

Pedagogical translanguaging in multilingual writing: Eradicating monolingual ideologies and developing critical language awareness



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ABSTRACT

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Although recent translanguaging studies have emphasized the pedagogical potential of translanguaging in various educational contexts, pedagogical translanguaging in multilingual writing at US universities remains little examined. This practitioner research investigated how pedagogical translanguaging in a multilingual writing class, comprising sixteen sophomores at a US research university, helped learners challenge monolingual ideologies and cultivate a critical awareness of linguistic rights and justice. The study used the Multimodalities/Entextualization Cycle framework during intervention. The data collected for this study include students' reflections and critical discussions on CANVAS. This study coded the data with NVivo Plus and analyzed them thematically based on research questions about learners' changing monolingual ideologies and their awareness of linguistic justice and rights. The data analysis shows that pedagogical translanguaging helped learners overcome their preconceived monolingual ideologies by fostering rhetorical sensibility and enhancing their critical awareness of linguistic justice. The results suggest that pedagogical translanguaging can be welcomed in multilingual writing classes when appropriate translanguaging materials are incorporated into pedagogical practices that educate learners about the practical values of translanguaging. The study contributes to the current scholarship that focuses on teachers' pedagogical intervention designed to help multilingual learners challenge self-effacing attitudes toward and celebrate their linguistic and cultural resources.

Contribution/ Originality: The study explores how translanguaging as a pedagogical intervention shatters multilingual writers' preconceived prejudices that valorize the linguistic supremacy of English in a multilingual writing class. It specifically highlights how pedagogical translanguaging helps multilingual writers reclaim their linguistic and cultural identity and build their sense of belonging.

1. INTRODUCTION

In recent years, university writing scholarship in the USA has critiqued the prevalence of English-only ideologies that marginalize multilingual students. Although approximately 25% of US students come from immigrant backgrounds, these ideologies continue to influence academic policies and practices (National Center for Education Statistics, 2025). Existing pedagogical approaches treat writing classrooms as linguistically homogenous spaces, privileging Standard English and disregarding multilingual learners' rich linguistic experiences (Horner, NeCamp, & Donahue, 2011). Grounded in monolingual and deficit-model ideologies, these approaches see linguistic differences as a problem rather than a resource, thus depriving multilingual students of their right to use their entire linguistic resources in academic discourse (Ponzi & Deroo, 2023). Language ideologies transcend language and connect with

questions of power and identities in social contexts. Monolingual ideological practices continue to uphold Standard English as the normative ideal, while modern linguists value all language varieties equally. The purpose of monolingual ideologies is to suppress different language varieties and promote an abstracted homogeneous language that a hegemonic institution maintains by having both the dominating and dominated groups misrecognize the standard language as superior to other varieties and believe that linguistic heterogeneity obstructs academic success. The US academia promotes monolingual ideology, stipulating that its learners master and use only the standard English language. As a result, while discrimination based on racial identity is illegal, penalizing students for using racialized language varieties remains a common practice. Raciolinguistic perspectives expose this contradiction and demand that these ideologies be overtly debunked in academic rhetorical choices (Ayash, 2020; Flores & Rosa, 2015; Inoue, 2019). Scholars suggest pedagogical translanguaging to dismantle students' and instructors' linguistic ideologies by recognizing non-normative linguistic features as resources (Fields, 2021; Horner et al., 2011).

Writing scholars have challenged the monolingual ideology of English since perceptions about languages and language differences underwent changes and emphasized the pedagogical potential of translanguaging in multilingual writing (Jordan, 2012; Lu & Horner, 2013; Matsuda, 2006; McBride & Jiménez, 2021). Unlike spontaneous translanguaging, which occurs naturally in any multilingual setting, pedagogical translanguaging is a deliberate instructional strategy that creates space for learners to draw on their entire linguistic repertoires (Cenoz & Gorter, 2020; Uddin, 2024). Pedagogical translanguaging not only breaks the ideological and artificial divides between languages but also transforms power relations by providing learners with the agency to use their multilingual repertoires (Creese & Blackledge, 2015; Fang & Lopez, 2021). Translanguaging considers language as fluid and integrated, engages learners in the meaning-making process and identity construction, and helps learners use their whole linguistic resources. While monolingual ideology does not allow multilingual writers to use their entire linguistic repertoire, translanguaging pedagogy helps learners develop a critical understanding of language as a dynamic and emergent practice and allows them to use their whole linguistic repertoire to attain and retain their voice in writing (Guerra, 2016; Horner et al., 2011). Translanguaging pedagogy welcomes multilingual learners' prior experiences they bring into the writing classroom and encourages them to exploit their whole multilingual resources for meaningful writing (Matsuda, 2006). While growing scholarship has advocated for translanguaging practices in multilingual writing classes (Matsuda, 2006; McBride & Jiménez, 2021), more research is needed to explore how translanguaging practices can be pedagogically incorporated into multilingual writing curricula, especially to disrupt multilingual writers' preconceived monolingual ideologies and heighten critical awareness of linguistic justice and rights. This paper addresses that gap by investigating how pedagogical translanguaging in a multilingual writing class at a US university helps learners challenge dominant monolingual ideologies, affirm their multilingual identities, and become critically aware of their linguistic rights and justice.

2. LITERATURE REVIEW

2.1. *Monolingualism as the Norm in American College Writing*

Although English composition classes in US universities have increasingly become multilingual over the years, academic institutions still uphold monolingual ideologies that privilege Standard English and disadvantage non-native multilingual students. Ever since the Conference on College Composition and Communication (CCCC) passed its resolution *Students' Rights to Their Own Language* in 1974, educators have grappled with institutional monolingual policies that privilege Standard English, often at the cost of students' rights to their language varieties (Davila, 2016). While Matsuda (2014) was critical of the indiscreet use of the term "translingual writing," and he questioned the English writing programs' unfair expectations of English-only practices in college composition classes. He emphasized the need for more heuristic support for multilingual writers by creating spaces for translingual practices. Matsuda (2006) argued that academia's monolingual ideology, as manifested in their Standard English curriculum, derives from their assumption that all writing students are L1 English speakers. This assumption and

monolingual pedagogies in writing classrooms affect multilingual students' education. In response to monolingual ideologies and pedagogical approaches stemming from those ideologies, contemporary researchers have called for a translanguaging approach that recognizes and integrates writers' entire linguistic experiences into the learning process (Kaufhold, 2018; Malcolm, 2021; McBride & Jiménez, 2021).

2.2. The Theoretical Framework: Conceptualizing Translanguaging

Scholars define translanguaging by their conceptualization of language itself. For example, from a structuralist perspective, language is viewed as a discrete sign system (signifiers and signifieds). This view posits that languages are separate and bounded entities to be acquired, which we designate as L1, L2, L3, etc. Williams (1994) initiated the concept of translanguaging in his doctoral thesis, referring to learners' switching between Welsh and English to develop the target language, English. This language distinction is evident in the translanguaging studies of scholars who receive the structuralist conceptualization of language. For them, translanguaging means simply recognizing the use of the first languages in the multilingual classroom. For example, Pujol-Ferran, DiSanto, Rodríguez, and Morales (2016) and Adamson and Coulson (2015) recognize the distinction between the L1 and L2 in their translanguaging pedagogies that they proposed to develop learners' academic writing. Adamson and Coulson (2015) students struggling with cognitively demanding academic writing tasks should maximize the potential of L1 use in developing their writing skills. Doiz, Lasagabaster, and Sierra (2014) define translanguaging as bilingual learners' language-switching practices, scaffolding meaningful communication. Adamson and Coulson (2015) extended this concept of translanguaging and emphasized multilingual learners' L1 involvement in developing L2 writing. In the same vein, Pujol-Ferran et al. (2016) defined translanguaging as switching between languages to serve communicative goals and underscored the role of L1 in developing L2 literacy. Uddin (2021) defined translanguaging as switching between two languages and investigated how heritage language learners switched between Arabic and English during classroom corrective feedback interactions to learn Arabic as a heritage language. Their understanding of translanguaging resulted from the structuralist perspective, which defines languages as separate entities between which interlocutors mix and switch. Thus, for this set of scholars, translanguaging seeks to develop learners' bi/multilingualism that still endorses language distinction and hierarchy.

However, the current uptick in translanguaging studies on US university writing showcases a poststructuralist conceptualization of language espoused with a sociocultural perspective, viewing languaging as a dynamic and ever-evolving act without boundary distinctions where learners translanguage for meaningful communication in social interactions (Horner et al., 2011). For contemporary scholars who share (García, 2009) view of translanguaging as a dynamic discursive practice, translanguaging transcends discreet language boundaries politically and socially ascribed, thus contributing to the awareness of social and linguistic justice (McBride & Jiménez, 2021; Wang & Li, 2022). For Wei (2011), translanguaging as a transformative act creates a space for multilingual users to bring their individual experiences into a unified, fluid reality. Bradlaw (2019) extended the concept of translanguaging from leveraging the whole linguistic repertoire to the unitary person using linguistic, semiotic, social, and other relevant meaning-making tools and modes such as visuals, words, images, sounds, gestures, etc. Li (2018) takes up Swain (2006) sociocultural perspective of languaging as a cognitive developmental skill within the literacy continuum, extending the meaning of translanguaging to encompass a multilingual's dynamic language practices.

2.3. Pedagogical Translanguaging

Pedagogical translanguaging recognizes multilingual learners' right to use their entire linguistic repertoire by creating a translanguaging space in the multilingual classroom without adherence to any socially or politically designated languages, as they are a colonial legacy used to sustain racial, gender, and class hierarchies in the multilingual world (Flores & Rosa, 2015). Pedagogical translanguaging liberates linguistically minoritized people's voices by providing an arrangement for sustaining bilingualism without drawing linguistic boundaries. Pedagogical

translanguaging promotes positionality by enabling students to see themselves and their identities reflected in the classroom. It also increases investment by helping them feel part of their language and culture. García, Johnson, and Seltzer's (2016) pedagogical translanguaging framework comprises three components: stance, design, and shift. Stance refers to instructors' embracing attitude toward learners' linguistic and cultural resources and a critical attitude toward monolingual biases. Design pertains to instructors' selection of translanguaging curricular materials and classroom practices. Shift includes the instructor's openness in responding to learners' practices. For teachers in content-based education settings, Lin (2016) presented a three-stage translanguaging framework that includes creating a translingual context with multimodal opportunities, engaging students in multilingual reading and note-taking, and representing their experience in texts.

2.4. Studies of Pedagogical Translanguaging

Horner et al. (2011) Language difference in writing: Toward a translingual turn ignited significant research interest in translanguaging in US university writing studies (Fang & Lopez, 2021; Zhang-Wu & Jones, 2024), seeking a democratic environment for linguistically, culturally, and racially diverse students in writing classrooms. These translanguaging studies focus on how multilingual writers' translanguaging practices manifest their literacy continuum, revealing their identities based on linguistic context changes. For example, Marshall, Hayashi, and Yeung (2012) and Marshall and Moore (2013) found that learners' interactions with local discourses were characterized by their global multilingual literacies, which shaped their linguistic identities. The participants' discursive languaging practices reflected the linguistic landscapes from which they drew their multilingual resources. Some studies emphasize the role of language policies enacted in the classroom in creating translingual spaces for learners to unlock their unitary linguistic domain at their disposal (Canagarajah, 2011; Parmegiani, 2014). For Canagarajah (2011), multilingual learners should have secure spaces for discursive language practices and be confronted with translanguaging contexts and genres that facilitate translanguaging as a "rhetorical choice" through their awareness of rhetorical situations and genre conventions (p.404). In line with Canagarajah (2011) appeal for a translanguaging space, Parmegiani (2014) also called for a translanguaging space in college writing, where learners are invited to use their dominant linguistic features in academic writing discourse to bridge the gap between the US academia's rhetorical expectations and learners' previous languaging practices at home and schools. Likewise, Wei (2011) argues for a translanguaging space in the multilingual writing classroom, allowing learners to exploit complete sociocultural and linguistic resources and develop a sense of inclusion. Norah, Bonnie, and Dan (2021) argue that multilingual learners should be provided with a space to recognize their identities and explore the dynamics of their discursive language practices in revealing the intersectionality of language, emotion, and identity. Existing literature highlighting the accommodation of translanguaging spaces recognizes the significant role of classroom instructors in creating these spaces within the framework of institutional language policies, where instructors enact bottom-up language policies challenging existing monolingual policies and endorsing translanguaging practices (Carroll & Sambolín Morales, 2016).

However, a significant challenge for writing instructors in implementing a translanguaging policy in the multilingual writing classroom is students' preexisting monolingual ideology, which causes them to view writing literacy through the lens of Standard American English and impedes the acceptance of translanguaging practices as ideal rhetorical choices (Sharma, 2021). Students coming to US university writing classes from different cultural, linguistic, and national backgrounds find it difficult to erase their preconceived monolingual beliefs about academic writing because monolingual practices and discourses shape their beliefs about academic writing conventions. Multilingual writing classes must eradicate monolingual ideology to ensure a democratic space for learners, irrespective of their intersectional identities. Acknowledging the complexity of language, identity, and culture in the current US university writing classroom contributes to creating a more welcoming, egalitarian, and intellectually challenging atmosphere that benefits all multilingual and monolingual students. Sharma (2021) introduced

translanguaging pedagogy in her first-year writing classes at Stony Brook University, addressing the dilemma of the monolingual psyche resulting from the promotion of translanguaging literacy. She suggested that instructors educate students about the practical benefits of translanguaging skills alongside monolingual standards in attaining educational goals through agency and power. Rather than just vilifying monolingual beliefs as biased, teachers should demonstrate to students how developing a translingual disposition can help them become more proficient in the target language and exercise their agency and power. She emphasizes convincing multilingual writers that maximizing the affordances of translanguaging practices and mastering standard English are not mutually exclusive. Norah et al. (2021) action research on pedagogical translanguaging designed for multilingual learners in their first-year composition classes at the University of Washington, Seattle, shows that the pedagogy helped learners develop a positive attitude toward their multilingual identities and consider multilingual resources as assets that open greater opportunities in the current multilingual world. The study also indicates that the pedagogy created a translanguaging space for translingual negotiation, influencing their rhetorical choices in accomplishing their translingual work, such as autobiographical writing and research projects. Fields (2021) Integrative Translingual Pedagogy for international students in a first-year writing class affirms learners' linguistic identities and encourages them to validate their linguistic and cultural resources. Combining whole-learner and differentiated instruction approaches, this pedagogy adopts (Suresh Canagarajah, 2011) negotiation model to identify how learners reappraise their linguistic resources and integrate their knowledge, life experiences, and language identities without compartmentalizing them. Likewise, Fang and Lopez (2021) report how three instructors redesigned instructional approaches, teaching materials, and assignments, aligning with translingual orientation for first-year writing and challenging the fallacy of linguistic uniformity at a research university. The study shows that the enactment of the pedagogy promotes multilingual voices in writing rather than suppressing them and helps learners validate their previous linguistic and cultural experiences in rhetorical choices. The students' discourse projects helped them negotiate conversations, incorporate their multiple perspectives, and challenge existing rhetorical practices.

To sum up, previous studies emphasized how educators implemented pedagogical translanguaging and how learners responded to that through translanguaging practices such as translanguaging negotiation, translanguaging work, and translanguaging rhetoric. Some studies also examined how pedagogical translanguaging helped learners reappraise multilingual resources and their intersectional experiences. However, inadequate empirical research exists on how translanguaging pedagogy eradicates learners' preconceived monolingual ideology and develops a critical awareness of linguistic rights and multilingual strengths. Taking learner perspectives, this study examines how a translanguaging orientation in an advanced multilingual writing classroom at a research university eradicates learners' preconceived notions of linguistic homogeneity, helps them recognize translanguaging practices as possible rhetorical choices, and develops learners' critical understanding of linguistic justice. This current study addresses the following research questions:

1. How did the translanguaging pedagogy contribute to challenging multilingual writers' monolingual ideologies?
2. What critical understanding of linguistic justice and rights did learners develop through translanguaging orientation in their writing class?

3. METHODOLOGY

3.1. Context and Participants

This study took place in an advanced writing class offered for multilingual international students in the writing program at Emory University, a highly selective research university in the USA. As a global leader, this university houses international research scholars and admits aspiring international students from more than one hundred countries, constituting 18 percent of the student population. The writing program offers more than twenty-five writing courses at various levels each semester to equip students with rhetorical and technical writing tools to succeed

in academic and professional writing. The primary goal of the course is to refine multilingual writers' academic and professional writing through critically engaging them in a variety of tasks, such as in-class writing, class discussions, pair/group work, reflections, peer review workshops, and assignments, including literacy narratives, research projects in multilingual discourse communities, multimodal compositions, and portfolio cover letters. This course takes a translanguaging approach to critically reading and discussing a variety of texts and scholarly articles about how multilingual learners engage in discursive communicative practices from a unitary fluid linguistic repertoire and make meaning of their multilingual world, and how the denial of emergent multilingual learners' use of full linguistic capacities negatively impacts their academic success. This course aims to create multilingual learners' awareness of the strengths of linguistic resources, the inequalities and discriminations based on languages and cultures, and their social, cultural, and linguistic rights.

The class comprises sixteen international students: eight Chinese students speaking Mandarin, six South Korean students speaking Korean, and two Taiwanese students speaking Taiwanese as their first language. The students' stay in the USA ranges from two to four years. Regarding English language proficiency, all the students have a minimum IELTS overall band score of 7.5 or an internet-based TOEFL score of one hundred, including an average ACT score of 34. The students in this class are science majors and have already taken at least two prior writing courses before enrolling in this advanced-level writing class, aiming to develop various kinds of media and professional writing. As such, all students are sophomores or upperclassmen with prior class project writing experiences.

The principal investigator and the co-investigator each earned a PhD in applied linguistics from a US R1 research university and two MA degrees: an MA in TESOL from a US university and an MA in English language and literature from abroad. Both investigators had over ten years of academic and multilingual writing teaching experience at various US universities. The principal investigator employed translanguaging pedagogy at the Advanced Writing Workshop class to identify the role of pedagogical translanguaging in challenging multilingual writers' monolingual ideologies, affirming linguistic justice, and developing academic and professional writing. The co-investigator collaborated on the research plan, teaching materials, lesson plans, and coding, and analyzed the research data.

3.2. Pedagogical Framework

This research employed Lin's (2016) systematic tripartite pedagogical framework, the Multimodalities/Entextualization Cycle (MEC), which aims to identify how translanguaging strategies leverage learners' multilingual repertoire for developing academic literacies and awareness of their multilingual strengths through eradicating monolingual ideologies. The three steps of this cyclic framework include: 1. Creating a rich experiential context, 2. Engaging students in reading and note-taking, and 3. Engaging students in extextualizing the experience. None of these steps is an endpoint; they are part of a reiterative cycle with equal emphasis. For example, engaging learners in exemplifying their multilingual experiences through academic genres is as important as creating a translanguaging environment through multimodal activities and engaging them in translingual reading. Although the MEC was primarily designed for Content and Language Integrated Learning (CLIL) settings, our instructional design drew on this framework in lesson plans, teaching materials, and tasks. The following table outlines the pedagogical framework used in this research.

The Multimodalities-Entextualization Cycle (MEC) (from Lin (2016)).

Table 1. Translanguaging pedagogy outline based on the MEC framework.

MEC stages	Translingual activities
Create a rich experiential context	<ul style="list-style-type: none"> Discussing language policies and practices in second language learning. Pair activities, group activities, collaborative projects, and peer review workshops. Multimodal presentation of discourse community research projects. Watching video clips on translanguaging practices in writing.
Engage students in reading and note-taking.	<ul style="list-style-type: none"> Reading texts and articles on translanguaging practices in multilingual writing classes. Identifying the structure of primary research articles. Sharing specific points about translinguistic writing in the class. Responding to CANVAS discussion board prompts.
Engage students in extextualizing the experience	<ul style="list-style-type: none"> Writing a literacy narrative recalling translinguistic practices in L2 language learning Writing a research paper on translanguaging practices in a discourse community. Transforming the research project into a multimodal composition Writing reflections on changing beliefs about translinguistic experiences

Table 1 presents the translanguaging framework used in this study, which guided participating students through three developmental stages. In the first stage, "Create a rich experiential context," translinguistic activities included discussions about language policies and practices in second-language learning; pair and group work; collaborative projects; peer-review workshops; multimodal presentations of participants' discourse-community research projects; and viewing videos on translinguistic practices in second-language writing, followed by in-class discussions. In the second stage, "Engage students in reading and note-taking," students engaged in reading and note-taking. They read texts and academic articles on translanguaging practices in multilingual writing classrooms, identified the structure of primary research articles, shared key insights about translinguistic writing during class discussions, and responded to CANVAS discussion-board prompts related to the assigned readings. In the third stage, "Engage students in extextualizing the experience," participants composed literacy narratives that recalled their own translinguistic practices in second-language learning.

They also wrote a primary research paper on translanguaging practices within a discourse community, which they later transformed into a multimodal composition. Finally, they shared reflections on their evolving beliefs about their translinguistic experiences.

3.3. Data Collection Procedures

Following Lin (2016), the MEC framework and translanguaging pedagogy were implemented in a semester-long advanced writing class. During the semester, learners engaged in translinguistic class activities, read journal articles and book chapters on translanguaging and multilingual writing, wrote narrative texts, multimodal compositions, and reported research projects on translanguaging practices in multilingual discourse communities. They were also asked to respond to two critical discussions and two reflections on the Discussion Board on CANVAS. The reflections and critical discussions served as research data for this study.

With IRB approval, students' consent was obtained at the end of the semester to use the data for research purposes. The responses of consenting learners were anonymized, and pseudonyms were used for analysis and reporting. Students participated in two critical discussions, one at the beginning and the other at the end of the semester, as well as two reflections at the semester's end. These reflections and discussions aimed to examine their evolving language ideologies resulting from their study of translinguistic practices, participation in classroom translanguaging activities, and primary research in multilingual discourse communities as part of their coursework. The following prompts were used to collect data for this study.

3.4. Data Collection Instruments

Reflection 1 Prompt (400 words): Please reflect on how translanguaging readings and assignments, overall, the course, helped you eradicate monolingual biases/ideologies and build confidence about your multilingual identity. Do not forget to include how comments from your peers and your professor, and class activities, helped you accomplish your assignments.

Reflection 2 Prompt (400 words): Please state how the translanguaging pedagogy built your linguistic awareness and helped you develop a critical understanding of linguistic justice, linguistic rights, and multilingual awareness.

Critical Discussion 1 Prompt (400 words): Please share your experiences with monolingual policies in your previous classes and their impact on your language and content learning. Do you think students should be allowed to use their entire linguistic repertoire in the classroom? Why?

Critical Discussion 2 Prompt (400 words): What new outlook have you developed about language and translanguaging practices at the end of this course? Do you think multilingual English should be acknowledged in academia, and are World Englishes more relevant in academia than Standard Written English (SWE)? Why?

3.5. Data Coding and Analysis

This study coded and analyzed the data thematically based on research questions about learners' changing monolingual ideology, their awareness of linguistic justice and rights, and their changing attitudes toward their multilingual repertoire. The NVivo Plus application was used to code the data, which was categorized into themes by drawing on the pedagogical translanguaging framework and literature review on translanguaging practices in college writing. The data from learners' reflections and critical discussion posts were coded for themes about their changing monolingual ideologies, critical understanding of linguistic justice and rights, and self-respect regarding their multilingual identity. Additionally, new themes emerged and were coded for analysis to find answers to the research questions.

4. RESULTS

Research Question 1: How did the translanguaging pedagogy contribute to challenging multilingual writers' monolingual ideologies?

Before enrolling in this class, students perceived language as compartmentalized and believed they should use either their native language or the target language according to the communication context. They also considered that blending two languages suggested a deficiency in fluency. However, the readings on translanguaging, along with class activities and assignments, assisted them in overcoming their monolingual beliefs and appreciating their multilingual identity. Participants discovered that translanguaging is more than just alternating between languages; it is an effective means to leverage their fluid linguistic repertoire for successful communication. Some expressed that their narrative writing assignment allowed them to contemplate their language learning journeys, reassess the constraints imposed by monolingual policies on their personal and academic growth, and find more assured ways to convey their thoughts through translingual practices. Some noted that engaging in peer reviews and critical discussions validated their multilingual practices, challenging the notion of a "pure" way to communicate and enhancing their confidence in the adaptability and power of their multilingualism.

Excerpt 1. Translanguaging pedagogy shattered Ethan's monolingual ideologies.

Throughout this course, I was able to eradicate the monolingual biases I had and recognize how my multilingual identity can be utilized in fostering a better linguistic repertoire. Before this course, I often viewed language use as compartmentalized, believing that I needed to use either Korean or English depending on the context and that mixing the two indicated a lack of fluency. This perception was shaped by societal monolingual ideologies that prioritize using a single language as the norm for effective communication. However, through learning about translanguaging through multiple texts and research project assignments, I was able to eliminate these biases I had.

As shown in Excerpt 1, Ethan's monolingual ideology led him to believe that using a single language was the only way of effective communication. He asserted that the course helped him eradicate his monolingual biases, which were shaped by societal monolingual ideologies, and recognize his multilingual identity.

Excerpt 2. Chelsea learned to value all her linguistic resources as assets.

Translanguaging reading and assignments helped me challenge monolingual biases by emphasizing the strengths and positive elements of multilingual communication. Through this course, I learned to value all my linguistic resources as assets rather than seeing them as liabilities in English-speaking settings. These reflections built my confidence in using my full linguistic repertoire, showing me how multilingualism fosters creativity, critical thinking, and cultural connection. I shifted my perspective from viewing language as a fixed standard to appreciating its role as a flexible tool.

Chelsea recognized that the readings and assignments on translanguaging shifted her viewpoint from seeing language as a rigid standard to understanding it as a flexible, dynamic tool. She began to view her multilingual skills as a benefit rather than a hindrance in her new English-speaking environment. The educational intervention enhanced her confidence in utilizing her language resources to promote creativity, critical thinking, and cultural connections.

Excerpt 3. Translanguaging assignments helped Zihan challenge exclusionary norms.

At the start of this course, I believed that relying on one's native language might hinder learning a new language, reflecting common monolingual biases. These biases often favor the idea that fluency in a single language is ideal while undervaluing the fluid, adaptive language practices of multilingual speakers. Readings such as *Translanguaging in Bilingual Education* by García (2009) and *Translanguaging* by Wei (2011) reshaped my understanding, revealing that using all linguistic resources can improve learning and foster stronger connections within communities. Through the course assignments, I recognize how embracing linguistic diversity challenges exclusionary norms and supports a richer, more inclusive view of language. These insights gave me the confidence to value my multilingual identity and see it as a significant strength in both academic and cultural contexts.

In Excerpt 3, Zihan initially entered the class with the belief that they embraced a monolingual perspective, which overlooks the flexible and dynamic aspects of a multilingual repertoire. He thought that recourse to one's native language in the language classroom would inhibit the acquisition of a second language, particularly in achieving fluency in the target language. However, the translanguaging writing class changed his belief, showing how translanguaging practices can enhance learning and strengthen community ties. This newfound awareness empowered him to appreciate his multilingual identity as an important asset in both cultural and academic settings.

Question 2. What critical understanding of linguistic justice and rights did learners develop through a translanguaging orientation in their writing class?

Translanguaging pedagogy contributed to learners' awareness of language and their understanding of linguistic rights and justice. This approach enabled students to comprehend how monolingual strategies lead to educational inequality, illustrating that an exclusive emphasis on standard written English (SWE) can reinforce linguistic hierarchies and restrict access to various viewpoints. Additionally, acknowledging World Englishes promotes a more welcoming atmosphere, facilitating flexible academic discussions that reflect global realities. The information gathered from critical discussions and the research project indicated that the pedagogical intervention prompted learners to consider how past academic experiences dominated by monolingual standards limited their capacity to accept their multilingual identities fully. The translanguaging activities in reading, writing, and class assignments allowed them to understand that linguistic justice entails recognizing and affirming all forms of communication. This awareness made them conscious of their linguistic rights, including the right to express themselves authentically in academic and social contexts. It empowered them to appreciate their multilingual abilities as valuable resources for creativity and connection.

Excerpt 4. Kim reflects that monolingual approaches reinforce inequalities in educational settings.

The translanguaging pedagogy in this course significantly enhanced my linguistic awareness and deepened my understanding of linguistic justice. At the start of the semester, I was unaware of how restrictive monolingual approaches to language could be and how they reinforce inequalities in educational settings. Through assignments like the narrative essay and the research project, I observed and experienced the power of translanguaging in creating spaces where multilingual individuals can fully express themselves. For instance, my research on KUSA revealed how members' use of translanguaging fosters a sense of belonging and facilitates effective communication, even in complex cultural contexts. These findings helped me understand that linguistic justice involves recognizing and valuing all forms of language use, not just those aligned with monolingual norms. Moreover, the class discussions and readings encouraged me to embrace my multilingual identity as a strength rather than a limitation. By blending languages during peer reviews and group work, I saw firsthand how translanguaging can enhance collaboration and creativity. This class has made me more aware of my linguistic rights and has equipped me with the confidence to use my multilingual abilities to navigate academic and professional spaces effectively.

Kim, in Excerpt 4, explicitly recounted that the pedagogical intervention increased his linguistic awareness and educated him about linguistic justice and rights. By taking this class, he was able to realize how monolingual ideologies curtail learners' linguistic rights and heighten educational disparities. This class has given him the opportunity to reclaim his linguistic rights and express his soul. His research project unlocked his critical door to realize how translanguaging practices help discourse community members develop a sense of belonging and communicate effectively in complex cultural situations.

Excerpt 5. Euna realized that monolingual ideologies marginalize speakers of other languages.

The translanguaging pedagogy in this course indeed significantly heightened my linguistic awareness and understanding of linguistic justice. This course gave us the opportunity to use our full linguistic repertoire in classroom settings and within our assignments. This allowed me to gain a greater understanding of how language practices are tied to identity. Eventually, I slowly began to think about how dominant language standards could marginalize speakers of other languages or dialects. Translanguaging pedagogy demonstrates that linguistic justice is about empowering all individuals from various backgrounds to contribute meaningfully, equally, and fairly, regardless of their language background, status, or circumstances. Through assignments, reflections, and readings, I became more conscious of my linguistic rights and the value of my multilingual strengths. This class helped me recognize that my ability to navigate multiple languages is a strength, not a barrier. It also inspired me to advocate for inclusive linguistic practices that ensure everyone, regardless of language background, has equal opportunities to succeed.

Euna observed that the pedagogical intervention facilitated a translanguaging space for using her entire linguistic repertoire for meaningful communication. The course helped her realize how monolingual ideologies curtail the linguistic rights of multilingual speakers. She was also able to recognize the significance of multilingual identities. Euna felt enthusiastic about translanguaging environments to utilize her whole multilingual repertoire and developed a critical awareness of her linguistic and cultural resources. Now she is proud of her multilingual identity and ready to question the systemic inequalities present in language hierarchies.

Excerpt 6. Zou became inspired to advocate for greater linguistic inclusion and equity.

The translanguaging pedagogy in this course has been transformative in building my linguistic awareness and fostering a deeper understanding of linguistic justice. By allowing me to draw on all my linguistic resources, this approach highlighted the value of my multilingualism and showed me how to use it as an asset in communication. Translanguaging exercises demonstrated that shifting between languages and dialects is not only natural but also powerful, as it enables individuals to fully express their identities and cultural perspectives. This course also deepened my understanding of linguistic justice by exposing me to the systemic inequalities faced by speakers of non-standard languages and dialects. I now see how privileging certain forms of language perpetuates social and educational inequalities. Through this class, I have become more aware of my linguistic rights and gained confidence in my ability

to utilize my multilingual strengths in both academic and personal contexts. This awareness has inspired me to advocate for greater linguistic inclusion and equity.

Excerpt 6 shows that the pedagogical intervention transformed Zou's preconceived notions about language divides and the misperceptions about the utility of learners' linguistic and cultural heritages. He realized that translanguaging spaces ensure the exploitation of multilingual resources to leverage effective communication. The class activities and assignments helped him internalize that translanguaging practices are instinctive in articulating identities and cultural viewpoints. Zou became aware of systemic inequalities that speakers of underprivileged languages encounter. The translanguaging intervention helped him recognize that prioritizing languages leads to social, political, and educational inequalities. He became aware of his linguistic rights and confident in his own multilingual capabilities. This realization has motivated him to advocate for enhanced linguistic inclusivity and equity.

Excerpt 7. Wu views language policies as determining whether to empower or marginalize individuals.

Analyzing how multilingual individuals navigate discourse communities like KISEM provided me with a deeper understanding of the power dynamics that influence language use and the critical need for linguistic justice. This course helped me recognize how privileging SWE in academic and social contexts can silence the voices of multilingual speakers and reinforce systemic inequalities. By engaging in the KISEM community and participating in class discussions, I became more aware of the ways language policies and practices can either empower or marginalize individuals. This realization has strengthened my appreciation for the linguistic rights of multilingual speakers and the unique advantages they bring to diverse settings. Additionally, this process helped me recognize my own multilingual strengths and inspired me to advocate for greater recognition of linguistic diversity and equity in both academic and professional environments.

Excerpt 7 shows that Wu realized through his study of the discourse community KISEM that power dynamics affect language use, and the discourse community members communicate effectively because of their unfettered access to the whole linguistic repository. He also stated that favoring standard English in social and academic environments can reinforce systemic inequalities and silence multilingual voices. His awakening is evident when he stated that translanguaging practices in assignments and class activities enhanced his critical understanding of the language policies and practices in empowering or marginalizing individuals. He developed as an avid champion of multilingual speakers' linguistic rights and learned to acknowledge his multilingual abilities and advocate for linguistic diversity and equity in academic and professional contexts.

Lee, another participant in this study, reflected that the class activities and assignments taught him to rethink language diversity and language justice. He recognized the affordances of translanguaging pedagogy in creating spaces for learners to represent identity and culture by maximizing their entire linguistic repertoire. His access to Chinese and English in the class gave him the opportunity to articulate complex ideas without being limited to the dominant language. He is opposed to the concept of "standard language," stating that it reflects societal power dynamics. For him, the denial of translanguaging practices and multilingual competencies reinforces linguistic, societal, and cultural disparities, and ensuring translanguaging spaces facilitates the linguistic and cultural resources needed to foster linguistic justice.

5. DISCUSSION

The study aimed to examine how translanguaging pedagogy in a university multilingual writing classroom helped multilingual writers challenge their perceived monolingual ideologies and heightened their critical awareness of linguistic justice and language rights. This study responded to the growing concerns of composition scholars questioning the monolingual ideology prevalent in the US higher education system that normalizes Standard Written English (SWE) as an implicit or explicit standard for academic writing (Fields, 2021; Horner et al., 2011; Inoue, 2019; Matsuda, 2006). This study also received motivation from college writing scholars underscoring academic language and literacy instruction in or through only standard written English as evil and labeling it as part of linguistic racism

and White supremacy (Flores & Rosa, 2015; Harklau & Batson, 2023; Inoue, 2019). This monolingual ideology affects institutional language policies and instills the supremacy of standard written English in multilingual learners' minds. Academia successfully establishes that multilingual learners' use of their first languages in education hinders their academic growth, especially their English language acquisition (Endo & Reece-Miller, 2010). Multilingual learners come to higher education believing that they must master Standard American English (SAE) for academic success and career development, and that learners should use only SAE in academic discourses. In this journey, they start considering their multilingual identity a barrier to their academic growth, and SAE is the only instructional language in academia. This ideology debilitates multilingual writers' academic growth, preventing them from embracing critical responses that challenge monolingual ideologies. For example, writing instructors face a significant challenge from multilingual writers when they want to implement translanguaging pedagogy in the writing class (Sharma, 2021). However, translanguaging pedagogy does not simply include creating a space where teachers and learners can leverage their linguistic repertoire; it also encompasses creating their language awareness and consciousness of their language rights. It also involves educating learners on the strengths of their multilingual and multicultural identities to maximize the translanguaging space to exploit their whole linguistic repertoire in their learning process. This current study helped learners take off the lens through which they were made to see the glorified image of monolingual ideologies that overlook the benefits of multilingualism and consider multilingualism as an impediment to intellectual height and academic growth. In line with Guerra's (2016) study, the translanguaging pedagogy in the multilingual writing class helped the learners enhance their rhetorical sensibility, acknowledging language as dynamic and fluid, with no politically or socially defined boundaries.

The research data show that most multilingual learners came to the writing class with monolingual biases, believing that proficient academic writing must align strictly with SAE and should be exclusively used in their learning process. Before taking this course, they had little space to reflect on translanguaging practices and to realize how societal biases shaped their monolingual beliefs. However, the readings, class activities, and assignments on translanguaging helped learners challenge that viewpoint. Learners realized that monolingual ideologies could limit creativity and depth in writing and that incorporating linguistic and cultural resources could expand their rhetorical choices in a variety of writing genres. The transformation of the learners' perspective to appreciate their multilingual identity empowered them to opt for more dynamic writing approaches that value translanguaging rhetorical choices instead of suppressing them. Through the narrative project, they could reflect on their life history and actions to critically think about how they had already been using translational practices. Their research project with discourse communities showed them that translanguaging fostered connectivity between people, bridging cultural gaps. The significant role of the translanguaging pedagogical approach in the multilingual writing classroom in deconstructing learners' monolingual ideologies reflects a vision of reinventing translanguaging that drew on Pennycook's poststructuralist perspective and writing scholars' claims about translanguaging pedagogy's potential in challenging learners' monolingual ideologies (Canagarajah, 2013; Matsuda, 2006; McBride & Jiménez, 2021; Watson & Shapiro, 2018).

Linguistic justice pertains to the recognition of multilingual repertoire and multilingual learners' right to use their full language experiences (Schutter, 2022). The findings of this study underscore writing scholars' appeal for a translanguaging perspective that recognizes multilingual writers' entire linguistic experiences and creates awareness of linguistic justice and the right to exploit their whole linguistic resources (Kaufhold, 2018; Malcolm, 2021; McBride & Jiménez, 2021). The pedagogical intervention created a space that privileged the fluid and dynamic use of multilingual learners' full linguistic experiences. Linguistic injustice is institutionalized in US academic classrooms, especially in assessments (Washington & Iruka, 2025). Through translanguaging readings and pedagogical experiences, learners became aware of their right to use their whole multilingual resources. They developed a critical insight into how linguistic racism impedes multilingual learners from realizing their full potential. They learned to recognize and value their full linguistic potential and challenge deeply rooted linguistic inequalities that could lead

them to doubt or undervalue their multilingual practices. Through a translanguaging orientation, students developed a critical understanding of how language standards are socially constructed and often represent power relations. This understanding strengthens learners' confidence in defending their linguistic rights and considering their multilingual abilities as strengths rather than weaknesses. Learners became aware of how linguistic justice and other social justice issues are connected and contribute to an inclusive and equitable academic environment that is essential for multilingual learners' growth as academic writers.

Facilitating translanguaging practices in multilingual classrooms enhances learners' confidence levels to interact, perform, and demonstrate their agency (Horner et al., 2011; Leonard & Nowacek, 2016). This current study also shows that pedagogical intervention heightened learners' confidence in the transformative and agentive role of translanguaging in constructing their multilingual identity. In line with Norah et al. (2021) argument, this study demonstrates how the translanguaging space assists learners in recognizing their multilingual identities and understanding the dynamics of translanguaging practices in revealing the interconnectedness between language, emotion, and identity. It highlights that translanguaging is not merely about discursive language practices; it plays an active role in motivating multilingual learners to advocate for institutional environments that respect all forms of linguistic expression. This approach enables students to incorporate their unique cultural and linguistic identities into their learning process. The translanguaging orientation helps learners realize that leveraging their multilingual fluid repertoire can empower individuals to bridge cultural and linguistic differences, fostering a more equitable learning environment.

6. CONCLUSION

Over the years, writing scholars have questioned the pedagogical approaches of multilingual writing classes and the language beliefs rooted in monolingual ideologies that marginalize multilingual learners by denying their rich linguistic resources. They have emphasized the pedagogical potential of translanguaging in achieving multilingual learners' learning outcomes through creating multilingual spaces to exploit their entire dynamic linguistic repertoire (Ayash, 2020; Flores & Rosa, 2015; Horner et al., 2011; Inoue, 2019; Ponzio & Deroo, 2023; Uddin, 2024). Some research has raised concerns that the full implementation of translanguaging is sometimes unwelcome by multilingual learners themselves because of their pre-existing monolingual ideologies and unawareness of their linguistic rights and multilingual strengths (Sharma, 2021). This study investigated the role of translanguaging pedagogy enacted in an advanced multilingual writing class in eradicating multilingual learners' preconceived notions about language hierarchy and language compartmentalization and educating them about their multilingual capabilities and their right to use their whole linguistic repertoire. The study shows that translanguaging reading, reflections, critical discussions, and assignments helped learners change their perspectives about their prior monolingual beliefs and reassess the constraints imposed by institutional monolingual policies on their personal and academic growth. Creating a translanguaging space in the writing class instructional design validated their multilingual identities, helped the learners challenge the monolingual concept of 'pure' practice for academic discourse, and thus affirmed the power of multilingualism.

The results suggest that effective implementation of translanguaging pedagogy can be welcomed in the multilingual writing classes through properly incorporating translanguaging reading, writing, class activities, and assignments that create a translanguaging space for learners to learn, practice, and reflect on translingual resources and translingual rhetorical choices. The finding of this study that the employment of translanguaging pedagogy facilitates discursive languaging practices in class discussion, writing, and interactions, as well as changes their monolingual perspective and helps them assert their unique, dynamic linguistic experiences in performing an agentive role in growing as multilingual writers, resonates with Leonard and Nowacek (2016) claim that translanguaging practices empower multilingual learners to take an agentive role in utilizing their entire linguistic resources.

The study analyzed data from learners' critical discussions, reflections, and assignments to identify their changing perspectives on monolingual beliefs and their awareness of linguistic justice and rights. However, future studies can extend the focus on how learners' changing attitudes toward translanguaging and their awareness of language rights affect their rhetorical choices in writing genres.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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