

**Assessing Student Perspectives on Pedagogical Translanguaging:**

**A Case Study of a Puerto Rican University Classroom**

Graduate Program Masters of Arts in English Education

By

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## **Abstract**

This thesis details the results of a study into the translanguaging habits of students in an upper-level psychology classroom at the University of Puerto Rico in Mayaguez. It seeks to add to a relatively limited knowledge base regarding how student language ideologies can impact their use of translanguaging. Each of the 29 student participants are bilinguals who are under the instruction of a native English speaking bilingual professor, who utilizes a flexible bilingual pedagogical approach to teaching. As such, students are permitted to use Spanish and English interchangeably as they feel the need or desire to do so. For the purposes of the study, two surveys were issued: one which dealt with the student's linguistic backgrounds and one regarding their feelings on the instructor's teaching strategies. The survey results showed students tended to hold neutral to positive feelings on translanguaging and code-switching in the classroom. Through the surveys, six students were selected for in-depth case study analysis which compared their beliefs about translanguaging to their translanguaging practices shown through one academic semester. The results of the data analysis of the survey responses and individual cases seemed to counteract the belief of bilinguals cutting corners in their work when it comes to language mixing. Most students would go out of their way to try and work within one language on their homework, whether they selected to work with English or Spanish.

*Key words: translanguaging, flexible bilingual pedagogy, language ideologies*

## Resumen

Esta tesis presenta los resultados de un estudio acerca de los hábitos de *translanguaging* de los estudiantes de un curso de psicología avanzada en la Universidad de Puerto Rico en Mayagüez con el fin de contribuir al conocimiento relativamente limitado de cómo las ideologías lingüísticas de los estudiantes impactan su uso del *translanguaging*. Los 29 estudiantes bilingües que participaron en el estudio estaban a cargo de una profesora también bilingüe (con inglés como lengua materna), cuyo enfoque pedagógico es bilingüe y flexible. De esta forma, los estudiantes podían alternar libremente entre español e inglés de acuerdo a sus preferencias o necesidades. Para los propósitos de este estudio se administraron dos encuestas: una concerniente al trasfondo lingüístico de los estudiantes, y otra en relación a sus impresiones con respecto a las estrategias de enseñanza de la docente. Los resultados mostraron que las opiniones de los estudiantes con respecto al *translanguaging* y al *code-switching* en la clase eran neutrales o positivas. Teniendo en cuenta las encuestas, seis estudiantes fueron seleccionados para un estudio de caso más detallado que comparaba sus percepciones acerca de este fenómeno con las respectivas prácticas lingüísticas que mostraron a lo largo del semestre académico. Los resultados del análisis de las encuestas y de los casos individuales parecen contradecir la creencia de que los hablantes bilingües tienden a tomar atajos cuando se trata de mezclar lenguas. La mayoría de los estudiantes preferían usar un solo idioma para llevar a cabo las actividades propuestas, ya fuese en inglés o en español.

Palabras clave: *translanguaging*, pedagogía bilingüe flexible, ideologías lingüísticas

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## **Chapter 1: Introduction**

As a result of generations of opposing ideologies regarding the best way for the language to be taught, language policy regarding the teaching of English and Spanish in Puerto Rico has been treated as an either-or situation since 1898. That is, Spanish and English have been seen as separate entities and policies mandating either English-medium or Spanish-medium instruction have alternated many times in the last one hundred plus years. Students have been expected to learn in vastly different environments, ranging from full English immersion from the start, Spanish as the sole medium of instruction with English as an elective class, and a more equal model which treats Spanish and English as separate entities for use at different, yet distinct, instances at school (Algrén de Gutiérrez, 1987, p. 9-10). Worse yet, with the sometimes frequent changing of these teaching philosophies, students were subjected to extremely different policies within their educational process. For instance, a student who began elementary school in 1902 under the Brumbaugh language policy (with Spanish as the medium of instruction in elementary school and English in high school) would have, within the space of two years, been learning solely in English regardless of the grade level (Algrén de Gutiérrez, 1987, p. 9). This constant switching between language policies, as well as the belief of one language being better or more societally acceptable, could easily have led to a feeling of inferiority and anxiety in this school setting.

Much of the tension between these languages still exists in present-day Puerto Rico. Sayer (2013) notes there is an ideological preference in schools for standard varieties which can denigrate the students' home languages (p. 85). According to Blackledge (2010), language ideologies include the "values, practices, and beliefs associated with language use by speakers, and the discourse that constructs values and beliefs at state, institutional, national, and global

levels” (p. 29). Ideologically speaking, though much of the matters of commerce and day to day life occur in Spanish, in the case of Puerto Rico, English could be viewed as a standard language. At present, English is a worldwide language of commerce and education. As such, English could easily be given priority in an educational setting and, even with the best intentions, educators can adversely impact students’ sense of cultural identity which is borne of their native language.

This type of educational approach which favors one language over another is particularly dangerous, since it has been suggested by Willinsky (1998a) that the language one speaks, and more importantly, the language being taught to the young, are part of the legacy of imperialism (p. 190). Willinsky (1998b) stresses the power of language as a force of imperialism (p. 2). The imposition of one’s language on another group, particularly an oppressed group, or the invalidation or denigration of a group’s native language can systematically strip them of their cultural identity.

However, language ideologies can also be quite negative and potentially detrimental for students and classrooms around the world. For instance, a long-standing yet faulty language ideology which exists in academic settings is the use of English in the science classroom. Mazak and Herbas-Donoso (2014a) quite interestingly mention that, within the Spanish language science classroom, English texts are often utilized (p. 31). This is often due to the presumption that English is “the” language of science, however, there is nothing inherently scientific about the language which should give it preference over any other language (Mazak & Herbas-Donoso, 2014a, p. 31). This particular ideology is dangerous for many reasons, not the least of which because it excludes the various other languages of the world by giving an unfair prejudice towards the use of English. This type of ideology is also prevalent in Puerto Rican classrooms,

particularly at the university level, where it is not uncommon for classes to be conducted fully in Spanish but which utilize English texts.

At the same time, though, considering Puerto Rico's long history of shifting back and forth between language policies, the ideologies towards the use of Spanish and English can be a confusing matter. The Puerto Rican teachers of the present generation are those who have been impacted by these shifting policies in various ways: these teachers grew up in an environment and at a time where they were influenced by these changes in policy. Additionally, considering how English is still prized as a global language of commerce and communication, it would not be a stretch to believe that English teachers, by virtue of "helping" their students, would insist upon the use of only the target language in their classrooms. This insistence could come at the detriment of the students, particularly if the subject matter being taught in their second language is also new for them. In this way, removing the stigma from translingual approaches for teaching in an academic setting could have many benefits for both the individual student and the class as a whole, including a greater and deeper understanding of course content in both languages and less time being spent on explanation of difficult and problematic concepts and jargon.

For educators and students alike, it may prove useful to move away from the either-or educational mindset and begin to destigmatize the both-and ideology of using English and Spanish in the classroom. This could be best accomplished by the integration of translanguaging practices, which have been suggested to be a way to provide a scaffolding approach to instruction (Garcia & Sylvan, 2011, p. 389). Garcia (as cited by Garcia & Li, 2014b) defines translanguaging as "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p. 22). Garcia & Li (2014b) further state "translanguaging is the discursive norm in bilingual families and communities" (p. 23). Because it is the normal,

standard way in which bilinguals and multilinguals communicate, it is possible that the implementation of strategic, pedagogical translanguaging may offer students from such communities a greater opportunity at academic success.

### **Translanguaging and Higher Education**

The majority of available literature regarding translanguaging is relatively recent, and has focused on the effects of utilizing these practices in the early stages of education, particularly in elementary school (for example, Sayer, 2013; Lin 2013). Interestingly, these methods of education are frequently used simply as the means to an end; students are permitted to use their native languages and are educated using these languages in tandem with the target language they are acquiring. However, once language proficiency has been satisfactorily attained, the students will then be transitioned into the mainstream classrooms where their monolingual peers have been educated. Often, the abrupt shift to an English dominant school or university setting takes a toll on the child's native/heritage language, which may lead to attrition and/or fossilization and stagnation of progress and growth within this language (Potowski, Jegerski, & Morgan-Short, 2009). The potential danger of this fossilization for the students' sense of cultural identity and native language proficiency, as well as the lost time and understanding which could result from education solely in the target language, make an interesting case for the use of acceptance and integration of multiple languages within the classroom. Still, there appears to be a decided lack of concrete research to support such an assumption.

Along with the lack of information regarding the integration of translanguaging in the university classroom, there is a more severe gap in the literature regarding how students, of any age, actually respond to such practices. This is particularly notable, since students are likely coming from an environment where one of their languages is prized and validated in the

academic setting, with the other receiving a stigma, either explicitly or implicitly. If students suddenly enter a classroom where both languages are utilized after years of mixed messages, their response to such a teaching practice could vary and ultimately affect their capacity for instruction. Thus, information regarding student response to translanguaging in the classroom (particularly at the university level, where students are arriving after experiencing teaching ideologies which separate languages), is essential for student success.

### **Education in Present Day Puerto Rico**

Currently, Puerto Rico can be viewed as having an extremely multilingual and diverse population. This is likely a result of the last few generations being educated in a school system which provides opportunities for bilingual instruction. At present, an estimated 3,494,384 of Puerto Rican citizens are age five or older (“Language Spoken at Home,” n.d.). This demographic is particularly significant because these are the citizens who are most likely to have begun acquiring and refining their first (or second) languages. Additionally, this demographic is also most likely to have received or begun receiving formal education of some variety.

Of this more narrowed population of language users, 95.3% speak a language other than English, amounting to 3,324,588 people. A further 84.6% of the later projection reports speaking English “less than very well” (“Language Spoken at Home,” n.d.). From these numbers, it would appear that the general population of Puerto Rico is bilingual, yet unsure or unconfident in their own skills with both of their languages. An asterisk can be placed next to the numbers as well regarding their proficiency and comfort level with English since the data explicitly reports “speak[ing]” English, which may or may not translate to reading and writing skills. It can be assumed, though, that discomfort and low confidence in speaking can translate to these other aspects of the second language.

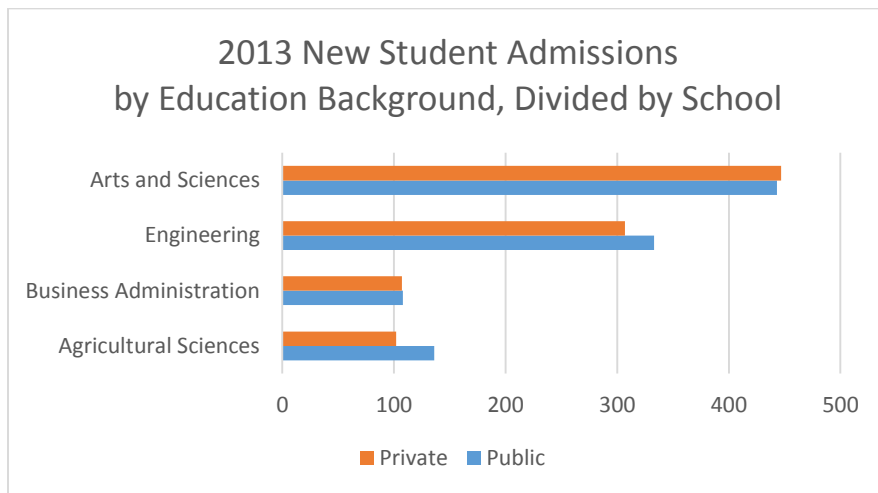
The most recent educational ideology implemented in Puerto Rico, which was instated in 1949 under the Villaronga educational administration, features Spanish as the universal medium of instruction in public schools, with English offered as a “recommended” elective (Algrén de Gutiérrez, 1987, p. 9). This policy change was a long time coming in terms of recognizing and celebrating the Spanish language in the academic setting, since Puerto Rico had been plagued with generations of shifting ideologies regarding the best way to teach either, or both, languages. The downside to this policy, though, is this one elective course meeting could be the most formal instruction or practice which students receive with English at this point in their lives. As mentioned earlier, the population of Puerto Rico self-reports a tenuous proficiency with the English language. Depending on the level of education the student seeks to attain, the limited exposure to and lack of confidence regarding English could adversely affect their future academic success.

This current generation of college students is one which has grown up in a mostly bilingual environment, but which is likely stronger, more comfortable, and more fluent in Spanish than English. Once students enter the Puerto Rican university setting, a working knowledge of the English language is expected, and in some cases, explicitly required. One such university is the University of Puerto Rico in Mayagüez. The University of Puerto Rico’s Mayagüez campus was established in 1911 as a land-grant university (“Information about UPRM,” n.d.). Currently, the UPRM reports that the university has more than 700 professors and approximately 70% of the student population that are “locals,” which means “Puerto Rican” (“Information about UPRM,” n.d.).

With much of the population being “locals,” it could be suggested that the university has a fairly homogenous student body – the vast majority of students are native Puerto Ricans and

overwhelmingly bilingual. However, a distinction can be made regarding the type of education the students have received prior to admission to the university. New admissions matriculate through either public or private schools, receiving education which is (to varying degrees) bilingual, or more skewed towards one language, which is often Spanish. Once in the university, though, these students are combined into one large university demographic, receiving very similar educations, with the exception of potential placement in basic or intermediate English depending on demonstrated proficiency. Figure 1.1 illustrates the students who were newly admitted to UPRM in 2013, divided by the school within which they wish to study.

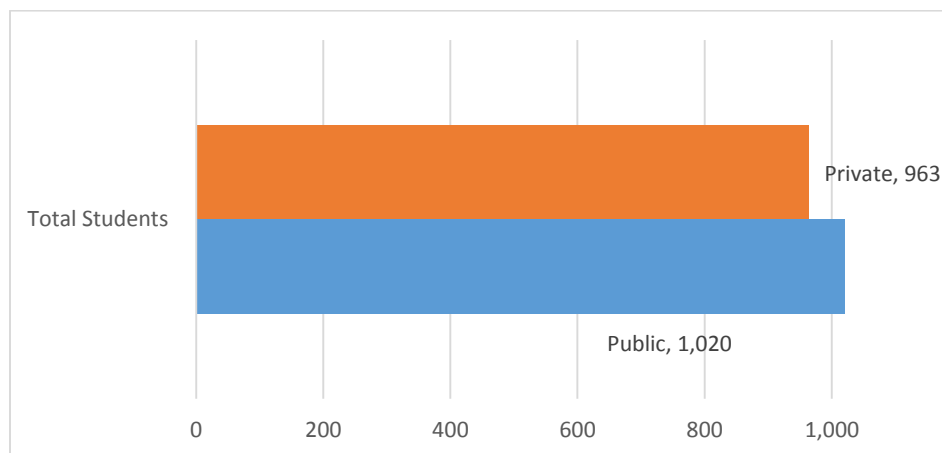
**Figure 1.1: New Students Admitted to UPRM in 2013, Public vs. Private, by School**



Interestingly, private school alumni only have a slight edge in Arts and Science majors; in Engineering and Agricultural Sciences, for which UPRM is more recognized and notable, the majority come from public schools. Business Administration is more or less equal in terms of student enrollment. The total of new admissions, by type of education received, can be seen in Figure 1.2.



**Figure 1.2: Total New Students Admitted to UPRM in 2013, Public vs. Private**



All things considered, these numbers are fairly equal. Of the total 1,983 students newly admitted to the college, 51.4% graduated from public schools. Historically, within Puerto Rico, the belief has been that “private schools teach English effectively, and nearly all their students graduate” (Urciuoli, 1996, p. 49). In contrast, one would assume that public schools are “inferior” teachers of English, though the same could be said about public versus private schooling around the world, not just on the island. In general, this is an unfair assumption to make, but it is true that certain students may be entering the college setting having had more opportunities and chances at success and education than their peers. While the quality of education received generally must be taken on a case-by-case basis, these students may be starting on an uneven playing field in terms of education. Additionally, considering they are essentially equal in number, it would be hard, if not impossible, to plan a curriculum which caters to both ends of the spectrum evenly and fairly.

Again, the term “local” as it pertains to students of UPRM is somewhat ambiguous. This ambiguity can have rather serious implications in terms of planning a curriculum for college education, particularly when it comes to English classes at UPRM. For instance, 95.3% of Puerto Ricans report having knowledge of two or more languages. However, this number encompasses

residents who feel confident in their bilingualism as well as those who self-identify as being weaker in their second languages. Of these Puerto Ricans, 84.6% self-identify as speaking English “less than very well” (“Census 2010 Total Population,” n.d.). There are many variables which can call the reliability of this census data into question, not the least of which is the nature of the survey, which depends on self-reporting and self-assessment. There is no telling whether or not those in either category of “speak[ing] English very well” or “speak[ing] English less than very well” actually belonged there. The fact that the large demographic of those 18-64 is effectively lumped together makes it more difficult for researchers to specifically target one age group or another. Further, this census estimate does not account for the reading ability of the respondents, which may or may not be better than their proficiency and comfort level with speaking. However, this data gives researchers a useful place to begin assessments such as the current study.

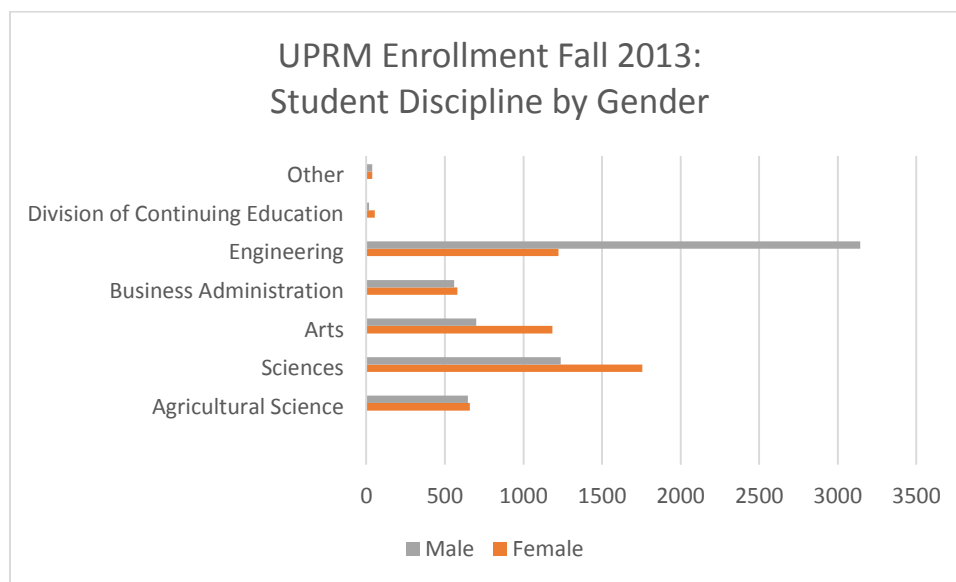
Crucially, this data offers an insight into the fact that all students are not entering the college environment on equal ground. Planning a curriculum on the outliers, for example, planning a course aimed at the high-level or low-level extremes of student proficiency levels, can be dangerous for overall student satisfaction, interest, and success. From interpreting this data, researchers can get a better handle on the differences in the backgrounds and competency levels of their students.

### **Student Background**

To better understand these students’ specific goals, though, it also could prove useful to look specifically at the potential interests they have in attending the university. The students entering the school are likely coming into this environment focused on sciences and math, since this particular university is reported as having a history of educating a large number of Hispanic

scientists and engineers, with one of the major selling points for attending the university being the Engineering, Science, or Agricultural programs (“Information about UPRM,” n.d.). Indeed, of the 11,838 undergraduate and graduate students enrolled at UPRM in the fall semester of 2013, the vast majority are majoring in some discipline related to science or engineering. This somewhat skewed enrollment ratio can be seen in Figure 1.3.

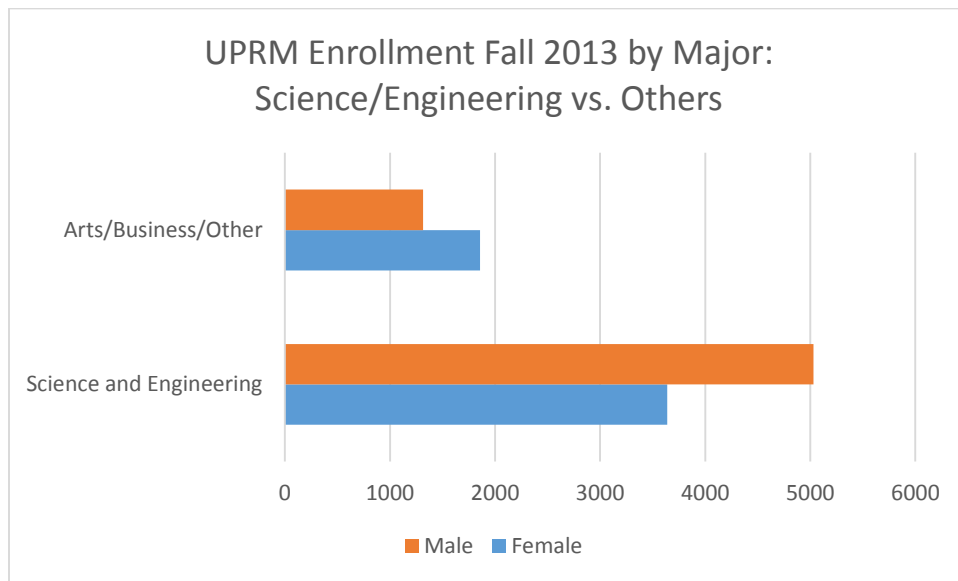
**Figure 1.3: Fall 2013 Student Enrollment by Gender**



As seen in Figure 1.3, the most populated major within the university is engineering, in which a total of 4367 students had enrolled. This major contains the following six subfields of engineering: General, Chemical, Civil, Electrical and Computer, Industrial, and Mechanical (“College of Engineering,” n.d.). In stark contrast, the most popular non-science/engineering discipline, the Arts, had a total of 1884 students. Additionally, the label “Arts” is split between numerous programs, including English, Hispanic Studies, French Language and Literature, Philosophy, Comparative Literature, Plastic Arts, Theory of Art, History, General Social Sciences, Sociology, Political Science, Psychology, Economics, and Physical Education (“College of Arts and Sciences,” n.d.). The fourteen programs which comprise the Arts aspect of

the College of Arts and Sciences collectively have less than half the total enrolled students of the engineering department. The discrepancy between engineering/science majors and the remainder of the student population at UPRM can be seen in Figure 1.4.

**Figure 1.4: UPRM Enrollment in Fall 2013: Science/Engineering vs. Other Majors**



On paper, this university appears to be an ideal environment for science and engineering majors to get their starts in the careers of their choice, all while surrounded by a wealth of like-minded peers. However, there are other requirements which must be met for the aspirations of these students to come to fruition: namely, English.

### **English as an Opportunity or Barrier for Student Success at UPRM**

Prior to admission at UPRM, students are instructed of their need for a certain level of bilingualism. The admission standards say Spanish is the language of instruction in most courses at UPRM, but students are required to have a working knowledge of the English language, and the individual professor decides the language used in lectures and in student evaluation activities” (“Academic Standards,” n.d.). Additionally, once accepted, regardless of their major, students must meet a minimum of 12 required credits in English, completing either the basic

sequence (INGL 3101, 3102, 3201, 3202) or the intermediate sequence (INGL 3103, 3104, and two more approved electives of the student's choosing), depending on the level of proficiency demonstrated by the student ("English," n.d.). Further, students deemed "advanced" will be able to test out of six credits, then take INGL 3211 and 3222 to fulfill the remaining six. Again, it is up to the individual instructor to determine the language of instruction and in-class communication, but it is generally frowned upon for English instructors to allow students to communicate in Spanish. Even if students are permitted to use Spanish in the classroom for group work and other minor social interactions and discussions, though, the final products they create must be solely in English.

Beyond the English classroom, though, the English language finds its way into other courses as well, both at UPRM and very likely at other universities at which English is not the main language. This could be due to many reasons, for instance, due to budgetary constraints or due to convenience and accessibility of such materials, as an English-language version is likely much easier to find than a translation of similar quality. Regardless, English language texts are frequently utilized in classes in which the students' primary language is not English. Additionally, Mazak and Herbas-Donoso (2014a) quite interestingly mention these texts are frequently used in Spanish language science classrooms due to a belief that English is "the" language of science, yet there is nothing inherently scientific about the language which should give it preference over any other language (p. 31).

Even if translations are available, the quality of the translation can run the gamut in terms of effectiveness. Should course content be in a language unfamiliar to the student population, expecting students to understand the idiomatic or heavily technical jargon, which can result from translation, is unrealistic (He, 2000). As mentioned by Saville-Troike (as cited by Crane,

Lombard, & Tenz, 2009), the crucial task of translation is to translate meaning, not words (p. 43). Based on past research about the effectiveness of translation, this clarification can be viewed as extremely important – translating individual words, rather than the ideas behind them, can have confusing results. Indeed, even among available translations, it can be harder, if not impossible, to find translations which are accessible to speakers of different dialects of a language. For instance, the Puerto Rican variety of Spanish differs from the “standard” Castilian Spanish in a few key ways, for instance, the disuse of “vosotros” to indicate “you all.” However, the umbrella categorization of Spanish-language version is applied to all such translations. These are the translations available to curriculum planners when they are selecting textbooks and materials for a course.

A further complication in the process of translation is the amount of time which a decent translation may take, particularly for fields such as science, where the body of literature is ever-changing. In such cases, it has been pointed out that the only way for students and researchers to stay up-to-date is by having access, both in resource and in understanding, to the English version of such literature (Mazak & Herbas-Donoso, 2014a, p. 42). As a result, one could certainly see validity in the argument of enforcing bilingualism in up and coming scientists and engineers, so they can stay current with any literature and breakthroughs in their field. However, this ultimately maintains the relatively unfair “English-only” ideology which seems to plague most academic disciplines.

With all of this in mind, the present study will seek to add to the relatively limited body of knowledge regarding the use of translanguaging pedagogy in university classrooms. It will seek to answer the following research questions:

1. How do student experiences affect their receptiveness to translanguaging pedagogy?

- a. How do past student experiences with English and Spanish affect their attitudes?
  - i. Does student's self-identified language proficiency in English or Spanish affect their attitudes towards translanguageing?
2. How do student language ideologies expressed relate to their actual use (or lack thereof) of translingual practices in the classroom?
  - a. In an environment where language mixing and translanguageing are acceptable, will students translanguage in their written work?
  - b. Are students who view translanguageing negatively less likely to incorporate such tactics in their work?
  - c. How do their attitudes reflect in their coursework?

To meet these goals, the study will draw on the data gathered from a semester long observation of a bilingual university-level psychology class, where translanguageing occurred frequently in both spoken and written discourse. The findings of this study will help to validate the use of strategic and pedagogically-informed translanguageing practices in the university level classroom as well as various other levels of education.

## **Chapter 2: Literature Review**

### **Key Terminology and Concepts**

There has been a great deal of research regarding the use of multiple languages and the effects of utilizing multiple languages in schools. Terminology to address these phenomenon has been created, revised, and debated. Most prominent are the terms “bilingual” and “multilingual,” which identify one as having proficiency with two or more languages, respectively. These are somewhat clear-cut categories of labeling learners. However, in recent years, the term “translanguaging” has grown into prominence. There is an important distinction to be made between these terms. The term “multilingual” views languages in an additive manner (the use of multiple, separate languages), while “translingual” refers to the “synergy, treating languages as contact and mutually influencing each other” (Canagarajah, 2013, p. 41).

Sayer (2013) believes that translanguaging is better understood as a descriptive label for bilingual practices of discourse which students and teachers use for both academic and non-academic purposes (p. 70). Additionally, Canagarajah (2011) suggests that translanguaging is a naturally occurring phenomenon, which happens in schools regardless of teachers’ opinions (p. 401). Sayer (2013) recommends educators can implement such practices by recognizing and utilizing the students’ native languages as teaching tools via the various opportunities which translanguaging approaches afford. This is particularly noteworthy, since Canagarajah (2011) states, in many cases, translanguaging happens behind teachers’ backs in classes that explicitly dismiss language mixing (p. 401). Since it is occurring in these settings regardless of the approval of academics, it could be said that such approaches should be at least utilized in the students’ favor.



There are also additional distinctions to be made between the frequently used term “code-switching” and the idea of translanguaging. Translanguaging includes such practices as code-switching and translation, but it extends far beyond the limitations they impose (Garcia & Sylvan, 2011, p. 389). For instance, Sayer (2013) sums up code-switching as being “the linguistic movement from one language to another,” while translanguaging “emphasizes the potential of bilinguals’ liminal linguistic zones as a mediational sense-making tool” (p. 70). Code-switching treats languages as being separate and distinct entities which one must trade in and out of, while translanguaging views languages and their use as being more fluid, in theory and in practice.

A prominent strategy of incorporating translanguaging is through the use of code-meshing. This strategy can be described as a “communicative device used for specific rhetorical and ideological purposes... [where] a multilingual speaker intentionally integrates local and academic discourse as a form of resistance, reappropriation and/or transformation of the academic discourse” (Michael-Luna & Canagarajah, 2007). In written discourse, code-meshing is considered “a form of writing in which multilinguals merge their diverse language resources with the dominant genre conventions to construct hybrid texts for voice” (Canagarajah, 2013, p. 40). Recognition and acceptance of such a practice also offers a unique way for the writer’s voice to be preserved within his or her work (Canagarajah, 2013). Ultimately, such integration of the native language and other non-standard varieties of English could potentially lead to a greater sense of enthusiasm for the learning process and foster a stronger sense of identity.

This study will heavily utilize the idea of translanguaging functioning as a tool for validating one’s identity via the construction of hybridized, translingual texts. For the purposes of this study, translanguaging will be viewed as a possible form of cultural liberation within the

academic setting, which has traditionally imposed a specific ideology regarding which language is “acceptable” to use in a given context. At the same time, though, translanguaging will be viewed less as a form of conscious resistance by students and instructors to academic norms and more as a useful tool for student understanding and richer discourse in the academic setting. There is a sizable negative stigma associated with the word “resistance,” as stated by Michael-Luna and Canagarajah (2007), and creating and/or endorsing hostility and negativity through the affirmation of translanguaging is not the goal of the present study.

### **Historical Sketch of English Education in Puerto Rico**

Before diving into the present state of Puerto Rican education and its impact on students, it may prove useful to discuss and categorize the various approaches for teaching which have been implemented on the island, as these directly inform the thinking behind today’s policies and ideologies. Through its 115-year history as a territory of the United States, the standards of English education to which the Puerto Rican educational system has had to adhere have been vastly different (Algrén de Gutiérrez, 1987, p. 9). In the prior 400 or so years, Puerto Rico was a colony of Spain, and during this time, education in Puerto Rico was not viewed as a citizen’s right; rather, it was a privilege for the upper class and those who could afford it (Rodriguez Bou, 1966, p. 155). During this time, the larger priority was to convert the natives to the religion of the colonizers, which was aided in part by the fact that education was largely the responsibility of the church (Rodriguez Bou, 1966, p. 155). These interactions were very likely conducted solely in Spanish, which was the language of the Spanish colonizers who had occupied the island during the centuries of Spanish rule.

When Puerto Rico was first colonized by the United States, it was viewed as a project of sorts; reshaping and “civilizing” the “impoverished, ignorant, tradition-bound peasants” would

allow the island to become a “showcase of democracy” for the Caribbean (Urciuoli, 1996, p. 42). In a way, Puerto Rico became an American social experiment in civilization and democracy and one of the ways that this “civilization” would be attempted was through education and English literacy. Under the jurisdiction of the United States, the education system of Puerto Rico was significantly overhauled. There was a particular focus on teaching English, the language of the American colonizers, but there was not a clear consensus on the best way to go about doing so. As such, educational standards and practices were imposed, revised, replaced entirely, and shifted many times over the course of Puerto Rico’s history, which ultimately created an unfair working environment for students and educators alike. For example, within the span of 51 years, the way which English was mandated to be taught was revised seven times (Algrén de Gutiérrez, 1987, p. 9). Examples of these policies can be seen in Figure 2.1, which is adapted from Algrén de Gutiérrez (1987, p. 9-10) and Rodriguez Bou (1966, p. 161-162).

**Figure 2.1: Educational Policies of Teaching English in Puerto Rico**

Span of Time	Commissioner(s) of Education	Policy
1898-1900	Eaton-Clark	English as medium of instruction; no Spanish used
1900-1903	Brumbaugh	Elementary school: Spanish as medium of instruction, English as a subject High school: Pattern reversed
1903-1917**	Faulkner-Dexter	English as medium of instruction in all grades, Spanish as a subject **From 1905-1913, this reverted to Eaton-Clark’s policy
1917-1934	Miller-Huyke	Grades 1-4: Spanish as medium of instruction Fifth grade: Half Spanish, half English Grades 6-12: English as medium of instruction
1934-1937	Padin	Elementary school: Spanish as medium of instruction, English as a subject High school: Pattern reversed
1937-1945**	Gallardo	Grades 1 and 2: Spanish as medium of instruction, English as subject Grades 3-8: English and Spanish used for various subjects, progressive increase in English as medium Grades 9-12: English as medium of instruction, Spanish as subject **In 1942, this reverted to Padin’s policy.
1949-present	Villaronga	Spanish as medium of instruction in all grades, English as a preferred subject

Through this table, one can see the varying educational ideologies which were imposed upon students in Puerto Rico’s history. Initially, there was very little consistency between the methods of instruction, with no one policy lasting for longer than a 17 year span prior to 1949. It seems the best way to complete the task of English education was a mystery to the policymakers, as can be seen by the frequent changes and reversals in policies, strategies, and approaches for education.

The first, and arguably most dangerous, strategy which one can see in Table 1 is typically referred to as Immersion Education. Under the Eaton-Clark administration, English was the sole medium of instruction used at all levels of education (Algrén de Gutiérrez, 1987, p. 8). Crawford (2004) notes this type of education “has less to do with teaching than with forcing learners to

adapt to harsh circumstances” (p. 33). Indeed, there is very likely a reason for why this strategy of 100% education in the target language only lasted for three years. The next Commissioner of Education, Brumbaugh, has been noted as believing his role was to “Americanize” the island of Puerto Rico, and as such, English was the language of instruction imposed upon the island (Navarro-Rivera, 2006, p. 228). Interestingly, though, Brumbaugh’s policy for education was more inclusive of the native language than Eaton-Clark’s (see Table 1). It has been suggested that Brumbaugh’s policy of education strove for bilingualism, with acquisition of English and maintenance of Spanish (Rodriguez Bou, 1966, p. 161).

The prominent sources of Puerto Rican educational history, Algrén de Gutiérrez (1987) and Rodriguez Bou (1966) seem to be in conflict regarding a few key aspects of the educational policies of Puerto Rico’s history. Depending on one’s source, the difference between certain policies is drastic. For instance, to a certain extent, a form of extreme immersion education could also be seen in the extremes of the Faulkner-Dexter policy, as outlined by Rodriguez Bou (1966). In this policy, the task of learning to read in English was imposed upon students very early in their educational process, even before they could learn to read in Spanish (Rodriguez Bou, 1966, p. 161). This attempt to convert the students into weak bilinguals or English monolinguals was surely a misguided effort. Crawford (2004) notes that these sorts of educational programs, which impose a monolingual mainstream on students, often causes them to suffer from incomplete bilingualism and biliteracy, attrition of the native language, as well as feelings of inferiority regarding their native languages (p. 44). Ultimately, it is always the students that suffer the consequences of such policies.

As time passed, though, the Puerto Rican government moved away from a policy of immersion and monolingual ideology. The policy of Brumbaugh, as well as a few others in the

history of Puerto Rico, demonstrates the use of a form of Transitional Bilingual Education (TBE). In cases of TBE, the native language of a student is used in an off-and-on basis, to transition students into an educational environment which solely utilizes the target language (Crawford, 2004, p. 42). When TBE is utilized in the classroom, anywhere from 10-50% of the class is in the native language of the student, with the remaining percentage devoted to English (Crawford, 2004, p. 42). In the case of Puerto Rico, this type of education can be seen through a few of the unique administrations which held power, including Brumbaugh and Padin, but TBE can be most obviously equated to the Miller-Huyke model of education, where fifth grade served as the transitional period between Spanish and English serving as the languages of instruction in schools (Algrén de Gutiérrez, 1987, p. 8).

To a lesser extent, TBE can also be seen in the initial model of Gallardo's administration, where Spanish begins as the medium of instruction but English is gradually used more frequently, to the point where the initial trend of language use is reversed by high school (Algrén de Gutiérrez, 1987, p. 8). Currently, in the United States and beyond, while TBE approaches use two languages to teach English, English-as-a-second-language (ESL) programs are monolingual programs which solely use English (Garcia & Sylvan, 2011, p. 390). Still, both of these programs are viewed as education for bilingualism because they share the common goal of teaching students a new language (Garcia & Sylvan, 2011, p. 390). Such unclear ideology is arguably why the policies of English education in Puerto Rico were so inconsistent; these policies are wrongly categorized by their goal, rather than the process they take to get there.

In many cases, the varying forms of transitional education implemented were a better alternative to the other forms of instruction imposed upon students in the early stages of Puerto Rico's educational history; at least with transitional bilingual education, students were allowed to

have the safety net of their native language for a negotiable period of time. During the time when immersion education was imposed upon students (principally in the Eaton-Clark educational administration, but to a certain extent in Faulkner-Dexter as well), students were only instructed in and permitted to use the target language, with no room for native language communication or clarification (Algrén de Gutiérrez, 1987, p. 9). This method of instruction would be particularly ineffective if students were entering the school setting with little to no knowledge of the English language, but were expected to communicate in and understand the English being spoken to them.

### **Puerto Rican Language Ideologies in Modern Times**

In the present day, though education regarding English has been overhauled, to a certain degree, the same ideologies regarding English as an intrusive and colonizing language remain. Urciuoli (1996) asserts that Puerto Ricans on the island are largely monolingual, and while Puerto Rican Spanish involves borrowing from English, it is still “undeniably” Spanish (p. 50). The monolingualism of Puerto Rican islanders is debatable, but at the very least, there are some who could be categorized as weak bilinguals, with a lower proficiency level regarding English. Thus, when such Puerto Ricans encounter English, they may express a large range of emotions, such as fear, resentment, and resignation (Urciuoli, 1996, p. 50). The English language holds a substantial amount of power, and the people, aware of this, may respond in different ways, from expressions of disdain to feelings of inferiority.

It has been reported that, in Puerto Rico, knowing English is “a sign of success and control over a defining American practice” (Urciuoli, 1996, p. 12). English skills in Puerto Rico have historically been a sign of the middle class (Urciuoli, 1996, p. 41). Knowing English is a signifier of a degree of modest success and comfortable living in Puerto Rico – it arguably

offers more job opportunities and a better quality of life. However, there is a substantial downside to knowledge of English – the disdain of one’s peers. For instance, Urciuoli (1996) notes that, when Puerto Ricans in Puerto Rico display this knowledge of English, they can evoke resentment (p. 12). This could occur for different reasons – resentment for the opportunities one may have had, the quality of his or her education, or simply for the perceived abandonment of the “native” Puerto Rican culture, which identifies itself with the Spanish language.

Further, the control one exhibits over the language can cause both resentment and jealousy from one’s peers. It has been stated that “control over the use of the English language is viewed as a sign of education, which is a sign of investment in class mobility” (Urciuoli, 1996, p. 120). For Puerto Ricans, “Spanish is regarded as a barrier to class mobility because it displaces English. Accents, ‘broken’ English and ‘mixing’ become signs of illiteracy and laziness, which people are morally obliged to control through education. Not controlling language results in ‘bilingual confusion’” (Urciuoli, 1996, p. 26). If one does not have a good grasp of the language and its socially-constructed, finite boundaries, then he or she is deemed illiterate and lazy, regardless of intellect or skills.

The presence of Spanish can also be viewed as a weakness rather than a skill. English-dominant students see Spanish-language elements, such as accents, as being signs of contamination of the language, thus internalizing the perceptions of non-standard varieties of English as being deviant from the “norm” (Urciuoli, 1996, p. 7). When Puerto Ricans (and likely speakers of any language) typify “proper” English, the language functions which make English and Spanish comfortable and familiar (playful, aesthetic, expressive) are believed to have no place; what matters is clarity, exactness, and knowledge of and explanation of the rules which dictate the use of the language (Urciuoli, 1996, p. 133). These more prescriptive norms are



prized, with deviation (in the form of code-switching, language mixing, and “Spanglish,” among others) seen as a sign of an inferior variety of the language.

Ultimately, the language ideologies which have been taught and internalized by each generation of Puerto Rican students can play a significant role in the perception and acceptance of translanguaging, particularly in a classroom setting. With the range of feelings towards the English language and its use in conjunction with (or instead of) the Spanish language, it is easy to see how a translanguaging pedagogy may be construed as being less than effective in this particular environment. It is important to consider the mindset which students are bringing with them into the classroom, and to properly cater the use of translanguaging to the group, with respect both to their needs and to their perceptions of language.

### **Translanguaging in Puerto Rican Higher Education**

Past discussion of the term “bilingual” has seen it as an exclusive sort of phenomenon, one which involves conscious shuttling between distinct languages. In an article published in 1974, Weinreich (as cited by Garcia & Wei, 2014a) regarded bilingualism as “the practice of alternately using two languages” (p. 14). The significant word in Weinreich’s definition is “alternately;” using this word in this context suggests there is no convergence between the languages one possesses (which is itself debunked by hybridized languages such as “Spanglish,” the combination of Spanish and English). Garcia and Li (2014a) disagree with such an exclusive definition of bilingualism, but it is clear that the idea of bilingualism as involving distinct and separate languages is an enduring one which has informed much of the current body of knowledge regarding bilingualism (and, crucially, the role of multiple languages in academic policy making).

It seems that the Puerto Rican policymakers and education planners have followed such mindsets in their thinking. This can be seen in the various policies of language teaching implemented because, while different in which language was taught or valued in the educational setting, each previously discussed educational policy in Puerto Rico's history, to varying degrees, treats the languages of English and Spanish as unique and distinctly separate entities which must be kept apart. Under each of these policies, the use of each language being strictly regulated. Such policies ignore the potential usefulness of utilizing the entire linguistic repertoire of the student as resources in education.

Instead, these policies focus on the somewhat faulty idea which presumed boundaries of languages having no overlap. This mindset can be described by the "archipelago model of linguistic heterogeneity," which is introduced by Horner (2011). In this model, languages (i.e. Spanish, English, French, etc.) are separate "islands" which a speaker "travels" between when communicating. Additionally, separate dialects and registers (such as casual English, business English, written English) are also islands which speakers shift through on a daily basis. The traditional ideas of multilingualism and code-switching can also be categorized as adhering to the archipelago model since, for both, languages, dialects, and registers are separate entities which a speaker uses, one at a time.

In contrast, translanguaging adheres to the "traffic model," which features a series of contrasting "roads," all intersecting at a crossroads which represents a single moment in time (Horner, 2011, p. 14). In this model, languages are not distinct and isolated objects which one transfers in and out of; rather, there is a constant synergy and connectivity between the languages and dialects which a speaker possesses. Pennycook (2008) argues that entering this "traffic" is an essential component both of learning a new language and of various other translanguaging

practices such as translation (p. 34). This traffic involves both shuttling through various languages, dialects, and registers, as well as constructing meaning from social, cultural, and historical context (Pennycook, 2008, p. 34). Such a mindset makes a clear argument for the fact that languages are not separate or distinct in nature; rather, they exist in a constant state of synergy and cooperation with various other factors.

Translanguaging in the classroom (via recognition, acceptance, and promotion of a philosophy like Horner's traffic model) can potentially help students to more competently translate and understand the meaning behind potentially difficult terms and concepts. Garcia and Sylvan (2011) recommend multilingual classrooms to focus on communicating with all students, particularly when teaching challenging academic content, by building on the different language practices which they already possess, rather than further complicating the situation by insisting on the use of one language (p. 386). Garcia and Sylvan (2011) state "imposing one school standardized language without any flexibility" will always disadvantage students whose home languages are most different than the norm (p. 398). In a context such as UPRM, the home language of the students, almost across the board, is Spanish. As such, offering course content and lectures solely in the second language of the students does these students a great disservice. Additionally, Mazak and Herbas-Donoso (2014b) argue that, because a professor can and does use translanguaging within his or her pedagogy, they have a richer and wider array of tools in their repertoire thus giving them a new way to teach students to understand scientific terminology (p. 19).

Garcia's sentiment is echoed in the articles by Mazak and Herbas-Donoso (2014a; 2014b), using translanguaging practices in the university classroom in a strategic way can have great benefits for the individual student and for the class as a whole; for instance, when being

introduced to new content and terminology, there is perhaps no better way for bilingual students to learn than by utilizing their native language, for discussion, analysis, and reflection (p. 16). Further, as demonstrated by Sayer (2013), translanguaging practices can not only help students determine the meaning behind a particular academic concept or term, but it also affords them the unique opportunity to “socialize them into the classroom, co-constructing them as competent members of the group” (p. 70). It is important to note that the first or native language would not be the only language utilized by the student; rather, the first language (i.e. Spanish) would help the students to make sense of the target content, concepts, and terminology which they are working with in the second language (i.e. English).

Additionally, whether it is intentional or not, a certain degree of translanguaging happens in numerous classrooms at UPRM. Puerto Rican science classrooms have been shown to use multiple languages in creative ways, possibly due to the imposition of English language course materials. Among classes entirely in Spanish, key terms in English are sometimes used in spoken discourse (Mazak & Herbas-Donoso, 2014a, p. 36). At UPRM, it was reported by multiple professors that, while they will use the terminology in English, they will also present an explanation in Spanish for the students’ benefit (Mazak & Herbas-Donoso, 2014a, p. 37). It was found by Mazak and Herbas-Donoso (2014a) that professors across multiple disciplines, on multiple occasions, will integrate English-language terminology into otherwise Spanish-language sentences (p. 36). This integration can be further supported by bilingual course materials, such as handouts, exams, and PowerPoint presentations, which shows that the translanguaging practices in the classroom extends beyond spoken discourse.

Regarding the bilingual course materials which are utilized in such classrooms, there are some assumptions which can be drawn. Historically, translanguaging practices including code-

switching have been highlighted as being “playful, creative, and transgressive aspects of language” which dismiss and disrespect the monolingual norm (Sebba, 2012, p. 113). However, Sebba (2012) also notes that, when used in contexts such as written discourse (i.e. street signs, advertisements, etc.), such practices are hardly playful or defiant (p. 113). The same could also be said for an instructor’s PowerPoint presentation which utilizes strategic code-meshing: the integration of multiple languages does not change the formality of the tone or the seriousness of the academic purpose. Rather, such incorporation of both the target language and the native language fosters a richer understanding on the part of the students and learners taking part in the lecture.

However, if one implements code-meshing in the classroom, there must be some careful and strategic planning behind it. Sebba (2012) notes, on written multilingual texts such as advertisements targeted at bilinguals, both the visual and linguistic aspects must be taken into account (p. 105). One could easily apply this frame of thought to varying multilingual texts, such as PowerPoint slides (as seen in Mazak & Herbas-Donoso, 2014b). The font choice and size, spacing, color selection, and a host of other visual elements all directly inform the viewer’s interpretation of the text – giving priority to one language or the other in such a fashion creates the implied message that this language is superior or more important (Sebba, 2012, p. 105). For example, if a PowerPoint slide has large, colorful English text headings with dull, smaller Spanish text explanations, one could assume the implicit message is that the English is more important.

Mazak & Herbas-Donoso (2014b) showed an interesting occurrence in the planning and implementation of translingual pedagogy. The interviewees of their study on translanguaging in science classrooms reported the use of code-meshing in the classroom was not done in a

haphazard or thoughtless way; there is a unique and well thought-out pedagogy behind such integration of the students' native language. The use of the native language (Spanish) is not intended to shut out English, which each of the professors, in their own way, acknowledge as being crucial for the success of their students as future scientists (Mazak & Herbas-Donoso, 2014a, p. 41). Rather, the native language is used as a supplement, to provide and endorse a deeper understanding of the material for the students. Beyond that, when it is possible or deemed necessary, the English translations are maintained and taught, specifically for the purposes of key terminology and acronyms, which may potentially be inverted or rearranged in the translation process from Spanish to English (Mazak & Herbas-Donoso, 2014b, p. 24).

All in all, however, the current body of research is limited on the amount of impact these measures have on student success, but it would be interesting to see how such future research can further validate this pedagogy. It would be wise for translingual-minded instructors, when creating course materials, to seek to create more of a balance between the more subtle elements of such presentations, both for the sake of the students who are subliminally picking up on such messages and for opponents of translingual strategies looking for ways to discredit such approaches as favoring the native language as a crutch rather than a learning tool.

### **The Role of Student Attitudes**

Little to no research currently exists regarding the use of translanguaging in the college classroom for the benefit of students. However, even less literature (if any at all) exists over the attitudes of students towards such translanguaging. If students are instructed with methods grounded in the belief that languages are separate entities, as well as the fact that English is a superior language in the field of science, or whatever chosen discipline they are studying, then it is possible they will not be open to these methods, regardless of how potentially helpful they

could be. Again, implicit aspects of the educational experience, such as course materials which favor one language or another, can linger with students regardless of their awareness of such implanted ideology. All of the theorizing and best intentions in the world will not mean anything unless students are receptive to the instruction methods being utilized.

To illustrate the importance of student receptiveness, Milson-Whyte (2013) poses an interesting counterperspective for the use of translanguaging in the classroom, grounded in student attitude. The article acknowledges the fact that some writers may not want to employ such translingual measures either because they are too used to the standard of writing, having worked with it for their academic careers prior, or because they deem determining when it is appropriate to utilize code-meshing and code-switching to be too much extra work (Milson-Whyte, 2013, p. 121). Canagarajah (as cited by Milson-Whyte, 2013) insinuates that multilingual writers need to master the dominant variety of English, but they also must develop a sense of attunement which allows them to bring their preferred varieties of language into the classroom in a strategic and relevant way (p. 121). Considering the arduous mental toll that such awareness can take on students, it would make sense to assume that some would not want to bother adding another set of academic responsibilities to their workloads.

It has also been suggested that some schools may be adversely impacted by the use of multiple languages. For example, in a scenario regarding dual language schools, Baker (2011) suggests how clear boundaries between languages are necessary. If such boundaries are not set and enforced, students may come to believe that they can get instruction in the language they are most comfortable in, as long as they wait on the teacher to use the stronger language (Baker, 2011, p. 228). The same could be said regarding students in any type of bilingual education program, though – if the “safety net” of the native language is present and students feel as though

its use is always a possibility, they will be less inclined to work towards being successful in the process of language acquisition. Therefore, language teachers must develop a strategy or policy which is conducive for student understanding, but also challenges them to a certain extent in order to foster their linguistic development.

Another issue which is fairly influential against the use of translanguaging in the classroom pertains to how language is typically taught at the various levels of one's education. From the beginning of one's academic career, an ideology of language which treats one's linguistic repertoire as being composed of separate and unique categories of language is very likely imposed. In fact, much of the early literature on bilingualism notes the issues regarding "keeping the two languages apart" (Haugen as cited by Garcia & Li, 2014a, p. 12). The use of multiple languages was essentially stigmatized as a potential cause of detrimental language interference (Garcia & Li, 2014a). An ideology such as this can be difficult to break free from; if one is conditioned to disapprove of mixing languages, then this mindset will carry over into his or her continued education. However, expressing one's beliefs and enacting them are two very different things. It is possible that students who are opposed to translanguaging in the classroom still actively incorporate all of their linguistic resources in their coursework. Any way one views it, though, if students do not appreciate translanguaging practices being incorporated in their classrooms, then the idea of trying to help them via such measures is somewhat counterproductive.

Notably, when some of the "early literature" as referred to by Garcia & Li (2014) was being published, the Villaronga administration of education had just begun in Puerto Rico. Even if this administration was friendlier towards the use of Spanish in Puerto Rican schools, the ideology of separating languages was still likely imposed on the students. This distinction in



language use within the educational context creates an intriguing domino effect, particularly when one considers the fact that some of these students would become the teachers of the present generation. It has been noted that, as Puerto Rican students (and likely students in general) make their way through school, they begin to internalize the language ideologies of their teachers and, by extension, society at large (Urciuoli, 1996, p. 7). This type of stigma, which has been attached to translanguing pedagogy, appears to be difficult to break free from, as it runs in a cycle seemingly without end.

In order to implement strategic translanguaging in the classroom, one would need to first counteract the idea of translanguaging in the classroom as being conducive to student laziness and underachievement in a bilingual education setting which has been fairly prevalent in the literature to date. While there is a limited body of research on this topic at present, the goal of this study is to offer new insights into how translanguaging can be a useful pedagogical decision to make rather than something extremely intimidating or misunderstood.

### Chapter 3: Methodology

The purpose of the present analysis is to draw tentative conclusions regarding the role of student attitude in translanguaging perception and receptiveness. As previously stated, UPRM is a perfect environment for such a study to be conducted based off of the mostly bilingual nature of the students and faculty. This analysis will seek to provide insight into the following research questions:

1. How do student experiences affect their receptiveness to translingual pedagogy?
  - a. How do past student experiences with English and Spanish affect their attitudes?
    - i. Does students' self-identified language proficiency in English or Spanish affect their attitudes towards translanguaging?
2. How do student language ideologies expressed relate to their actual use (or lack thereof) of translingual practices in the classroom?
  - a. In an environment where language mixing and translanguaging are acceptable, will students translanguage in their written work?
  - b. Are students who view translanguaging negatively less likely to incorporate such tactics in their work?
  - c. How do their attitudes reflect in their coursework?

To answer these questions, a mixed methods case study approach was used. All of the data for this project comes from a larger study conducted by P.I. Catherine Mazak in an upper-level undergraduate class in abnormal psychology. The data was collected by Catherine Mazak's research team with IRB permission (see appendix A). IRB approval was received prior to the start of this study, with data collection taking place over the course of one academic semester, officially concluding on the day of the final exam for the course.

## **Setting and Data Collection Procedure**

This particular abnormal psychology class is useful to research for a few unique reasons: most notably because one: the textbook is in English but the course is conducted in a bilingual manner, and two: because of the instructor's outlook on language practices. The instructor, a native English speaker who speaks Spanish as a second language, offers her students a choice on which language they prefer to use. As such, to supplement course materials and discussion, she uses both English and Spanish in the classroom, often in very close proximity or even mixed together. For this study, this type of approach is referred to as translanguaging pedagogy.

Additionally, student work was collected with consent of the students. After consent was received, the instructor provided the work to the research team. These assignments, exams, and presentations were then scanned and documented by the P.I.'s research assistant. Since the instructor also provided a class roster of her students, the research assistant was able to organize the collected data into an Excel spreadsheet, so the research team would know which student provided which piece of work. The data was also inventoried in a Microsoft Word file with more specific details about the work.

## **Relevant Data Sources**

**Student surveys.** Beyond the observations and collected work, two surveys were distributed to the students of the class: one about their attitudes towards language mixing, both in class and in everyday life, and another about their personal background and experiences with language use. The survey deemed most relevant to the study was the former, which regarded students' attitude towards translanguaging, thus, this survey was administered first. Students were given the option to complete a version of both surveys in Spanish or English, and the language they used to respond was also their choice (i.e. students could take an English language

survey and respond in Spanish as needed). Going off the assumption that most students were native Spanish speakers, more Spanish language surveys were brought to class.

This particular study draws most significantly upon the survey regarding student attitudes towards the instructor's translanguaging practices, hereafter referred to as the Language Attitude Survey (Appendix B). The results of this survey help to inform the researcher's outlook on whether or not the students are receptive to the pedagogical translanguaging which the instructor chooses to implement in her classroom. This survey also helps the researcher to identify focal cases with strong positive or negative opinions on translanguaging, allowing them to be traced through their work and participation in the study.

In conjunction with the student attitude survey, the study also utilizes the results of a language background survey, hereafter referred to the Student Background Survey (Appendix C), which was issued at the end of the academic semester. Once the focal cases were identified via the language attitude survey, these surveys proved to be an invaluable source of information, telling the researcher of the background of the students (i.e. where they grew up, whether they attended public or private school, and their attitudes towards language mixing, among other questions). Both this survey and the previously discussed survey also allow for a qualitative data approach to be applied to the study, offering a broader range of insight into student receptiveness towards translanguaging pedagogy.

Participation was voluntary throughout the duration of the study. Students were under no pressure to participate initially or continue participation in the study through the semester. A number of students opted out initially, and a few more participated on a somewhat inconsistent basis due to outside variables. For instance, both surveys were distributed the day of the class's final exam: the student attitude survey before the final and the language background survey after.

This date was chosen, after receiving instructor consent, in an effort to ensure the most student participation. As a result, students who had other exams, appointments with professors, or other such commitments did not complete the second survey. This ultimately led to an uneven number of student attitude surveys and language background surveys. Additionally, on both surveys, some students who initially accepted surveys for completion returned them blank. Those surveys were removed from the study and not included in the compiled data.

**Student and instructor artifacts.** The artifacts (PowerPoints used by students and the instructor, student assignments, student exams) collected over the course of the semester were also used as a supplement. Virtually all of the work from each of the student participants has been collected and catalogued for use in this and other investigations of translingual pedagogy and the like, so the written and visual products will serve a similar purpose to the observations and spoken artifacts. Further, instructor resources which have been collected and compiled serve as a valuable point of reference to determine what sort of translanguaging occurred in the classroom during the semester. These artifacts offer the unique insight into both the students' writing habits in this classroom and the professor's mindset towards translanguaging. They serve as another chance to inquire into their habits of languaging in the classroom from both the student and instructor's perspective.

### **Data Analysis**

The analysis of collected data was done in two phases. Phase one consisted of quantitative data analysis of student responses to the aforementioned student attitude surveys, which discussed their perceptions of language use in the classroom. This analysis helped the researcher draw general conclusions about the success (or lack thereof) of translingual pedagogy in this particular classroom. From the results of this analysis, six students whose language

ideologies or particular circumstances were identified as unique were chosen as focal cases. Once these six focal cases were identified, this investigation took more of a case study approach. The work of the six focal students was traced through the semester in an effort to determine if their coursework through the semester matched their ideology regarding language use.

As can be seen, this study relies heavily on the student satisfaction surveys which were filled out at various points during the spring semester. The surveys were the starting point for the qualitative analysis, which will be applied in phase two. The background information of these students was explored via the surveys, which included their questions regarding the students' linguistic histories and educational background. The quantitative analysis also included collected information of student history with English in education, which can be compared to the breakdown of the student population along the lines of public/private schooling. Cross tabulations regarding variables such as student education history was completed to see how these student experiences affect how the students perceive translingual pedagogy. The student demographics of public and private schooling as demonstrated by the class population and the greater university population were then compared to draw tentative conclusions about the receptiveness of students with similar educational experiences.

## Chapter 4: Survey Results

The results of both the Student Background Survey and Language Attitude Survey were compiled in a Qualtrics database for easy access and use. As previously stated, based off of the time and date on which the surveys were given (the date of the final exam), there is a larger number of respondents for the first survey given: the Student Background Survey. A total of 29 students (24 female and 5 male) were issued and completed this survey. Respondents were not obligated to answer each question, so there may also be an inconsistent number of answers from question to question.

### Student Background Survey

True to its name, this survey was crucial in defining the student experiences and backgrounds. Such matters are relevant because they very likely shaped the students' language ideologies. Analysis of this survey's data also served as a starting point for the study, both for identifying cases and for drawing larger assumptions about student attitudes towards translingual pedagogy.

**Age.** The 29 student respondents ranged in age from 20 to 25 years old. The average age was 22.52 years, with the median age being 23. When divided along gender lines, the average age remained roughly the same; for the 24 females, the average age was 22.54 years and the average of the 5 males was 22.4 years. The most frequently occurring age was 23 years old, with 9 of 29 students reporting this. This establishes that the class was a fairly heterogeneous bunch.

**Education.** Similar to the age, the level of education of the participants reported was fairly consistent. 4 males and 15 females stated the highest degree they had received thus far was a high school diploma. 9 females had attained their Bachelor's degree or an equivalent degree, and 1 male participant opted out of answering the question.

**Self-assessed comfort with languages.** The vast majority of the student participants surveyed reported a high level of confidence with the Spanish language. On a scale of one to four, with one indicating that the respondent “only knows some words or expressions” and four showing the respondent is “confident in extended conversations,” 23 out of 29 students responded with a four rating, indicating a great deal of comfort with the Spanish language. 28 total students responded with a three or four, with only one student giving a two rating. Thus, it is clear that, as one may expect, students surveyed are confident in their Spanish skills.

The distribution for the English comfort level is a bit more spread out. While 24 of the 29 students gave themselves a three or a four rating, 10 of these were threes. This effectively doubled the amount of students who assessed their Spanish competence as a three rating. Five students rated their comfort level a two, indicating they are “confident in basic conversations,” but no further. While the spread of English comfort still falls on the higher range of the spectrum, there is a clear discrepancy in comfort and perceived English-language competence, which may adversely impact student perceptions of English-Spanish code-switching as well as the use of English language texts in an otherwise Spanish language classroom.

### **Significant Language Attitude Survey Data**

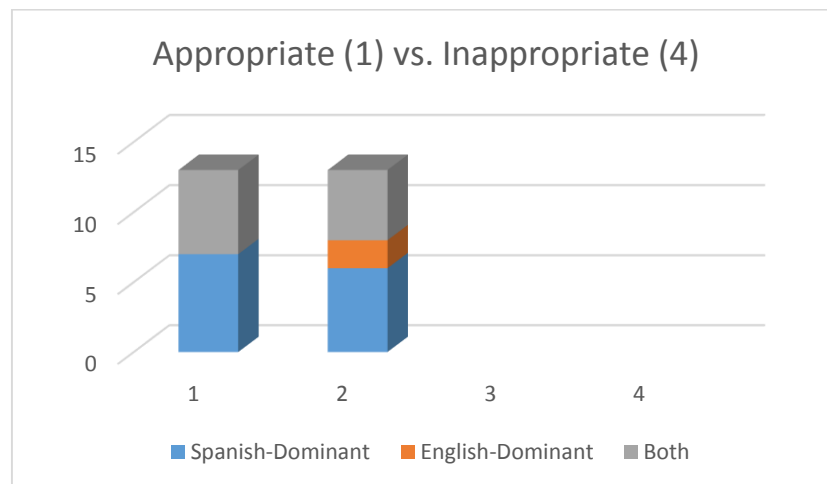
The Language Attitude Survey (see Appendix B) asked several questions pertaining to the language ideologies of the students, as well as their views on the instructor’s code-switching within the class. One such question identified 16 different adjective options to describe the instructor’s use of English-Spanish code-switching in the classroom (i.e. modern vs. old-fashioned, positive vs. negative) and asked students to rate them on a one to four spectrum. For this survey, one was the most positive answer and four was the most negative. This data was reviewed and some of the more pertinent questions were identified and compiled into charts.



These relevant answers are discussed in this section. A previous question asked students to identify their strongest language, with the choices being “Spanish,” “English,” or “both.” 13 students stated that Spanish was their strongest language, 2 students said English, and 11 identified themselves as having equal proficiency in both languages. This classification was used to divide the students in order to determine if a particular demographic tended to have some variety of consistency in the reported student perceptions of translanguaging.

**Appropriate vs. inappropriate.** The first question which was asked of students was whether they viewed the instructor’s code-switching as appropriate or inappropriate. The instructor’s use of translingual pedagogy within the classroom was, by and large, universally deemed to be appropriate. The results of this question can be seen in Figure 4.1.

**Figure 4.1: Student Perceptions of Appropriateness/Inappropriateness in Code-Switching**



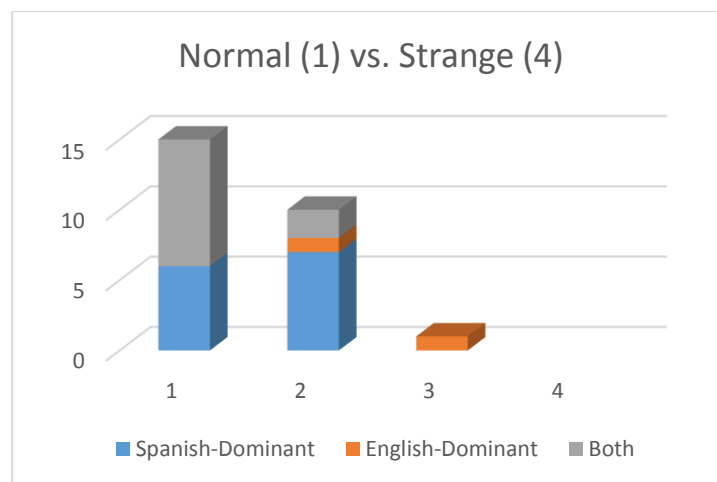
The responses were split equally between this approach being “appropriate” (a two ranking) and “very appropriate” (a one ranking). No significant differences between those who identified as Spanish-dominant, English-dominant, or equally skilled in both languages emerged, though interestingly, all of the English-dominant students gave a two ranking for this question.

Regardless, this question shows that the student population, almost across the board, deems the

instructor’s translanguaging as an appropriate method of facilitating classroom discussion and communication.

**Normal vs. strange.** It is possible that, if translanguaging is seen as unique or unusual, students may be taken aback by its use in the classroom. For this reason, it is important to inquire as to whether or not the use of pedagogical translanguaging is viewed as normal or strange for the students who are receiving such instruction. These results may be viewed in Figure 4.2.

**Figure 4.2: Student Perceptions of Normalness/Strangeness in Code-Switching**

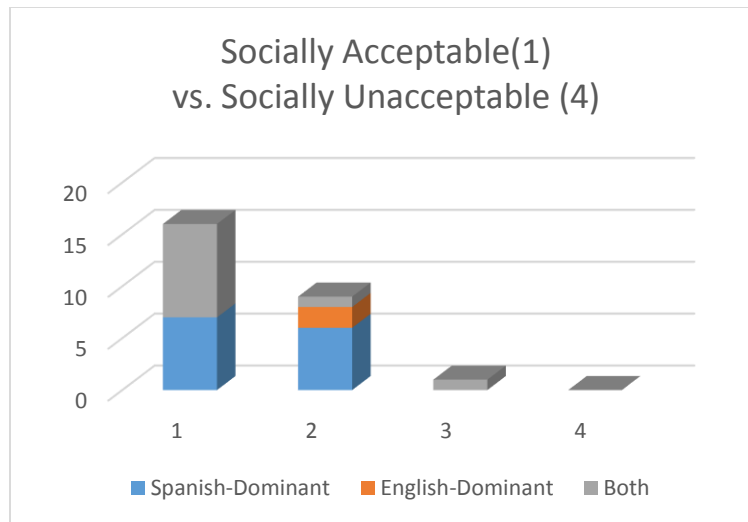


The vast majority of students deemed the code-switching to be “very normal” (a one rating). Another large portion of the student respondents simply stated that this phenomenon was “normal” (a two rating). There was only one outlier who indicated that such a manner of communication was strange. Interestingly, over half of the students who responded to this question with a one rating were those who self-identify as being equally proficient in both languages. Their relation to the normalness of such code-switching may signal that they themselves employ such methods of communication in their daily lives, thus taking away some of the mystique and strangeness from it.

**Social acceptability vs. non-acceptability.** This question somewhat speaks to the normalness/strangeness of code-switching, and likely informed some of the student responses

which were received. If code-switching is socially acceptable in one’s daily life, it is very likely that it will be viewed as a normal occurrence. As such, one would assume that the answers to this question would fall in line with the previous question, at least to some degree. These results can be seen in Figure 4.3.

**Figure 4.3: Student Perceptions of Acceptableness/Unacceptableness in Code-Switching**

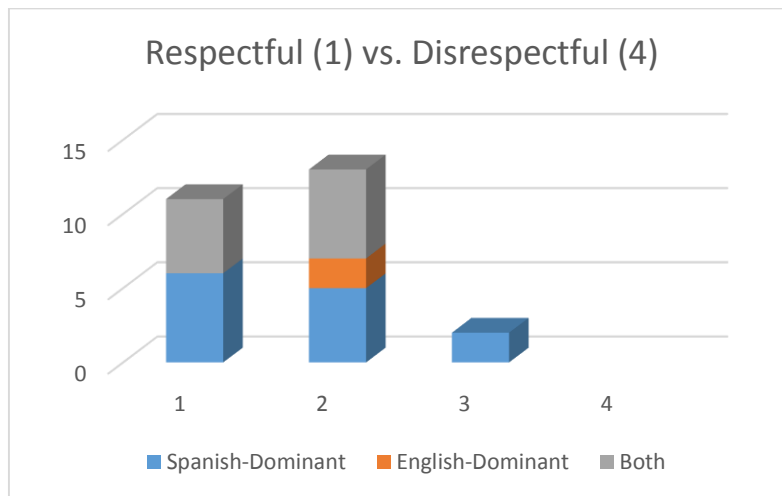


Somewhat true to the prediction, the results of this question were fairly similar to the previous question regarding normalcy. The majority of the respondents here, like the previous question, gave this a one rating, indicating this is a very acceptable phenomenon. The one responses, again, were dominated by students who reported equal proficiency in both English and Spanish. Overall, the class appeared to be very accepting of the code-switching as both a normal and socially acceptable phenomenon, indicating that there should not have been an affective filter regarding the strangeness or potential weirdness of the instructor’s language mixing.

**Respectful vs. disrespectful.** An action can be socially acceptable while still being perceived as disrespectful. If the instructor’s code-switching is perceived as disrespectful to the students, then it is likely that they will be less inclined to receive her message favorably. Further, if they view the act itself as a disrespectful one, they could also be hesitant about doing such

language mixing in their own lives. Thus, this question sought to determine whether or not students viewed the instructor’s code-switching as being respectful or disrespectful to the students within the classroom. The results can be seen in Figure 4.4.

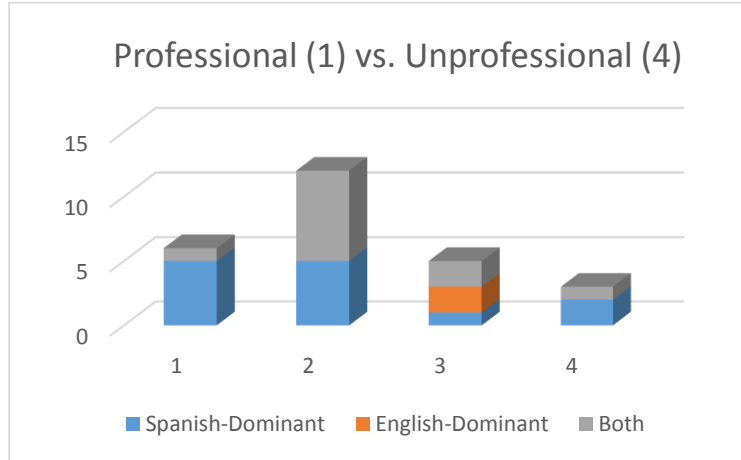
**Figure 4.4: Student Perceptions of Respectfulness/Disrespectfulness in Code-Switching**



The distribution seen in this question was somewhat different than those previously discussed – students were still generally favorable in their views of translanguaging as respectful, but they were not as firm in their beliefs. More students gave this a two rating than any other, though, overall, more respondents were on the positive end of the spectrum, with only two respondents stating the code-switching was “disrespectful,” in the form of a three rating.

**Professional vs. unprofessional.** The answer with the most distribution in the students’ responses, interestingly, deals with whether or not the professor’s translanguaging was “professional.” An instructor’s professionalism directly impacts his or her ethos/credibility; if an instructor is viewed as less than professional, he or she will not be respected as an expert or as someone worthy of listening to and learning from. The results from this question can be seen in Figure 4.5.

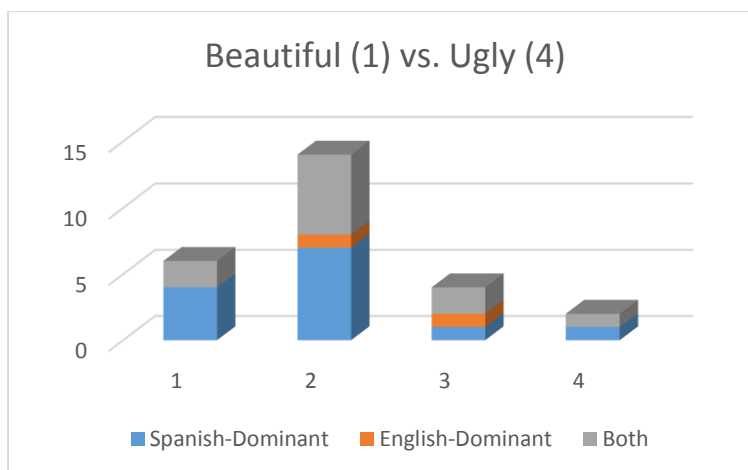
**Figure 4.5: Student Perceptions of Professionalism in Code-Switching**



Students were generally positive about it, rating her code-switching a 1 or a 2, but unlike other questions, the results were more spread out among the available options. This question featured the most dissension in the student answers received, as well as the largest number of negative responses (three or four ratings). However, it is interesting to note that, while students by and large replied that the code-switching was a positive trait of the class, it may not have been the most “professional” way for the professor to undertake her job of teaching from their perspective, as it seems to have carried a more conversational and informal connotation for them.

**Beautiful vs. ugly.** To a lesser degree, more superficial traits can play a role in student receptiveness to learning. For instance, whether or not an instructor’s code-switching is seen as “beautiful” or “ugly” may play a role in whether students were inclined to listen to the message, content, or teaching strategies employed in the classroom. This perception can also affect how students perceive code-switching in their own lives, as it is likely if one perceives an activity as being “ugly,” he or she would actively try to avoid doing it themselves. The results for this question can be seen in Figure 4.6.

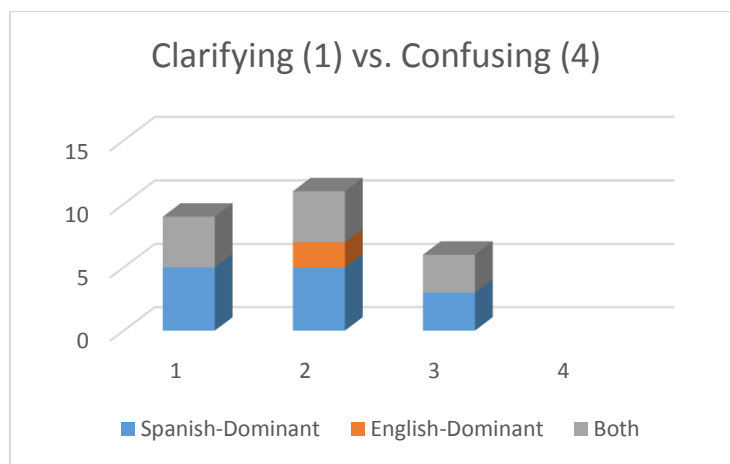
**Figure 4.6: Student Perceptions of Attractiveness of Code-Switching**



This question was one of the few which had student responses for each of the four available options. Students, again, were generally favorable towards the aesthetic quality of translanguaging, with most rating it a one or a two. The responses in the three and four categories, while interesting, do not seem particularly notable – there were student respondents from each of the Spanish-dominant, English-dominant, and equally proficient categories who indicated rated the code-switching in this manner. Thus, this question could simply boil down to a student preference towards one language or another.

**Clarifying vs. confusing.** Arguably more than anything else, it is important to determine whether code-switching and translanguaging are viewed as a tool for clarification, or whether they serve to confuse students. If the purpose of such translanguaging in the classroom is to offer greater student understanding, it is crucial that this goal is met. The results of this particular question can be seen in Figure 4.7.

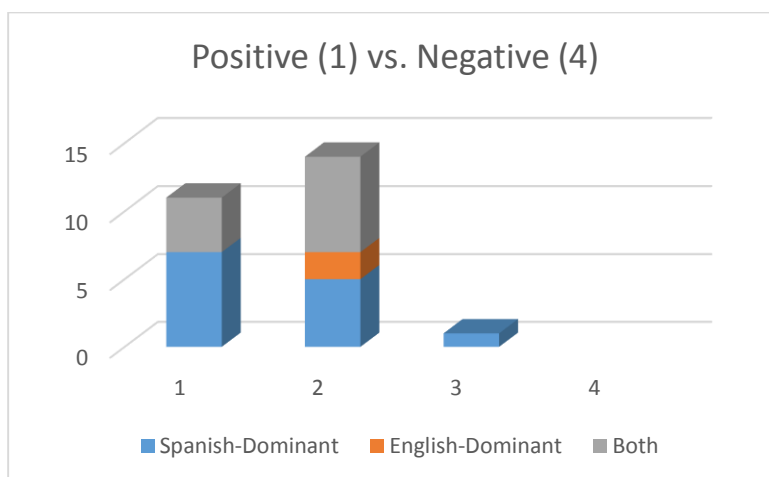
**Figure 4.7: Student Perceptions of Clarification Received from Code-Switching**



While the student respondents generally held favorable views towards the use of translanguaging as a clarifying tool, there was a larger number of students who rated this on the lower end of the scale. No student reported that translanguaging was a very confusing occurrence in terms of making meaning, however. Still, it is interesting to note that there was roughly an equal number of Spanish-dominant students and students comfortable with both languages who rated the instructor's translanguaging as somewhat confusing. The Spanish-dominant students generally indicated favorable views towards the instructor's translanguaging tactics in the classroom. This question, again, may have come down to personal preference rather than anything which can easily be predicted.

**Positive vs. negative.** Overall, it is important to determine whether or not students viewed the use of code-switching and translanguaging in the classroom as a positive feature of the class. The students are the ones who experience this class for a minimum of 45 contact hours in the semester and who must interact with and seek clarification from the instructor, so their comfort and feelings of positivity are of utmost importance in this situation. The results of this question can be seen in Figure 4.8.

**Figure 4.8: Student Perceptions of Positivity/Negativity in Code-Switching**

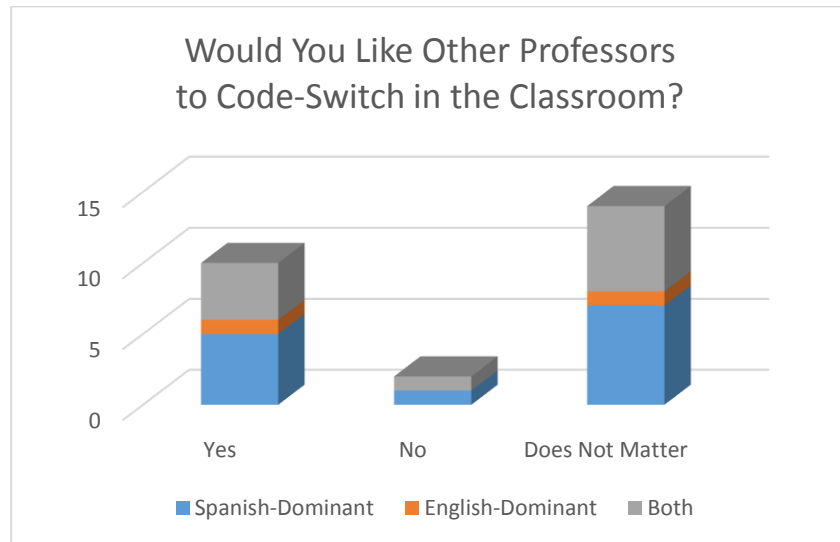


In total, student views of the instructor’s translanguaging were generally positive. Most fell in the two range and virtually all students rating it a one or a two. Interestingly, the students who identified having equal proficiency in Spanish and English, overall, tended to give this question a two. All but one of the students who favored one language over another responded with a one or a two, which may suggest that the clarification offered in by the instructor’s translanguaging was, to some extent, helpful to them.

**Overall code-switching preferences in the classroom.** Even more telling than student perceptions of positivity and negativity is explicitly asking them whether or not they would like professors to code-switch in the classroom. The phrasing of the question asked students if they would like professors of other disciplines (i.e. math, physics, biochemistry) to code-switch between English and Spanish as needed. The results of this survey can be seen in Figure 4.9.



**Figure 4.9: Expressed Student Attitudes on Language Mixing in Other Courses**



By and large, students were indifferent to code-switching in the classroom, as indicated by the survey. This can be taken in one of two ways: one being that they genuinely do not care which language(s) they are instructed in, and the second possibility being that they can survive and thrive in both an either-or and a both-and environment of language use. Either way, with more than half of this class falling in the “does not matter” category, their motivations are something worth considering.

By and large, though, students were positive towards the use of translanguaging in other disciplines. Interestingly, the distribution of students who identify as Spanish-dominant and having proficiency in both languages were somewhat even in the “yes” and “does not matter” categories. Theoretically, this would make it difficult to predict whether or not a student’s language expertise or knowledge plays a role in their comfort with pedagogical translanguaging, at least as it was reported on this particular survey.

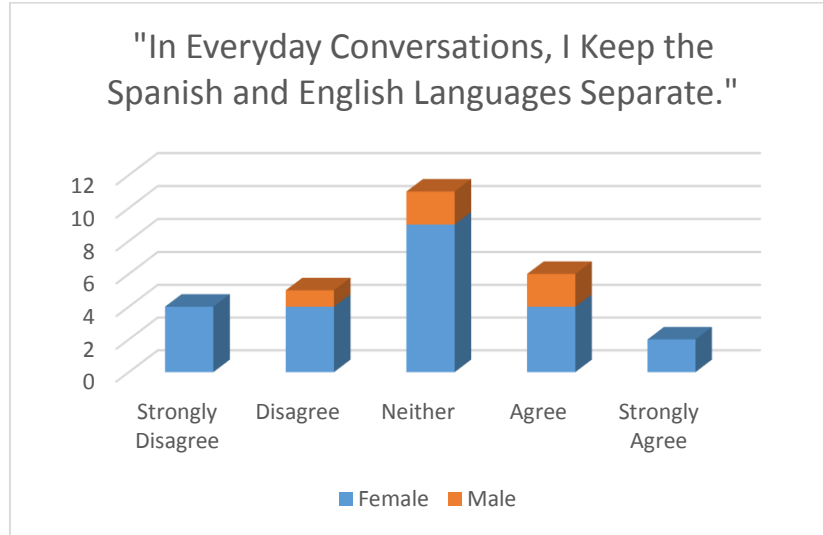
## **Overall Student Perceptions**

Students were, for the most part, positive in their answers. The general consensus was that the instructor's code-switching was appropriate, normal, and respectful, among a series of other answers which are included in Appendix D. However, it is notable to consider that two questions with the largest amount of dissent in answers, though, was regarding the clarifying power and professionalism of the instructor's code-switching. The purpose of her code-switching was almost certainly to offer further clarification for her students, yet, for about 1/5<sup>th</sup> of the respondents, this missed the mark. The reasoning behind these responses is another aspect of student attitudes and experiences which should be taken into account in future research, as this survey did not offer many opportunities for students to elaborate on their experiences and ideologies.

**Student perceptions of language mixing.** The last two questions of Language Attitude Survey (see Appendix B) were dedicated to determining whether students had specific views which colored their judgment towards the use of translanguaging in their own daily lives. This survey was different in that students were not asked about their dominant language, so division of results based on this criteria is not possible. Thus, students were divided along gender lines for this particular question.

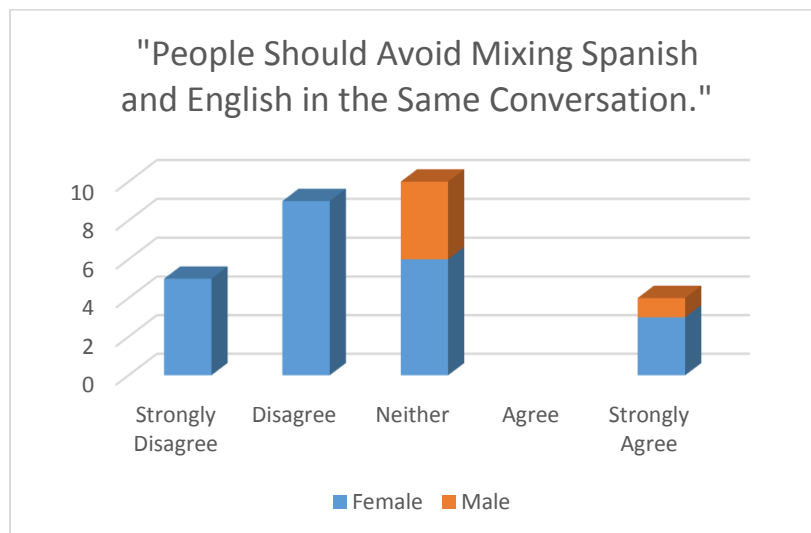
Students were first asked for their feelings on the question "In everyday conversations, I keep the Spanish and English languages separate." Their responses were gauged on a one to five spectrum from "strongly disagree" to "strongly agree." These results can be seen in Figure 4.10.

**Figure 4.10: Student Attitudes on Language Mixing in Their Daily Lives**



The results of this particular question were very interesting, considering there were roughly the same amount of students on the positive and negative ends of the spectrum. The largest number of respondents indicated that they had no opinion (they neither agreed nor disagreed), which could ultimately be counted either way. However, the general impressions gathered from the results of this question serve as a useful starting point in determining whether student language ideologies match up with their actual practices. These results can be seen in Figure 4.11.

**Figure 4.11: Student Attitudes on Language Mixing in Society**



In general, students disagreed with this sentiment. Even if all of the students who reported not having an opinion on this question were included with the students who “strongly agree,” the number of respondents is still roughly equal to the number of students who either “disagree” or “strongly disagree.” There is a wider distribution in answers than one may expect in looking at the question, however; considering the amount of students who speak both languages, it is somewhat surprising that so many of them hold these prescriptive standards for how the languages should be used. This question, especially, informs how the student cases are selected and if these ideologies in particular match up with their practices.

### **Selected Cases**

Certain questions on each survey served as identifiers for students whose opinions and ideologies regarding language stood out from their peers. After analysis of the survey data, these student cases were determined. In order to analyze the largest possible corpus of data pertaining to these students’ beliefs, students were only selected if they participated in both surveys. The following questions were significant in terms of the uniqueness of the student answers received.

**Question 1: How would you rate the English language on a scale of 1 to 5 regarding the following properties?** This question included six different adjectives which describe the English language from the students’ perspective. There was a fairly even distribution through each adjective, but one student’s expressed view was unique enough to warrant further inquiry. The student in question was the only one of the class of 29 to give English a one (1) rating, indicating that English was “very ugly.” Interestingly, this student was also one of only two respondents who similarly identified the Spanish language as being “very ugly.” These two were the only questions on the numbered spectrum which he gave a one rating to, indicating that there

was some thought behind his answers. For these reasons, this particular student was identified as a standout case. For the purposes of the study, he will be referred to as Zack.

**Question 2: To what extent do you agree with the following statement: "People should avoid mixing Spanish and English in the same conversation."** This question directly pertains to student attitudes regarding language mixing, both in their daily lives and in the classroom. Four students (three females and one male) answered that they “strongly agree” with this statement. Initially, two of these students (one female and one male) were selected based off of this answer. Upon further examination of the student work and surveys collected, it was determined that the male student had missed one survey and had not turned in several other small assignments. As a result, to have the best analysis and most thorough analysis possible, the male student was discounted as a focal case. The female student, though, was traced through the semester, and she will be referred to as Sabrina for the purposes of the study.

**Question 3: Since when have you been able to speak English?** For this question, unsurprisingly, most students learned English in either primary or secondary school. The breakdown is as follows (note that one female student opted out of answering this particular question):

- 1 male and 7 females all learned English at age 2 or younger
- 3 males and 5 females learned English by age 4 or younger
- 1 male and 7 females learned English in primary school
- 3 females learned English in secondary school
- 1 female learned English as an adult

Most significantly, there was one female respondent who reported that she learned to speak English as an adult. The wording of this question is somewhat ambiguous (for example, she may

have learn to speak English as an adult, though she had been reading English for a while prior), yet one may argue that speaking and listening are the hardest skills to acquire in one's second language. Her attitude towards language mixing will be especially interesting for the sake of understanding student attitudes toward translanguaging in the classroom, as one would assume her late-in-life acquisition of English may negatively impair her comfort level with the language. For the sake of this study, she will be referred to as Grace.

**Question 4: How would you rate Dr. Clinton's code-switching in your class? Circle only one number on each line.** This question posed 16 different adjective options to describe the instructor's use of English-Spanish code-switching in the classroom. It is crucial in the understanding of student attitudes towards translingual pedagogy as, if the instructor is compromising his or her credibility and professionalism, it is likely the subject matter they are teaching will not be well-received. Interestingly, answers to this question had a very wide distribution in answers. For this question, the number scale was reversed from the previous survey (this time, one was a very positive rating and four was a very negative rating). 26 students responded to this question, and the average answer was a 1.81, which puts it between "very positive" and "positive." However, three students gave this question a four, indicating that the code-switching utilized by the professor was "very unprofessional." These three students (all female) were selected for participation in the study. The first will be referred to as Jasmine, the second will be Teresa, and the third will be Sasha.

For easy reference, the pseudonyms and justifications of selection for each of the six students can be seen in Figure 4.12.

**Figure 4.12: Student Cases and Justification**

Selected Student	Justification
Zack	Deemed both English and Spanish to be “very ugly” languages.
Sabrina	Strongly believes that people should avoid mixing Spanish and English in the same conversation.
Grace	The only student to report learning English as an adult.
Jasmine	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional.”
Teresa	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional.”
Sasha	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional,” and was the only student in the course to state that she would not take an additional class with this instructor.

Having identified significant and notable student cases in this particular group of students, a qualitative approach is the next step in gaining a fuller understanding of student receptiveness to code-switching and translanguaging in the classroom. The identified cases will be reviewed in further detail in the following chapter.

## Chapter 5: Individual Case Study and Analysis

The previous chapter dealt with the class as a whole, seeking to determine if any larger trends could be determined from student responses to the Language Attitude Survey and the Student Background Survey. The following chapter, though, is a more in-depth look into the chosen student cases, whose responses to one particular area of the survey or another set them apart from their classmates. The student cases and their justifications for inclusion can be seen in Figure 5.1.

**Figure 5.1: Student Cases and Justification**

Selected Student	Justification
Zack	Deemed both English and Spanish to be “very ugly” languages.
Sabrina	Strongly believes that people should avoid mixing Spanish and English in the same conversation.
Grace	The only student to report learning English as an adult.
Jasmine	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional.”
Teresa	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional.”
Sasha	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional,” and was the only selected student case to state that she would not take an additional class with this instructor.

These students will first be discussed individually and then as a collective, to determine if any overarching conclusions can be reached based off of their backgrounds and practices.

In terms of data analysis and discussion, the individual participation of the students in the two surveys will first be documented. Their backgrounds and any interesting ideologies or expressed beliefs will be noted and discussed in this way. After the useful and pertinent information is included, the work of the individual student, as collected by the researchers, will be explored to determine if and how these students’ ideologies match with their practices. This work include the English-language final exam (see Appendix E), worksheets, and other such



exercises, and all of it was graded by the instructor. Therefore, it can be said that this work represents the student's best efforts to attain the best grade possible in the course, making it interesting to consider which language (or languages) they would use for such assignments.

### **Case One: Zack**

Zack is a 21 year old undergraduate student who has lived his entire life in Puerto Rico. As previously stated, Zack is the only male student of the six in the class to be analyzed in-depth within this thesis. Another male, Adam, was discounted from the data analysis due to inconsistent participation and responses, both on the survey and in the in-class work collected. Zack states that he learned to speak both Spanish and English prior to age two, though he identifies his proficiency in both languages as being only "fairly confident in extended conversations" (a three rating on a scale of four). He believes that his proficiency in both languages is equally strong, yet he still identified both languages as being "very ugly."

His mother and father both used Spanish and English to speak to him as he was growing up, which may be responsible for his identified proficiency in both languages. Presently, he identifies his interactions with his mom, housemates, and girlfriend as being mostly in Spanish and with his father and an unidentified friend as being in equally Spanish and English. Although he states that both his elementary and secondary schools were private, the main language he was instructed in was Spanish. This is somewhat of an anomaly for the setting, given that often, when parents pay for education, they are paying for their children to be in a more English-dominant environment.

Zack was largely neutral in his ratings of the Spanish language, giving it a three out of five in being modern, friendly, influential, inspiring, and useful. The only adjective option which he expressed a strong opinion on was the attractiveness of Spanish, which he gave the lowest

rating, a one, thus identifying it as being “very ugly.” He identifies English as being slightly better in a similar question, giving it a four out of five on being modern and friendly, and a three out of five on being influential, inspiring, and useful. However, he still rates the language as being ugly, the same rating as he gave to Spanish.

Zack states that he uses code-switching in his daily life, and that he feels comfortable doing so. He uses it in virtually all situations, interacting with family, with friends, and in casual social situations. Interestingly, though, he states that he does not use code-switching in two specific situations: when at work with his superiors and in classes he takes in Spanish at UPRM. The former situation is particularly interesting, as it could be hypothesized that he does not use code-switching with his superiors either due to a fear that such behavior is not acceptable in this particular context, or because his superiors would more easily understand communication solely in Spanish and efficient communication is key in such situations.

He generally responded favorably to the professor’s code-switching, giving it a three or four rating on a spectrum of adjectives, which included appropriate vs. inappropriate, clever vs. clumsy, and positive vs. negative, among others. As articulated on the survey, he believes that English proficiency had a direct effect on his grades in the course, but that he would take another class with the instructor with the knowledge of her translingual practices and that he would like other professors to implement similar practices in their classrooms.

Zack is also neutral on his beliefs pertaining to the questions of “In everyday conversation, I keep the Spanish and English languages separate,” and “People should avoid mixing Spanish and English in the same conversation,” giving each a three out of five rating. Essentially, much of Zack’s outlook on code-switching and the mixing of languages can be described the same way: fairly neutral.

## Artifact Analysis

Zack’s collected work included a Spanish-language worksheet, an English-language case study sheet (which featured dense English explanations of a given patient or case), and a test which was taken on blank paper, the questions for which can be seen in Appendix E. Through his work, Zack consistently used English.

Interestingly, Zack recreated, by computer, a worksheet featuring a chart which most students answered by hand. This worksheet was a blank table which posed a question and asked for a “respuesta” (response) and “ejemplo” (example) of a given disorder. In his recreated version, Zack retained the Spanish table headings, but filled in each blank with an English language response. He even corrected some errors in the Spanish writing of the questions, which included missing accent marks and punctuation. These Spanish errors were present on the worksheets of the other students. An example of this can be seen in Figure 5.2.

**Figure 5.2: Comparison of Grace’s Worksheet (Left) to Zack’s Worksheet (Right)**

Definir 'psicopatología'	Definir 'psicopatología'
¿Qué puede causar la psicopatología?	¿Qué puede causar la psicopatología?
Definir psicología anormal	Definir psicología anormal
Definir "comportamiento anormal"	Definir comportamiento anormal.
¿Hay comportamiento que puede ser normal para unos y anormal para otros?	¿Hay comportamiento que pueden ser normal para unos y anormal para otros?

In terms of structure, Zack’s responses in this chart were virtually all sentence fragments, though in some cases, he utilized full sentences. Further, though he stuck with English on all of his

collected work, Zack’s English-language answers relied heavily on the Spanish-language questions. This can be seen in Figure 5.3.

**Figure 5.3: Reference to Spanish Questions in English Answer by Zack**

¿Hay comportamiento que pueden ser normal para unos y anormal para otros?	Yes, and it all depends on culture, time, place and among other things.	Taliban’s houses were made mud and bricks.
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Virtually all of Zack’s answers on this chart followed the same pattern, and the fact that Zack did not provide additional clarification in English is interesting. Referring to Baker (as cited by Sayer, 2012), this is an example of how translanguaging was initially formulated (p. 70). One of the first ways in which translanguaging was observed was in situations where bilinguals read a text in one language and discussed it in another (Baker as cited by Sayer, 2012). In Zack’s case, his answers rely heavily on the reader being able to understand both languages, even more so than if he mixed the languages together in the first place, since there is no prompting or explanation as to what he was referring back to.

Another interesting facet of Zack’s worksheet is one which may go unnoticed by casual observation of this work. This particular worksheet appears to be one which was provided by the instructor, either via email or by hard copy. As a result, multiple students’ worksheets possessed similar errors in language and structure. Zack, however, appeared to have recreated the worksheet on his own. This is especially evident when Zack’s worksheet is compared with that of another student. By viewing the work of another student, in this case, Sasha, one can see that Zack took a few more liberties in his worksheet labeling with regard to language. For Sasha’s work, refer to Figure 5.4.

**Figure 5.4: Worksheet Table Labeling by Sasha**

Definir "distress" -y dar un ejemplo de distress nivel clinic y distress nivel normal
Definir "deviance" - y dar un ejemplo de nivel clinico vs nivel normal
Definir "dysfunción" - y dar un ejemplo de nivel clinico vs nivel normal
Define dangerousness - y dar un ejemplo de nivel clinico vs nivel normal
Definir cultural relativismo - Un ejemplo de un comportamiento que puede ser normal en PR y anormal en otro lado

In Sasha's work, English terminology for three of five words to be defined: "distress," "deviance," and "dangerousness." She attempts Spanish in the other cases, though the terms are misspelled as "dysfunción" (which should be "disfunción") and "cultural relativismo" (which should be "relativismo cultural"). It is unclear whether this mistake in labeling was from Sasha or her instructor (who may have distributed an electronic version of the worksheet for students to fill in), but either way, the mislabeling escaping the notice of both the bilingual instructor and Sasha herself is notable, especially compared to Zack's table. The same table and labeling from Zack's worksheet can be seen in Figure 5.5.

**Figure 5.5: Worksheet Table Labeling by Zack**

Definir "di stress" -y dar un ejemplo de di stress nivel clínico y di stress nivel normal
Definir "desviado" - y dar un ejemplo de nivel clínico vs nivel normal
Definir "disfunción" - y dar un ejemplo de nivel clínico vs nivel normal
Definir "peligroso" - y dar un ejemplo de nivel clínico vs nivel normal
Definir relativismo cultural - Un ejemplo de un comportamiento que puede ser normal en PR y anormal en otro lado.

Zack's table shows four out of five of the terms correctly translated into Spanish; the only mistake which can be seen is in the term "di stress," which seems to be a mistaken version of the English equivalent rather than the Spanish. Apostrophes are used on a somewhat haphazard basis, as is punctuation. In the end, though, Zack stays fairly closely with Spanish writing for his table headings and categories and with English in the table itself, while it can be seen that other students were somewhat more flexible in the use and mixing of languages in the same instance.

Overall, though he deemed both languages to be "ugly," Zack demonstrated a strong knowledge of both. While he exclusively used English on his collected work, Zack was able to do so in a way which tied in with the Spanish-language questions he was given on the worksheets and materials he completed for the course. Further, he was also able to correct the orthographic errors on the Spanish worksheet, showing a deeper knowledge of accent marks and punctuation which is used in Spanish written work. In general, Zack's work shows more prescriptive norms and a greater knowledge of rules which govern their use. This is interesting to consider, since his survey responses indicated that he was neutral to positive on the use of code-switching in the classroom.

## Case Two: Sabrina

Sabrina is a 21 year old undergraduate student. She spent the first 18 years of her life living in Puerto Rico, before living one year in Ohio. She eventually returned to Puerto Rico for three more years. Sabrina reports having equal proficiency in both languages, being “confident in extended conversations” in both English and Spanish. Interestingly, she learned to speak Spanish by the time she was two, but acquired English in primary school. Both her elementary and secondary schools were private and predominantly English-medium. However, while she was growing up, interactions with significant family members and guardians took place mostly in Spanish. Today, conversations with family and friends (as identified on the survey), take place mostly in Spanish as well.

Sabrina reported a neutral to positive perspective on the Spanish and English languages. She gave the same ratings to each possible adjective posed on the survey, including modern/old-fashioned, friendly/unfriendly, and beautiful/ugly. Interestingly, the only divergence in her answer pertained to the influential nature of the languages. She gave the Spanish language a three out of five on the spectrum, noting a neutral belief. However, the English language was given a five rating, identifying it as being highly influential.

She uses code-switching in her daily life but interestingly reports that she is not comfortable doing so. She notes that she “sometimes forget[s] a word when switching and it gets frustrating.” As such, she only reports using code-switching in casual situations, such as with friends or shopping. She believes that the instructor’s code-switching does not affect the content of the course, but “if the material were in English and then the tests in Spanish, then it would.” This is a logical conclusion to reach, though the instructor’s inclusive nature towards language use negates this concern.

She stated the instructor's code-switching has improved her English-language listening, reading, writing, and vocabulary skills, but English proficiency did not have a direct effect on her grades in the class. She would take additional classes with the instructor knowing now about her code-switching pedagogy, though she does not want other professors to implement such code-switching. Sabrina states that she "like[s] courses that stick to one language because it is easier to retain information." This is an interesting qualification to make, and she is the only student to do so.

Most importantly, Sabrina agreed with the statement "In everyday conversation, I keep the Spanish and English languages separate," giving it a four out of five rating. She strongly agreed with the statement "People should avoid mixing Spanish and English in the same conversation," which likely owes to the confusion she identified experiencing when Spanish and English are mixed in the classroom.

### **Artifact Analysis**

Sabrina's collected work included three Spanish-language worksheets, an English-language case study sheet completed with a partner (which featured dense English explanations of a given patient or case), and the course's final exam, which was taken on blank paper. On Sabrina's final exam, she exclusively used English. Moreover, the answers she gave were considerably longer than those of the other students. It is interesting that this particular test, which was timed and likely very high pressure, was exclusively completed in English, her second language. Further, it is especially notable, since most of her other work featured language mixing, to various degrees.

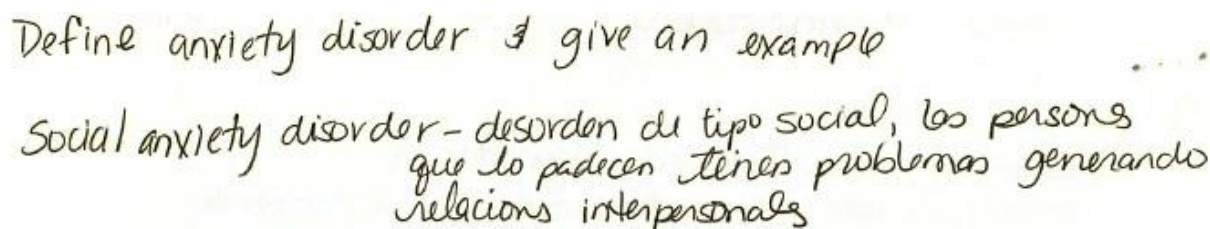
The English-language case study sheet, completed with the partner, was mostly completed in Spanish. Interestingly, Sabrina and her partner brought in English-language terms



for conditions and disorders. Through the worksheet, they mention “Specific Phobia,” “Panic Disorder,” and “Social Anxiety,” among others. However, they did not exclusively stick to English in naming the conditions they discuss; they also use the term “Ansiedad General” (General Anxiety) on two occasions. Further, they use the term “Agrophobia” both in English and in Spanish (“Agrofobia”) on separate occasions in the same worksheet.

While the case study sheet was mainly in Spanish, there were a few instances of language mixing which could be seen. First, there was an English-language question which popped up, with seemingly no prompting or cause, at the end of the worksheet. This can be seen in Figure 5.6.

**Figure 5.6: English Question/Spanish Answer from Sabrina’s Worksheet**

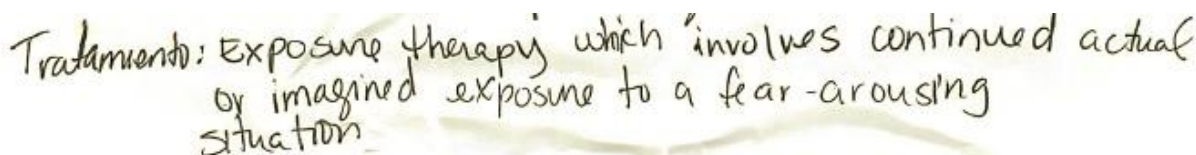


Define anxiety disorder & give an example

Social anxiety disorder - desorden de tipo social, los persons que lo padecen tienen problemas generando relaciones interpersonales

Similarly, at the end of the worksheet, after several more exclusively-Spanish questions and answers, there is one question, which starts with a Spanish label, which is answered in English. This can be seen in Figure 5.7.

**Figure 5.7: Spanish Label/English Answer from Sabrina’s Worksheet**



Tratamiento: Exposure therapy which involves continued actual or imagined exposure to a fear-arousing situation

The question seen in Figure 5.7 is particularly notable, as it is the first consistent use of English in the entire worksheet. In both of these examples, though, a degree of language mixing can be seen, which is not present in the rest of the worksheet. Perhaps because she had a partner

working with her, but these two examples show that Sabrina is open to translanguaging within her written work.

More subtle translanguaging can be seen in Sabrina’s three Spanish-language worksheets. In two of these particular worksheets, Sabrina answers questions written in Spanish by using English. Similar to previous examples of Zack’s work (ex. Figure 5.3), Sabrina’s English answers make reference to the Spanish questions without offering further English explanations. An example of this type of translanguaging can be seen in Figure 5.8.

**Figure 5.8: Reference to Spanish Questions in English Answer by Sabrina**

<p>¿Hay comportamiento que puede ser normal para unos y anormal para otros?</p>	<p>Yes. This happens a lot when two people have different cultural backgrounds. It affects the way they both perceive the life style, behavior and value of one another; in other words, it often leads to many misunderstandings and misinterpretations.</p>	<p>In the movie, Sam and Patrick have this tradition that when they pass under the tunnel, while Patrick is driving, Sam climbs to the back of the pick-up truck and stands there with her arms spread out like a bird. This may seem strange to others, but is perfectly normal for them.</p>
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Sabrina’s translanguaging in this instance was quite similar to Zack’s. However, her work also shows a few subtle, yet significant, differences. In the same worksheet, when asked to define key terms, Zack listed them in English, amidst all-Spanish questions (see Figure 5.5). In Sabrina’s worksheet, the Spanish terms are retained in the questions. However, when asked for an explanation of the term, the first thing Sabrina does is supply the English-language equivalent. This can be seen in Figure 5.9 and Figure 5.10.

**Figure 5.9: Spanish and English Key Term Equivalents in Sabrina’s Work**

	Respuesta	Ejemplo
<p>Definir 'psicopatología'</p>	<p>Psychopathology is the study of mental or behavioral disorders.</p>	<p>In the movie the Perks of Being a Wallflower, the protagonist, Charlie suffers from some mental disorders, such as, Post Traumatic Stress Disorder and social anxiety.</p>

**Figure 5.10: Further Spanish and English Key Term Equivalents in Sabrina’s Work**

Definir psicología anormal	Abnormal psychology is the scientific study whose objectives are to describe, explain, predict, and modify behaviors that are considered strange or unusual.	The clinical psychologist in the movie is an example of a mental health profession who focuses on treating and understanding abnormal behavior.
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These instances of translanguaging show two interesting elements of Sabrina’s work: knowledge of both languages is required for a full understanding of her work, and Sabrina understood and was able to successfully use both the English and Spanish versions of these terms. This effectively serves to debunk the assumption that Sabrina’s translanguaging was done out of a lack of knowledge or laziness.

Overall, while Sabrina states that she tries her best to keep English and Spanish separate and that she believes others should avoid mixing the languages as well, her work shows that, when in an environment wherein translanguaging is accepted, she will engage in it. Her use of translanguaging also shows a deep knowledge of course terms and concepts which is not explicitly shown in the work of other students; she is able to recognize and use course terms in both of her languages. In the end, it could be said that Sabrina’s practices do not neatly match the ideologies she expressed, at least as it pertains to the work she was willing to turn in to the instructor to be graded.

### **Case Three: Grace**

Grace is a 24 year old student who has spent her entire life in Puerto Rico. Interestingly, she selected to answer English-language versions of the survey, but responded fully in Spanish to both. Grace reports being Spanish-dominant, having learned to speak Spanish prior to age two. She identifies as being extremely comfortable with the language, being “confident in extended conversations.” Growing up, her primary and secondary schools were both public, Spanish-

medium environments. Further, her parents and siblings all interacted with her solely in Spanish, and continue to do so today.

Grace is one of the most interesting cases in this study because she reports having learned English as an adult. As such, she only reports being “confident in basic conversations” in English, which could have possibly had a negative impact on her acquisition and retention of difficult concepts, if they were solely given in English. Importantly, Grace does not believe that English proficiency had an effect on her quiz, test, or homework grades. She also would take additional courses with the instructor knowing now of her tendency to code-switching, and would like to see instructors in other classes use code-switching.

Grace is the only one of the selected cases, and one of the only students in the class, to state that she does not use code-switching in her daily life. However, she believes the instructor’s code-switching positively affected the quality of the contents of the course, as it helped her to better her vocabulary and practice her English in various ways. She notes that the instructor’s code-switching helped improve her English-language listening, reading, writing, and vocabulary skills.

Interestingly, she strongly disagreed with the statement “In everyday conversation, I keep the Spanish and English languages separate,” as well as the notion that “People should avoid mixing Spanish and English in the same conversation.” Considering she noted how she does not use code-switching in her daily life, the former may indicate a misread question on her part, while the latter shows open-mindedness to the practices and choices of others. She was also positive, across the board, to the spectrum of adjectives given for her consideration, giving perfect ratings to each. This is very interesting given her assertion that she does not code-switch in her daily life. There seems to be a contradiction of sorts here, as she seems to appreciate code-

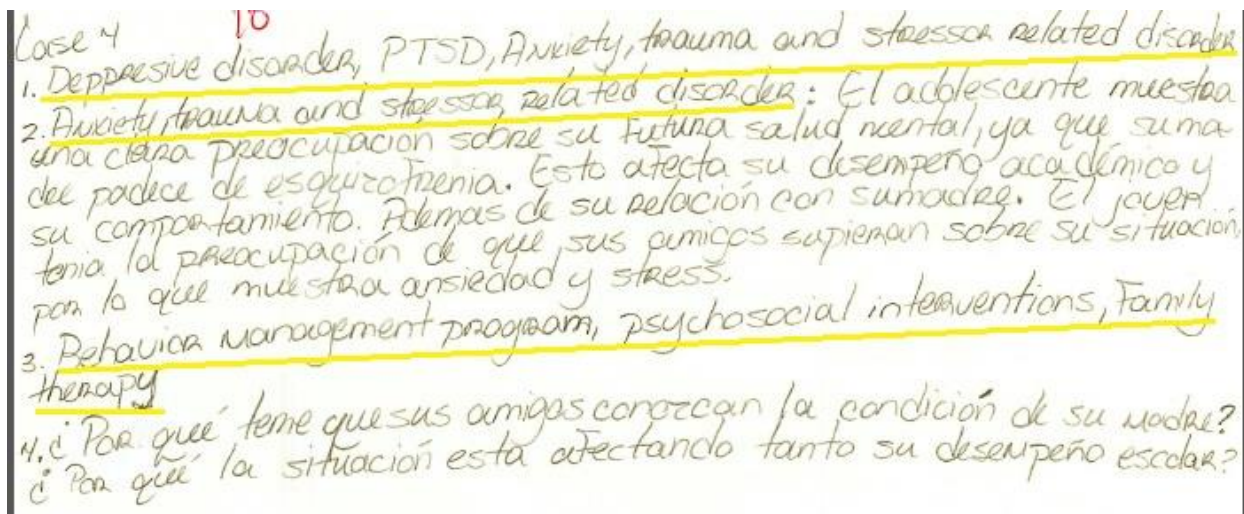
switching, but does not imitate it in her daily life. Perhaps, for her, code-switching in the classrooms serves a scaffolding effect, allowing her to understand potentially problematic concepts better than if the class was solely in her second language, English.

### Artifact Analysis

Collected work from Grace included her final exam (questions can be seen in Appendix E), which was also taken on blank paper, three Spanish-language worksheets, and an English-language case study assessment worksheet. In her work, Grace mainly utilized Spanish, although she brought in English-language keywords and terms when needed. In both the Spanish-language worksheets and the English-language case study worksheet, Grace exclusively used Spanish, and displayed a great deal of knowledge in Spanish terminology. For instance, she successfully used terms such as “bipolaridad” (“bipolar”) and “eventos traumáticos” (“traumatic events”), among others. However, English terms were used very sparingly.

In her final exam, though, Grace modified her approach. She used far more English-language terms, to the point where it seemed almost like she was listing them at times. An example of a typical exam answer can be seen in Figure 5.11.

**Figure 5.11: Translanguaging in Grace’s Final Exam**



In each of her answers, she begins with the English label and number (ex. “Case 1”). Further, each question, except for the last, contains English-language terms for disorders in her diagnoses. The first and third answers consist exclusively of such terms, while the second starts with a listing of terms, followed by a lengthy justification of the given diagnosis. These trends continue throughout the ten various cases requiring explanation on the exam, in an almost formulaic manner.

Ultimately, Grace’s practices mesh well with her expressed ideologies. Her work reflects the lack of code-switching she reports in her life, as she exclusively stuck with Spanish, apart from a few select English terms and phrases. This was likely due to a lack of comfort with the language, as she had expressed in the survey, but she was able to make sense of and respond to the English-language descriptions on the case study worksheet. Ultimately, though, Grace was able to successfully answer each question and explain herself using mostly Spanish, and translanguaging when needed.

#### **Case Four: Jasmine**

As indicated on the Student Background Survey, Jasmine is a 23 year old undergraduate student who has spent the entirety of her life living in Puerto Rico. Both of the surveys she selected were Spanish-language, responded to totally in Spanish when appropriate or when clarification was needed. On these surveys, she indicated that she learned Spanish by age two and English by age four. Jasmine is a self-reported strong bilingual, feeling extremely comfortable with both English and Spanish. She identifies having equally strong proficiency in both languages, being able to competently handle extended conversations in both languages. Jasmine indicated on the survey that her parents and her other relatives primarily spoke to her in Spanish while she was growing up. This was presumably balanced by the education she received

in both primary and secondary school, which she indicated as being private and English only. She further states that she uses code-switching in her daily life, and that she feels comfortable doing so.

Jasmine responded well to all questions regarding code-switching, including its deliberateness, normalness, and positivity. The only questions which did not receive a four rating were the professionalism of the code-switching and the attractiveness of the code-switching, which she both rated a one (as being unprofessional and ugly, respectively). Further, she believes that English proficiency directly impacts the grades on quizzes, homework, and tests in the class. However, somewhat confusingly given her belief on code-switching as being unprofessional, she indicated that she would like other instructors to mix in code-switching, and that she would take another class with the instructor, knowing now that she utilizes code-switching and both English and Spanish.

Jasmine strongly disagreed with both the declaration that “In everyday conversations, I keep the Spanish and English languages separate,” as well as the belief that “People should avoid mixing Spanish and English in the same conversation.” This shows that she is open to code-switching in her daily life, which is interesting considering her expressed belief that the instructor’s code-switching was both unprofessional and ugly. Most would avoid behaviors which are deemed to be unprofessional or unattractive, so the admission that she herself uses this language mixing is an interesting aspect of her response.

### **Artifact Analysis**

Collected work from Jasmine included her final exam, which was also taken on blank paper, a Spanish-language worksheet, a case study assessment completed on blank paper, and a PowerPoint presentation on schizophrenia. The latter two artifacts were completed with the help

of a female classmate, with the same partner working with Jasmine on both assignments. The worksheet which posed questions in Spanish was answered by Jasmine completely in Spanish. On this work, there were no loan words or key terms borrowed from English; even the Spanish names of diseases or disorders were successfully utilized. On the test she completed, though she responded completely in English, she chose to title it “Examen 2.”

On the test, there appeared to be some orthographic mistakes in Jasmine’s written work – while she essentially maintained use of English in her assignments, she often used Spanish spellings of English words. For example, on many occasions, she used “demencia” (dementia), “schizofrenia” (schizophrenia), “seccion” (session), “opositional” (oppositional). Interestingly, these spelling errors are not present in the work completed with her partner. However, in spellings of the word “phobia,” it is clear that it was initially written as “fobia,” before it was corrected (and consequently, the “h” in “phobia” is noticeably squeezed in between the “p” and the “o”). This may show that the partner had a stronger level of English proficiency, at least in terms of spelling and recognizing the differences between the languages.

Working with the same partner, Jasmine completed a PowerPoint presentation on schizophrenia. This slideshow was ten slides long and fully in Spanish – interestingly, this time, she and her partner used the term “Esquizofrenia” rather than the English language version. Further, apart from one key term (“expressed emotion”), a loan word (“collage”) and a graphic with English captions, the entire presentation was in Spanish. One can presume that the presentation was also given in Spanish, though one cannot say for sure, as Jasmine opted out of being audio recorded during her time in the class. However, it is interesting to note that, even with the freedom to mix languages and to use key terms from the English language in the presentation, Jasmine and her partner chose to keep it completely in Spanish.



In summation, even though Jasmine, as evidenced by the survey, was receptive to using code-switching in her daily life and responded in a generally favorable manner to the use of the instructor's translingual pedagogy, she did not incorporate code-switching in her written work. Her written work is more indicative of a student who was hesitant or unwilling to mix the languages, though her survey results, particularly those which directly pertained to the mixing of English and Spanish, said otherwise.

### **Case Five: Teresa**

Teresa is a 21 year old undergraduate student who identifies as being Spanish-dominant. She has lived her entire life thus far in Puerto Rico, and notes that she learned to speak Spanish prior to age two. All significant adult influences (parents, guardians, and the like) interacted with her in Spanish, which likely facilitated her early acquisition of the language. However, it was not until secondary school that she learned to speak in English. Both her elementary and secondary schools were public schools which were primarily Spanish-medium.

In terms of comfort and self-identified proficiency, she is very confident in Spanish (stating that she is "confident in extended conversations," the highest rating on the one to four spectrum), but not as strong in English (giving herself a two out of four, or being "confident in basic conversations"). As such, she identified utilizing code-switching in her daily life, and being comfortable doing so. She code-switches in casual situations, though interestingly, she does not utilize code-switching with her family or with her significant other.

She identified the Spanish language as being moderately friendly (a three out of five rating), influential (a four out of five rating), and very modern, inspiring, useful, and beautiful (a five out of five rating on each). Her English ratings were somewhat different, stating that the language was moderately inspiring (a three out of five rating), very modern, friendly, influential,

and useful (five out of five ratings), but also ugly (a two out of five rating on an ugly vs. beautiful spectrum).

She does not believe that the instructor's code-switching affected the course or the grade she received, and she would take another course with the instructor knowing now about her tendency to code-switch. She also notes that the instructor's use of both English and Spanish helped improve her speaking, listening, reading, writing, and vocabulary. However, she did not express an opinion on potential additional code-switching in other classes. Most interestingly, she responded somewhat negatively, two on a one to four rating scale listing adjectives pertaining to the instructor's code-switching. She rated it as being confusing, annoying, and disrespectful (a two out of four rating) and very unprofessional and ugly (a one out of four rating).

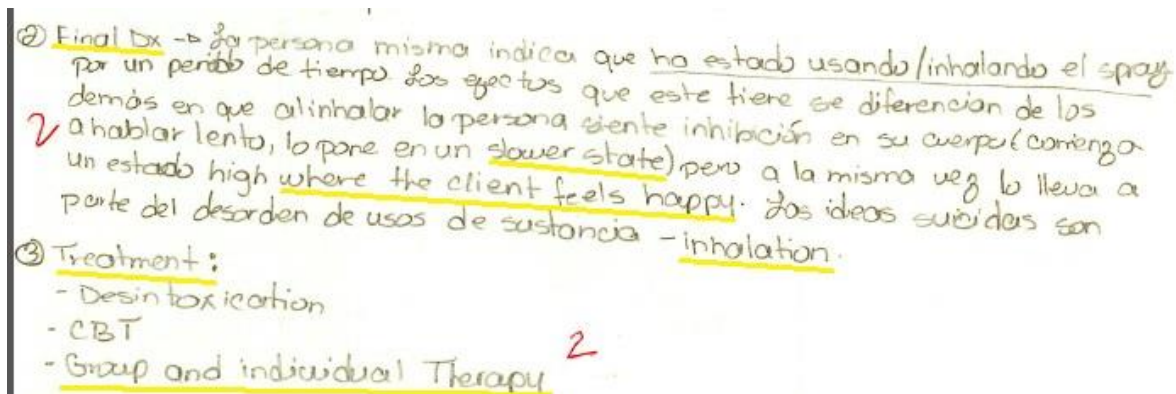
Considering her ratings of the instructor were mostly positive, it is interesting to see how her assessment of a significant portion of the instructor's pedagogy was so different. Additionally, she strongly agrees with the statement "In everyday conversation, I keep the Spanish and English languages separate," but disagrees with the notion that "People should avoid mixing Spanish and English in the same conversation," which suggests that she would not impose her mindset and opinions on others.

### **Artifact Analysis**

Teresa's collected work included a test taken on blank paper, two separate Spanish-language worksheets, and a case study sheet with dense English language descriptions of particular patient cases and stories. Through all of her collected work, Teresa used predominantly Spanish, though she integrated a great deal of English-language course terms and names for medical conditions and disorders. While her worksheets and the case study sheet were

almost exclusively completed in Spanish (with the exception of some English-language names for disorders and medications), the final exam featured frequent translanguaging. An example of this can be seen in Figure 5.12.

**Figure 5.12: Translanguaging as Seen in Teresa’s Final Exam**



Both of these particular sample questions begin with English language headings: “Final Dx” (with “Dx” being an abbreviation for “diagnosis”) and “Treatment,” respectively. Question two is denser in its explanation and defense of the diagnosis she would give this particular patient. As seen in the answer, there are three specific areas in which translanguaging is used.

The use of “slower state” is particularly interesting since, in the same sentence, she uses the Spanish-language equivalent of the word “state” (“estado”). She very clearly knew the proper Spanish term for the English equivalent, but for whatever reason, opted to not use it. Whether this was unconscious or not is debatable, but it shows a situation where the answer she gave both makes sense for the bilingual reader and explains her mindset regarding the potential patient’s diagnosis. She conveys the information she needs to in order to get her message across, whether or not she sticks to one language in a “neat” and conventional way. An additional example of this type of translanguaging can be seen in Figure 5.13.

**Figure 5.13: Additional Translanguaging as Seen on Teresa’s Final Exam**

Final Dx: Maria is suffering of non-suicidal self-injury. Los patrones de conducta constante y dado a que esto es un patrón o forma de cope de los estresores, estas conductas no son para matarse, no está el deseo de morir. Al auto-mutilarse siente un relief, lo que es el coping y que no hay una ideación suicida detrás son los síntomas característicos del non-suicidal self injury.

Treatment:  
Medications  
CBT

For this particular question, Teresa begins her answer with an English language statement of the diagnosis. Again, when outlining her probable treatment plan, she used an English term (“medications”) and an English acronym (“CBT”).

Despite Teresa expressing that the instructor’s code-switching was confusing, annoying, disrespectful, very unprofessional and very ugly, her written work shows a great deal of translanguaging. This is also interesting, especially considering that she noted that she tries to keep Spanish and English separate in her daily life. Further, the translanguaging which can be seen in her written work is not easily predictable; while she uses a number of key terms and disorders in English, her translanguaging is not simply limited to this, as can be seen in Figure 5.7, where she opened her answer with a full English sentence. She also (seemingly indiscriminately) used English terms and phrases in the middle of all Spanish-language sentences.

The fact that Teresa used so much translanguaging on her final exam, which was a timed test in a finite period of time, versus the worksheets, which were presumably take-home work, shows that translanguaging can be useful for students pressed for time and needing to express the most information clearly in the shortest amount of time. Thus, overall, while it can be said that

Teresa's practices in a translanguaging-friendly environment do not neatly mesh with her expressed ideologies, it could also be gathered that such translanguaging can benefit already-stressed students in their goal of giving the best and clearest explanations.

### **Case Six: Sasha**

Sasha is a 25 year old undergraduate student who states that she is Spanish-dominant. She has lived her entire life in Puerto Rico, and she notes that she learned to speak Spanish by age two. All of her major childhood influences (parents and other guardians) primarily spoke Spanish with her as she was growing up and continue to do so today. Sasha learned to speak English in primary school. She notes that both her primary and secondary schools were private and both used Spanish and English as a teaching device.

Though she identifies as being Spanish-dominant, she also feels comfortable with both languages, both individually and together. Separately, she notes that she is extremely comfortable in extended conversations in both languages. She both uses code-switching and feels comfortable doing so, not noting any confusion by the languages being mixed. However, she only utilizes code-switching in two specific situations: with her superiors and with her colleagues and subordinates at her place of work.

She rates the Spanish language as being very friendly, influential, inspiring, useful, and beautiful (giving each a five out of five rating on a spectrum of adjective ratings). Interestingly, though, she gave it a one out of five rating in the modern vs. old-fashioned spectrum, noting that it is "very old-fashioned." In contrast, her English language ratings were more varied; it received a perfect five out of five rating for being influential, useful, and beautiful, but a three out of five on being inspiring, and a four out of five on its friendliness. It can be seen that Sasha's views on the English language are somewhat more diverse.

Sasha's views on code-switching are even more diverse, and more on the negative side. On an adjective spectrum which uses a scale of one to four, with one being the more negative end, none of the adjectives received a four rating. Further, she gave the code-switching a three out of four rating only on its appropriateness, entertainment value, normalness, pertinence, social acceptability, and usefulness. She gave it a two rating on its clarifying power, cleverness, interestingness, modernity, pleasing quality, positivity, respectfulness, and beauty. She gave the lowest rating (one out of four) to the deliberateness of code-switching and its professionalism, noting that she believes the instructor's code-switching was both not deliberate (i.e. the result of laziness of linguistic confusion) and that it was unprofessional.

Though she notes that the instructor's code-switching was somewhat negative in the classroom, she also believes that, ultimately, it did not positively or negatively affect the contents of the course. Additionally, she stated that the instructor's code-switching aided her listening skills in both languages. Further, she does not believe that knowledge of English affected her grades on quizzes, exams, or homework.

Interestingly, Sasha, knowing now of this particular instructor's tendency to utilize code-switching, would not take another course with her. Sasha is the only selected student case to express this opinion, making her particularly interesting. Further, she did not express a desire for code-switching to be used in other classes, though she did not negatively respond to that question, either. She agrees with the statement that "In everyday conversation, I keep the Spanish and English languages separate," and totally agrees with the notion that "People should avoid mixing Spanish and English in the same conversation," which likely informs her ideology that code-switching, by definition, is unprofessional. The fact that Sasha states that she only uses Spanish-English code-switching at work is particularly interesting, given the fact that she

identifies the instructor's code-switching in the classroom (the instructor's place of work) as being unprofessional.

### Artifact Analysis

Sasha's collected work included a test taken on blank paper, a Spanish-language worksheet, and a case study sheet with dense English language descriptions of particular patient cases and stories. Through all of her work, she predominantly used Spanish in her answers, though she consistently used English-language course terms for disorders and diagnoses rather than their Spanish-language equivalents. This led to a few interesting instances of translanguaging in each piece of her collected work.

From the very beginning of her final exam, Sasha uses English in her diagnoses and a mixture of English and Spanish in her recommended interventions and treatment programs. From there, in the second question she answered, she gave a lengthy defense of her diagnosis in Spanish. At the beginning and end of the answer, though, she uses the English word "hallucinogen;" first in an English-language phrase and at the end, in an otherwise Spanish-language sentence. This response can be seen in Figure 5.14.

**Figure 5.14: Translanguaging in Sasha's Final Exam**

1) 3 posibles diagnosis: Substance Abuse, Schizophrenia, Neurocognitive |  
2) Actual: Substance abuse of hallucinogeno. Esto se debe a que el paciente se puso violento, actuó de manera extraña, perdió inhibiciones y sentido común pero luego de un tiempo (al acabar el efecto de la droga) recuperó la memoria de quien era pero no recuerda que heo o como llegó. en las pruebas salió positivo al PCP, el cual es un ~~derivado~~ hallucinogeno "hallucinogen" (67.5)

In the latter instance of translanguaging, she uses a Spanish determiner ("un") to identify the English term. Interestingly, she also appears to have misspelled the word once, as an alternate,

incorrect English spelling can be seen crossed out prior to the actual word. Apart from these occurrences of translanguaging, though, Sasha stayed fairly consistent in her use of Spanish. These trends (Spanish answers, English keywords for diagnoses) continued throughout the entirety of her exam.

On the English-language case study sheet, Sasha continued her use of Spanish answers and English key terms. An example of the questions and her standard style of answer can be seen in Figure 5.15.

**Figure 5.15: Sasha’s Response to an English-Language Case Study**

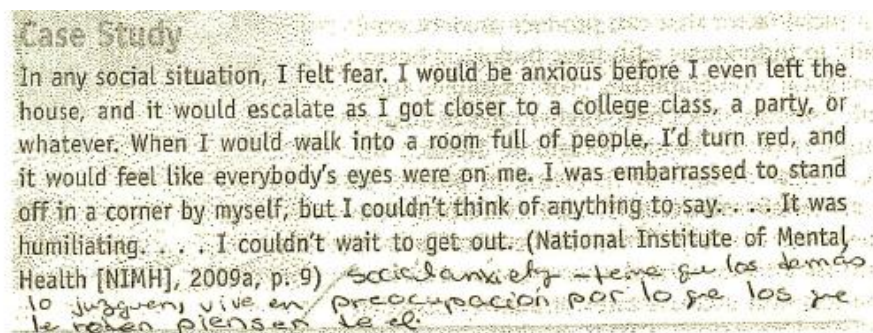


Figure 5.15 shows one of the shortest case study prompts on the worksheet. As previously mentioned, Sasha began her reply with an English diagnosis (“Social Anxiety”) and a justification in Spanish. In this way, Sasha stayed fairly consistent in her style of work; for the most part, any disorders or medical conditions were listed in English and explained in Spanish, across multiple pieces of her collected work, whether the questions or topics she was responding to were in English or Spanish.

As mentioned in the evaluation of Zack’s work, the headings and labels on Sasha’s Spanish-language worksheets contained a mixture of Spanish and English. The example of this may be seen again in Figure 5.16.



**Figure 5.16: Worksheet Table Labeling by Sasha**

Definir "distress" - y dar un ejemplo de distress nivel clínico y distress nivel normal
Definir "deviance" - y dar un ejemplo de nivel clínico vs nivel normal
Definir "dysfunción" - y dar un ejemplo de nivel clínico vs nivel normal
Define dangerousness - y dar un ejemplo de nivel clínico vs nivel normal
Definir cultural relativismo - Un ejemplo de un comportamiento que puede ser normal en PR y anormal en otro lado

As previously stated, Sasha uses English terminology for three of the five words which need to be defined: “distress,” “deviance,” and “dangerousness.” She tries to use Spanish in the other two cases, though the terms are misspelled as “dysfunción” (which should be “disfunción”) and “cultural relativismo” (which should be “relativismo cultural”). The mixing of languages here seemed to be a choice that she made; she could have stayed with full Spanish here. Further, it is interesting that she was able to accurately spell the English words, but missed the mark on the Spanish terms she opted to include.

Overall, Sasha’s practices somewhat contradicted the ideologies she expressed on the survey. She noted that she tries to keep English and Spanish separate, and holds a prescriptivist view of how people in general should avoid mixing the languages. However, in her work, she would bring in English-language terminology and keywords when she needed them. It is worth noting, though, that her work contained less translanguaging than the other identified cases, as she, for the most part, only used English for the aforementioned keywords and a few choice phrases. Thus, it could be said that her somewhat negative views on code-switching informed her

desire to consistently use Spanish, rather than mixing the languages to a greater degree, as some of her peers did.

### Cross-Case Analysis

In most of the identified cases, the ideologies of the students seemed to mesh with the work they completed for this particular course. For easy reference, justification for the selection of the student cases will be included once more, along with a brief synopsis of the linguistic practices seen in the sampling of their work. This can be seen in Figure 5.17.

**Figure 5.17: Student Cases, Justification, and Practices Observed**

Selected Student	Justification	Practices Observed
Zack	Deemed both English and Spanish to be “very ugly” languages.	All work was mainly in English, with reference to Spanish-language questions. Corrected grammatical errors on the Spanish-language worksheets.
Sabrina	Strongly believes that people should avoid mixing Spanish and English in the same conversation.	Used both English and Spanish in individual works, but on a fairly consistent basis. Some English translanguaging (terms and phrases) mixed into the Spanish-language worksheets. Answered Spanish-language questions in English, with reference to the Spanish questions.
Grace	The only student to report learning English as an adult.	Consistently used Spanish, with some English course terminology mixed in.
Jasmine	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional.”	Used both languages, separately, for specific assignments. No language mixing.
Teresa	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional.”	Consistent use of Spanish, but English terms, keywords, and phrases mixed into answers.
Sasha	Deemed the instructor’s English-Spanish code-switching to be “very unprofessional,” and was the only selected student case to state that she would not take an additional class with this instructor.	English keywords and terms mixed into answers, but consistent use of Spanish seen.

An overarching theme within all of the cases was the existence of monolingual language ideologies, which affected the practices and their use of languages. In general, the students were

willing to use both Spanish and English; all of the cases except for Zack completed at least one work completely in Spanish. However, their use of languages was distinct and yet somewhat predictable: if they were using Spanish to answer questions or to complete an assignment, they stuck with Spanish throughout the assignment. Apart from English language keywords and names for disorders, there was no language mixing. In cases where the students answered using English, there was little to no Spanish present.

The only student who broke from this trend of one language or another was Teresa, whose work often had English-language phrases mixed in among her Spanish-language answers (see Figures 5.12 & 5.13). This was notable, considering her work also demonstrated that she understood and was able to successfully use both an English term and its Spanish equivalent. Thus, while the deliberateness of her translanguaging may be questionable, the knowledge behind the answer was clearly demonstrated.

The use and mixing of English-language course terms in otherwise Spanish work is somewhat predictable as well, given the English-language course materials the students have had to work with in their class. As previously noted in studies by Mazak and Herbas-Donoso (2014a; 2014b), this type of translanguaging is a fairly common occurrence at this particular university, and likely similar universities around the world. Mazak and Herbas-Donoso (2014a) mention that instructors in such situations can “consider the learning context bilingually, with text in English, talk in Spanish, translanguaging key terms, and translanguaging in presentations to leverage what they know in both languages to access content” (p. 46). Thus, it could be said that there is a precedent for this type of key term translanguaging as well as numerous benefits for the implementation of such tactics within the classroom.

As demonstrated in some of the student artifacts, even when the students used English-language course terms, they were able to justify their use and defend any potential diagnoses in Spanish (See Figure 5.6). Thus, even though they had to use English to identify the disorder or condition they recognize in a patient case, they were able to defend their thinking in Spanish, demonstrating a deep knowledge of the concept and its implications. Further, there were also cases where students were able to, on their own, identify and translate a Spanish term to create an English-language answer (see Figures 5.9 & 5.10). Such cases show student proficiency with these concepts extend beyond one of their languages; they are able to recognize these terms in one language and work with them in their other.

There was also more subtle translanguaging present in some of the student works, even when they were consistent in their use of one language. This harkens back to Baker's original outlook on translanguaging and how it exists in the world: reading a text in one language and interacting with it/responding to it in another. As could be seen in multiple students' work, when they sought to answer Spanish-language questions in English, they would make a direct reference to the Spanish question. For instance, if the Spanish question called for a yes or no answer, on many occasions, students would start their responses with an English-language "yes" or "no," followed by an English-language justification (see Figures 5.3 & 5.8). This type of answer requires a knowledge of both languages in order to make complete sense of the answer. In effect, this is a blending of the students' languages, whether they realized or intended for it to happen in their work.

Translanguaging was also seen on students' final exams, which is understandable, as this was a timed, high-pressure situation where students had to demonstrate the most knowledge in a finite amount of time. This exam, more than any other piece of collected work, showed

translanguaging across the board. Thus, it could be said that, in cases where students are already stressed and potentially anxious going in, having the freedom to move between their languages to create the best and most complete answer possible is a great advantage for them.

In summation, to a certain degree, each of the student cases incorporated translanguaging practices in their work. These ranged from overt translanguaging (mixing of English and Spanish) to covert translanguaging (making direct reference to a Spanish-language question in an English-language answer) to simply making sense of a worksheet dense in English-language information to create Spanish-language answers (as was seen in most of the English-language case study worksheets collected from the students). This was an occurrence which happened across the board, whether or not students displayed monolingual ideologies regarding language mixing and its implications on professionalism, clarity, and other such concepts.

However, it is somewhat surprising that the students were as consistent in their use of one language or the other in their work. The fact that many of them opted to stay with and work within either one of the languages exclusively for a given piece of work shows a greater understanding of the course concepts. It also potentially shows deep-seated, monolingual ideologies regarding whether or not it is acceptable to mix their languages, to the point where they will stay with one or another, even in a setting where language mixing is acceptable. It is possible that these students may have exclusively used one language in order to avoid linguistic confusion which may result from translation back and forth, but it is highly interesting that they were mostly willing to translanguage on their final exam. Ultimately, the students did seem to follow their language ideologies in their language practices, regardless of their views on code-switching, languages, and translanguaging.

## **Chapter 6: Conclusions, Limitations, and Implications**

This concluding section will be devoted to reviewing the research questions which guided this thesis, noting the limitations and implications of the study, and posing possible avenues for future research in light of the conclusions reached within the thesis. First, the previously mentioned research questions will be revisited.

### **Research Questions in Detail**

**Question 1: How do student experiences affect their receptiveness to translingual pedagogy?** As noted by Barbour (as cited in Michael-Luna and Canagarajah, 2007), it is implied that there is only one dialect which can be utilized in academic writing to communicate linguistic and discursive competence. At this point in their academic careers, the students who participated in this study have been exposed to this academic standard in many different ways and phases of their academic growth. Thus, this question of student receptiveness to translanguaging is best answered by referring back to the surveys which documented student experiences and backgrounds in order to view how the students responded to relevant questions pertaining to the topic (see the contents of Chapter Four). Many different aspects of the surveys could be drawn on to answer these questions, but for the sake of brevity, only those deemed most relevant will be recapped in the following subsections.

**Question 1a: How do past student experiences with English and Spanish affect their attitudes?** As previously mentioned, the class was composed of 29 students of similar ages. Sixteen of these students learned to speak English by age four, with the remainder learning Spanish in primary school (eight students), secondary school (three students), and as an adult (one student). As reported in the survey, most students' interactions with key family members and friends were mainly in Spanish and, by and large, the only students who consistently

received education in English were those who went to private schools. At present, 13 students stated that Spanish was their strongest language, two students said English, and 11 identified themselves as having equal proficiency in both languages, with three students opting to not classify their dominant language.

As a class, even considering their somewhat varied English-language learning history, the students were positive towards translanguaging. All but one student ranked the instructor's code-switching as being either very positive or positive to the overall class experience. Further, the class was positive towards potential code-switching in other classes. Eight students reported that they would like code-switching from other instructors in their classes, while only two said they would not. The vast majority of respondents fell in the neutral, "Does Not Matter" category, potentially demonstrating their comfort and knowledge of both languages and ability to thrive in an environment where Spanish, English, or both are spoken concurrently. In the end, all but one student in the class, given their knowledge of the instructor's code-switching, would take an additional class with her. This fact, possibly more than anything else, shows that students were receptive to the instructor's choice of code-switching in the classroom.

Categories which had a more varied response included the beauty, professionalism, and clarifying power of the instructor's code-switching. The former is more of a superficial category, which seemingly only pertains to one's personal preferences. In terms of professionalism, the three students who deemed the instructor's code-switching each, to varying degrees, used translanguaging in their collected work. There were also other interesting caveats to their responses, including, in the case of Sasha, how she reported only using code-switching at her place of work, while deeming it unprofessional within the instructor's place of work.

For clarifying power, only five students deemed the instructor's code-switching to be confusing, which may have to do with the level of English proficiency the student had coming into the class. At the same time, though, given the number of students who identified themselves as having a great deal of confidence in extended English-language conversations (which can be viewed in Figure 6.1), it is hard to predict which students will potentially have problems with understanding code-switching and viewing it as a clarifying tool. It may come back to personal preference though, however, as it did in the case of Sabrina, who grew up in a family which primarily interacted in Spanish, while having most of her education take place in private, English medium schools.

Future research could focus specifically on student experiences, asking them about how the significant people in their lives have contributed or detracted to their bilingualism and feelings on language. The listing and description of these key people in the language acquisition process could also be expanded to more specifically include their academic experiences, perhaps including teachers in their elementary and secondary schools. Canagarajah (2011) states that teachers' engagement with codemeshing in students' speaking and writing can encourage students in this regard and help them to develop their proficiency in these skills (p. 416). The opposite could be deemed possible as well – if teachers actively discouraged translanguaging in the students' work, then it is likely that they would be more hesitant to incorporate such language mixing in their work. It would be interesting to see, in greater detail, how these third parties have shaped the language ideologies of the students.

**Question 1b: Does student's self-identified language proficiency in English or Spanish affect their attitudes towards translanguaging?** As previously noted, little to no research (if any at all) exists over the attitudes of students towards such translanguaging. In this



regard, the focus on student attitudes within this study makes it especially unique. To meet this end, it was important to determine whether or not there was a connection between student proficiency, their comfort levels with languages, and their attitudes towards translanguaging.

Of the 29 students in the class, there was a high level of reported confidence with the Spanish language. As previously mentioned, on a scale of one to four, with one indicating that the respondent “only knows some words or expressions” and four showing the respondent is “confident in extended conversations,” 23 out of 29 students responded with a four rating, indicating a great deal of comfort with the Spanish language. A total of 28 students rated their comfort level as a three or four, with only one student giving a two rating. However, the distribution for the English comfort level is a bit more spread out. While 24 of the 29 students gave themselves a three or a four rating, 10 of these were three ratings. Five students rated their comfort level a two, indicating they are “confident in basic conversations,” but no further. While the spread of English comfort still falls on the higher range of the spectrum, there is a clear discrepancy in comfort and perceived English-language competence. For easy reference, this information can be seen in Figure 6.1.

**Figure 6.1: Reported Student Language Comfort**

Rating	Number of Students (Spanish)	Number of Students (English)
<b>1</b> -- Only know some words and expressions	0	0
<b>2</b> -- Confident in basic conversations	1	1
<b>3</b> -- Fairly confident in extended conversations	5	10
<b>4</b> -- Confident in extended conversations	23	14

Overall, the students in the class feel fairly strongly about their proficiency and competence in both languages. With this in mind, it is interesting to consider how their attitudes towards code-switching in their daily lives are.

Given the survey which mainly pertains to code-switching in general, there are many possible avenues by which student tolerance and acceptance of code-switching can be gauged. One of the best ways to see how students view translanguaging is to review two key questions on the surveys, which pertain to the students' views on translanguaging in their daily lives. This information, in table form, can be seen in Figure 6.2 (note that one student opted out of responding to both questions).

**Figure 6.2: Questions and Results Pertaining to Student Views on Translanguaging**

Response Category	"In everyday conversations, I keep the Spanish and English languages separate."	"People should avoid mixing Spanish and English in the same conversation."
Strongly disagree	4	5
Disagree	5	9
Neither agree nor disagree	11	10
Agree	6	0
Strongly agree	2	4

The largest category of student respondents, to both questions, was the "Neither agree nor disagree" option, showing a degree of neutrality within this fairly heterogeneous student population. With regards to the first question, nine total students either strongly disagreed or disagreed with the question, while eight total agreed or strongly agreed, which is a fairly even ratio. This shows that the students, by and large, are mixed in their use of Spanish and English code-switching in their daily lives, and, at the very least, seem to hold monolingual ideologies on the use of languages as separate entities.

The second question featured a more translanguaging-friendly outlook from the students. Only four students fell in the category of believing that society, in general, should avoid mixing

the languages in conversation. All other students either strongly disagreed (five), disagreed (nine), or were neutral (ten). This is interesting in that it somewhat debunks the idea of the students possessing intense, monolingual ideologies regarding language use: they do not impose their beliefs regarding languages onto the general public. Rather, the avoidance of language mixing hinted at in the first question appears to be a personal choice, which, perhaps, goes back to the confusion with code-switching that Sabrina referred to in her survey response (see Chapter 5).

Regardless, the group, by and large, does not believe that society at large should avoid language mixing, even if more of them report trying to avoid doing so in their own daily lives. In the end, given the relatively similar self-categorization of the students' language proficiency, it is somewhat hard to determine whether or not this element plays a role in the student acceptance of translanguaging, or if this is a belief which is held on a more personal level, informed by the experiences which they have lived through prior to college.

Tentative conclusions about student receptiveness to translingual education can be drawn from the results of this study, but in the end, more research will be needed. Specifically, research in this area should focus on particular student educational histories in greater detail, and more explicitly ask them about their views on such topics.

**Question 2: How do student language ideologies expressed relate to their actual use (or lack thereof) of translingual practices in the classroom?** Due to the way the surveys were written, there were many opportunities for students to express a middle-of-the-road, neutral perspective. Thus, it is somewhat easier to identify the standout cases that express differing ideologies towards language mixing. Therefore, using the survey results as a springboard, this question is best answered by revisiting the six student cases and the various artifacts which were

collected and analyzed (see the contents of Chapter Five). This question will be further analyzed by exploring the subquestions below.

**Question 2a: In an environment where language mixing and translanguaging are acceptable, will students translanguage in their written work?** Garcia and Sylvan (2011) have mentioned that inflexibly imposing one school standardized language will always disadvantage students whose home languages are most different than the norm (p. 398). As previously mentioned, in a context such as UPRM, where the home language of students is Spanish virtually across the board, this inflexibility can be a significant disservice to students trying to succeed. Thus, the flexible bilingual pedagogy exhibited by the instructor can be viewed as a way to allow students the chance to preserve their academic voice while potentially communicating the greatest detail in their answers and explanations.

In terms of the six cases which were identified, it can be seen that translanguaging was present in the work that each of them submitted. The level of translanguaging present ranged from the overt, such as the mixing of English-language phrases into otherwise Spanish sentences, to more subtle, such as the answering of English or Spanish homework in the other language, making direct reference to the other language's questions. None of the student cases identified had work free of translanguaging, and if this study encompassed a larger corpus of student cases, it is probable that each student would have translanguaged in his or her own way.

As Garcia & Li (2014b) mentioned, "translanguaging is the discursive norm in bilingual families and communities" (p. 23). It appears that this trend continues within the work of the students, at least within an environment wherein translanguaging is permitted. It is likely that, if the students were in a class wherein they were told to stay with one language or another, some degree of translanguaging would still be seen in their work. This may include interference with

spelling, direct translation, or phrasing which would be deemed incorrect or odd by a native and/or more experienced speaker. Each of these occurrences were seen in the student work, even when they were permitted to translanguage, and even when they subconsciously tried to stick with one language or another within their work.

Further, the students would have also had to learn the correct terminology for the disorders and course terms they wanted to use in both languages. The nature of this class required students to use many terms and names for disorders and to explain them to justify potential diagnoses for hypothetical patients. This is more problematic if the students wanted to work within the Spanish language or if they could best justify their diagnoses via Spanish, as the course materials were in English. Thus, students would have to work to translate each term and memorize both versions in order to adequately utilize them within their work. No student consistently did this in their work, regardless of how they said they felt about translanguageing. Simply put, it appears that students will translanguage in an environment where it is both tolerated and accepted.

**Question 2b: Are students who view translanguageing negatively less likely to incorporate such tactics in their work?** As previously stated, all students incorporated translanguageing in their written works to varying degrees and in different situations. Some students used translanguageing on the timed final exam and some used it on the various homework assignments through the semester. Still, in their survey responses, some students expressed some negative perceptions about translanguageing. These were explored in more detail in chapter five's case study analysis, but will be briefly recapped here.

For instance, in Sabrina's case, she stated she "like[s] courses that stick to one language because it is easier to retain information;" and she was the only student to outright express how

code-switching and translanguaging could affect her cognitive capacities in the classroom. Supporting this notion, Sabrina noted that she tries to keep Spanish and English separate in her daily life, and she strongly believes that people in general should do the same. Sabrina's reluctance to learn in both languages hearkens back to Milson-Whyte's (2013) counterperspective for the use of translanguaging in the classroom. Some writers may not want to employ such translingual measures either because they are too used to the standard of writing, having worked with it for their academic careers prior, or because they deem determining when it is appropriate to utilize code-meshing and code-switching to be too much extra work (Milson-Whyte, 2013, p. 121). Using both of her languages, in this case, was seen as too much work for Sabrina with very little payoff in terms of understanding.

Though Jasmine was more receptive to translanguaging in her daily life and more receptive to others doing so as well, she also deemed the instructor's translanguaging to be unprofessional and ugly. However, she is open to code-switching in her daily life, which is interesting considering this idea, as most people would avoid behaviors which are deemed to be unprofessional or unattractive.

Teresa also appears to hold monolingual ideologies regarding language mixing, at least as far as her own linguistic habits are concerned. Teresa expressed that the instructor's code-switching was confusing, annoying, disrespectful, very unprofessional and very ugly. Further, she tries her best to keep English and Spanish separate, but disagrees with the notion that society in general should do the same. Even more interesting is the fact that, despite her monolingual ideals, Teresa incorporated the most overt translanguaging in her written work seen in any of the cases.

Only one student in the entire class, knowing now of this particular instructor's tendency to utilize code-switching, would not take another course with her, and this was Sasha. She also believes that the instructor's code-switching was unprofessional, and she herself tries to keep the Spanish and English languages separate, and very much believes that others should do the same. However, she incorporated many English-language names for disorders and terms in her diagnoses, and more than once, she used English-language phrasing, even mixing Spanish-language determiners with English nouns.

With regards to the research question, it appears that, even in the case of these particular students, who held monolingual ideologies pertaining to language mixing, to some degree, they each incorporated translanguaging in their work. It is tough to gauge the frequency of whether or not these students will be translanguaging; some students definitely used translanguaging more than others, though each of them did to some extent, either overtly or covertly. It is worth noting that these students tended to mix languages more often if they needed to use course terms, as the course terminology was often in English, but they frequently wanted to explain them in Spanish. Future research in this regard could perhaps go on a more structural level of analysis, counting the instances of translanguaging in a given student's work and comparing it to their ideologies and opinions that they express.

**Question 2c: How do their attitudes reflect in their coursework?** Of the limited research available on translanguaging in the classroom, it has been suggested that translanguaging is a naturally occurring phenomenon, which can and does happen behind the backs of teachers who do not allow language mixing (Canagarajah, 2011, p. 401). For this reason, among others, the lack of overt translanguaging seen in the work of the student cases was a surprising feature of this study, if for no other reason than society would have us believe it

would be easier for bilinguals to use their languages in the easiest, and consequently laziest, ways. As previously mentioned, in Puerto Rico, Spanish is often viewed as a detriment which displaces English, and any sort of “deviation” from the norm (i.e. accents, “broken” English and “mixing”) are seen as signs of illiteracy and laziness (Urciuoli, 1996, p. 26). Further, Baker (as cited by Sayer, 2012) has noted two possible reasons why language separation is sought after in the classroom: the preference for the one-parent, one-language policy which is believed to foster bilingualism in children, and the status of language mixing as a marginalized language practice which is viewed as reflecting laziness and a lack of education.

With all of this in mind, it is particularly interesting that, when this group of students said they sought to keep English and Spanish separate, they generally did; if they chose to answer a specific work in English, for example, they mainly stuck with English throughout. The exception to this was the English terminology which inevitably found its way into the Spanish work of the students. From viewing this work, it seems that the monolingual view is deeply embedded in the mindset of the students. For example, this included the four students who identified translanguaging as ugly or unprofessional, without offering much justification for this viewpoint.

The only student who explained her views on the use of full her linguistic repertoire in the academic setting was Sabrina, who noted that the use of multiple languages makes it more difficult for her to retain information. Even so, the nature of the course requires English-language materials; the textbooks, movies, and frequently the worksheets were all in English, even if the spoken portion of the class was potentially all in Spanish. As noted by Mazak and Herbas-Donoso (2014a), there are a few potential reasons as to why these materials are used, including the easier access to such materials, the potential issues in loss of meaning from using English-to-Spanish translated texts, and the notion that English is “the” language of science (p. 59). This is



the sort of baggage which is brought into the classroom, regardless of how students may feel about the topic. What students can control, though, is the use of translanguaging in their written products, and as a result, students tended to self-regulate their use of languages, whether they positively or negatively identified translanguaging in their daily lives.

Further research in this regard could require student explanations of their language ideologies, possibly at the expense of some of the multiple choice questions offered on the survey. Answers like Sabrina's, which said a lot about why translanguaging is potentially detrimental for her educational experience, were few and far between. Future research could also have the students in question give more specific answers about what worked in the class and what did not in terms of translanguaging pedagogy, rather than just applying a blanket meaning of everything being "unprofessional," "ugly," and the like. Identifying what specifically helped them and what was confusing would be more beneficial for future educators seeking to try and implement a translanguaging pedagogy in their classrooms.

### **Conclusions: Limitations and Implications**

It can be seen that this particular group of students has a generally neutral to positive outlook on translanguaging in the classroom. Indeed, on many questions, the most frequently indicated answer was the most neutral answer, as can be seen in the questions which directly pertained to student language ideologies. The high number of neutral responses could mean that students are indifferent to translanguaging pedagogy or that they could survive with or without it. This could also mean that these students are conditioned to work within a context where code-switching and translanguaging happens on a frequent basis, and thus, the instructor's choice of implementing a translanguaging pedagogy is nothing out of the ordinary. Crucially, a high number of

students in the class reported translanguaging as being positive, clarifying, socially acceptable, normal, and appropriate within the classroom context.

Again, to a certain degree, in this particular context, translanguaging is common, and, to some degree, happens in virtually all classes. At this university, it was reported by multiple professors that, while they will use the terminology in English (as this particular instructor does, and as can be seen in the work of each student case), they will also present an explanation in Spanish for the students' benefit (Mazak & Herbas-Donoso, 2014a, p. 37). Similarly, it was found by Mazak and Herbas-Donoso (2014a) that professors across multiple disciplines, on multiple occasions, will integrate English-language terminology into otherwise Spanish-language sentences (p. 36). This could be a relatively new development in the academic lives of the university students, however; depending on the type of schooling they have received in the past and a host of other variables, they may not have had the experience in academically using and learning while utilizing the entirety of their linguistic resources. Worse yet, it could be at odds with what they previously have learned and internalized from their past teachers.

Most of the survey results could also be questioned, as it is possible that students were answering what they felt they "should" say, rather than what they actually do in this context. As previously stated, each of the identified cases, to some extent, implemented translanguaging in their responses and written work. Whether or not they articulated a negative view towards translingualism on the surveys they participated in did not seem to make a difference in the existence of translingualism – though it may have played a role in the frequency with which they did it.

In terms of sample size, there are two possible avenues which could be taken to get greater insight into student translanguaging. First, a larger sample of bilingual students in a

similar context could be used with a similar methodology, involving a survey and a few individual case studies of students. This would allow for broader conclusions of student translanguaging habits to be determined. Alternatively, the surveys used could feature more short answer questions asking for specific student opinions, rather than one-size-fits-all survey approach. This would offer more chances for student interaction and specificity in their responses, though analysis of this information would require more attention and focus on individual cases. As a result, researchers may want to use a smaller sample size when they go in-depth with this exploration. To meet the needs of the particular research, these approaches could also be blended.

Self-identified proficiency in language did not appear to play a role in student satisfaction; various answers had similar numbers of student respondents from the English-dominant, Spanish-dominant, and equally proficient demographics. Thus, it could be said that one's receptiveness to translingual pedagogy is a matter which is informed by one's previous educational experiences and the language ideologies which were formed along their educational journey. Students have likely internalized the stigmas and feelings towards language which have been imposed upon them by their teachers, parents, and others through the course of their lives.

All in all, however, the current body of research is limited on the amount of impact which translingual measures have on student success, but it would be interesting to see how future research can further validate this pedagogy. It would be wise for translingual-minded instructors, when creating course materials, to seek to create more of a balance between the more subtle elements of such presentations, both for the sake of the students who are subliminally picking up on such messages and for opponents of translingual strategies looking for ways to discredit such approaches as favoring the native language as a crutch rather than a learning tool. If an instructor

implements code-meshing in the classroom, there must be some careful and strategic planning guiding it. As Sebba (2012) has stated, within written multilingual texts such as advertisements targeted at bilinguals, both the visual and linguistic aspects must be taken into account (p. 105).

As Sayer (2012) concludes, “educators should understand the nature of, endorse, and strategically use” the home language of the students by using translanguaging (p. 85). Creese and Blackledge (as cited in Sayer, 2012) noted that such translingual measures have the two-fold effect of aiding in the teaching/learning process and in shaping student identities. However, this is complicated by the fact that there is no “one-size-fits-all” pedagogy (Canagarajah, 2011, p. 415); pedagogical translanguaging must be implemented on a case-by-case basis depending on student evidence and needs. Canagarajah (2011) notes that it is important for teachers to learn from their students in this regard, rather than imposing their own views on how translanguaging works and why students make the choices they make.

In order to implement strategic translanguaging in the classroom, one would need to first counteract the idea of translanguaging in the classroom as being conducive to student laziness and underachievement in a bilingual education setting, which has been reported and criticized in the literature to date. Sayer (2012) suggests that, “because of the negative associations with language mixing, it is usually a marginalized language practice regarded as reflecting laziness or lack of education” (p. 67). People may be more hesitant for language mixing in school because one of the chief goals of the classroom is for students to learn language “correctly” and “properly” (Sayer, 2012). Further, it has been suggested that the American culture equates English with progress, and perceived “impurities” such as accents, grammar, and language mixing should be purged in order to not “interfere” with this progress (Urciuoli, 1996, p. 26). This stigma exists today in Puerto Rico, though interestingly, it exists on both sides of the

language spectrum, as most Puerto Ricans believe that the variety of English and Spanish that is spoken is “bad” or “incorrect.”

The present study, particularly the student cases, seemed to counteract the notion that bilinguals will cut corners in their work when it comes to language mixing; most students would go out of their way to try and work within one language on their homework, whether they selected to work with English or Spanish. Overall, while there is a limited body of research on translingual pedagogy at present, with more insight and interrogation into the topic, translanguaging can be a useful pedagogical decision to make rather than something extremely intimidating or misunderstood.

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## Appendix A

### Form Indicating IRB Approval



**Institutional Review Board**  
**CPSHI/IRB 00002053**  
University of Puerto Rico – Mayagüez Campus  
Dean of Academic Affairs  
Call Box 9000  
Mayagüez, PR 00681-9000



August 20, 2013

Dr. Catherine M. Mazak  
Dept. of English  
P.O. Box 9265  
University of Puerto Rico  
Mayagüez, PR 00681-9625

Dear Dr. Mazak,

The IRB has considered your Application for Review for the research project titled *Bilingual teaching, learning, and assessment in a psychology classroom: A case study* and determined that, because the study is conducted in an established educational setting and involves only normal education practices, it is exempt, under 45 CFR 46.101(b)(1), from all 45 CFR 46 requirements, including informed consent.

Modifications and amendments to the approved protocol must be reviewed and approved by the IRB before they are implemented. The IRB must be immediately notified if any complaints, either from the subjects or the study staff, are made regarding the research study. The IRB must be likewise immediately informed on any breach of confidentiality occurs.

We appreciate your commitment to uphold the highest standards of protections for human subjects in research and remain,

Sincerely,

Rosa F. Martínez Cruzado, Ph.D.  
President  
CPSHI/IRB  
UPR-RUM

## Appendix B

### Language Attitude Survey

*We would be grateful if you could give us the following background information to help us with our studies. Your professor will NOT see this survey and will NOT know your name and answers. This survey does NOT affect your grade in any way.*

**Full Name:**

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1. Which is your strongest language?

- Spanish
- English
- Both

\* **Code-switching** means changing from one language to the other while communicating.

*Please take into account this definition when answering the following questions.*

2. Do you use code-switching in your daily life?

- Yes
- No (go to question number 5)

3. Do you feel comfortable code-switching?

- Yes
- No

Why?

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4. In which contexts do you usually code-switch? Select as many options as you think are applicable.

- When hanging out with my friends
- With my significant other
- When I spend time with my family
- In the classes I take in Spanish at the UPRM
- In the classes I take in English at the UPRM
- At work, with my superiors
- At work, with my colleagues and the people I'm in charge of
- When shopping

5. How would you rate Dr. Clinton's code-switching in your class? Circle only one number on each line.

					
	4	3	2	1	
Appropriate	4	3	2	1	Inappropriate
Beautiful	4	3	2	1	Ugly
Clarifying	4	3	2	1	Confusing
Clever	4	3	2	1	Clumsy
Deliberate	4	3	2	1	Unconscious
Entertaining	4	3	2	1	Boring
Interesting	4	3	2	1	Uninteresting
Modern	4	3	2	1	Old-fashioned
Normal	4	3	2	1	Strange
Pertinent	4	3	2	1	Irrelevant
Pleasing	4	3	2	1	Annoying
Positive	4	3	2	1	Negative

Professional	4	3	2	1	Unprofessional
Respectful	4	3	2	1	Disrespectful
Socially acceptable	4	3	2	1	Socially unacceptable
Useful	4	3	2	1	Useless

6. Dr. Clinton's code-switching in class affects the quality of the contents of the course...

- Positively
- Negatively
- Neither positively or negatively
- It does not affect the contents of the course

Why?

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7. Do you think your proficiency in English has changed due to Dr. Clinton's use of both languages during the class?

Yes, it has improved my... (select as many options as you think are applicable)

- Speaking
- Listening
- Reading
- Writing
- Vocabulary
- Grammar
- Other

---



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Yes, it has deteriorated my... (select as many options as you think are applicable)

Speaking

Listening

Reading

Writing

Vocabulary

Grammar

Other

---

---

No - Dr. Clinton's code-switching has not influenced my English proficiency in any way.

8. Do you think your proficiency in English has a direct effect in your grades for Dr. Clinton's course examinations, quizzes and/or assignments?

Yes

No

9. Would you take other courses with Dr. Clinton in the future, now that you are aware of her use of English and Spanish in the classroom?

Yes

No

10. Would you like other professors to code-switch in the classroom?

Yes – In which areas or courses? (ex: Math, Physics, Introduction to biochemistry, etc.)

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No

It doesn't matter to me

Other comments?

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Thank you!

Gracias por brindarnos la siguiente información para nuestra investigación en curso. Su profesor NO tendrá acceso a este cuestionario, ni a ninguno de los datos que usted nos provea por este medio. Por lo tanto, este cuestionario NO influirá en su nota del curso en forma alguna.

Nombre completo:

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1. ¿Qué idioma domina mejor?

Español

Inglés

Ambos

\* **Code-switching** es cambiar de un idioma a otro en medio de un acto comunicativo. Sírvase tener en cuenta esta definición al momento de responder las siguientes preguntas.

2. ¿Hace code-switching a diario?

Sí

No (salte a la pregunta 5)

3. ¿Se siente a gusto al hacer code-switching?

Sí

No

¿Por qué?

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Hermoso

4

3

2

1

Feo

6. El code-switching de la Dra. Clinton en su clase afecta la calidad de los contenidos del curso...

- De forma positiva
- De forma negativa
- Ni positiva ni negativamente
- No afecta los contenidos del curso

¿Por qué?

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7. ¿Cree que su competencia en el idioma inglés ha cambiado a debido a que la Dra. Clinton usa inglés y español en su clase indistintamente?

Sí, ha mejorado en los siguientes aspectos:

- Hablar
- Escuchar
- Leer
- Escribir
- Vocabulario
- Gramática
- Otros

---

---

Sí, ha desmejorado en los siguientes aspectos:

- Hablar
- Escuchar

- Leer
  - Escribir
  - Vocabulario
  - Gramática
  - Otros
- 
- 

No; el code-switching de la Dra. Clinton no ha influenciado mi dominio de la lengua inglesa en forma alguna.

8. ¿Cree que su competencia en inglés influye directamente en sus notas de los exámenes, quizzes o tareas asignados por la Dra. Clinton?

- Sí
- No

9. Teniendo en cuenta que usted ya conoce la forma en que la Dra. Clinton usa el español y el inglés en sus clases, ¿tomaría otros cursos con ella?

- Sí
- No

10. ¿Le gustaría que otros profesores también hicieran code-switching en sus clases?

- Sí – ¿En qué áreas o cursos? (Ej: Matemáticas, Física, Introducción a la bioquímica, etc.)
- 
- 

- No
- No es un factor relevante para mí

¿Comentarios?

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¡Muchas gracias!

**Appendix C**

**Student Background Survey**

**Questionnaire**

We would be grateful if you could give us the following background information to help us with our studies. Your professor will NOT see this survey and will NOT know your name and answers. This survey does NOT affect your grade in any way.

1. Are you: Male  Female  ?      2. Year of birth:.....

3. What is your present occupation (or if retired or unemployed, what was your last occupation before retiring or becoming unemployed)?  
.....

4. Please indicate the areas where you have lived for significant periods of your life:

e.g.: Place: La Habana, Cuba                      Dates: 1975-93

Place: New York City, NY                      Dates: 1993-99

Place: Melbourne, Australia                      Dates: 1999-2002

Place: Miami, FL                      Dates: 2002-05

Place: .....                      Dates: .....

Place: .....                      Dates: .....

Place: .....                      Dates: .....

Place: .....                      Dates: .....

Place: .....                      Dates: .....

Place: .....                      Dates: .....

5. What is the highest level of formal education you have completed?

- Junior High or equivalent
- High school or equivalent
- Bachelor's Degree, Diploma of Higher/Further Education, or equivalent
- Master's Degree, Doctorate, or equivalent
- None of the above

6. Since when have you been able to speak Spanish?

- Since I was 2 years old or younger
- Since I was 4 years old or younger
- Since primary school
- Since secondary school
- I learned Spanish as an adult

7. Since when have you been able to speak English?

- Since I was 2 years old or younger
- Since I was 4 years old or younger
- Since primary school
- Since secondary school
- I learned English as an adult

8. On a scale of 1 to 4, how well do you feel you can speak Spanish?

- 1 Only know some words and expressions
- 2 Confident in basic conversations
- 3 Fairly confident in extended conversations
- 4 Confident in extended conversations

9. On a scale of 1 to 4, how well do you feel you can speak English?

- 1 Only know some words and expressions
- 2 Confident in basic conversations
- 3 Fairly confident in extended conversations
- 4 Confident in extended conversations

10. Which language(s) did your mother speak to you while you were growing up (if applicable)?

- Spanish
- English
- Spanish & English
- Other (Please specify).....
- N/A

11. Which language(s) did your father speak to you while you were growing up (if applicable)?

- Spanish
- English
- Spanish & English
- Other (Please specify).....
- N/A

12. Which language(s) did any other guardian or caregiver speak to you while you were growing up (if applicable)?

- Spanish
- English
- Spanish & English
- Other (Please specify).....

N/A

13. Through which language(s) were you predominantly taught at primary school?

Spanish

English

Spanish & English

Other (Please specify).....

13 a. My primary school was  public or  private.

14. Through which language(s) were you predominantly taught at secondary school?

Spanish

English

Spanish & English

Other (Please specify).....

14 a. My secondary school was  public or  private.

15. Make a list below of five of the people you speak to most in your everyday life, either in

person or on the phone, e.g. your partner, your child, a friend, a workmate etc. Then note

which language(s) you mostly speak with that person, as shown in the sample table.

Name of person, or relationship	Language mostly spoken with that person:			
	Spanish	English	Equally Span. & English	Another language
1. <i>Juana</i>	✓			
2. <i>Mother</i>		✓		
3. <i>Boss</i>			✓	
4. <i>Michael</i>				✓
5. <i>Sister</i>		✓		



Name of person, or relationship (use fictitious names if you prefer)	Language mostly spoken with that person:			
	Spanish	English	Equally Spanish & English	Another language
1.				
2.				
3.				
4.				
5.				

16. How would you rate the Spanish language on a scale of 1 to 5 regarding the following properties? Circle one number in each line.

old-fashioned 1    2    3    4    5    modern  
unfriendly 1    2    3    4    5    friendly  
uninfluential 1    2    3    4    5    influential  
uninspiring 1    2    3    4    5    inspiring  
useless 1    2    3    4    5    useful  
ugly 1    2    3    4    5    beautiful

17. How would you rate the English language on a scale of 1 to 5 regarding the following properties? Circle one number in each line.

old-fashioned 1    2    3    4    5    modern  
unfriendly 1    2    3    4    5    friendly  
uninfluential 1    2    3    4    5    influential  
uninspiring 1    2    3    4    5    inspiring  
useless 1    2    3    4    5    useful

ugly            1        2        3        4        5        beautiful

18. Do you consider yourself to be mainly.....?

- Latin American
- U.S. American
- Puerto Rican
- Other (please specify):.....

19. To what extent do you agree with the following statement:

“In everyday conversation, I keep the Spanish and English languages separate.”

- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

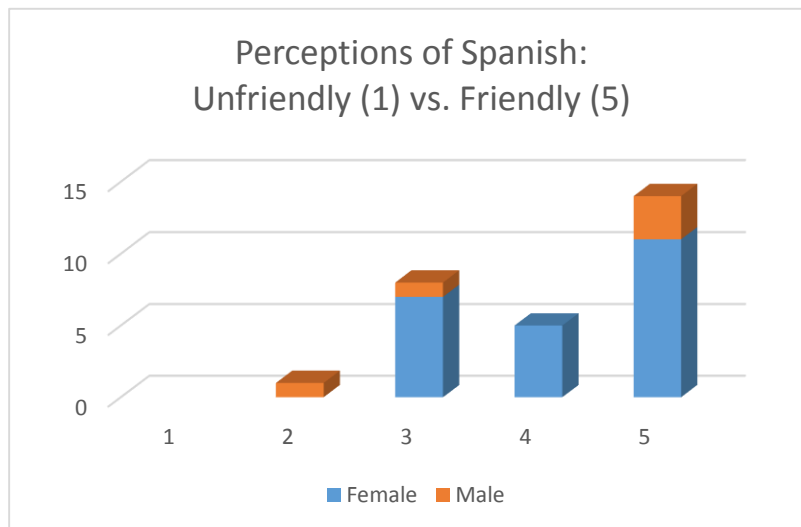
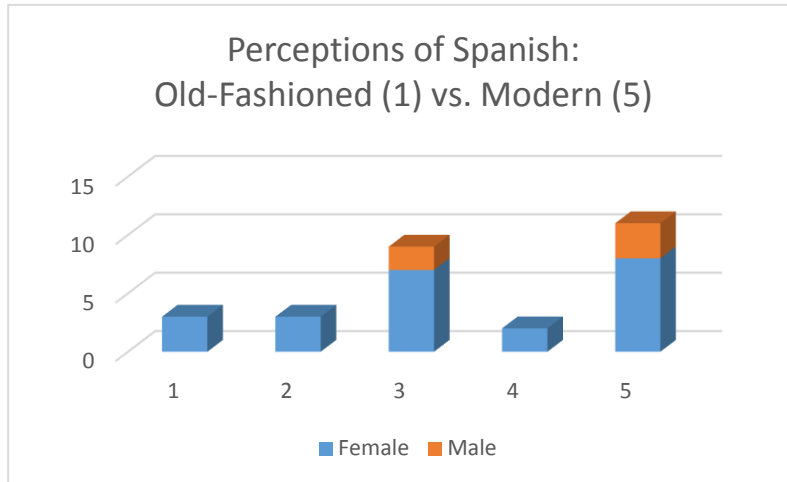
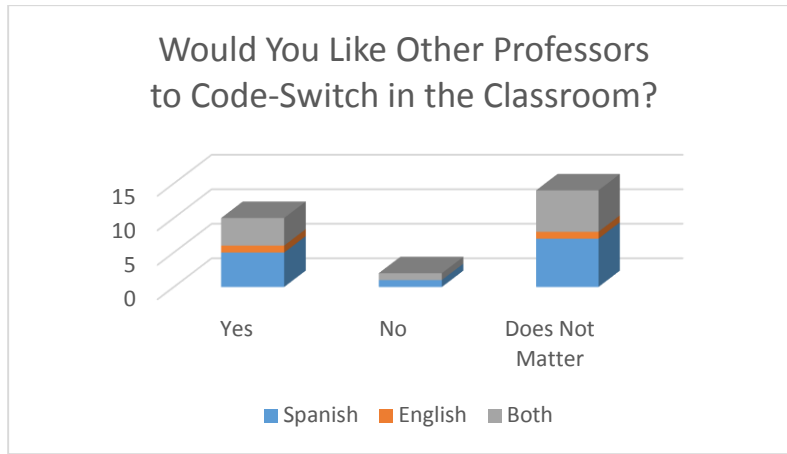
20. To what extent do you agree with the following statement:

“People should avoid mixing Spanish and English in the same conversation.”

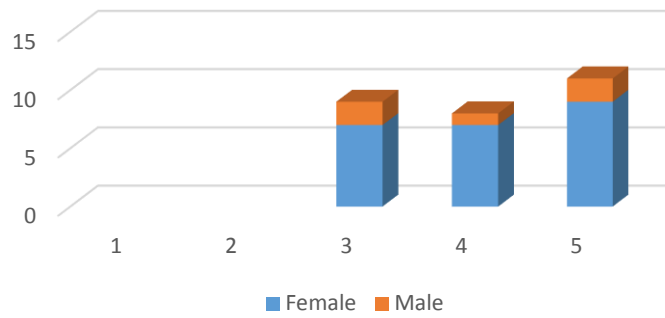
- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

## Appendix D

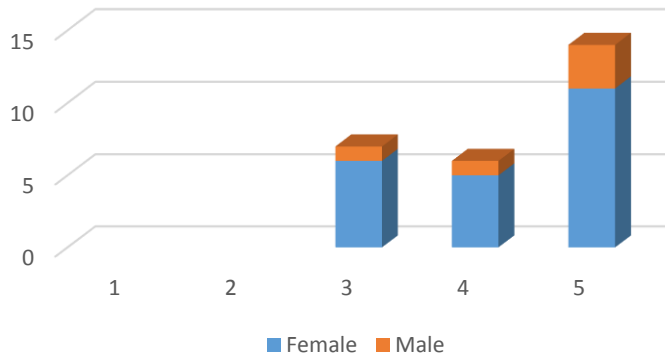
### Used and Unused Graphs from Language Attitude Survey Data



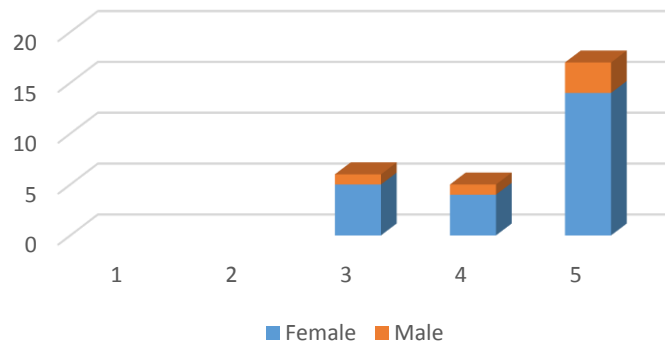
Perceptions of Spanish:  
Uninfluential (1) vs. Influential (5)



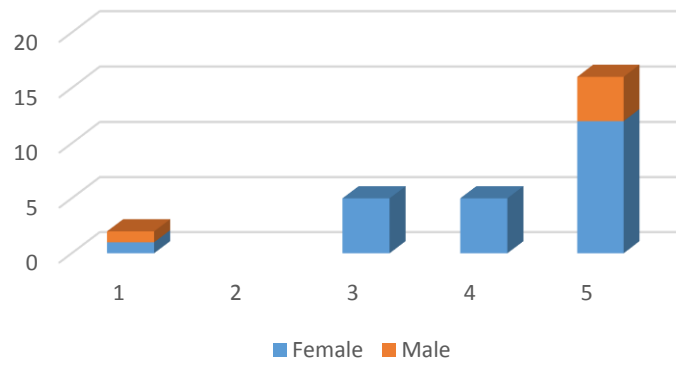
Perceptions of Spanish:  
Uninspiring (1) vs. Inspiring (5)



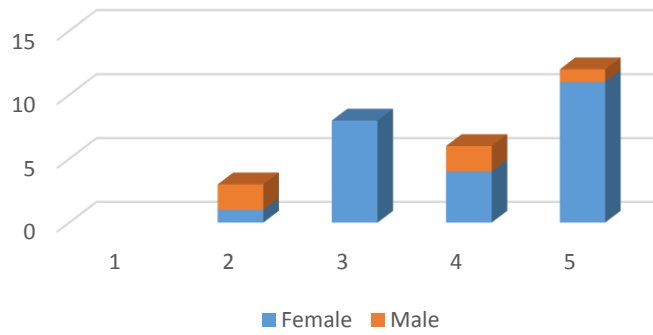
Perceptions of Spanish:  
Useless (1) vs. Useful (5)



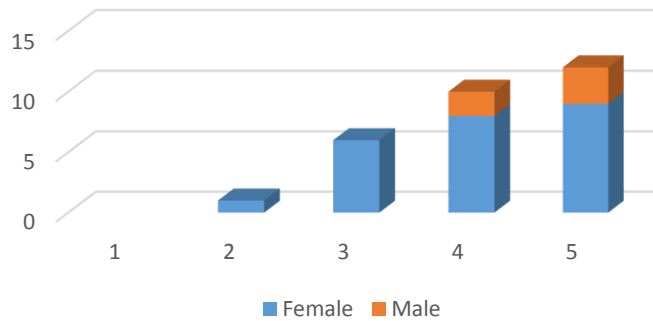
Perceptions of Spanish:  
Ugly (1) vs. Beautiful (5)

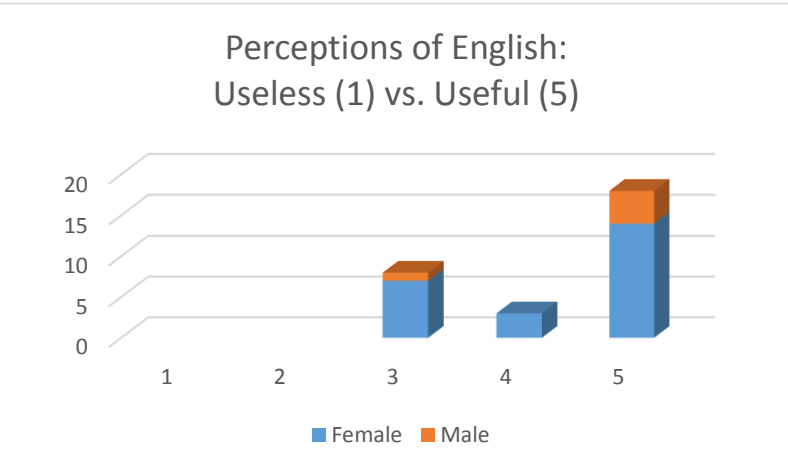
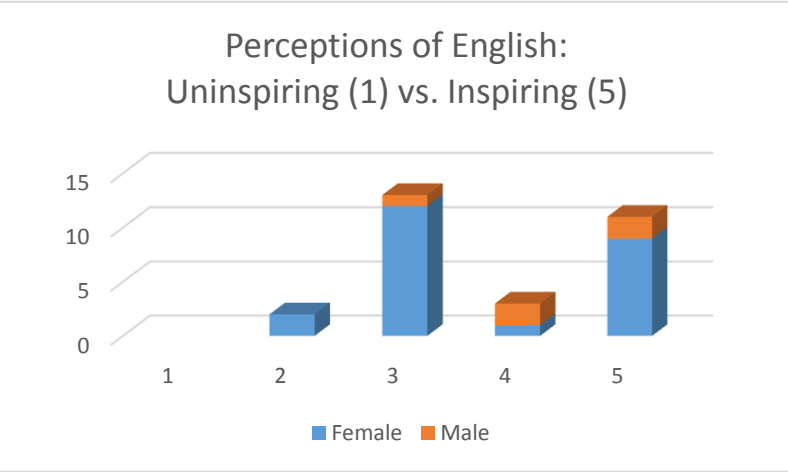
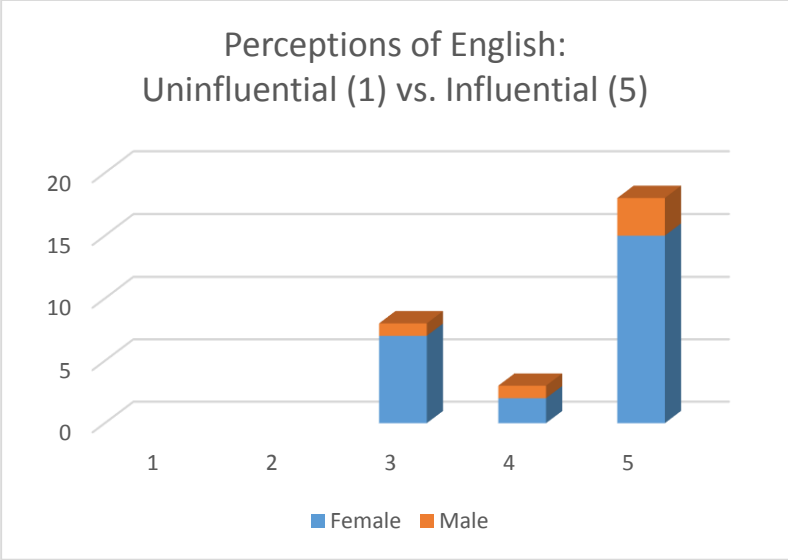


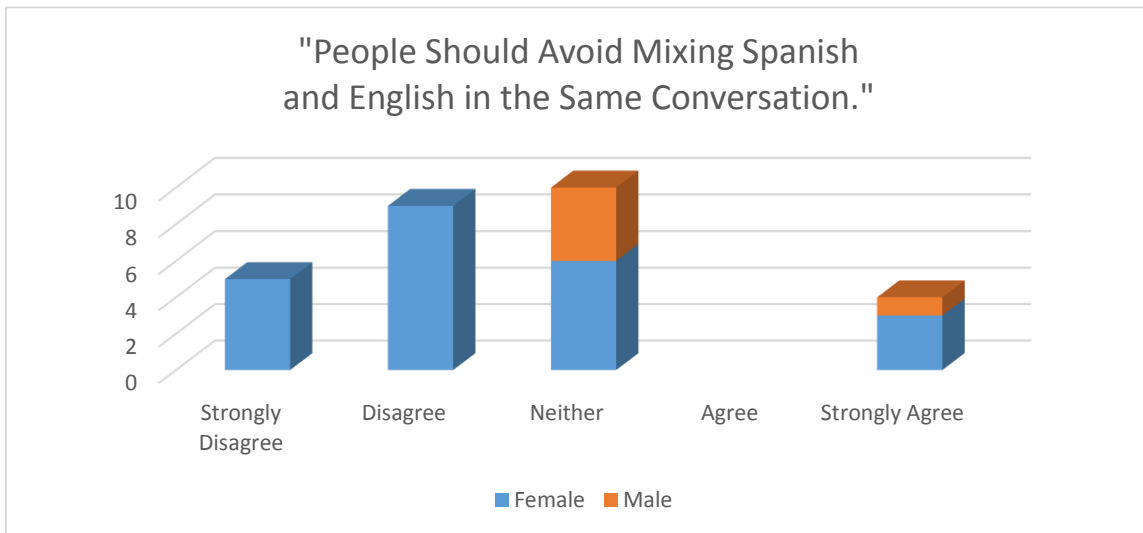
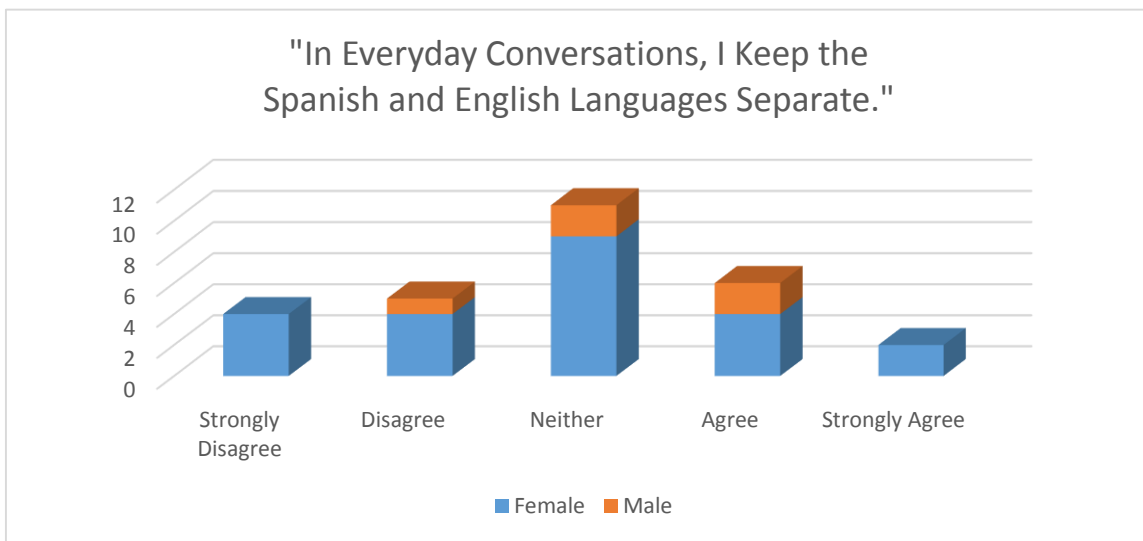
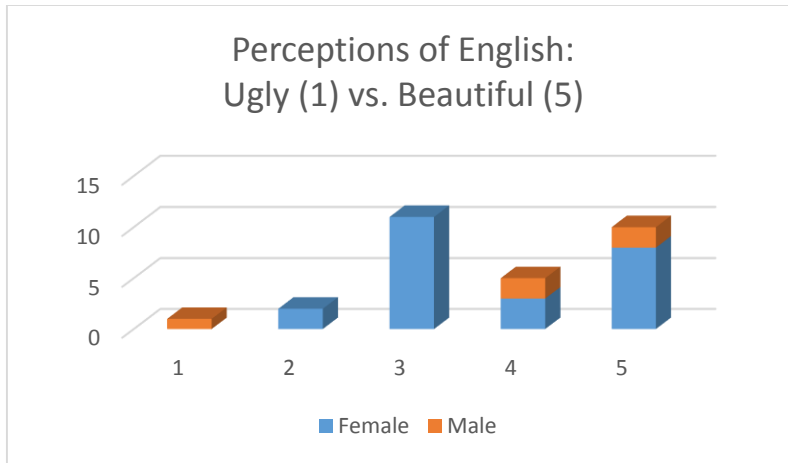
Perceptions of English:  
Old-Fashioned (1) vs. Modern (5)



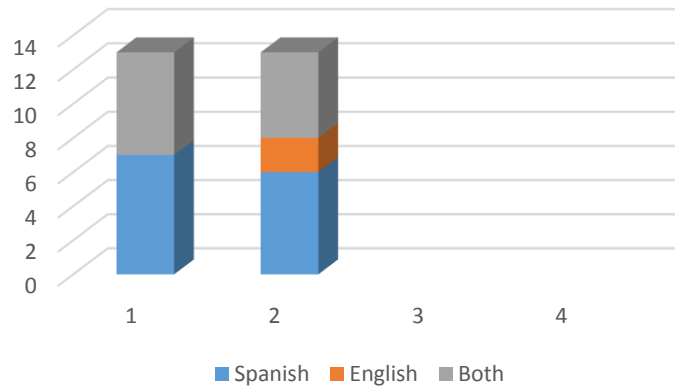
Perceptions of English:  
Unfriendly (1) vs. Friendly (5)



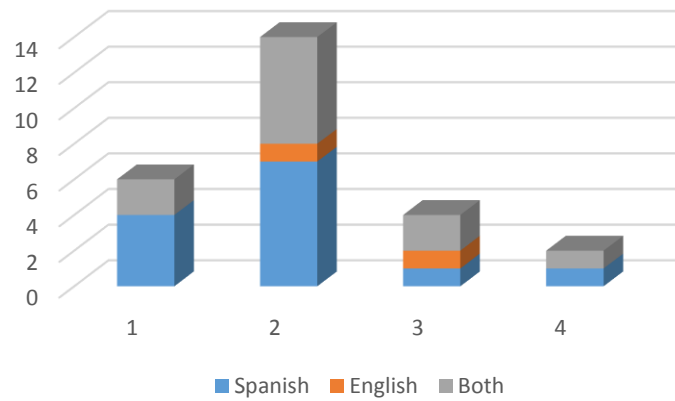




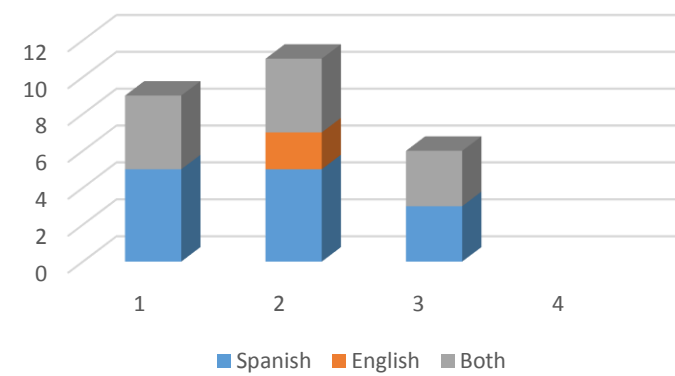
Appropriate (1) vs. Inappropriate (4)



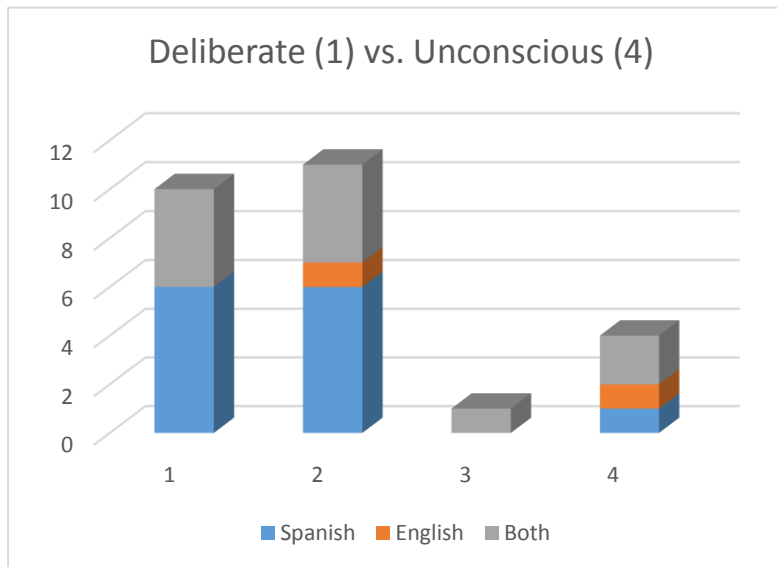
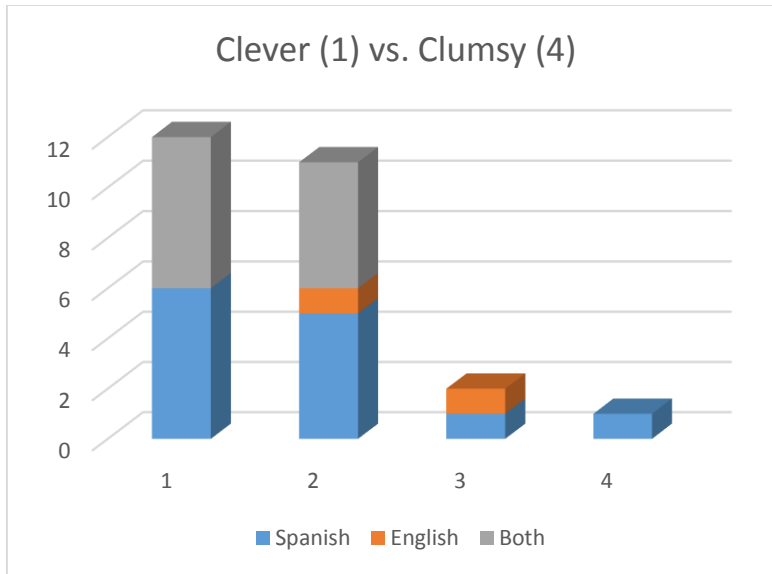
Beautiful (1) vs. Ugly (4)

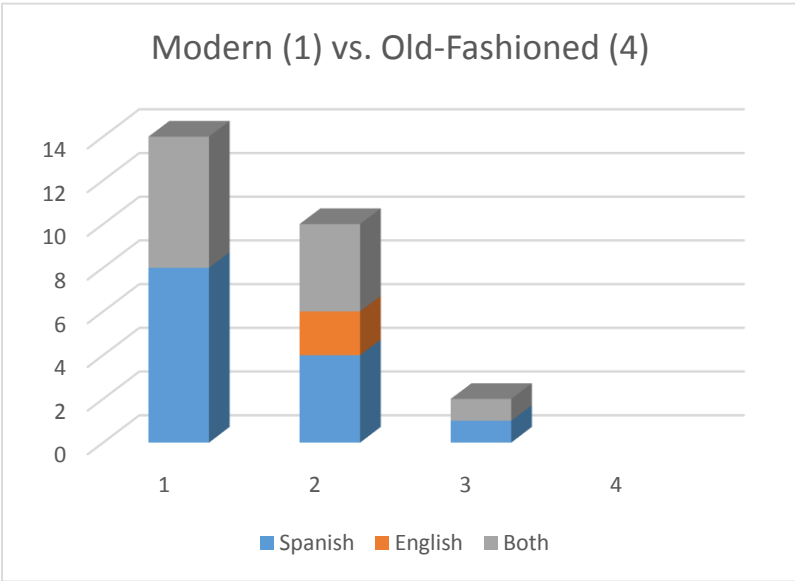
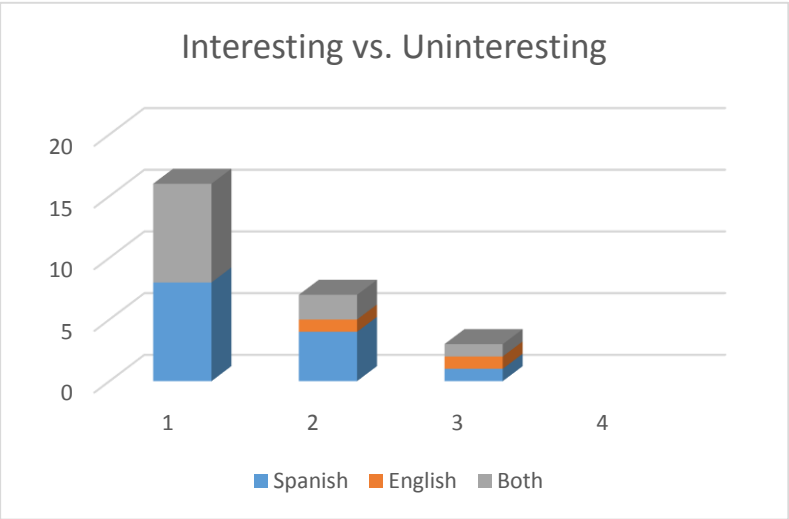
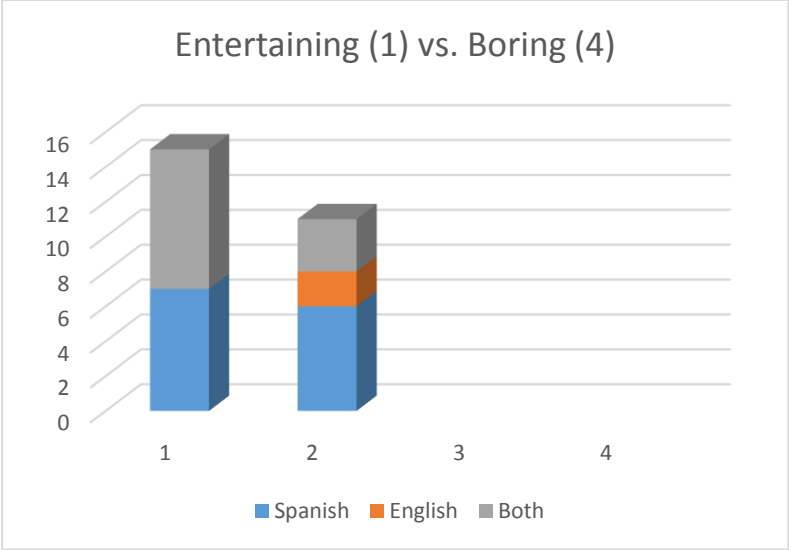


Clarifying (1) vs. Confusing (4)

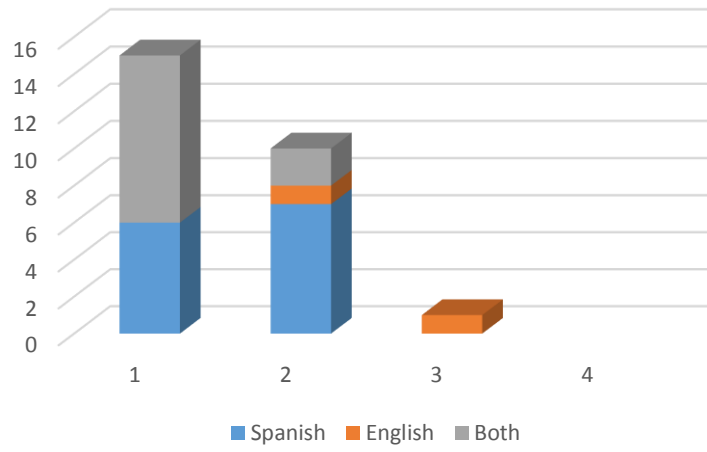




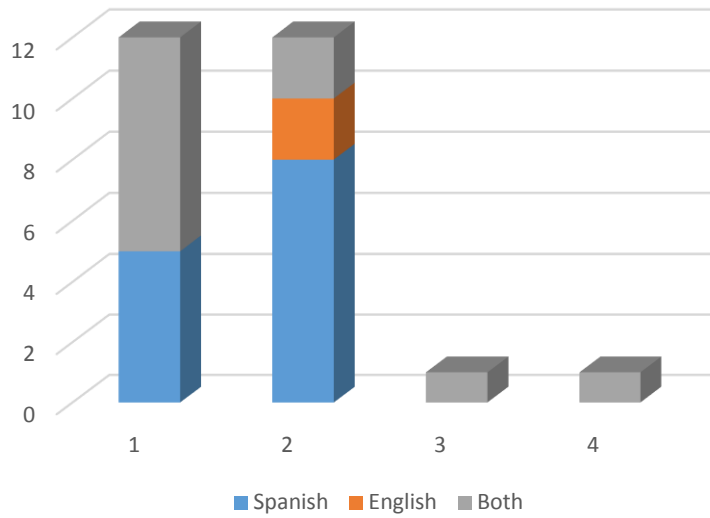


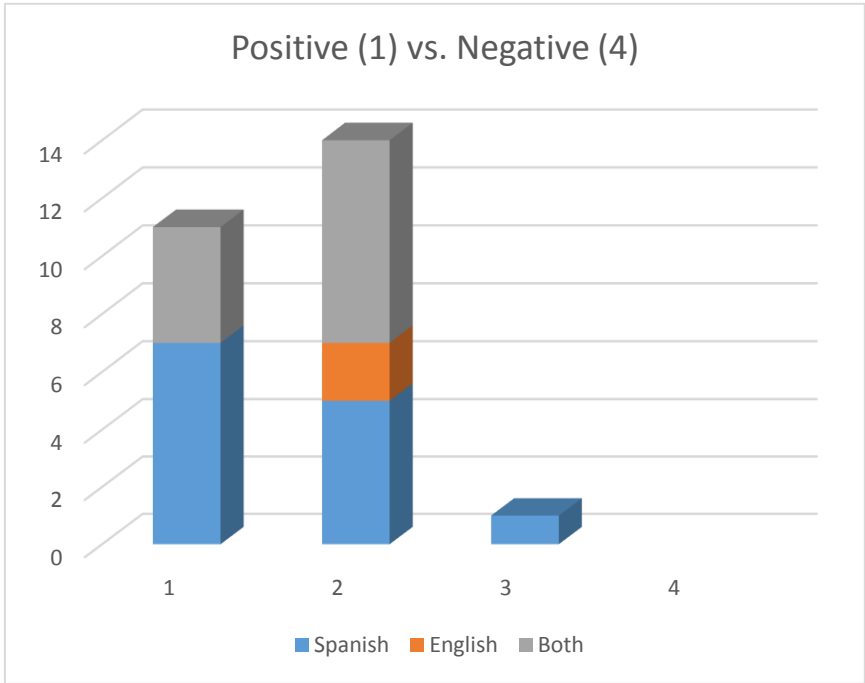
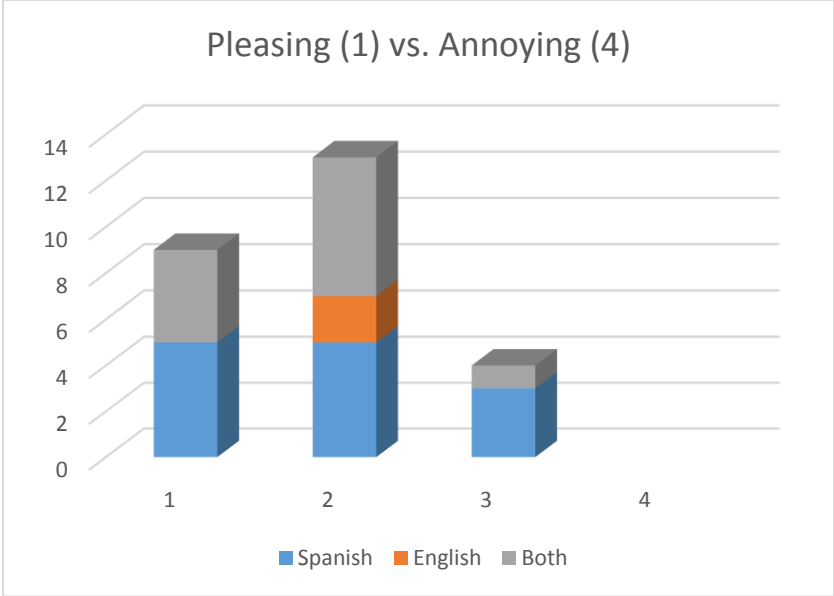


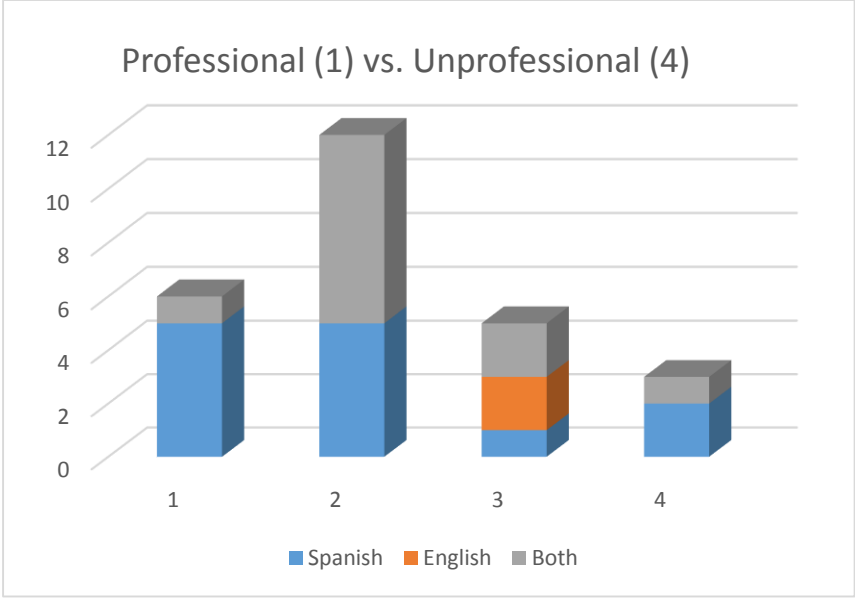
Normal (1) vs. Strange (4)

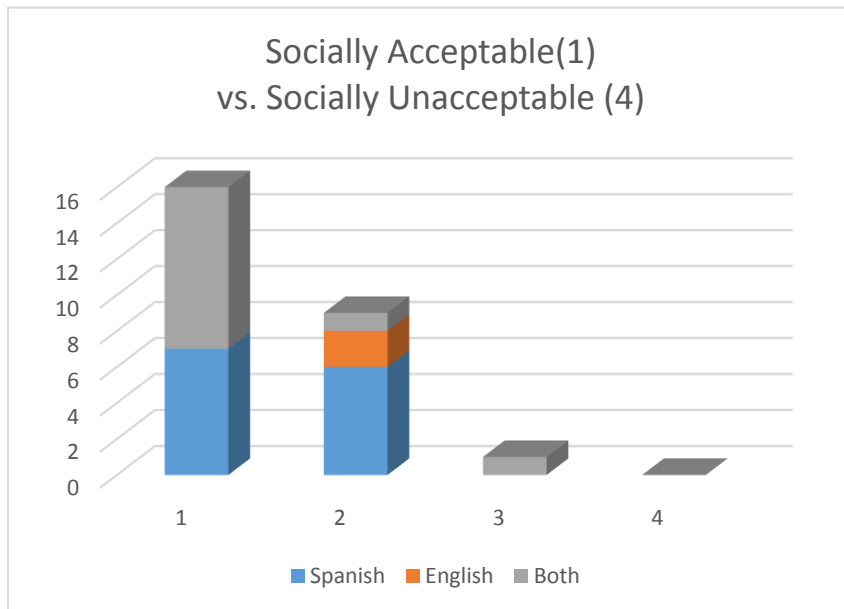
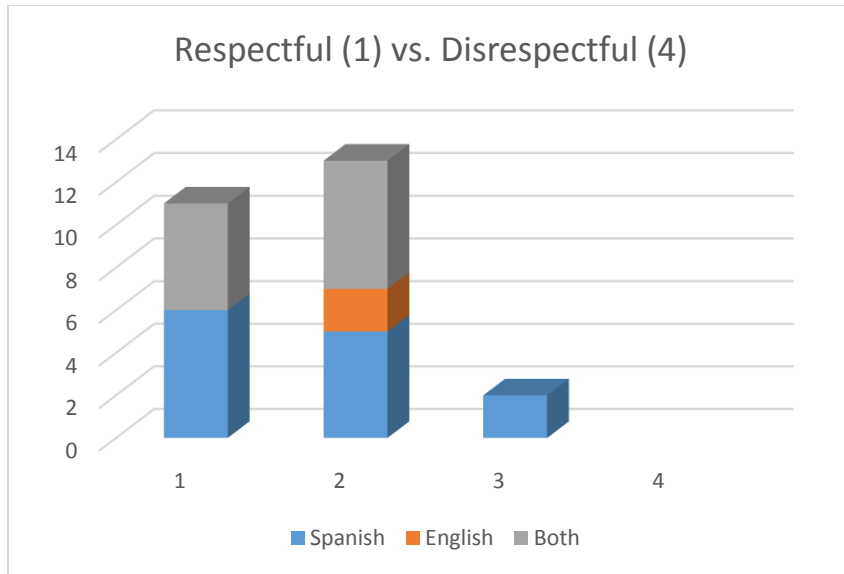


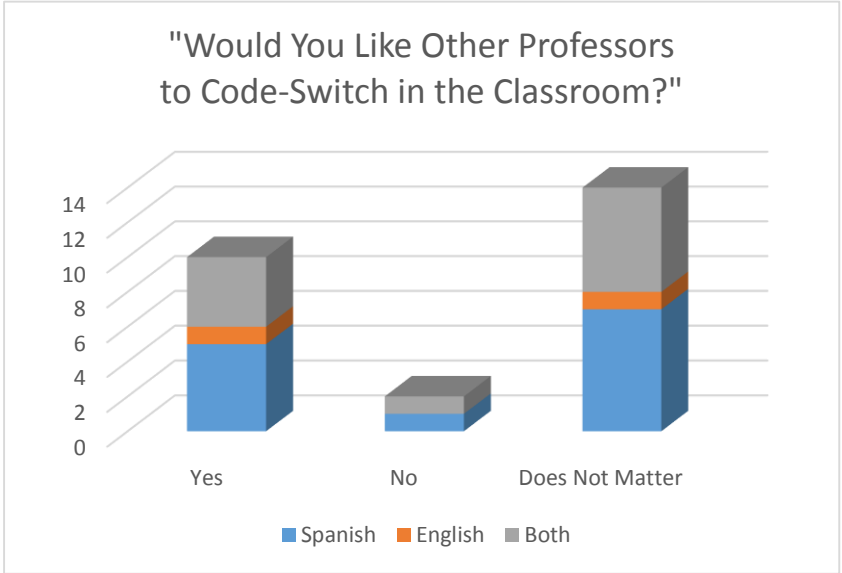
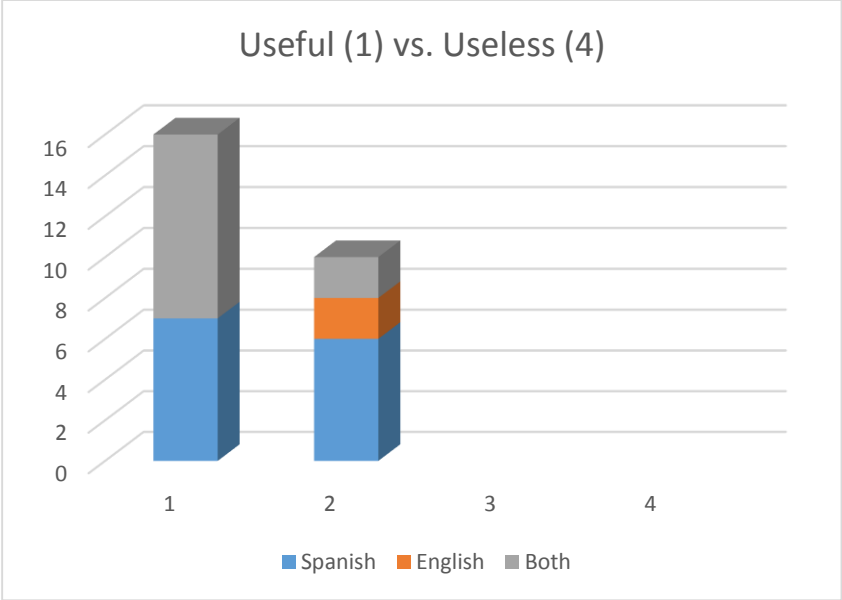
Pertinent (1) vs. Irrelevant (4)











## Appendix E

### Student Copy of Final Exam Questions

PSYC2014-Exam #2 May 6th, 2014

Questions (18 points/each):

- 1) Differential diagnosis: What are THREE possible diagnoses for this patient? (2 points)
- 2) Actual diagnosis: What is the FINAL diagnosis for this patient (as per the DSM5)? Why was this diagnosis indicated instead of the other two offered as potential diagnoses in #1? That is, justify this diagnosis over the others. (4 points)
- 3) What are TWO research-proven interventions you can use for this client? (2 points)
- 4) What are two questions that you should ask to better understand this client - in terms of diagnosis and/or intervention? (2 points)

**Case Study 1**

A 20 year old man, tied in ropes, was brought to the hospital by his four brothers, who explained, "He came home crazy, threw a chair through the window, tore a gas heater off the wall and ran into the street." Police tried to apprehend him as he stood naked, directing traffic at a busy intersection, his brothers were finally able to subdue him and bring him to the hospital, where he remained agitated, his mood fluctuating between anger and fear. He was unable to walk without staggering and his speech was slurred. He continued to behave in a violent and disorganized manner, with unpredictable bouts of intense anger, suspiciousness, and slurred speech punctuated by intervals of lucid thought. Once calm, he denied behaving violently or acting in an unusual manner, he could not remember how he got to the hospital. His blood and urine tested positive for PCP, a finding that did not surprise his brothers.

**Case Study 2**

"It started when I was eleven. My cousin and his buddies would go down by the creek, and buff, so I would go with them. That's how I learned how to do it."

"The spray makes me talk slow. Besides the headache I get when I'm not doing it, it makes me slower. The high is good but makes me slow. When it's wearing off, it makes me like I'm stupid. I have to talk slow because words don't come out."

"Sometimes I get suicidal. I don't know why. I just do. I just don't give a damn. I just get out the street in front of cars. Sometimes I remember that I'm doing it and sometimes I don't know it. When I do know it, I don't give a damn. I just want to stop my life because the headaches I get when I stop the spray just make me crazy."

**Case Study 3**

"You're alone," an insidious voice told me. "You're going to get what's coming to you." No one moved or looked startled. It was just me hearing the voice... I had seen others screaming back at their voices... I did not want to look mad, like them... Never admit you hear voices... Never question your diagnosis or disagree with your psychiatrist... or you will never be discharged.

**Case Study 4**

A 13-year-old boy who was having behavioral and academic problems in school was taking part in a series of family therapy sessions. Family communication was negative in tone, with a great deal of



*Warning.* Near the end of the one session, the boy suddenly broke down and cried out, "I don't want to be like her." He was referring to his mother, who had been receiving treatment for schizophrenia. He had often been frightened by her bizarre behavior, and he was concerned that his friends would find out about her condition. But his greatest fear was that he would inherit the disorder. Sobbing, he turned to the therapist and asked, "Am I going to be crazy, too?"

#### **Case Study 5**

Police brought an eighteen-year-old high school senior to the emergency department after he was picked up wandering in traffic. He was angry, agitated, and aggressive. In a rambling, disoriented manner he explained that he had been using "speed." In the emergency room he had difficulty focusing his attention, frequently needed questions repeated, and was disoriented as to time and place.

#### **Case Study 6**

US Representative Gabrielle Giffords was shot in the head at point-blank range on January 8, 2011. The bullet entered into and exited from the left side of her brain. Following surgery, Giffords remained in a medically induced coma, a state of deep sedation that allows the brain to heal. Giffords's purposeful movements and responsiveness to simple commands were early, encouraging signs. Although extensive therapy helped Giffords regain many language and motor skills, one year after the shooting she officially resigned her congressional seat, recognizing that she needed to continue to participate in specialized cognitive and physical rehabilitation in order to maximize her recovery.

#### **Case Study 7**

For the past year, Maria has been secretly cutting her forearms and thighs with a razor blade. She has tried to stop, but when she feels anxious or depressed she thinks of the razor blade and the relief she experiences once she feels the cutting. She does not understand why she cuts, she just knows it is how she copes when she feels overwhelmed. The more life hurts, the more she cuts.

#### **Case Study 8**

Anna was a fairly cooperative, engaging child throughout her early years. However, around her 10<sup>th</sup> birthday, her behavior changed significantly. At times, she experienced periods of extreme moodiness, depression, and high irritability; on other occasions, she displayed boundless energy and talked incessantly, often moving rapidly from one topic to another as she described different ideas and plans. During her energetic periods, she could go for several weeks with minimal sleep.

#### **Case Study 9**

Ben, a high school sophomore well known for his ongoing bullying and aggressive behavior, was expelled from school after stabbing another student. Two months later, he was arrested for armed robbery and placed in juvenile detention. Peer relationships at the facility were strained because of Ben's ongoing attempts to intimidate others.

#### **Case Study 10**

Mark's parents and teachers know that when requests are made, Mark often refuses to comply. He has been irritable and oppositional since he was a toddler. His parents have given up trying to elicit cooperation; they vacillate between ignoring Mark's hostile, defiant behavior and threatening punishment. If punished, Mark finds ways to retaliate.