Bridging worlds with words: translanguaging and its impact on identity formation among Jordanian graduate students in Ontario

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Translanguaging, an approach to multilingualism, enables individuals to draw from their entire linguistic repertoires, challenging traditional language boundaries. This study explores how translanguaging practices influence identity formation, academic integration, and social adaptation among Jordanian graduate students in Ontario, Canada, where linguistic diversity and bilingualism present unique challenges and opportunities for cultural expression. A qualitative research design was used, involving semi-structured interviews with 10 Jordanian graduate students who identify as bilingual in Arabic and English. Data were collected through interviews conducted in both languages, ensuring comfort and authenticity in participants' responses. Thematic analysis was applied to identify patterns in translanguaging practices and their perceived impacts on identity and academic experiences. Findings indicate that translanguaging facilitates identity expression, allowing students to bridge their Jordanian heritage with their new Canadian academic environment. Participants reported enhanced comprehension of academic material, improved confidence in class participation, and increased social cohesion through linguistic flexibility. However, they also highlighted challenges, including experiences of linguistic stereotyping and a lack of institutional support for multilingual practices. The study underscores translanguaging as a critical tool for identity negotiation, academic success, and social integration, advocating for educational policies that acknowledge and support its value in multicultural and multilingual settings. The implications highlight the need for inclusive language practices in higher education to foster belonging, respect for linguistic diversity, and academic achievement among international students.

KEYWORDS

translanguaging, identity formation, multilingual education, graduate students, cultural expression

Introduction

Translanguaging has emerged as a significant linguistic phenomenon in higher education, particularly within institutions that host a diverse body of international students (Ng and Lee, 2019). Translanguaging, as opposed to code-switching, does not merely involve alternating between languages based on context; rather, it draws on the entirety of the speaker's linguistic resources to construct meaning and facilitate communication. While code-switching typically adheres to grammatical and social norms of language separation, translanguaging operates beyond these boundaries, enabling speakers to fluidly merge languages to assert complex identities and engage with diverse academic and social

environments (Wei, 2018; García and Wei, 2014). This distinction is crucial in understanding how multilingual Jordanian students in Ontario navigate and negotiate their identities through everyday linguistic practices. Recent studies underscore translanguaging's critical role in fostering academic success and cultural integration among multilingual students (Al Masaeed, 2020; Rabie-Ahmed and Mohamed, 2024, Almashour, 2023). This study delves into the experiences of Jordanian graduate students in Ontario, examining how translanguaging influences their identity formation and facilitates their academic and social integration.

Multilingual students navigate complex linguistic and cultural landscapes while studying abroad. For these individuals, translanguaging is not merely a communicative tool but a vital aspect of their social and academic integration. It enables them to articulate nuanced identities that reflect both their culture and their adaptation to new environments which enhances their participation and engagement (Wei, 2011).

The significance of this study lies in the urgent need for educational policies and educators to accommodate and value the linguistic diversity of their students. Recent research has highlighted how translanguaging can serve as a transformative tool in multicultural education, fostering greater inclusivity and academic success (Wang, 2023). Traditional pedagogical models often overlook the potential benefits of multilingual strategies, which can hinder the educational and social integration of international students (Ng and Lee, 2019).

Furthermore, this study aims to deepen our understanding of how translanguaging serves as a mechanism for identity negotiation and academic success among international students. It investigates how translanguaging helps these students maintain their cultural identities while integrating into new academic and social environments, thus illuminating the complex interactions between language, identity, and education.

In summary, this introduction outlines the scope of the investigation into the translanguaging practices of Jordanian graduate students in Ontario, underscoring its implications for educational policy and pedagogical strategies in multicultural and multilingual university settings. This study not only enriches theoretical discussions in applied linguistics and education but also provides practical recommendations for educators, policymakers, and institutions committed to improving the academic experiences of multilingual students.

Research gap

Despite a growing body of research on translanguaging and its implications for academic and social outcomes in multilingual contexts, there remains a notable gap concerning the specific experiences of Arab students in Western higher education environments. Translanguaging practices, while beneficial, often encounter challenges and resistance in educational settings. Otheguy et al. (2015) highlight that institutional biases and entrenched monolingual ideologies can hinder the implementation of translanguaging despite its pedagogical advantages. Addressing these challenges requires a shift in educational policies to recognize and validate the cognitive and communicative benefits of translanguaging, particularly for Middle Eastern students in Western contexts where linguistic diversity might be undervalued. Elboubekri (2020) underscores similar challenges faced by Moroccan students in the

Netherlands, where institutional resistance to multilingual practices can impede students' academic and social integration.

Although research on translanguaging among international students has grown, the specific experiences of Arab students in Western academic contexts remain underexplored. Scholars like Elboubekri (2020) have highlighted how Moroccan students in the Netherlands encounter resistance to their translanguaging practices due to entrenched monolingual ideologies. Similarly, Al Masaeed (2020) found that Arabic-speaking students in the United States utilize translanguaging to navigate academic hierarchies and maintain cultural connections. However, few studies have investigated how these dynamics play out for Jordanian students in Canadian universities, where sociolinguistic norms differ from those in Europe or the United States. This study addresses this gap by focusing on the translanguaging practices of Jordanian graduate students, offering a nuanced understanding of how these practices shape their identities and academic trajectories. This oversight is significant given the distinct sociolinguistic backgrounds these learners bring to the multicultural and multilingual landscapes of Canadian universities. While numerous studies explore the general benefits and challenges of translanguaging in educational settings, few delve into how these practices affect the identity formation, academic integration, and social interactions of Jordanian students abroad. Current research tends to generalize findings across diverse groups without accounting for culture-specific dynamics that might influence translanguaging practices and their outcomes (Canagarajah, 2013b).

This study aims to fill this gap by focusing specifically on Jordanian graduate students in Ontario, examining how translanguaging influences their educational experiences and identity negotiations within a culturally diverse environment. This focus not only contributes to a more nuanced understanding of translanguaging practices but also aids in developing targeted educational strategies that address the needs and challenges of this underrepresented group in global academic discussions.

Research questions

The following are the research questions which would guide this exploration:

1 How does translanguaging influence the identity formation of Jordanian graduate students in Ontario?
2 What role does translanguaging play in the academic integration of Jordanian graduate students in Ontario?
3 How does translanguaging affect the social integration of Jordanian graduate students in multicultural settings?
4 What challenges do Jordanian graduate students face when employing translanguaging strategies in their academic and social lives?
5 What are the perceived benefits and drawbacks of translanguaging from the perspective of Jordanian graduate students?

Literature review

Translanguaging is defined as a dynamic linguistic process wherein multilingual speakers utilize their entire linguistic repertoire, seamlessly integrating elements from various languages to communicate effectively. Initially coined by Williams (1994), the

concept of translanguaging has evolved beyond simple code-switching to embody a holistic view of multilingualism.

García and Wei (2014) describe translanguaging as the practice of using a speaker's entire linguistic repertoire without adhering to traditional language boundaries. This approach challenges entrenched monolingual ideologies and promotes inclusive language practices. They argue that translanguaging not only facilitates communication but also serves as a critical pedagogical tool. In multicultural classrooms, translanguaging can be strategically employed to enhance learning, allowing students to access and engage with complex academic content through their full linguistic repertoire.

Translanguaging emphasizes the integrated and strategic use of linguistic resources, transcending traditional notions of language separation and reflecting a more fluid and interconnected understanding of bilingual capabilities (Wei, 2011; García and Wei, 2014). Wei (2011) describes translanguaging as an act that transcends conventional linguistic boundaries, enabling speakers to perform their identities through diverse linguistic tools. This process facilitates communication and aids in constructing multifaceted personal identities, dynamically influenced by the interaction between different languages and cultures.

Identity and translanguaging

In the realm of translanguaging, identity is perceived as a dynamic construct deeply influenced by the fluid use of multiple languages. García and Wei (2014) argue that translanguaging extends beyond a linguistic mechanism, serving as a medium for expressing and constructing personal and collective identities. This process enables individuals to negotiate identities reflective of their diverse linguistic and cultural experiences, effectively connecting their various worlds. García-Mateus and Palmer (2017) introduce the concept of 'hybrid identities,' where individuals integrate elements from multiple cultural backgrounds through translanguaging.

Wei (2011) describes 'translanguaging spaces' as environments where individuals use their full linguistic repertoire to construct meaning and express identity, challenging traditional norms. Rabie-Ahmed and Mohamed (2024) highlight how Arabic heritage learners use translanguaging to navigate their cultural identities in educational settings, demonstrating its role in identity formation.

Translanguaging acts as both self-creation and a response to social contexts where language practices and cultural norms intersect, allowing multilingual individuals to challenge and redefine linguistic boundaries (Wei, 2018). Busch (2017) describes multilingual identity as a fluid construct evolving with the use of multiple languages across contexts, allowing individuals to display different facets of their personalities and cultural affiliations.

Creese and Blackledge (2015) note that translanguaging equips individuals to adjust their language use across social settings, functioning as a tool for navigating cultural and linguistic boundaries. This adaptability is crucial in globalized societies, where crossing such boundaries is frequent and necessary. Consequently, translanguaging is not merely a linguistic practice but a strategic method for multilingual individuals to conform, distinguish themselves, or merge their cultural identities based on situational needs.

García (2009a, b) asserts that translanguaging fosters a sense of belonging and identity among speakers in multilingual environments.

It allows individuals to leverage their complete linguistic repertoires, promoting flexibility and agency in how they present themselves and interact with others. García-Mateus and Palmer (2017) explore how translanguaging facilitates the development of transnational or transcultural identities, resulting in hybrid identities that do not fully align with any single cultural archetype. This is especially prevalent in migration contexts, where individuals maintain connections to their origins while adopting aspects of their new environments. Translanguaging enables individuals to articulate and negotiate their identities, respecting both their historical heritage and current cultural situations.

Canagarajah (2013a, p. 5) suggests that translanguaging allows for "shuttling between languages," aiding in communication and helping individuals navigate and construct identities across cultural lines. This reflects the complex, layered nature of identity in multilingual and multicultural settings. Each instance of translanguaging represents a choice in communication and a stance on identity, where speakers navigate cultural norms while asserting their unique identities. This dynamic interplay is particularly salient in educational environments, enabling students to feel more included and empowered to articulate their identities, enriching the educational experience for everyone involved (García-Mateus and Palmer, 2017).

Studies focusing on Middle Eastern students in Western educational contexts provide insights into how translanguaging affects identity formation. Elboubekri (2020) investigates multilingual Moroccan students in the Netherlands, revealing that translanguaging facilitates academic success and helps students navigate cultural integration by maintaining connections to their heritage while adapting to new environments. Al Masaeed (2020) examines how Arabic-speaking students in the United States use translanguaging to negotiate identities and cope with linguistic and cultural challenges. Similarly, Canagarajah (2013b) studies translanguaging practices of multilingual students in the United States, highlighting how these practices bridge the gap between home and host cultures, fostering a sense of belonging and academic engagement. Rabie-Ahmed and Mohamed (2024) explore translanguaging in heritage language classrooms, demonstrating how it supports positive identity construction, allowing students to maintain and develop cultural identities while engaging with new academic environments.

Thus, translanguaging is a strategic method for multilingual individuals to conform, distinguish themselves, or merge their cultural identities based on situational needs. This process facilitates communication and fosters a deeper understanding and appreciation of linguistic and cultural diversity, promoting a more inclusive community identity. By supporting translanguaging practices in educational and social settings, we can better harness the benefits of cultural and linguistic diversity in our globalized society.

Hybrid identity expression and translanguaging

Translanguaging is integral to the articulation of what Creese and Blackledge (2015) describe as "hybrid identities." These identities represent complex blends of multiple cultural and linguistic elements, showcasing the richly interconnected facets of individuals' personal and social experiences within diverse environments. Through translanguaging, individuals leverage their entire linguistic repertoire

in flexible and innovative ways, enabling them not only to communicate effectively but also to vividly express their composite cultural identities. This versatile linguistic practice facilitates a fluid presentation of self, continuously adapted to meet the evolving cultural norms and social expectations characteristic of each unique interaction.

The use of translanguaging to express hybrid identities highlights its role in fostering inclusivity and understanding across cultural divides. It allows individuals to navigate and bridge diverse social landscapes, enhancing their ability to connect with others through shared linguistic and cultural practices. Further support this view, emphasizing how translanguaging practices enrich the social integration process by allowing for deeper, more authentic exchanges between individuals from different linguistic backgrounds. Their research demonstrates that translanguaging is not just a tool for personal identity expression but also a mechanism for promoting broader social cohesion and mutual respect.

Canagarajah (2020) reinforces this perspective by illustrating how translanguaging facilitates the negotiation of identity in multilingual contexts. Canagarajah's work highlights that translanguaging is not just a linguistic tool but a socio-psychological practice supporting the development of a secure and affirmative identity among multilingual individuals, which is essential for their overall mental health and societal integration.

This demonstrates that translanguaging is a pivotal tool for the expression and negotiation of hybrid identities, significantly shaping the social, psychological, and communicative landscapes of multilingual individuals. As articulated by Creese and Blackledge (2015) and further supported, translanguaging facilitates a rich and dynamic interplay of cultural and linguistic elements, allowing individuals to present themselves in ways that are both adaptable and authentic to their complex multicultural backgrounds. This practice enhances effective communication and fosters inclusivity and mutual understanding across diverse social settings.

Negotiation of social identities and relationships through translanguaging

Translanguaging extends beyond a linguistic practice; it is a strategic tool utilized in the negotiation of social identities and relationships. This method allows individuals to employ their full linguistic repertoire to send social signals to their interlocutors, conveying relational stances such as solidarity, identity alignment, and cultural respect, which significantly impact social dynamics and interpersonal perceptions.

The deliberate choice of language or dialect, along with the specific context of its use, serves as a powerful indicator of an individual's social identity and group affiliations. For instance, switching to a regional dialect may signal solidarity with a particular community, while using a formal register might convey respect and deference in certain cultural contexts. These linguistic choices are not arbitrary but are strategically employed to foster relationships and establish social standing within various groups (Macswan, 2017; Wei, 2018).

Translanguaging's role in social interactions extends to its capacity to either include or exclude individuals from dialogs. This dynamic involves more than just linguistic understanding; it also involves signaling who is considered an 'insider' or 'outsider' within the social context. Opting to speak a language understood only by some members of a group can create an exclusive atmosphere, aligning the

speaker more closely with those who understand while distancing others. Conversely, using a *lingua franca* that everyone understands promotes inclusivity and encourages broader participation (Moody et al., 2019).

Furthermore, individuals can utilize translanguaging to actively manage social boundaries and define group memberships. The linguistic choices people make can delineate the boundaries of their social networks, defining who belongs to which group based on linguistic competencies and preferences. These boundaries are dynamic and negotiable, shaped continuously by the interplay of language use within social interactions. Thus, translanguaging is both a reflection of existing social structures and an active agent in shaping these structures (Poza, 2017; Wei, 2011).

Translanguaging impacts how individuals navigate their social networks, influencing their positioning within various community and professional groups. This process extends beyond mere linguistic ability, focusing instead on strategic choices within an individual's linguistic repertoire to align or differentiate themselves from distinct social groups. For instance, bilingual individuals often use translanguaging as a means to express intimacy and cultural heritage by speaking one language at home with family while adopting another in professional environments to signify formality and compliance with different cultural norms (Wei, 2011). Such linguistic behavior is not just functional; it actively constructs and communicates the speaker's identity, reflecting their multifaceted social roles and affiliations.

Moreover, translanguaging practices reveal the dynamic nature of identity in multilingual settings, where language is a key tool for both personal expression and social negotiation. Each linguistic choice made by an individual in different contexts adds layers to their social identity, illustrating the fluid and constructed nature of how we interact with the world around us (Macswan, 2017). These choices reflect deeper cultural and social understandings, showcasing the rich interwoven fabric of personal and community identity shaped through everyday communication.

Promoting translanguaging practices can be a strategic approach in multicultural societies to enhance social integration and reduce cultural conflicts. By valuing all languages within a community and encouraging their use in a fluid and flexible manner, translanguaging can help to equalize power dynamics that often favor dominant language speakers over others. This approach contributes to a more balanced and equitable social environment where no group feels linguistically inferior or excluded (Macswan, 2017; Creese et al., 2018).

Thus, translanguaging holds significant potential for promoting social cohesion and addressing the roots of conflict in linguistically diverse societies. By fostering an environment where all languages and cultures are respected and integrated, translanguaging practices can help build stronger, more united communities.

Critical perspectives on translanguaging

Despite the numerous benefits attributed to translanguaging, it faces considerable skepticism and criticism from certain linguistic circles. Critics argue that without careful and strategic implementation, translanguaging can undermine the development of deep linguistic competence in any single language. They express concerns that translanguaging might foster a form of superficial multilingualism, where speakers possess a cursory ability in multiple languages but lack profound proficiency in any one of them. This perspective underscores

the potential risk of diluting linguistic depth through the extensive use of translanguaging strategies.

MacSwan (2017) discusses the potential challenges in assessing and developing deep linguistic competence when translanguaging practices dominate the learning environment. He suggests that without a structured approach, translanguaging might lead to fragmented language skills rather than cohesive linguistic capability. This fragmentation could hinder learners from achieving the level of proficiency required for academic and professional success.

Additionally, Otheguy et al. (2018) highlight both ideological and practical challenges posed by translanguaging. They critique the over-simplistic application of translanguaging in educational settings, arguing that it can obscure the need for rigorous language acquisition processes. This approach might result in superficial engagement with multiple languages rather than fostering true multilingual proficiency. They caution against viewing translanguaging as a panacea for all language learning challenges without addressing the complexities involved in language acquisition and maintenance.

Despite these criticisms, proponents like García and Wei (2014) counter that translanguaging is a natural practice among multilinguals, reflecting authentic linguistic behavior more accurately than artificially segregated language use. They argue that translanguaging aligns with the real-world linguistic interactions of multilingual individuals, who often fluidly navigate between languages to communicate effectively and expressively. García and Wei emphasize that translanguaging supports cognitive flexibility and better reflects the dynamic nature of bilingual and multilingual communication.

This debate underscores the need for a balanced approach to translanguaging—one that recognizes its potential to enrich linguistic interaction while also acknowledging the importance of structured language learning to develop deep linguistic competencies. Effective translanguaging practices should be thoughtfully integrated into educational frameworks to support both linguistic proficiency and multilingualism.

In sum, the literature on translanguaging and identity illustrates that translanguaging is more than a communicative strategy; it is a complex, socially embedded practice that shapes and is shaped by the identities of multilingual speakers. Translanguaging practices are closely tied to issues of power, identity, and pedagogy, necessitating a nuanced understanding of their implications across different social domains. Addressing these complexities requires educational policies that validate and support translanguaging while ensuring that students achieve high levels of proficiency in their languages. The following section will delve into the methodology used in this study.

Methodology

Research design

This study employs a qualitative research design to intricately explore the influence of translanguaging on identity formation and academic integration among Jordanian graduate students in Ontario. The qualitative approach is particularly suitable for this investigation as it allows for in-depth exploration of the subjective experiences and nuanced perspectives of participants, thereby providing rich, contextual insights into the complexities of translanguaging practices (Creswell, 2013).

The selection of participants, who are bilingual, was purposive, aiming to gather in-depth insights into their experiences. Interviews were conducted in both English and Arabic to ensure comfort and authenticity in responses. This design is favored due to its effectiveness in providing deep insights into the complex, subjective experiences of participants, capturing their perceptions and the meanings they attribute to their linguistic behaviors within their educational and social environments (Creswell, 2013).

The study's participants include 10 Jordanian graduate students, aged between 24 and 32, enrolled in diverse disciplines such as Education, Engineering, and Social Sciences across three major universities in Ontario. All participants self-identified as bilingual, having achieved a high level of proficiency in both Arabic and English. The inclusion criteria required participants to regularly engage in academic and social activities necessitating the use of both languages, thereby ensuring that their experiences with translanguaging were substantive and relevant to the study's aims (Patton, 2015). This demographic diversity allows for a rich exploration of how translanguaging operates across different academic fields and social contexts. This purposive sampling strategy ensures a diverse representation of experiences and perspectives regarding translanguaging, enabling a comprehensive exploration of its effects on both identity and academic integration. Participants were selected based on their advanced proficiency in both Arabic and English, which was assessed through self-reported language use and confirmed during initial communication. To ensure relevance to the study's focus, participants needed to actively employ both languages in their daily interactions, including academic writing, classroom discussions, and social interactions with peers. This engagement was defined by their ability to fluidly navigate both languages depending on the context, demonstrating a practical need for translanguaging in their academic and social lives (Patton, 2015).

Data collection

Data collection was conducted through semi-structured interviews, carefully structured to elicit detailed and comprehensive descriptions of the participants' translanguaging practices, as well as their perceived impacts on identity formation and academic experiences. Each interview, lasting approximately 60 min, was conducted in both English and Arabic to ensure linguistic comfort and authenticity in responses, thereby enhancing the depth and reliability of the data collected (Kvale, 1996) For additional details on the interview questions, please refer to Appendix A.

Each interview lasted approximately 60 min and was conducted in a mixture of English and Arabic to maximize participant comfort and ensure clarity. All Arabic segments were transcribed verbatim and then translated into English by the researcher, who is proficient in both languages. To maintain the accuracy of translation, a bilingual colleague reviewed the transcripts and verified the translations to ensure semantic equivalence. Additionally, key quotes were back-translated into Arabic to confirm that the intended meaning was preserved. The interviews were audio-recorded with the consent of the participants, adhering to ethical research standards.

To further ensure the trustworthiness of the findings, the study adhered to the following strategies:

1 Credibility: Member-checking was employed, wherein participants were invited to review preliminary findings and ensure that their perspectives were accurately represented. This helped validate the authenticity of the data.
2 Transferability: Detailed descriptions of the participants' backgrounds, the academic and social environments they navigated, and the linguistic contexts were provided, allowing readers to assess the applicability of the findings to other settings.

Data analysis

Thematic analysis was employed to analyze the transcripts of the audio-recorded interviews. This analytical method facilitated the systematic identification of recurring patterns and themes related to the impact of translanguaging on identity formation and academic integration. The analysis process involved coding data in iterative cycles, refining and categorizing themes to construct a comprehensive understanding of the participants' experiences (Braun and Clarke, 2006).

Ethical considerations

The study adhered to rigorous ethical standards, receiving clearance from the Institutional Review Board (IRB) of Western University, Canada. Participants were fully informed about the study's purposes, their voluntary participation, the confidentiality of their responses, and their right to withdraw at any time without consequence. These ethical assurances were crucial in fostering a trustful environment conducive to open and honest communication (American Psychological Association, 2012). Pseudonyms were used to maintain confidentiality, and these were chosen to reflect common Jordanian names.

Limitations

The study acknowledges limitations such as the small sample size and the focus on a specific group of students, which may not generalize to all bilingual or multilingual individuals. However, the insights gained are valuable for understanding the complex dynamics of language use and identity among bilingual graduate students in a multicultural context (Creswell, 2013).

Findings of the study

This section outlines the principal findings of the study, which are organized around five key themes identified through the data coding process. Following Stake's (1995) approach, I employed a combination of direct data interpretation and thematic coding to accurately reflect the core insights derived from the research. The themes that emerged include translanguaging and identity, translanguaging and academic success, social integration and relationships through translanguaging, translanguaging and the negotiation of cultural identity, and the challenges in the use of translanguaging. The findings highlight the

significance of translanguaging in the participants' daily academic and social lives, with clear patterns emerging in how Arabic and English are used interchangeably to convey identity and cultural nuances.

Translanguaging and identity

The findings illustrated that translanguaging significantly enhances identity expression among Jordanian graduate students in Ontario. This enhancement is vividly evidenced through rich qualitative data obtained from interviews, where students reported that translanguaging allowed them to embody and portray their multifaceted identities, bridging their native and adopted cultural realms more fully. This aligns with García and Wei (2014), who note that translanguaging facilitates nuanced identity negotiation among bilingual and multilingual individuals by enabling them to draw from their entire linguistic repertoire. This section elaborates on how translanguaging has allowed participants to embody and portray their dual identities, showcasing excerpts from the interviews that highlight these experiences.

In addition, translanguaging was frequently described by the participants as essential to maintaining and expressing their Jordanian and Arab identities and culture alongside their emerging Canadian identity. This duality allows them to navigate their daily lives with greater authenticity, as they engage in academic and social interactions that require a nuanced presentation of self. For instance, Mosa noted:

> When I switch between Arabic and English, I feel like I'm bridging my two worlds. In my university classes, using both languages helps me stay connected to where I come from while also fitting into where I am now.

This statement illustrates how translanguaging serves as an identity bridge, enabling participants to maintain a sense of rootedness in their heritage while simultaneously adapting to their new academic environment. Drawing on García and Wei (2014) concept of 'translanguaging spaces,' this quote exemplifies how multilingual individuals actively create fluid linguistic environments that reflect their complex identities. Rather than viewing identity as a static entity, the participant's description highlights a dynamic negotiation process, where identity is constructed and expressed through everyday linguistic choices.

Similarly, Beesan shared a similar sentiment, emphasizing the personal and social benefits of translanguaging, *"In social settings, I find myself mixing languages without even thinking. It's like I'm automatically shaping my language to convey different parts of who I am and trying to show myself to others as a competent and tolerant person."*

These exchanges highlight how translanguaging supports academic and cultural integration, enhances personal expression, and identity formation among Jordanian graduate students. The ability to navigate between languages and cultures enhances personal agency and affirms the diverse identities of multilingual speakers, contributing significantly to their social integration and personal fulfillment.

Moreover, translanguaging facilitated the portrayal of participants' selves that enabled them to reflect the complexities of their multicultural experiences in real-time interactions. The

participants indicated that this ability enhanced their communication by allowing them to shape their language use to the cultural and contextual demands of each interaction. For example, Azal stated, *"I mix Arabic and English languages without even thinking. It's like I'm automatically modifying my language and my speaking style to express different parts of my identity depending on who I'm with."*

This statement highlights how translanguaging is not just a conscious strategy but also an instinctive practice that participants use to navigate their social interactions more effectively, demonstrating their multifaceted identities.

Furthermore, the use of translanguaging extends into professional settings, as Bilal noted:

> *In my job as a language instructor, being able to communicate in both Arabic and English has been invaluable. It not only helps me connect better with my students from diverse backgrounds but also positions me as a more competent professional among my peers and supervisors.*

These insights show how translanguaging is a powerful tool for identity expression, enabling students to navigate and articulate the complexities of their identities in various social, academic, and professional settings. The ability to fluidly shift between languages allows them to present themselves authentically and effectively, adapting to the demands of each interaction while maintaining a sense of cultural integrity.

Another finding related to the relationship between translanguaging and identity is the ability to switch and blend languages which has empowered participants to accommodate and articulate their multicultural experiences was vivid in the interviews. This was evident in how they shared personal stories and cultural insights, making these more accessible and relatable to peers from different cultural backgrounds. Bilal explained:

> *Using both Arabic and English allows me to share my experiences more vividly. I can express certain emotions and thoughts in Arabic that I cannot in English and* vice versa. *It enriches my storytelling and helps my Canadian friends understand my perspective better.*

This excerpt underscores how translanguaging enhances communication by allowing more authentic expression of thoughts and emotions, thereby making multicultural experiences more accessible and relatable to others.

Additionally, Omar shared how translanguaging facilitates deeper connections within professional contexts: *"In my workplace, using Arabic and English has enabled me to connect with colleagues and clients on a more personal level, sharing cultural nuances that enhance our working relationships."*

These examples demonstrate the profound impact of translanguaging on facilitating the accommodation and articulation of multicultural experiences. By enabling individuals to navigate multiple linguistic and cultural landscapes seamlessly, translanguaging not only fosters personal expression and connection but also enhances mutual understanding and collaboration in diverse settings.

The findings reveal that translanguaging serves as a powerful tool not only for identity expression but also for academic integration and social cohesion. By utilizing their full linguistic repertoire, Jordanian

graduate students in Ontario navigate the complexities of identity formation, enhance their comprehension of academic content, and facilitate inclusive social interactions. This integrated view of translanguaging aligns with Canagarajah (2011) assertion that translanguaging serves as both a communicative and cognitive resource, enabling speakers to traverse linguistic boundaries and articulate multifaceted identities. Thus, the study underscores the need for educational policies that validate translanguaging as a holistic strategy for supporting multilingual students' academic and social well-being. By facilitating the expression of dual identities and enabling a nuanced portrayal of self that accommodates multicultural experiences, translanguaging helps these participants navigate their complex social landscapes. This finding not only enriches our understanding of the social integration challenges faced by international students but also highlights the potential of translanguaging as a supportive strategy in multicultural educational settings.

Translanguaging and academic success

Translanguaging proved instrumental in enabling students to grasp complex academic concepts more effectively. Participants emphasized that translanguaging supported their cognitive engagement in courses involving complex theories or abstract concepts. For example, Nada shared,

> *During a lecture on postcolonial theory, I found myself mentally translating the term" subaltern" into Arabic. The Arabic equivalent, "المهمش" (the marginalized), helped me grasp the meaning of the concept more deeply, enabling me to participate more confidently in the class discussion.*

Such instances demonstrate how translanguaging bridges gaps in understanding, allowing students to draw on their full linguistic repertoire to engage with advanced academic content. Beesan illustrated this point by noting,

> *There are times when I find an academic theory or a concept in class that is difficult to fully understand when it is explained in English. By mentally translating and comparing the information with Arabic, I can form a clearer, more comprehensive understanding. It's like connecting dots between languages.*

Furthermore, Nada emphasized that the ability to use both English and Arabic allowed her to participate more actively and effectively in classroom discussions. She shared:

> *During seminars, I find myself translating key terms back and forth between English and Arabic. This not only helps me grasp the nuances but also enables me to articulate my thoughts more precisely. For instance, when discussing educational concepts, using Arabic terms sometimes conveys the emotional aspects more powerfully, adding depth to my contributions.*

This demonstrates how translanguaging enhances the students' ability to express complex ideas and engage in academic discourse at

a higher level, thereby enriching the discussion and their own learning experience. These participant's experiences highlight how translanguaging acts as a cognitive tool that facilitates deeper understanding and retention of academic content by engaging their entire linguistic repertoire. It also enhances their confidence of themselves and their understanding of the academic texts and discussions they are tackling.

The abovementioned excerpts emphasize the significant role of translanguaging in academic integration. By allowing students to utilize their full linguistic abilities, translanguaging not only enhances their comprehension but also promotes a more engaged and participatory learning environment. This approach is particularly beneficial in higher education, where the complexity of concepts often requires deep cognitive processing across multiple linguistic and cultural dimensions.

In conclusion, these excerpts emphasize how using multiple languages serves as a crucial tool for Jordanian graduate students in Ontario. By enabling better comprehension of complex concepts, facilitating more nuanced articulations during discussions, and enhancing overall engagement in academic activities, this practice supports these students in achieving academic success and gaining fuller integration into their academic community. These findings underscore the need for educational institutions to recognize and support such practices to foster an inclusive and effective learning environment for all students.

Social integration and relationships through translanguaging

Translanguaging served as a key facilitator in smoothing social interactions, allowing the participants to navigate diverse social settings with greater ease and confidence. This was particularly beneficial in informal settings and group activities, where linguistic flexibility contributed to a more inclusive and engaging environment. This was clearly expressed by Nada as she described it,

> *When I am with friends who speak both English and Arabic, we naturally blend the two languages. It feels more natural, and everyone seems more relaxed and open. It is like we are all more ourselves, and that honesty brings us closer together.*

This illustrates how multilingual communication breaks down formal linguistic barriers, creating a more genuine and comfortable communication environment where students feel empowered to express themselves fully.

Furthermore, Ali elaborated on this point:

> *Mixing languages during group work or social gatherings does not just help us understand each other better—it also lets us share our cultures and personal stories more freely. It fosters a sense of community and belonging, which is so important when you are far from home.*

These experiences underscores how translanguaging can enhance mutual understanding and appreciation, leading to more meaningful social interactions and cultural exchanges. In addition, this example illustrates how translanguaging can act as a bridge in diverse social settings, reducing language barriers and fostering a sense of belonging and inclusivity among students from various linguistic backgrounds.

In conclusion, the exchanges provided by the Jordanian graduate students in Ontario compellingly demonstrate how translanguaging plays a significant role not only in enhancing their social integration but also in fostering deep and meaningful relationships. This functionality underscores translanguaging value as a transformative educational tool in multicultural settings. By allowing students to communicate in a more relaxed and authentic manner, form deeper connections, and promote inclusivity, translanguaging enriches their social lives and contributes to a more cohesive and supportive university environment. These insights highlight the importance of encouraging translanguaging practices not only in academic but also social settings to enhance the overall university experience for multilingual students.

Translanguaging and the negotiation of cultural identity

Translanguaging played a critical role in the participants' negotiation of their cultural identity, enabling them to navigate complex social landscapes more effectively. By utilizing both English and Arabic, students could communicate more authentically and form deeper connections with others. Azal explained,

> *Using both languages during informal gatherings and university events allows me to express myself fully and connect on a deeper level with both Arabic-speaking and English-speaking peers. It feels like I can bridge my two worlds, making it easier to share personal stories and cultural nuances that would be lost in translation if I used only English.*

This sentiment was echoed by Beesan, too. She stated,

> *Being able to discuss both technical topics and everyday matters in both languages has made it much easier for me to fit into various groups. It's like having a key to two different cultural doors—each opening up to richer, more engaging interactions.*

These examples highlight how translanguaging improves communication effectiveness and plays a crucial role in the cultural integration of the participants. By allowing them to navigate and integrate multiple cultural identities, translanguaging fosters a more inclusive and understanding environment. This ability to communicate across cultures and languages is especially valuable in diverse settings like universities, where cultural exchange is constant and varied. The practice of translanguaging thereby not only enhances personal interactions but also contributes significantly to the broader social fabric of the academic community, encouraging a more holistic understanding of multicultural identities.

Furthermore, translanguaging served as an effective bridge to reduce language barriers and foster a more inclusive environment among diverse student groups. By enabling students to fluidly switch between English and Arabic, translanguaging reduces language barriers, facilitating richer, more inclusive interactions. For instance, Omar highlighted the practical benefits of translanguaging:

> *In mixed social groups, I often find myself translating jokes or cultural references between Arabic and English. It helps everyone feel included and builds a shared understanding that goes beyond language. This practice has helped me and my friends to appreciate each other's backgrounds more openly and to create a more welcoming space for everyone.*

In addition, Omar noted:

> *When we gather, and I switch languages according to who I'm talking to, it helps to bring everyone into the conversation. People are more engaged and feel valued when their linguistic capabilities are acknowledged and utilized. This inclusivity strengthens our bonds and builds a community where diversity is not just accepted but celebrated.*

These excerpts demonstrate how translanguaging serves as a powerful facilitator for social integration and cultural identity. By allowing learners to communicate in their preferred languages, it fosters a more cohesive and supportive community environment. This inclusivity is crucial in academic settings where diversity is prevalent, and it significantly contributes to creating a culture that values and promotes mutual respect and understanding among language speakers from various linguistic and cultural backgrounds. In addition, the ability to translanguage naturally in social interactions promotes inclusivity and helps mitigate feelings of exclusion among non-native speakers.

To conclude, these excerpts demonstrate how translanguaging acts as a critical social tool in diverse educational and social environments. By allowing smoother interactions and bridging linguistic divides, translanguaging fosters a sense of belonging and inclusivity among learners from various linguistic and cultural backgrounds. This practice supports their integration academically and socially and emphasizes the significance of promoting translanguaging in multicultural settings, where it can serve as a powerful mechanism for social cohesion and cultural exchange.

Challenges in the use of translanguaging

While translanguaging offers numerous benefits for multilingual students, it also presents several challenges that can impact their academic and social experiences. One significant challenge highlighted by participants is the perception of linguistic stereotyping. Participants noted that their use of multiple languages in academic settings sometimes led to assumptions about their language proficiency or academic capabilities. For instance, Omar shared:

> *When I use Arabic in class, sometimes people think I am not proficient in English, which is not true. This assumption can be frustrating and make me hesitant to use Arabic even when it would help me understand better.*

This demonstrates how linguistic profiling can lead to biased perceptions of multilingual students' academic abilities. Such biases can create an environment where students feel compelled to conform to monolingual norms, potentially hindering their academic engagement and performance.

Another challenge is the lack of institutional support for translanguaging practices. Several participants indicated that while some professors and peers are supportive of translanguaging, there are still institutional policies and practices that favor monolingualism. Beesan mentioned:

> *Although my department is generally supportive of multilingualism, there are still policies that require all assignments and presentations to be in English. This can be limiting, especially when I want to express certain concepts more clearly in Arabic.*

This institutional bias toward monolingualism is echoed by García and Kleyn (2016), who argue that educational policies often fail to recognize the value of translanguaging, thereby limiting its implementation in academic settings. This lack of institutional support can restrict students' ability to fully engage with their learning materials and participate in academic discussions.

Despite these challenges, participants also expressed a strong commitment to continuing their translanguaging practices, recognizing their benefits for academic success and personal identity. They advocated for greater institutional recognition and support for translanguaging, suggesting that such support could alleviate some of the challenges they face. Azal summarized this sentiment by stating:

> *Using Arabic and English to communicate is a big part of who I am as a student and as a person. It helps me bridge my cultural and linguistic worlds and enhances my learning. I just wish there was more support from the institution to make it easier and more accepted.*

In conclusion, while translanguaging provides valuable benefits for Jordanian graduate students in Ontario, it also presents challenges related to linguistic stereotyping, institutional support, and cognitive load. Addressing these challenges through supportive policies and practices can enhance the effectiveness of translanguaging as a pedagogical tool and improve the academic experiences of multilingual students.

Discussion of the findings

This section discusses the findings of the study, specifically focusing on translanguaging and identity among Jordanian graduate students in Ontario. The analysis reveals the significant role translanguaging plays in identity expression and negotiation, the enhancement of cultural interactions, academic success, and the associated challenges faced by these students.

Translanguaging and identity

The initial findings of this study highlight the critical role that translanguaging plays in enhancing identity expression among Jordanian graduate students in Ontario. This aligns with and builds upon existing research on translanguaging and identity negotiation. García and Wei (2014) describe translanguaging as creating a dynamic and fluid linguistic environment where bilingual and multilingual individuals can more fully explore and define their identities. This

concept is strongly supported by the qualitative data from this study, where participants viewed translanguaging as essential for preserving their cultural identities while integrating into the Canadian societal fabric.

Additionally, García et al. (2017) emphasize the inclusivity of translanguaging as a pedagogical practice that utilizes student bilingualism to facilitate both academic success and personal development. The notion of a "linguistic repertoire" (Otheguy et al., 2015) further underlines that individuals utilize a comprehensive set of linguistic tools, enabling them to express and maintain complex identities within diverse social contexts. This study expands these discussions, showing how translanguaging serves not just as a functional tool but as a powerful facilitator of personal and cultural identity, as evidenced by participants navigating between their native and adopted cultural settings. The concept of 'translanguaging spaces' introduced by Wei (2011) is particularly relevant, as it highlights how Jordanian students create environments where they can freely use all their linguistic resources to express their identities and connect with both their cultural heritage and their new academic community.

In addition, this study offers a nuanced perspective that diverges from some existing narratives. For instance, Creese and Blackledge (2010) explore translanguaging potential to challenge monolingual ideologies and support minority languages. Supporting this view, the present study distinctively illustrates how translanguaging aids Jordanian students in managing dual identities within a multicultural academic environment—a topic less explored in previous research predominantly focused on younger learners or community-based scenarios.

Moreover, the interviews highlight how translanguaging supports the dual identity navigation of Jordanian graduate students within a multicultural academic environment. This specific focus on dual identity management in a higher education setting is a less explored area in the existing translanguaging literature, which has more commonly focused on younger learners or community-based scenarios.

Furthermore, reflections from participants align with Wei's (2011) concept of "translanguaging spaces," where individuals spontaneously create new linguistic norms to meet their communication needs. This is particularly relevant in higher education settings, where academic and social interactions require significant linguistic and cultural adaptability. This suggests a strategic application of translanguaging theory in professional identity formation, extending beyond personal or communal identity frameworks.

Contrary to earlier studies suggesting that translanguaging may cause linguistic confusion or impede academic language development (Grosjean, 2010), this study demonstrates translanguaging beneficial impact on complex identity management and academic integration, suggesting that the advantages of improved communication and identity expression significantly outweigh any potential drawbacks.

The study also found that translanguaging played a crucial role in the expression and negotiation of hybrid identities among Jordanian graduate students in Ontario. Utilizing their complete linguistic repertoires allows these students to seamlessly integrate elements of their Jordanian heritage with their Canadian experiences, enriching their personal narratives and enabling authentic presentations of self across various contexts. This dual identity not only facilitates their academic and social interactions but also enhances their psychological well-being by allowing them to express a cohesive identity that incorporates elements from multiple cultures. García and Wei (2014) highlight how translanguaging facilitates nuanced identity negotiation among multilingual individuals, enhancing the students' ability to navigate and adapt to multicultural environments, a crucial skill in diverse societies.

In addition, the flexibility that translanguaging offers in personal identity expression is undeniably beneficial for multilingual students. It enables them to articulate their identities more fully and fluidly, crucial for full participation in community and professional settings. Thus, while it is essential to address the potential pitfalls outlined by critics, the advantages of translanguaging in fostering richer, more nuanced identity expressions among multilingual individuals are evident. Educators and policymakers are encouraged to consider both the benefits and complexities of translanguaging as they work to create inclusive and effective educational environments.

To sum up, this research enriches the body of literature on translanguaging by demonstrating how Jordanian graduate students utilize it as a strategic, functional, and empowering tool to navigate and negotiate their identities in a multicultural academic setting. It not only corroborates but also expands upon existing theories, illustrating unique ways that translanguaging can facilitate a nuanced portrayal of self that embraces and celebrates multicultural experiences. These findings have substantial implications for educators and policymakers, highlighting the importance of integrating translanguaging practices into educational frameworks to foster the social and academic integration of international students.

Translanguaging and the negotiation of cultural identity

The study highlights the significant role of translanguaging in enhancing social interactions and negotiating cultural identities among Jordanian graduate students in Ontario. Translanguaging is not merely a linguistic tool but an essential mechanism for managing and articulating cultural identity. The ability of students to switch between languages allows them to "bridge worlds," offering a more authentic and nuanced mode of expression that captures the full spectrum of their cultural nuances.

This finding aligns with research by Canagarajah (2013b) and Creese and Blackledge (2015), who advocate for translanguaging as a means to foster inclusivity and understanding in multicultural settings. Canagarajah specifically notes that translanguaging aids in the negotiation of identities in multilingual contexts by allowing individuals to utilize their languages as resources for learning and interaction. This is critical for students who navigate multiple cultural and linguistic landscapes. Similarly, Creese and Blackledge (2015) observe that translanguaging promotes deeper, more empathetic engagement with diverse cultural groups, enabling students to perform their identities in a manner that is both inclusive and empowering.

The practical implications of these theories are vividly illustrated in this study, demonstrating how translanguaging enables Jordanian students in Ontario to navigate linguistic challenges and complex cultural dynamics. This helps them engage more fully with the multicultural academic community and assert their cultural identities in meaningful ways.

Contrary to arguments by scholars such as Grosjean (2010), who suggest that using multiple languages in social settings might lead to segmentation or reinforce linguistic hierarchies, this study presents translanguaging as a unifying force. The findings challenge the notion that maintaining separate linguistic domains is necessary for clarity and identity preservation. Instead, translanguaging is shown to break down barriers and promote unity, integrating diverse groups and facilitating a deeper understanding and appreciation of different cultural backgrounds. This contradicts traditional perspectives and highlights the role of translanguaging in fostering cohesive and inclusive academic and social environments.

In conclusion, this study provides compelling evidence that translanguaging serves as a dynamic tool for cultural negotiation and social integration among Jordanian graduate students in Ontario. By allowing students to express themselves authentically and interact effectively across cultural boundaries, translanguaging enhances their ability to form meaningful relationships and significantly contributes to their active participation in both social and academic spheres. These insights advocate for the adoption of educational policies that support translanguaging practices, recognizing their potential to promote cultural understanding and cohesion in increasingly diverse educational settings. Such policies should leverage the transformative potential of translanguaging to enrich the educational experiences of multilingual students, ensuring they can thrive in and contribute to a multicultural world.

Translanguaging and academic success

The third finding from this study underscores the significant role that translanguaging plays in boosting academic success among Jordanian graduate students in Ontario. It enhances comprehension, articulation, and engagement, serving as both a cognitive and communicative strategy that supports complex learning and active participation in academic settings. This extends the utility of translanguaging beyond typical classroom interactions to directly impact specific academic performance metrics.

The impact of translanguaging on academic integration is profound. By employing both Arabic and English, the students accessed deeper cognitive and linguistic resources, which facilitated a better understanding of complex concepts and theories presented in their courses. This bilingual approach allowed for fuller participation in academic discussions and enhanced comprehension, thereby improving their academic performance and engagement. Moreover, translanguaging enriched the students' social interactions, enabling them to cultivate relationships across linguistic boundaries. These findings support García and Wei (2014) assertion that translanguaging practices can bridge communicative gaps in diverse linguistic environments, promoting inclusivity and mutual understanding.

Canagarajah (2011) assertion that translanguaging improves comprehension and engagement by allowing students to access academic content through their entire linguistic repertoire. García et al. (2017) also support this view, describing translanguaging as a technique that utilizes students' complete linguistic resources to deepen academic understanding and interaction. Furthermore, Wei (2011) suggests that translanguaging fosters more effective communication and cognitive engagement, enhancing the quality of academic discourse.

The participants' stories vividly demonstrate these theories in action, showing how translanguaging empowers them to navigate intricate academic discussions and articulate complex ideas with greater clarity. These real-world applications provide tangible evidence of translanguaging's cognitive and pedagogical benefits within higher education contexts.

Contrary to concerns that translanguaging may cause linguistic confusion or impair academic language development (Grosjean, 2010), the findings from this study highlight its positive influence on cognitive and academic performance. This challenges traditional views advocating for language separation in academic settings and supports a more integrated, fluid approach to language use in education. Additionally, while some research argues that strict language separation is necessary for maintaining academic rigor (Cummins, 2000), the data from this study suggest that such rigid language policies could actually impede the learning process for multilingual students, rather than facilitate it.

Thus, this study provides a nuanced perspective on how translanguaging significantly supports academic success among Jordanian graduate students in Ontario. By leveraging their full linguistic repertoire, translanguaging not only improves comprehension and retention of complex academic content but also enhances the precision and depth of academic discussions, increasing student engagement and confidence in educational settings. These insights call for educational policies that recognize and encourage translanguaging practices as valuable assets, promoting a more inclusive and effective learning environment.

Challenges in the use of translanguaging

This study sheds light on the specific challenges associated with translanguaging among Jordanian graduate students in Ontario, particularly focusing on the issues of stereotyping and linguistic insecurity. These challenges highlight a critical tension within academic environments that often prioritize monolingual norms over multilingual abilities, despite a growing recognition of the benefits of multilingualism. The detailed examination of these issues reveals how translanguaging, while beneficial, can also expose students to negative stereotyping that misinterprets their linguistic flexibility as incompetence.

Despite the evident benefits, translanguaging presented challenges, particularly in terms of perceptions concerning linguistic legitimacy and academic rigor. The study participants frequently encountered skepticism from peers and instructors, who sometimes viewed their translanguaging practices as a lack of proficiency in English rather than a strategic use of their linguistic resources.

This aligns with the concerns discussed by Otheguy et al. (2018), who critique the oversimplification of translanguaging in educational settings, suggesting it may undermine the development of deep linguistic competence in any single language. Addressing these challenges requires educational policies that not only recognize but also validate the pedagogical and cognitive merits of translanguaging as noted by Baker (2011). Some participants faced skepticism or outright criticism from peers and instructors who adhered to more traditional, monolingual norms.

The finding identified in this research aligns with scholarly discussions, such as those by García et al. (2017), who explore the

potential of translanguaging to challenge traditional educational paradigms. However, they also recognize the resistance such practices may face, indicating a disconnect between theoretical support and practical application. This resistance is further illustrated in studies like that by Creese and Blackledge (2015), which discuss how translanguaging is often misconstrued as a lack of linguistic proficiency rather than as a strategic linguistic skill. These findings emphasize the need for educational systems to develop a deeper understanding and integration of translanguaging practices.

However, the resilience displayed by these students is noteworthy. Many embraced these challenges as opportunities to educate their peers and faculty about the cognitive and cultural value of bilingualism. This advocacy is crucial, as it challenges dominant linguistic ideologies and promotes a broader acceptance of multilingual norms in academic settings, aligning with Creese and Blackledge (2015) discussions on the role of translanguaging in fostering educational inclusivity.

These findings challenge more optimistic research suggesting that translanguaging is seamlessly integrated into higher education practices. For example, Wei (2018) posits that translanguaging is increasingly accepted as a standard practice within multicultural and multilingual classrooms. However, the experiences of Jordanian students indicate significant barriers still exist, particularly regarding the acceptance and understanding of translanguaging by monolingual peers and faculty. This discrepancy highlights a gap between the theoretical advocacy for translanguaging and its practical implementation and acceptance in academic settings.

While translanguaging offers numerous benefits for multilingual communication and education, it also presents substantial challenges for students who encounter stereotyping and linguistic insecurity within their academic environments. These issues underscore the need for educational institutions to engage more deeply with the concept of translanguaging, not only as a theoretical model but also in its practical application, to ensure that it is understood and appreciated across the academic community. By addressing these challenges, universities can foster more supportive environments that recognize and leverage the linguistic strengths of all students, promoting a truly inclusive educational experience. This approach will help bridge the gap between the theoretical benefits of translanguaging and the realities faced by multilingual students in academic settings.

Implications for policy and practice

The findings of this study have several practical implications for educational policy and pedagogy, particularly in multicultural and multilingual university settings. Firstly, the adoption of translanguaging as a core pedagogical approach can significantly enhance the learning experiences and academic outcomes of multilingual students. By recognizing and valuing the diverse linguistic repertoires that students bring to the classroom, educators can create more inclusive and effective learning environments (García and Wei, 2014; García and Kleyn, 2016).

To support the integration of translanguaging in educational practice, it is essential for institutions to provide professional development opportunities for educators. This training should focus on the practical application of translanguaging strategies in the classroom, helping teachers develop the skills and confidence needed to implement these practices effectively (Creese and Blackledge, 2015). Additionally, educational policies should be revised to support and promote the use of translanguaging, recognizing its benefits for student engagement and academic success (Garcia and Sylvan, 2011).

Curriculum development also plays a crucial role in promoting translanguaging. By incorporating translanguaging strategies into curriculum design, educators can create learning activities that are more accessible and relevant to multilingual students (Sayer, 2013). This approach not only supports students' academic development but also fosters a greater sense of cultural inclusion and respect within the educational community (Canagarajah, 2011).

Furthermore, the findings of this study highlight the need for institutional policies that explicitly support the use of multiple languages in academic settings. This includes revising assessment practices to allow for the use of students' entire linguistic repertoires, ensuring that all students can demonstrate their knowledge and skills in ways that are most meaningful and effective for them (García and Wei, 2014).

Recommendations for Policy and Practice:

1 Incorporate Translanguaging into Curriculum Design: develop bilingual course materials and encourage the use of translanguaging during classroom discussions to support a more inclusive learning environment.
2 Professional Development for Educators: provide training sessions that equip educators with the skills to implement translanguaging strategies effectively, emphasizing how these practices enhance comprehension and student engagement.
3 Revise Assessment Policies: allow students to use their entire linguistic repertoire when completing assignments, thereby acknowledging the cognitive and communicative benefits of translanguaging.
4 Promote Linguistic Inclusivity in Social Spaces: create multilingual student support groups and intercultural activities to foster a sense of belonging and community among diverse student populations.

The adoption of translanguaging practices also has broader implications for educational equity and social justice. By recognizing and valuing the linguistic diversity of students, educational institutions can help address the systemic biases and barriers that multilingual students often face (Flores and Rosa, 2015). This approach promotes a more equitable and inclusive educational environment where all students have the opportunity to succeed regardless of their linguistic background (García and Kleyn, 2016).

To sum up, the findings of this study underscore the importance of adopting translanguaging as a core pedagogical strategy in multicultural and multilingual educational settings. By supporting the use of students' full linguistic repertoires, educators can create more inclusive and effective learning environments that promote academic success and social integration (García and Wei, 2014; Creese and Blackledge, 2015). These insights highlight the need for educational policies and practices that recognize and value the linguistic diversity of students, helping to create a more equitable and just educational system for all (Canagarajah, 2011; García and Kleyn, 2016).

Data availability statement

Ethics statement

The studies involving humans were approved by Western's University Non-Medical Research Ethics Board. The studies were conducted in accordance with the local legislation and institutional requirements. The participants provided their written informed consent to participate in this study.

Author contributions

MA: Conceptualization, Data curation, Formal analysis, Funding acquisition, Investigation, Methodology, Project administration, Resources, Software, Supervision, Validation, Visualization, Writing – original draft, Writing – review & editing.

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Conflict of interest

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Appendix A

Interview questions

1. Language Use and Identity
   o Can you tell me about a time when you used both Arabic and English in a conversation? How did it feel, and what did it help you express?
   o How do you balance using Arabic and English in your daily life here in Ontario? How does it connect you to your Jordanian roots and your life in Canada?
2. Academic Experiences
   o Are there times in class when you find yourself thinking or explaining things in Arabic to understand a concept better? Could you give an example?
   o How does using both Arabic and English in your studies affect your participation or confidence in class discussions?
3. Social Interactions
   o How do you use Arabic and English in your social life at university? Can you share an example where switching between languages helped you in a social situation?
   o Do you think using both languages helps include everyone in conversations? How does it affect your relationships with classmates from different backgrounds?
4. Challenges and Coping Strategies
   o Have you ever faced any difficulties because you use both Arabic and English? What happened, and how did you deal with it?
   o Has anyone ever questioned your use of both languages? How did you explain your choice to them?
5. Benefits and Perceptions
   o What do you see as the biggest advantages of being able to use both Arabic and English in your university life?
   o Have you encountered any negative reactions from others about your use of two languages? How do you handle such situations?
6. Improvements and Recommendations: *the recommendations provided are intended to offer actionable steps for policymakers and educators to integrate translanguaging into their practices effectively.*

   o What could be done at your university to better support students who use multiple languages?
   o How do you think the university could change its policies or teaching methods to help students who speak multiple languages?