieties and cognitive systems. However, it certainly has a completely different approach than code-switching, which describes linguistic shifts.

Code-switching represents language in a way that allows us to accept the diversity of languages as separate structural entities. This means that we have to identify how many languages are involved in the whole process, what those languages are, and accept that they are different. Thus, the very first step of code-switching analysis is the identification of different languages and their separation.

Sometimes we are consciously using two or more languages in speech. We are fully aware of the existence of different languages: for example; the speaker cannot understand what we said in one language, so we switch to another one to be understood—that's when you manipulate the boundaries between languages or when the setting requires it, while in code-switching, bilingual speakers do not think about which language they will use, it comes naturally as we think multilingually. Proficiency in *translanguaging* is almost irrelevant. What translanguaging requires is that the speaker gets the best out of the language resource to communicate. It is not a process of switching between languages, but going beyond them, while code-switching is exactly that, switching between linguistic structures (Li, 2017, p. 23).

The study conducted by Beatty-Martinez and Dussias (2020) investigates three different contexts of bilingualism among individuals who speak both Spanish and English and possess high proficiency in both languages. These contexts include the separated context, integrated context, and varied context. In the separated context, bilinguals predominantly use English as their second language (L2) in specific settings such as school or work, rarely code-switching between languages within a conversation. These individuals reside in Spain. In the integrated context, bilinguals live in Puerto Rico, where Spanish and English are widely used across various life domains, including occasional code-switching in everyday contexts. The varied context involves bilinguals who have immigrated to the United States from a Spanish-speaking environment similar to the integrated context. In the United States, they encounter a predominantly English-speaking environment, with some individuals potentially becoming more dominant in English due to the language shift. Within the varied context, speakers may use their languages separately (e.g., speaking English with a monolingual English-speaking person) but can also code-switch with other bilinguals.

According to Beatty-Martinez et al. (2020), bilingual individuals generally experience slower picture naming compared to monolinguals, regardless of whether they are naming in their native or dominant language (L1). Moreover, bilinguals exhibit more prominent frequency effects in their slower second language (L2), indicating a greater difference in naming performance between high and low-frequency words in the L2 as compared to the L1 (Kroll & Gollan, 2014). These findings have been interpreted as indicative of language fluency difficulties resulting from limited proficiency or reduced functional use of the languages (Gollan, Montoya, Cera, & Sandoval, 2008; Bialystok, Craik, & Luk, 2008).

3.2. *Translanguaging* as a strategy

Translanguaging can be considered part of dynamic bilingualism or dynamic multilingualism, where individuals can fluidly switch between languages to effectively communicate and express themselves in different contexts. By embracing *translanguaging*, we can celebrate and preserve the richness of linguistic and cultural diversity. Despite its benefits, some educators may fear that *translanguaging* can hinder language acquisition or cause confusion for learners.

It is, nevertheless, important to understand that *translanguaging* promotes language development by allowing learners to use their full range of linguistic resources while, for all the reasons stated above, it is difficult to provide an adequate translation equivalent for the term.

In addition, Baker, C. (2001) identified four educational benefits that could result from *translanguaging*. Firstly, it could lead to a more comprehensive and fuller understanding of the topic. Secondly, it could assist in the improvement and development of a less proficient language. Thirdly, it could encourage links and collaboration between home and school. Finally, it could aid in the assimilation of fluent speakers with those who are just starting to learn the language (pp. 281-282). Additionally, the practice of *translanguaging* can help students build stronger connections between languages and better understand the linguistic structures and rules that govern each language.

To encourage *translanguaging* in the classroom, educators can create a safe and supportive learning environment that values multilingualism. Teachers can also model *translanguaging* themselves, by using multiple languages in their instruction and encouraging students to do the same. By embracing and encouraging *translanguaging*, educators can help students unlock the full potential of their linguistic abilities and enhance their overall language learning experience.

Dynamic discourse is important, because it enables the use of different learning methods, as it creates space for all students to dynamically but successfully use *translanguaging* strategy to convey the message and feel comfortable in the classes they have to attend regularly.

In his exploration of TexMex vernacular and classroom discourse, Sayer (2012) notes that “the use of *translanguaging* as a theoretical lens for examining bilingual language practices in a

classroom invites us to go beyond previous classroom code-switching work that created typologies of features, functions, and linguistic codes," (p. 84).

This understanding further contributes to the notion that translanguaging is a newer practice that is shifting perspectives about prescribed bilingual education, for instance.

Canagarajah (2011) also used *translanguaging* as a strategy to support a Saudi Arabian student in her writing. Using *translanguaging* opened up an opportunity for discourse about writing, and ultimately allowed the student to use both English and her native language, Arabic, to support her writing topics. This type of freedom allows for thoughtful and more developed writing. Canagarajah discussed how *translanguaging* as a strategy can be developed by learning from the student. He stated, "It is important that we develop our pedagogies from the practices we see multilingual students adopting. As my dialogical pedagogy demonstrates, it is possible to work toward the development of students' *translanguaging* proficiency while learning from them" (p. 415).

Canagarajah goes on to identify writing strategies such as recontextualization, voice, interactional, and textualization to support multilingual writers. These strategies are all intentional for learners using multiple languages as they produce writing and it also affects their reception of translanguaging.

Lopez (2012) found that students who obtained proficiency in their first language were able to transfer their phonological awareness skills to their second language. This finding suggests that learning skills in their first language will be beneficial as they begin to learn a second language (Lopez, 2012).

3.2.1. Cultural and aspirational capital

Cultural capital may be defined as a set of knowledges and experiences that an individual acquires throughout his or her life. This makes ELLs a deficit in a way. For example, many ELLs may have cultural knowledge and experiences related to their home country's history, geography, art, and literature, which could enrich the classroom learning environment. However, if the school curriculum only focuses on the English language and Western cultural knowledge, it may fail to recognize and value the cultural capital of ELLs.

On the other hand, aspirational capital is may be understood as a tool that gives students the space to nurture their mother tongue and thus use translanguaging in communication with other students as well as in class. Straubhaar (2013) mentions an example of Spanish-speaking students who were allowed to cope better with school and school obligations precisely because of the aspirational capital. Although it has its advantages, there are also disadvantages, considering that students still face social stigma, so for these reasons, they are reluctant to develop their speaking skills in English. A student participant in this study (Straubhaar, 2013) comments:

"If you want to talk in English, you can, but all of your friends speak Spanish, so it's more normal to speak Spanish. They let us talk if we keep our voices down since many don't understand what we're doing, and we can help pass on the material to others. It would be better if we all spoke English, but we don't know it, and we already know Spanish." (p.101)

This example demonstrates how students are permitted to use their home language, yet they are still silenced at the same time as they keep their Spanish to whisper in class, and are reluctant to develop their speaking skills in English. Straubhaar (2013) notes that in his study, many students felt social stress *not* speaking English in class. They instead used their cultural capital and language competence to submit work in English for grades while maintaining their identity and relationships with their peers by speaking Spanish. Although this approach may limit their linguistic growth, it allows them to succeed academically and emotionally in the classroom. Straubhaar (2013) concludes that a student's culture, identity, and language skills all play a role in their literacy development and overall educational experience. (p. 101, as cited in Champlin and Fisher, 2016). According to Fekete (2016), the comfort level experienced by multilingual individuals (MLIs) when using foreign languages depends on three key factors: their proficiency in the language, their

connection with the cultures and people associated with the language, and their motivation. Daniel faced discomfort due to language barriers, causing stress and a lack of confidence when speaking English. Moreover, his motivation to learn English primarily stemmed from practical reasons such as job opportunities and entertainment, rather than a genuine interest in the language and its cultures. Conversely, Katie's uneasiness with her English-speaking self resulted from a lack of strong identification, leading to low self-confidence and feelings of guilt. In contrast, both Anne and John enjoyed speaking English, despite their differing proficiency levels. Anne, highly proficient in English and deeply motivated to use the language, felt a sense of being "more" and "more free" when embracing her English identity, as she strongly identified with English-speaking cultures. Similarly, John, despite having lower proficiency levels, still felt content and comfortable using English due to his strong identification with the language and its associated cultures (p. 14).

4 RESEARCH FRAMEWORK

4.1. Case study analyses

The case studies of Canagarajah (2011) and Lopez (2012) both support the concept of *translanguaging*. Canagarajah used translanguaging as a pedagogical strategy to support a Saudi Arabian student in her writing, which allowed her to use both English and Arabic to express her ideas freely. This approach allowed the student to communicate her ideas more thoughtfully and develop her writing more effectively. Canagarajah also emphasized that translanguaging can be a two-way learning process where teachers can learn from their students' multilingual practices. By using strategies such as recontextualization, voice, interactional, and textualization, learners can intentionally use multiple languages to produce writing and improve their *translanguaging* proficiency.

What we learn from this approach is that *translanguaging*, furthermore, supports an equitable learning environment, which is an excellent and useful option for multilingual speakers. By supporting and allowing the use of their language and combining the language with their cultural background, students could feel much better and more confident in their presentations in front of the class, have knowledge and understanding of the material, and exchange ideas with their peers.

Lopez's (2012) study found that phonological awareness skills learned in a student's first language could be transferred to their second language. This finding indicates that the development of language skills in the first language can benefit the learning of the second language. Therefore, the use of *translanguaging* can provide a valuable tool for language learners to use their first language as a resource to support the learning of a second language.

Overall, these case studies demonstrate that the use of *translanguaging* can be a valuable strategy to support multilingual students in their learning, writing, and language development. By leveraging students' existing language resources, teachers can create more inclusive and effective learning environments that facilitate the development of multiple languages. In this way, linguists as well can gain better insights into the *translanguaging* sequences and decisions made while measuring delays in language production if observing speech production and reception.

4.2. Research methodology

One objective of this master's thesis the aim of which is to contribute to the already existing theoretical framework on translanguaging in multiple linguistic contexts was to explore the perspectives of multilingual graduate students regarding the use of various languages in second language acquisition and their relevance in higher education.

The research method used in this paper comprised a survey designed using Google Forms, consisting of 20 questions (see Appendix 1). The survey was written in English and shared within the Facebook group named STAFF to reach the target audience and made available for respondents to participate from May 20, 2023, to June 1, 2023. It was specifically targeted towards a small group of graduate students (5th year) specializing in linguistics, literature, and teacher training within the second-cycle study program at the Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo.

The survey attracted a total of 15 participants who willingly took part in the study and completed the survey, with each question specifically addressing *translanguaging* strategies, multilingualism, bilingualism, and the experiences of speaking different languages in tertiary education. Significantly, the participants had the freedom to respond to the survey questions in either Bosnian/Croatian/Serbian or English, allowing them to choose the language they felt most comfortable with.

This approach was implemented to fulfill the students' linguistic preferences and establish a platform of allowing the participants to freely express their opinions. All the participants surveyed enrolled the Department of English Language and Literature in 2016/2017.

Additionally, despite having Bosnian as their first language (L1), all the participants opted to provide responses to the questionnaire in English. The procedure ensured anonymity throughout the research process, promoting a sense of privacy and encouraging honest responses.

The questions intended to collect information on participants' experiences with foreign language lectures during their tertiary education, their background knowledge of languages, the use of different languages by teaching staff, and its impact on language reception and learning.

The participants were asked about their perception and reception of *translanguaging*, their use of multiple languages in communication, and their views on the discriminatory aspect of discouraging translanguaging use. Furthermore, participants were asked about their perception of language in the 21st century, whether they consider themselves bilingual or multilingual, and whether being multilingual presents challenges in expressing themselves in a single language.

4.3. Results and discussion

The series of questions aimed to examine the participants' experiences and perspectives related to translanguaging and language use in tertiary education.

The first question focused on obtaining data on participants' experiences with foreign language lectures during their tertiary education, specifically investigating whether they had attended lectures delivered in a foreign language and if so, which language(s) were involved. Eleven participants stated that lectures were delivered in the English language. Others reported that the lectures were delivered in either Bosnian/Croatian/Serbian or English, giving a slight preference to the English language (Figure 3).

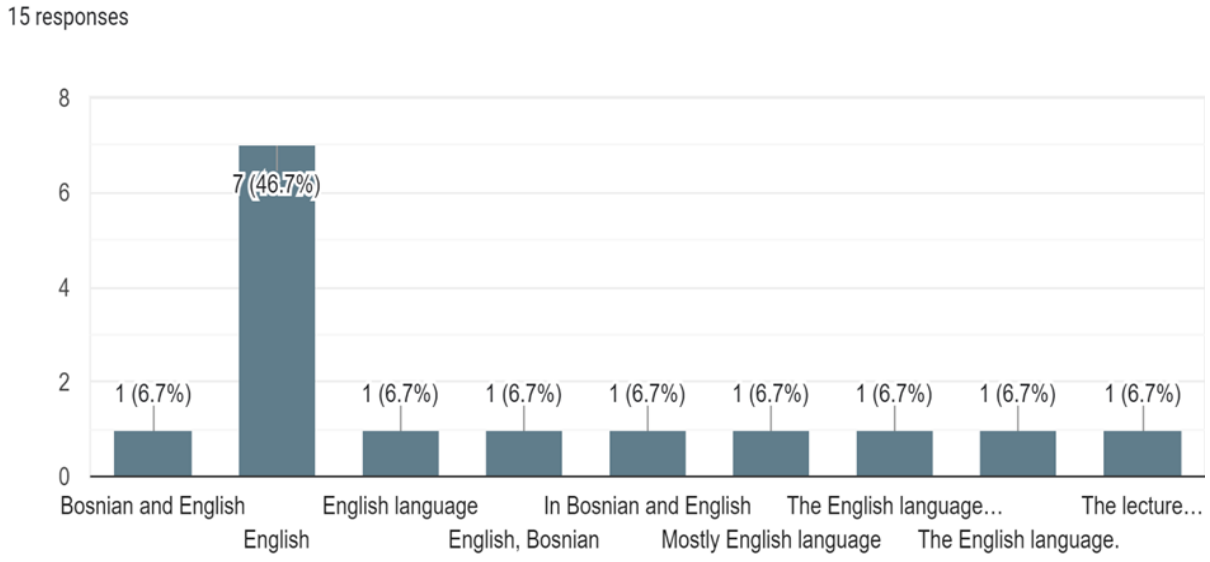

Figure 3: Responses on languages used in the tertiary education classroom

To further investigate the issue of *translanguaging* in language reception of bilingual speakers of the English language, the participants were asked about their background knowledge of the language(s), evaluating the potential influence prior to university enrollment. Each participant responded positively, confirming that they had studied English during primary and secondary education, and during their early childhood. A significant number of participants was already well-acquainted with the cultural, social, and linguistic aspects of English prior to their formal studies.

Continuing the survey, the respondents were asked if they had ever heard the term *translanguaging* before. Out of the respondents, 40% answered affirmatively, indicating their familiarity with both the term and its meaning. Additionally, 26.7% of the respondents had only heard of it, but were not entirely sure of its meaning. Furthermore, 20% expressed unfamiliarity with the term but expressed interest in learning more about the concept. Finally, 13.3% indicated that they had never heard of the term before (Figure 4).

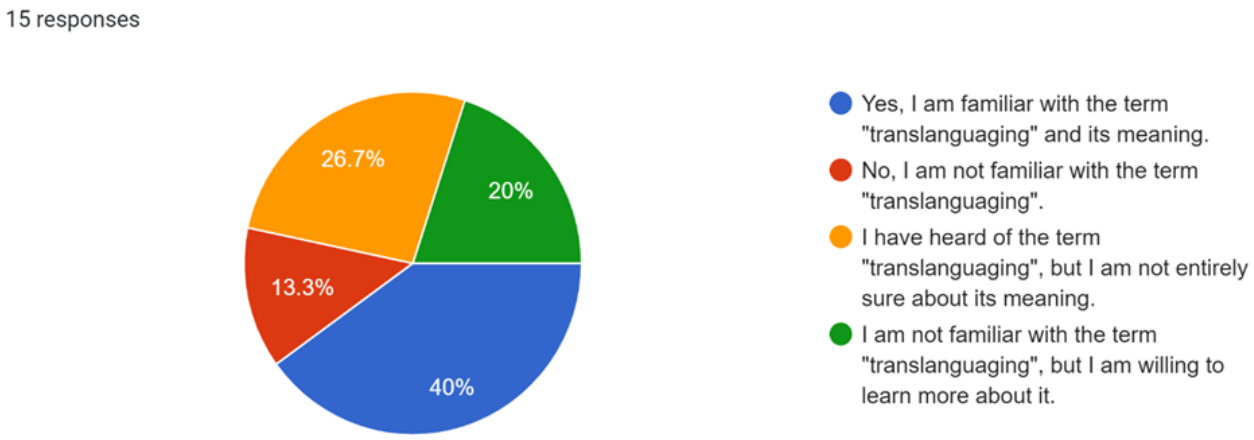

Figure 4: Familiarity with the term "translanguaging" among respondents

Further in the survey, the participants were examined regarding the teaching staff's use of multiple languages to explain concepts during lectures. Regarding this question, fourteen participants reported that the teaching staff used a combination of English and their L1, favoring English. Occasionally, they would switch to their L1 to explain certain concepts. The majority of the participants emphasized the benefit of hearing explanations of certain concepts in both languages,

e.g., syntax. It is important to note that students were allowed to ask questions or express their thoughts in their L1 (Bosnian/Croatian/Serbian/…).

The participants were further asked if they used multiple languages to take notes during the lectures, or if they sticked to a single language. The findings revealed that 53.3% of the participants primarily used one language but occasionally incorporated words or phrases from another language in their notes. In contrast, 26.7% of the participants actively used multiple languages when taking notes during classes, and 13.3% of the participants employed different languages based on the effectiveness of explanation in a particular language. Lastly, one participant (6.7%) stated that they only used one language to take notes during the lectures (Figure 5).

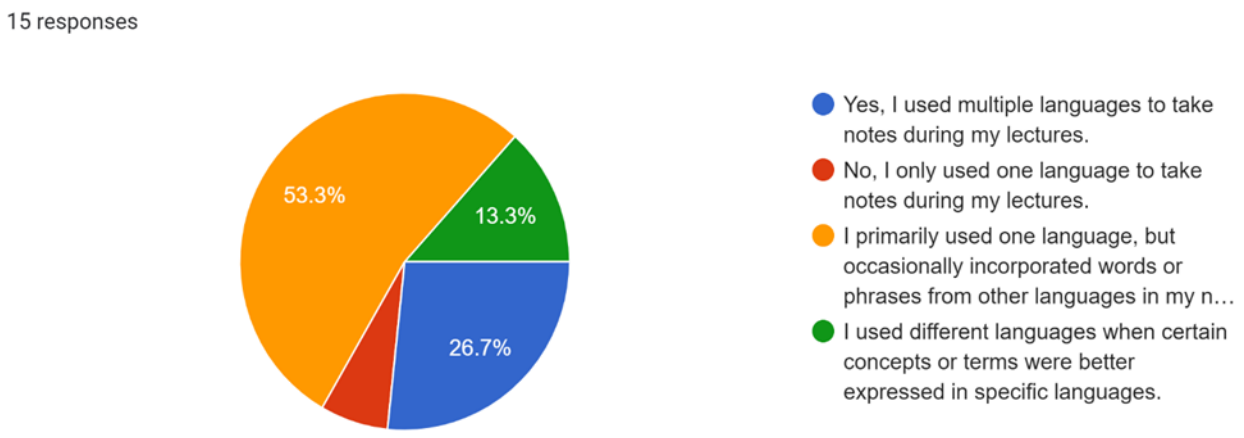

Figure 5: Languages used for taking notes during lectures

The respondents provided several examples demonstrating the use of different languages while taking notes during the lectures. Their decision to include both languages was influenced by several factors, including the professor's pace of speech and their need to clarify certain complex concepts. The respondents mentioned that they would write down their notes using a combination of their L1 and English. In some instances, they would translate specific words or expressions from English to their L1 to ensure understanding. These examples demonstrate the dynamic nature of language use during lectures.

To shed light on the participants' attitudes towards *translanguaging* and to determine the potential stigmatization or acceptance of such practice, two questions were posed specifically inquiring whether they perceive(d) *translanguaging* as a sign of incompetence on the part of the speaker.

Thirteen respondents agreed that *translanguaging* should not be considered a speaker's incompetence, quite the opposite. One participant stated that (s)he does not consider a speaker's ability to easily switch from one language to another as incompetence, but rather a (1) “linguistic competence”. Another participant in this survey noted:

(2) “Not really, it's great to switch between different languages at the same time, especially if people do not judge you because of it.”

Moreover, one participant stated that since English is a foreign language in Bosnia and Herzegovina, (3) “it is better to back up a message conveyed in English in speakers' native language.”

Yet, there was recognition that excessive and frequent language switching within a single sentence could impact the quality of the speaker's delivery and competence. In addition to these opinions, one participant advocates the use of only one language in a professional environment, while the use of *translanguaging* practices should be used more in family and friendly environments. However, two participants consider *translanguaging* as a speaker's incompetence to some extent:

(4) “For example, when it signals that a person needs resources from another language to fully express himself or herself. Also, sometimes I feel some collocutors use it intentionally, not due to a lack of knowledge of the language, but because it is fancy.”

(5) “If, for example, I spoke to a German in English, and if the German person were aware of my not understanding a word of German, and if they still used the language to back up their message conveyed in English, I would perceive that as incompetence. So, if two persons from different linguistic backgrounds use English as their *lingua franca*, using the native language despite knowing the other person doesn't understand it would be perceived as incompetence”.

Furthermore, the participants were requested to evaluate their language preferences to convey messages. Nearly all the respondents indicated that they use different languages because certain languages have richer vocabulary and more words for specific concepts:

(6) “Yes, some languages use a single word to explain some more complex statements in other languages. Some words are more common in foreign languages, and the native language does not even have a counteroffer.”

(7) “Depends on the social context. When I am with friends and family who primarily speak one language, I communicate in Bosnian. In professional settings, I typically stick to a single language. When interacting with strangers and friends who are also multilingual, I engage in the same practice of using multiple languages. However, when it comes to written communication, I find myself using multiple languages to express my thoughts, also using many abbreviations in Bosnian and English.”

Each participant noted that using different languages can facilitate faster and easier communication, particularly with friends. However, the use of a single language was preferred in professional settings:

(8) “Depends. If I am speaking with my friends, then I switch between languages. If I speak with some business partners, one language is used because it is more professional.”

Additionally, the participants of the survey highlighted the ease and convenience of expressing themselves in different languages:

(9) “Yes, sometimes I do. Usually when I want to better explain something.”

(10) “Yes, because I feel more comfortable and it is easier to explain certain notions in L2.”

Overall, the responses suggest that language choice for communication is influenced by various factors, including vocabulary richness, ease of expression, contextual factors, and personal comfort.

In addition, they the participants were asked whether the official language(s) of their educational institutions or the state differed from their home language. The answers stated that the official languages of their educational institutions and the state were the same as their home language. However, they noted that their educational institutions provided opportunities to study various languages. Overall, the majority of the participants indicated that the official languages of their educational institutions and the state aligned with their home language(s). This suggests that there

was consistency between the language used in their educational environment and their linguistic background.

The participants were also asked whether they believe that asking someone not to engage in *translanguaging* is a form of discrimination. The responses varied, reflecting different perspectives. The majority of participants (12 out of 15) expressed the opinion that asking someone not to engage in *translanguaging* can be considered a form of discrimination. They emphasized the importance of freedom of expression and highlighted the positive aspects of *translanguaging* in terms of enhancing language learning and overall understanding:

(11) “Generally speaking, yes, because it limits one's freedom. Additionally, I believe translanguaging has many positive features that enhance the language learning process and the overall understanding, so mostly there is no need to avoid translanguaging.”

These participants believed that there is generally no need to avoid *translanguaging*. On the other hand, a few participants (3 out of 15) expressed the view that it is not discrimination to ask someone not to engage in *translanguaging*, particularly when it hinders communication or excludes others who do not understand the language being used. They mentioned the importance of respecting the need for mutual understanding and suggested using a common language in multilingual settings:

(12) “I would say so. Everyone has a right to express themselves the way they want. Although, it is a matter of respect not to speak a language everyone would not understand. If there were a group of 5 people, from which 4 would be Bosnian and 1 would be Dutch, it would not be okay for the 4 friends to speak Bosnian, knowing that the Dutch friend would not understand them. They should all speak in English, so that everyone could understand each other. That's a matter of respect.”

(13) “Only if someone speaks a language that I am completely unfamiliar with, it can be quite bothersome, and it would be reasonable to ask them to communicate in a language that we both understand.”

(14) “No, because some people do not understand other languages.”

Overall, the responses indicate a diversity of opinions on whether asking someone not to engage in translanguaging can be seen as a form of discrimination. Some participants emphasized

individual freedom and the benefits of *translanguaging*, while others highlighted the importance of inclusive communication and mutual understanding.

Expanding beyond individual experiences, the participants were invited to share their perceptions of language in the 21st century.

The participants expressed an overwhelmingly positive perspective on the role of languages today. However, a few individuals stated concerns about the potential decline of language due to the use of abbreviations and emojis in written communication. Some specific points noted by participants include:

(15) “As we know from a vast field of knowledge on language, languages keep changing constantly. Given the overall development in the 21st century worldwide, languages undergo fast changes themselves. Beside English, some other languages also emerge as the dominant ones with huge number of speakers. Also, as we see, the English language itself changes due to various merges with other languages. Regarding learning new languages, it became easier than it was earlier, and it brings benefits to the individual prosperity, i.e., makes a person both more employable and more knowledgeable.”

(16) “That it is the most beautiful part of human nature, with amazing abilities. Also, it is so easy to learn and understand new languages nowadays, without any fear, and that is something that I truly support.”

(17) “Language serves as a bridge between cultures and people, it gives personal and cultural significance to people. It is a form of identity, heritage, and belonging.”

(18) “People should be bilingual at least in the 21st century, speaking at least one of the majorly spoken languages (English, Spanish, French, Arabic) and their native language fluently.”

Furthermore, the participants were asked about their language skills and whether they consider themselves multilingual, bilingual, or monolingual. The results showed that 53.3% identified as bilingual, 40% identified as multilingual, and 6.1% belonged to a group that did not consider themselves bilingual or multilingual but could speak several languages to some extent (Figure 5).

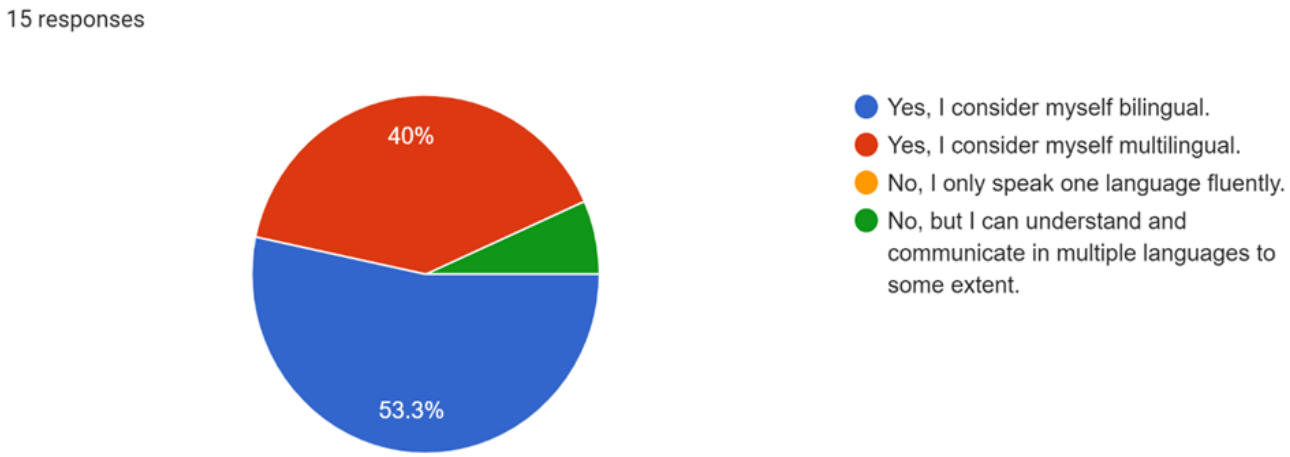

Figure 5: perceptions on multilingualism and bilingualism

Lastly, the participants were invited to think about the difficulties they might encounter when trying to communicate in just one language, given that they are multilingual. This question aimed to prompt participants to reflect on the potential challenges of managing multiple languages and how it can affect their ability to express themselves effectively. Some participants in the survey noted:

(19) “Sometimes, yes. When you speak multiple languages, you lose your sense of identity and sometimes you feel lost, as you cannot find proper words and you just end up saying “ugh.... never mind”.”

(20) “Yes, sometimes I cannot think of a word in Bosnian, so I'm trying to find a proper word in English, and vice versa. It could be annoying, especially if I'm talking to the person who is monolingual.”

(22) “Yes. The main challenge there is to use resources of just one language. I keep reaching for words or sentences in other language.”

(23) “Sometimes, yes. I am bilingual, and when I speak Bosnian, I usually incorporate English words to "patch up the holes". This can be resolved only, and only, by reading extensively and expanding one's vocabulary in all languages they can communicate in.”

Two participants expressed that speaking multiple languages does not pose any challenges for them:

(24) “No, I can successfully express my thoughts in languages I speak.”

(25) “Not really, it only helps me express myself better.”

The primary objective of this survey was to collect the participants' views on *translanguaging*, with the aim of capturing a wide range of perspectives on bilingualism and multilingualism as well. By exploring attitudes towards *translanguaging*, the survey sought to provide valuable insights into the holistic approach of language use in contemporary contexts. The survey aimed to shed light on the participants' understanding and practices related to *translanguaging*, thus contributing to a deeper understanding of the complex dynamics of multilingualism and its implications for language use in diverse settings.

5 CONCLUDING REMARKS AND SUGGESTIONS FOR FUTURE RESEARCH

This master's thesis sought to investigate *translanguaging* as a phenomenon in language reception of bilingual speakers of the English language. Through an in-depth analysis of the existing studies and the implementation of a small-scale survey, this paper has provided useful insights into the concept of *translanguaging* in tertiary education, which seeks to encourage language and content production and value linguistic diversity. Wright's study (2004) shows that students who feel pressured to assimilate may experience a loss of identity and struggle to read and write in their native language. This highlights the negative impact that language perception can have on identity and raises important questions about how we can better support and value linguistic diversity in education.

De Costa (2020), similarly, emphasizes the emotional aspect discussed by children who carry feelings of shame and discomfort in school and among their peers because they struggle to speak English correctly, which was not the case in the context discussed in the thesis at least when it comes to the age of the participants. Furthermore, the lack of valuing or acceptance of students' culture and language by the dominant culture or language can have an enormous impact on the sense of identity, linguistic reception and production.

In total and in relation to the theoretical frameworks discussed above, the survey received a total of 15 student responses. Forty percent of the participants demonstrated familiarity with the term *translanguaging* and its meaning, while 26.7% expressed uncertainty regarding its meaning. Twenty percent acknowledged their lack of knowledge but expressed an interest in learning more about the term, and 13.3% stated that they were entirely unfamiliar with it. Notably, 60% of the respondents indicated that the survey had expanded their understanding of *translanguaging*.

All the respondents agreed that *translanguaging* is not detrimental and does not have a negative impact on their language skills, unless they engage in conversations with individuals who speak unfamiliar languages. In such cases, they expressed a preference for requesting the use of a mutually understood language, considering it a normal and acceptable practice rather than discriminatory. Moreover, all participants mentioned that they had been exposed to lectures given

in both languages throughout their academic journey, with a slight preference toward the English language, which is interesting in the context of Bosnia and Herzegovina and could be related to the questions arising from research question 1 (RQ1) and suggestions for research in the future.

Furthermore, 53.3% of respondents exclusively write notes in English, occasionally including a few words in Bosnian. Meanwhile, 26.7% use various languages interchangeably, and 13.3% mix languages based on which language makes more sense for a particular concept. Importantly, none of the respondents reported experiencing difficulties in learning and comprehending the study materials using these diverse methods.

In addition, the students stated that they already possessed a foundation in the English language, having acquired it during their primary and secondary education. Some expressed indifference toward the languages used for instruction, while a majority favored the convenience of bilingual teaching, perceiving it as a means of expressing their opinions more effectively.

The participants also clarified that they *do not* view *translanguaging* as an incompetence of the speaker. However, they believe that translanguaging is more suitable within family and social contexts, whereas in professional settings, adhering to a single language is preferable.

Additionally, all the participants confirmed their tendency to mix languages when communicating with others and elaborated on the significance of language(s) in the 21st century. Notably, 53.3% identified as bilingual, while 40% considered themselves multilingual.

The findings of the survey conducted may provide evidence that students may also face a “loss of identity” when it comes to expressing themselves in multiple languages, as L1 may be inhibited. In such instances, the inability to find suitable words in any language may result in moments of frustration, where one simply ends up saying “Ugh... never mind.” The statement above suggests that the student feels a sense of loss and annoyance when attempting to communicate in English, possibly due to difficulties in finding the right words or expressing themselves fluently in the languages they are activating at the given moment which may affect the reception of language (message) on the part of the listener as well.

Ultimately, the lack of value or acceptance of students' culture and language can have long-lasting effects on their overall sense of identity and expression. It can lower self-esteem, lead to cultural disconnection, and hinder their educational experiences. On the contrary, when students' culture and language are valued and embraced, it fosters positive consequences, including a greater sense of belonging within the educational community.

Similarly, speakers who consider themselves bilingual or multilingual often face challenges when expressing themselves in a single language. This can result in the mixing of vocabulary, grammar structures, or pronunciation, leading to a less fluent or native-like expression. Furthermore, speakers of multiple languages may encounter difficulties finding the right words in some languages, struggling with the limitations of one language and languages competing. Idiomatic expressions that differ across languages can pose challenges in accurately conveying the intended message. Often, they find themselves reaching for words or phrases from other languages while attempting to communicate in one particular language. This struggle arises from the wealth of linguistic resources available to them, causing mental lexicons to compete and switch between different language systems. As a result, speakers may experience moments of hesitation or frustration as they try to articulate their thoughts, searching for the most accurate and precise expression within the boundaries of a single language.

The findings from the survey conducted in this study provide empirical evidence that supports the practice of *translanguaging*; the practice of using multiple languages fluidly and interchangeably in communication, rather than strictly adhering to a single language. While *translanguaging* can demonstrate a speaker's multilingual proficiency and enhance communication, it can also lead to the perception of incompetence and stigmatization in certain contexts.

Some monolingual individuals may view *translanguaging* as a sign of linguistic weakness or a lack of fluency in one language. This perception can contribute to the stigmatization of speakers who engage in *translanguaging*, as they may be seen as unable to adapt to monolingual norms. On the other hand, students may expect to receive multilingual or bilingual instruction but may end up receiving monolingual input and struggling with terminology in the textbooks (e.g., a professor delivering lectures in his/her L1 only).

The participants of the survey conducted in this research paper overwhelmingly affirmed that *translanguaging* facilitated their language acquisition process and enhanced their overall language proficiency. They emphasized the importance of freedom of expression and highlighted the positive aspects of *translanguaging* in terms of enhancing language learning and overall understanding.

The majority of respondents reported feeling more relaxed during lectures and practicals when multiple languages are spoken and when having the opportunity to speak in both languages. Moreover, they feel motivated to engage in conversations when they are allowed to draw on their full linguistic repertoire. It is also important to mention that there were no Erasmus+ students participating in the survey. Including Erasmus+ students into this kind of research would greatly improve the research results, especially in the context of the duration of different Erasmus+ exchange programs for staff and students.

To conclude, the results of this research underline the importance of embracing *translanguaging* as a worthwhile pedagogical practice. The positive outcome of the survey demonstrates its potential to improve language acquisition and cross-cultural proficiency. Future research should further focus on the strategies of *translanguaging* and pedagogical practices that facilitate successful *translanguaging* in educational or professional settings. By investigating these areas, linguists can provide valuable insights and evidence-based recommendations to inform educational policies and teacher training programs that maximize the benefits of *translanguaging* for language learning and academic achievement.

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APPENDIX 1

Translanguaging and Language Reception

I kindly request your participation in this survey focused on translanguaging and its impact on language perception in tertiary education. I am conducting this survey for the purpose of writing my MA thesis in linguistics at the University of Sarajevo, Faculty of Philosophy, Department of English Language and Literature. Please note that this survey is completely anonymous. Your responses will contribute to a better understanding of the experiences and perspectives on translanguaging in multilingual environments, particularly when it comes to language reception and language production.

To ensure everyone feels comfortable and can express themselves effectively, you are welcome to answer in your L1, or English, or whichever language you feel most comfortable with. Please take a few minutes to provide your valuable insights by answering the following 20 questions:

1. During your tertiary education, which foreign languages were your lectures delivered in?

*

2. Did you have any background knowledge of the languages? Please elaborate.

*

3. Are you familiar with the term "translanguaging" ?

*

Yes, I am familiar with the term "translanguaging" and its meaning.

No, I am not familiar with the term "translanguaging".

I have heard of the term "translanguaging", but I am not entirely sure about its meaning.

I am not familiar with the term "translanguaging", but I am willing to learn more about it.

4. Did the teaching staff/guest lecturers at your university use different languages or switch between languages to explain a concept?

*

5. While <u>you</u> were taking notes during your lectures, did <u>you</u> use different languages?

*

Yes, I used multiple languages to take notes during my lectures.

No, I only used one language to take notes during my lectures.

I primarily used one language, but occasionally incorporated words or phrases from other languages in my notes.

I used different languages when certain concepts or terms were better expressed in specific languages.

6. Please check your notes and provide at least one example.

7. If so, did studying from such materials later on negatively affect your reading comprehension and learning?

*

8. Did you find it more beneficial to listen to lectures delivered in a single language or did you find it easier to comprehend when multiple languages were used during the lecture?

*

9. Did you perceive translanguaging as an incompetence of the speaker?

*

10. Generally speaking, do you perceive translanguaging as an incompetence of the speaker?

*

11. Do you tend to use different languages to communicate a message? Why?

*

12. Was the official language of your educational institutions and/or the state different from your home language(s)? Please elaborate. *

13. Do you believe that asking someone not to engage in translanguaging is a form of discrimination? *

14. What is your perception of language in the 21st century? *

Your answer

15. Do you consider yourself bilingual or multilingual?*

Yes, I consider myself bilingual.

Yes, I consider myself multilingual.

No, I only speak one language fluently.

No, but I can understand and communicate in multiple languages to some extent.

16. Does being multilingual present challenges for you when it comes to expressing yourself effectively in a single language?*

17. How has this survey affected your perception on translanguaging?*

This survey has increased my understanding of translanguaging.

This survey has challenged my previous assumptions about translanguaging.

This survey has not significantly affected my perception on translanguaging.

Other:

18. Please provide your age and the year you enrolled in university.*

19. Study programme*

20. Your L1 *

APPENDIX 2

Tabela 1. Pregled nazivlja jezičnog ponašanja višejezičnih govornika (izvor: Lujić, 2016)

Naziv	**Autor(i)**
višeglasje	**Bakhtin 1981**
dvojezični kontinuum	**Hornberger 1989**
transkomunikacija	**Williams 1996, García, 2009, Creese i Blackledge, 2010**
višejezičnost	**Coste, Moore i Zarate, 1997**
hibridno jezično ponašanje	**Gutiérrez i dr. 1999**
transidiomatsko ponašanje	**Jacquemet 2005**
pedagoško mijenjanje kodova	**Macaro 2005**
metrojezičnost	**Otsuyi i Pennycook 2010**
fleksibilna dvojezičnost	**Creese i Blackledge 2010**
miješanje kodova	**Canagarajah 2011**
suvremeni urbani dijalekti	**Rampton 2011**
međujezična medijacija	**Stathopoulou 2013**
transglasje	**García 2013**