THE ROLE OF TRANSLANGUAGING NARRATIVES IN SECOND-LANGUAGE LEARNERS' SELF-PERCEPTIONS AND MOTIVATION

Amjad Ali
University of Swat/ Al Azhar Educational Institute, Pakistan
Email: amjadswat341@gmail.com
Khadija Ahmad
Research Scholar, Government Post Graduate College for Woman Mardan
Email: khadijaahmad0315@gmail.com
Mahnoor Khan Afridi
Research Scholar, Government Post-Graduate College for Women Mardan
Email: mahnoorafridimahi@gmail.com

Abstract
The present study examines how translanguaging narratives affect the self-conceptions, motivation, and agency of second language learners in multilingual learning environments. Understanding that conventional monolingual pedagogical strategies tend to exclude a learner in terms of the linguistic assets that the learner possesses. The method used for this research is qualitative method to understand how the concept of multilingual storytelling can help a learner to express identity, emotion, and aspiration. The results show that the translation of narratives contributes to identity building by enabling learners to regain linguistic legitimacy, bargain changing selves and articulate multifaceted emotional experiences, thus, improving personal perceptions and self-confidence. Moreover, the practice of translanguaging was reported to enhance intrinsic motivation, promote the sense of agency, and facilitate the visualization of the multilingual ideal selves, weaving the current competencies with the desirable language aspirations. The study further illustrates that translanguaging is not only a language strategy, but a multi-dimensional tool of pedagogy and sociocultural instruction which empowers, authenticates multi-lingual identities, and promotes holistic involvement in language acquisition in learners. Some of the implications are the encouragement of inclusive, learner-centered classroom activities embracing multilingual storytelling and reflexive language use. Future researchers can do researches on how to bring about motivation, identity affirmation, and emotional well-being in the multilingual setting.
Keywords :multilingual identities, reflexive language, motivation, identity affirmation, qualitative method.

1. Introduction
1.1. Background of the study

In the modern progressively multilingual learning settings, second-language (L2) learners are commonly placed in teaching systems where their native language (L1) and target language(s) exist as distinct segments. However, the notion of translanguaging objects the compartmentalisation by claiming that multilingual learners can use their entire linguistic repertoire to construct meaning instead of alternating between discrete languages that are identifiable by name. Indicatively, translanguaging has been defined as a fluid and integrated use of languages wherein learners are said to strategically use a feature of their overall linguistic and semiotic repertoire (Garcia and Li, 2014, p. 8). In this sense, translanguaging provides a more insightful perspective on how learners engage with L2 input, negotiate significance and develop new relationships between their languages. It introduces a pedagogical and theoretical field of acknowledging multilingual learners as resourceful rather than incompetent users of the target language whose current linguistic experiences can be used in the development of L2.

In the study of language learning, more focus has been given to narratives as a way of helping the learner to reflect, describe and recover the language learning experiences. The engagement in telling stories in more than one language, when learners tell translanguaging stories, i.e. stories, where learners are able to reflect, write or speak in more than one language, leads to meaningful self-expression, which cuts across their previous language experiences and their current L2 pathways. These narrative processes enable the learners to situate themselves as multilingual actors, to use both L1 and L2 in narrating their stories, to redefine themselves as language learners, and to expose the complexity of their multilingual lives. By so doing, translanguaged stories can serve as not only means of self-expression, but of agency and self-perception: learners will be the creators of their own multilingual narratives as opposed to the consumers of target-language discourse.

The motivational constructs of the learner towards the aspect of L2 learning and self-perception of the learners – how they see themselves as users of the language – is closely connected to the motivational constructs as well. Based on the most common L2 Motivational Self System, the ideal L2 self and the current learning experience perceptions of the learners are critical in maintaining motivation (Dornyei, 2009). By creating a sense that learners are competent and authoritative agents of multilingual language practices, they will put in more effort, persist during challenging situations and engage in meaningful conversations. Translanguaging stories play a role in this as they can help the learner form a more complete self-image, in that one that incorporates the multilingual identity, cultural experience, and newfound L2 competence, thereby enhancing the level of engagement and a more robust motivational stance. Consequently, a mediating role in L2 learning can be played by the translanguaging practices of narrative construction between the construction of multilingual identity and longitudinal motivation.

By uniting the strands of translanguaging, narrative reflection, self-perception and motivation, one can conclude that the translanguaging narratives take up a strategic nexus in L2 pedagogical studies. Translanguaging narratives aid more meaningful meaning-making by enabling learners to use the full linguistic repertoires when narrating their language learning stories which contribute to learner agency and identity affirmation. As students come to realise their multilingual competence and understand themselves as potential L2 users in a larger multilingual ecology, their own self-perception becomes resource-based as opposed to deficit based. This change, in its turn, affects the motivational processes: learners who recount on their multilingual experiences tend to see the value of their L2 undertaking, imagine themselves as multilingual in the future and continue investing in learning. Despite these findings, though the concept of translanguaging has been researched in the context of comprehension and pedagogy, empirical research on the specific effects of narrative applications of translanguaging on the perceptions of self and motivational patterns of L2 learners has been underrepresented.

The current research is aimed at investigating the contribution made by learner-created translanguaging narratives to self-perception and motivation among second-language learners. The study will explore how narrative practices in more than one language can make L2 learners view themselves as multilingual agentic learners and how such a repositioning affects their self-motivation in future. The study is based on the theoretical foundations of the conceptual work of Ofelia Garcia who argues that translanguaging can provide the multilingual user with a social

space by uniting various aspects of their personal past, present, and future into a single coordinated and meaningful performance (Garcia and Li, 2013, p. 1223). Investigating the role of translanguaging narratives, the research will help to gain a better insight into the development of self-perception of L2 learners in multilingual environments and how it is linked to motivational mechanisms.

The learner-created narratives that embrace the practices of translanguaging are not just typical reflection writings; they are methodological instruments that reveal the inner world of languages, as well as multilingual repertoires that are used by learners and the interaction of these repertoires with their L2-learned experiences. Narrative inquiry provides participants with the opportunity to describe their language experiences throughout their lives, language usage choices, and emotional reactions, which provide abundant qualitative information about identity, agency, and motivation (Barkhuizen, 2017). According to one study, learners can express ideas about their self, language and learning through storytelling hence, narratives are described as a point of convergence between various needs and expectations. Once such discourses explicitly allow translanguaging, i.e. mixing L1 and L2 resources, they enable their learners to create genuine multilingual discourses, therefore, demonstrating how these learners conceptualize themselves as new L2 users and multilingual individuals. This research approach supports the challenge of complex, dynamic, and ecologically valid research on the study of second-language acquisition (SLA) and multilingualism (Henry, 2017).

It is important to place the concept of translanguaging narratives into context, since self-perception and source of motivation are not produced outside of the realms of their sociocultural and sociopolitical contexts, but rather within the context of language ideologies, power dynamics, and processes inside the institution. As an example, a study of Bangladesh revealed that the perceived identity of the learner and availability of various types of capital (economic, social, cultural) were key determinants of a learner in the investment of English language learning. Similarly, monolingualism of a vast majority of educational environments can discriminate against multilingual students and develop a deficit attitude towards their linguistic abilities; in this case, translanguaging as a counter-hegemonic position can promote multilingualism (Garcia and Li, 2013). The entire linguistic repertoires of the learners are also legitimised in a translanguaging space and they gain an opportunity to re-construct themselves not as deprived but as capable multilingual users. An example of this is in the context of identities, i. E. Identity-text production with home language(s) and English whereby learners were able to have stronger self-perceptions and gain entry into the literacy community. Translanguaging stories therefore are used to allow learners to renegotiate their own perceptions of themselves in a context where language, identity and motivation is interdependent on structural forces and institutional discourses.

The pedagogical concept of integrating translanguaging stories in L2 classrooms encourages teachers to redefine the presence of learners language repertoires, agency and motivational affordances. By asking learners to create stories that include L1 and L2 – to reflect on their language practices, plans and outlooks – learners are able to own their learning and self-representation. Research indicates that, by practicing translanguaging, teachers are able to provide environments in which students feel worked, that is, by assuring them that, indeed, you possess something, you understand… you still understand the process in their first language,

which helps to motivate them and develop their identity. The motivation, in its turn, is enhanced as soon as the learners feel that they are capable, agentic, multilingual language users, but not passive learners of a target language only. The process of telling stories in two or more languages becomes an incentive: it means that the entire linguistic personality of a learner is justified and helpful, and it means that the multilingualism skills are praised. The application of translanguaging in the teaching profession has been found to have a positive relationship with motivation and interest among students in acquiring a language according to research summaries. Therefore, translanguaging stories have great pedagogical values in fostering learner motivation in terms of identity affirmation, self-perception and greater investment in the L2.

Theoretically, the intersection of the method of translanguaging, narrative, self-perception and motivation relates on different strands of SLA, multilingualism, identity theory and motivational research. L2 Motivational Self System by the renowned Zoltan Dornyei assumes that motivation is facilitated by the ideal L2 self of the learners and the perception of the learning situation (Dornyei, 2009). Once this framework is re-thought to encompass multilingual selves and translanguaging practices, motivation will not be attributed to the L2 itself but to the multilingual identity of learners in general (Henry, 2017). In addition, the theory of translanguaging anticipates the complete repertoire of learners and criticizes monolingual ideologies (Garcia and Li, 2013). However, even with these theoretical achievements, there is little empirical study that directly focuses on the impact of the learner-generated translanguaging narrative on L2 self-perceptions and motivational paths. Although the research concerning pedagogical translanguaging or teacher narratives is available, fewer researches examine the longitudinal transformations in the self-perception and motivation of L2 learners who are engaged in translanguaging narrative tasks. This gap indicates a critical research possibility: to investigate how the role of narrative translanguaging as an identity change process, motivational development and long-term L2 interaction in varied multilingual situations.

1.2. Statement of the Research Problem

Learners of a second language frequently find that they are struggling with balancing between multiple language and cultural identities that may adversely impact their motivation, self-esteem, and general learning. Conventional monolingual pedagogical practices often overlook the presence of linguistic resources among learners, which places non-native speakers in a disadvantaged position and solidifies the idea of the superiority of one language over another. Such mismatch between the multilingual experiences of learners in their lives and institutional demands may lead to affective barriers (such as anxiety, low self-image, and reduced engagement). Although there is an increasing trend in the studies on the issue of translanguaging as a pedagogical and sociolinguistic phenomenon, little empirical evidence exists to examine the effects of active involvement of translanguaging stories by learners on their self-concept, their motivation, and their feelings of agency in real-world learning experiences. The research problem, then, is to determine how translanguaging narratives can be used to the advantage of second-language learners to facilitate the development of their identity, emotional and motivational orientations.

1.3. Research Objectives

1. To investigate the effects of translanguaging narrative in self-perceptions and identity formation of second-language learners in multilingual learning environments.

2. To explore the effect of translanguaging in terms of motivation and emotional commitment to the process of second-language learning in learners.
3. To investigate how the application of translanguaging narratives by learners and the sense of agency and confidence in language learning develop in them.

1.4. Research Questions

2. What effects do translanguaging narratives have on the self-perception of second language learners and how they develop language identities?
3. How do translanguaging narratives increase the motivation and emotional engagement of learners in second language learning?
4. What are the effects of the process of translanguaging story production and reflection on the agency and confidence of learners in multilingual learning settings?

1.5. Significance of the Study

The present study is meaningful in informing the current body of knowledge on how translanguaging narratives can influence the self-perception of second-language learners, their motivation and their agency in the multilingual learning processes. The research empirically supports the idea that multilingual storytelling may be applied in language education by investigating the experience of learners using the mode and demonstrating the pedagogical importance of legitimizing the complete linguistic repertoire of learners. The research provides a set of information that educators can use to establish an inclusive and dynamic learning environment and prove that translanguaging is a tool that can be used to achieve not only language literacy but also the psychosocial development, such as confidence, self-affirmation, and long-term motivation. Also, the results will add to the theoretical basis of translanguaging and the L2 Motivational Self System indicating how the linguistic practices, affective involvement, and self-concept are connected to shape the path of learners. Through foregrounding the voices and stories of the learners, this research study places the multilingual learners as active participants and not passive receivers of the instruction which has the consequences on the curriculum design, assessment, and interactions approach in the classroom.

Also, the study has wider social and educational implications as it has stressed the need to appreciate multilingualism as a strength in globalized education processes. In multilingualism and in fuller internationalized classrooms, students will most likely experience crossing several languages and cultural identities, which can have an effect on their interactions and achievement. This article may offer practical and conceptual policy, teaching, and curriculum suggestions by emphasizing the positive role of translanguaging stories in the motivation and agency of learners to advance linguistically inclusive practices. It also promotes the additional research about multimodal and narrative-based methods, implying the directions in which technology, storytelling, and translanguaging pedagogy can be integrated to support language learning experiences. Generally, the research confirms the idea that the topic of language education should be not only based on the level of competency in a target language but also contribute to the overall growth of the learner as a multilingual person who can identify complex identities and attain long-duration motivation.

1.6. Delimitation

The study is limited to second-language learners at university level, who are exposed to both L1 and L2 both in academic and personal interactions, but not in primary or secondary level, or learners that have not been exposed significantly to the concept of multilingualism. The study is

decidedly about the role of translanguaging stories, both written and oral, and not the other practices of translanguaging such as code-switching in spoken language or digital-only practices of translanguaging. The study also uses a restricted qualitative approach in which its methodology is based on a narrative approach and does not emphasize the statistical generalizability of its findings. By these restrictions, it is possible to focus on the study of the influence of narrative-based translanguaging practices on the self-perception of learners, their motivation, and agency in the context of higher-education language learning.

2. Literature Review

The theoretical perspective of translanguaging reconceptualises the language resources of multilingual people as a unitary, dynamic, repertoire that linguistic users strategically use to create meaning in various contexts, as opposed to the discrete, scaled, named language units. The work by Garcia and Li is a synthesis of the sociocultural and pedagogical and policy views and positions translanguaging as a descriptive concept of multilingual practice and a pedagogical position that pre-figures the entire repertoires of learners (Garcia and Li, 2014). It is based on this that Wei (2018) developed translanguaging to a more explicit theory of language use – that translanguaging assists us in seeing the language-as-repertoire and that studies of multilingual practices should go beyond the frozen labels that characterize language and see how speakers organize semiotic resources in practice. In a complementary view, Otheguy, Garcia and Reid (2015) offer a more linguistics-focused criticism explaining the difference between translanguaging and other related terms (code-switching, codes) and critiquing the assumptions of the named language categories, demonstrating how the scholarship of translanguaging redefines descriptive linguistics and the policy of language education. Combined these works constitute the theoretical support of research not on treating translanguaging as a one-off classroom procurement technique but a conceptual framework of how multilingual learners perform identity, access knowledge and control interaction the central concepts when we explore how translanguaging narratives can re-form learners perceptions of themselves and motivational orientations.

2.1. The identity work and affect of L2 learning The narrative inquiry

Narrative approaches to research have emerged as an effective tool to explore how learners make sense of their linguistic lives, how they create identities and experience of affective states which are closely intertwined with motivation. The manual on narrative inquiry in language teaching by Barkhuizen, Benson and Chik describes the role of oral, written and multimodal narratives in offering a window into the situated experience and identity work of learners and offers methodological instruments to interpret stories as practices of meaning-making (Barkhuizen et al., 2014). The critical writing of language, power and pedagogy by Jim Cummins places the identity of learners in the larger context of sociopolitical organization and explains the necessity of narrative accounts of the past of learners, their family languages, and their schooling experiences to explain motivational dispositions: the histories of learners explain how school-based power and opportunity contribute to the creating imagined futures and present investments (Cummins, 2000). More recently, the application of digital, translingual storytelling begins to be empirically studied, showing how narrative translanguaging can bring such feelings as shame, pride or resiliency to the surface and how re-narration across languages can aid in re-framing vulnerability into agency in learners (e.g., Jiang, 2025). Integrating narrative inquiry with translanguaging thus enables the researcher to track the micro-processes through which the

self-perceptions of learners have been reworked across time and to connect the identity change that transpired to motivational consequences, such as a higher willingness to communicate or persistence or a re-constructed ideal L2 self that is multilingual in orientation.

2.2. The L2 motivational self, classroom practice and translanguaging

Empirical research on classroom translanguaging practices may have implication on the motivation of learners since it alters the affordance that they have to build identities and self-image in the future. The key factors that drive long-term motivation according to Dornyei L2 Motivational Self System are the ideal L2 self of the learner and the conceptualizations of the learning environment (Dornyei, 2009); both elements can be adjusted by translanguaging pedagogy that can make the multilingual futures more imaginable as well as restructure the learning situation such that the linguistic history of learners is acknowledged. The classroom practices that strategically legitimise home languages among students have been reported in the works of Garcia and colleagues (e.g., Garcia, Johnson, and Seltzer, 2017), and are suggested to help teachers to use bilingualism to their advantage in teaching content and literacy, which, as a result, lends both agency and self-efficacy to learners. According to recent qualitative studies (e.g., Almashour, 2024), graduate students who engaged regularly in translanguaging to communicate their academic and cultural identities said that they felt more integrated into academic communities and were more motivated to participate in academics; students reported that narratives of translanguaging served as a means of negotiating academic identity. These overlapping scholarly currents indicate that translanguaging classroom activities; specifically those activities that encourage students to create narrative products that bring together L1 and L2 can change expected possible selves, make students feel more competent, and consequently create more lasting and enduring motivation to learn L2.

2.3. L2 translanguaging processes: writing, storytelling and identity writings

A number of recent process-oriented researches emphasize the role of translanguaging as an instrument in the execution of language tasks and as a performativity in identity formation. The studies of writing processes reveal that writers frequently utilise L1 resources in planning and lexical searching and revision; such translanguaging operations assist in coping with cognitive load, in supporting rhetorical framing and in facilitating cultural referencing, which substantiate the text ownership and confidence of the writer (Tan, 2024). Similar research on digital storytelling and identity-text production has shown that by creating multimodal narratives that overtly blend languages and modes, learners tend to rewrite their learning patterns and public identities – changing their self-perceptions of lack to competency multilingual authorship – that is correlated with greater readiness to produce additional spoken or written L2 outputs. The classroom study conducted by Ulum (2024) of pre-service teachers demonstrates the effectiveness of routinely and intentionally designed acts of translanguaging in generating pragmatic (understanding, classroom engagement) and affective gains (self-confidence, sense of belonging), indicating that translanguaging can be a source of emergent teacher/learner identities. The pedagogical translanguaging concept proposed by Cenoz and Gorter (2021) can be implemented to augment these empirical observations with practical design principles of the task and assessment to consider the repertoores of the learners and at the same time encourage metalinguistic awareness and content learning. Taken collectively, process studies can indicate the duality of translanguaging: it is a mental scaffold used in the process of task work, and it is a

performative resource that allows learners to tell and inhabit different, more agentic language selves.

Despite the fact that the literature on translanguaging has been growing at a fast rate, and there are more and more strong case studies associating the practice of translanguaging with identity affirmation and involvement, the systematic syntheses indicate that there are still a number of research gaps in self-perception and motivation. Recent systematic reviews (e.g., Moraru et al., 2025) combine the evidence across settings, however, many are small-scale, context-specific, and do not report longitudinal follow-ups to monitor the long-term changes in the self-conceptions and motivation profile of learners. Equally, methodological rigor reviews (Qureshi, 2025) reveal that numerous empirical studies that attempt to measure attitudes to translanguaging or teacher positions do not follow traces of narrative productions of learners and how they change with time. As highlighted in policy and practice briefs (Seltzer, 2021), it is necessary to record clear task designs and teacher interventions utilizing narrative translanguaging purposefully as a pedagogical instrument. A combination of these syntheses suggests mixed-methods longitudinal approaches in which narrative analysis of learner-generated translanguaging artifacts is supplemented by valid measures of motivation (e.g., adaptations of L2 Motivational Self scales) to test both causality and mechanisms. By addressing these gaps, the field will be able to cease promising snapshots and make solid claims regarding the effects of translanguaging narratives on the changing self-perceptions and motivations of L2 learners in a variety of educational settings.

2.4. Translanguaging and identity creation in learners

An emerging research body relates directly the practices of translanguaging to re-construction of learner identity that demonstrates that multilingual learners apply their entire linguistic repertoires to challenge the deficit discourse, and to demonstrate that they belong in academic and social communities. According to Creese and Blackledge (2015), translanguaging permits such a negotiation of identity and legitimacy that allows learners to use all linguistic resources to bargain in school-related situations. On the same note, Canagararajah (2011) demonstrates that translanguaging gives the multilingual users discursive power to present themselves as competent global communicators, but not incompetent second-language speakers. Kramsch (2021) builds on this premise by exploring symbolic competence and translingual subjectivity by arguing that translanguaging enables students to cross symbolic and cultural borders and transform both their identities in intercultural communication. All these studies point to the fact that translanguaging is not simply a linguistic phenomenon, but an identity-creating aspect of life that enables learners to write new selves both inside and outside of the classroom, which has significant consequences concerning long-term motivation and self-confidence.

2.5.Dynamism system perspectives: translanguaging and learner motivation

More recent motivational studies are utilizing the theory of dynamic systems to the point of understanding how L2 motivation changes over time and interactively with the multilingual identity of learners. Dornyei, MacIntyre, and Henry (2015) theorise motivation as a dynamic system, which is affected by the variables of motivating emotion, context, and identity; translanguaging as an option to broaden the means of representation, which is available to learners, can stabilise motivation patterns due to identity affirmation. Ushioda (2020) focuses on person-in-context solutions where social recognition of multilingual identities is viewed as maintaining motivation via the processes of relational and affective contexts. According to Ryan

and Irie (2021), when multilingual communication practices are legitimised in classes and people get a sense of belonging and autonomy, motivational dynamics are reinforced. These view points meet at the point of proposing that translanguaging narratives, by legitimising various linguistic repertoires, develop motivational ecosystems that are more sustainable and self-reliant, as identities of learners and emotional investments get authenticated in the learning context.

2.6. In classroom Pedagogical translanguaging: Affective outcomes and classroom implementation

Pedagogical translanguaging has already left the theoretical realm and entered the practical classroom in various learning institutions with diverse learning environments where it has been linked to increased engagement, understanding, and emotional satisfaction. Cenoz and Gorter (2022) present the applied models of introducing translanguaging to the content-language instruction and underline the ability to use multiple languages strategically in order to improve the metalinguistic awareness and decrease anxiety. Garcia and Otheguy (2020) emphasize that translanguaging pedagogy changes classrooms into democratic environments that appreciate identities of learners and gives them emotional safety which is an essential element in maintaining motivation. At the same time, Mazak and Carroll (2017) in university STEM classrooms show that translanguaging encourages collaborative meaning-making and participation equality, and break the proprietary hierarchies of the majority and the minority languages. All these studies confirm that translanguaging pedagogy, which is based on critical awareness, can be effective in improving academic performance, as well as in fostering motivation with the help of identity validation, positive affect, and greater agency in multilingual classrooms.

2.7. Future trends adult education: digital translanguaging and multimodal storytelling

In recent years, the influence of technology and multimodality has increased the horizons of the field of research in the area of translanguaging to apply to digital storytelling, online collaboration, and multimodal literacy practices. Hafner and Miller (2022) look at translingual multimodal composition and conclude that digital media allow learners to combine language, visual and auditory modes, which represent more complex multilingual identities. Li (2022) examines the idea of digital translanguaging in online classes and comes across the fact that students resort to social media and digital practices to fluidly mix languages in the process of forming global identities and maintaining the motivation of peers. De Costa, Li and Lee (2023) summarize research in digital translanguaging and suggest that multimodal translanguaging environments enhance agency among learners because by enabling identity exploration in ways that could not be achieved in classrooms, the affordances of digital technology support the development of identity. The merger of digital and translanguaging pedagogies, therefore, is a new horizon that may hold vigorous opportunities in the future in the research of the motivational effects of digital translanguaging narratives.

3. Research Methodology

Overview

The research design (qualitative interpretivist research) used in this study is aimed at examining the role of translanguaging narratives in influencing self-perceptions and motivation in second-language (L2) learner in a multilingual learning setting. The interpretivist paradigm

presupposes that reality is constructed socially and that people create meaning of experiences in the process of interaction and language (Creswell and Poth, 2018). Since translanguaging is also a situational, dynamic, and subjective phenomenon, a qualitative method can provide a detailed insight into how learners employ two or more languages to form and tell their identities. Instead of quantifying variables based on statistical models, the research focuses on meaning-making processes, discussing the role of L2 learners lived experience based on their linguistic repertoires and the mediation of meaning-making processes between the self-concept and motivation trajectories by their narrative reflecting in multiple languages. It is based on the traditions of narrative inquiry that prioritizes the voices, histories, and perspectives of the participants as valid sources of knowledge (Barkhuizen, 2016). The study aims to help understand the conjunction of language practices, identity, and affect through the use of in-depth interviews, participant-generated narratives, and reflexive thematic analysis. The general aim neither merely to know what learners believe about their multilingual experience or merely to reveal how translanguaging stories can be a transformative tool with the help of which learners rebuild their linguistic identities, feel confident and maintain motivation both within formal and informal learning environments.

3.1.Reserach Method

The proposed study has a qualitative research methodology and as a focus of investigation, it utilizes narrative inquiry as the major method of inquiry. Narrative inquiry is especially appropriate in language learning studies since it captures the contextual, temporal and emotive aspects of the experience (Clandinin and Connelly, 2000). By the application of personal story telling, the participants are able to explain how they negotiate identities and make sense across language lines. The study is based on a constructivist tradition where narratives are considered to be co-constructed between the researcher and the participant, that is, comprehending is done through conversation as opposed to disinterested observation (Riessman, 2008). The participants will be welcomed to write bilingual or multilingual stories that combine their first language (L1) and the language they are learning (L2) to describe their multifaceted affective learning, belonging, and identity. Through such narratives, it is possible to study the workings of translanguaging as not just a process of linguistic nature but also as a process of epistemological and emotional nature. Thematic narrative analysis is also incorporated in the qualitative approach to detect the recurring themes that address self-perception, motivation, and agency. Braun and Clarke (2022) refraining theoretical approach of thematic analysis offers a theoretical framework of coding, categorizing, and theorizing the data, with particular focus on the reflexivity of the researcher and the contextual sense of language use. The depth of the qualitative data allows the author to discover certain nuances of identity negotiation and motivational changes that could be poorly represented in quantitative paradigms.

3.2.Data Collection Method

The data was collected in the following steps. There was a three-stage process consisting of inviting university-level L2 learners with multilingual backgrounds to participate in the process that will involve: (1) a semi-structured interview in which the researcher explored their language histories and motivation paths, (2) a challenge of narrating personal stories both with the help of L1 and L2, and (3) a post-task reflective conversation emphasizing the process of writing and self-representation. The interviews carried out in the language(s) of choice of the participants where the natural process of translanguaging will be established. The interviews

recorded and allow consent-based audio-recordings of around 60-90 minutes. The narrative writing assignment fostered creative freedom whereby participants were asked to make written or multimodal pieces (e.g. digital stories, personal essays) that reveal their linguistic identities. The texts used as a major data in the analysis of the position of the learners in terms of language, identity and motivation to learn. Data collection ethically approved before the research is conducted, informed consent, anonymity, and agency of the participants is ensured in the entire research process (BERA, 2018). The gathered data was transcribed as it is and coded in a data input cycle using Nvivo software, adhering to reflexive and inductive method of data collection to identify the linguistic pattern and the affective dimension.

3.3. Theoretical Framework

This theoretical framework that supports the current research is a combination of Translanguaging Theory (Garcia and Li, 2014) and the L2 Motivational Self System created by Dornyei (Dornyei, 2009), which allows offering a multidimensional situation in which the multilingual practices and identity narratives of learners are viewed as interacting with their motivation. The concept of Translanguaging Theory is designed to have multilingual speakers view themselves as people who use a combined linguistic repertoire, as opposed to discrete linguistic systems, as they negotiate the meaning and who can negotiate their identities dynamically. In this context, translanguaging is a socio-cognitive action, as well as a pedagogical action, in which students make and redefine the self. In the meantime, the L2 Motivational Self System assumes a three-component motivation with the Ideal L2 Self (the picture of an ideal person who speaks L2 well) and the Ought-to L2 Self (outside forces and demands) as the driving factors and the Learning Experience (the situational factors) as its contingency element. Through these frameworks, the current research explores how translanguaging narratives enable learners to imagine multilingual possible selves mediating their L1 and L2 identities. The synthesis facilitates the discussion of how the self-expression in various languages fosters the sense of competence, autonomy, and relatedness among learners – the main factors of maintaining motivation. In addition, such an integrated framework corresponds to sociocultural conceptions of the identity that focus on the relational and context-specific identity of selfhood (Norton, 2013). Collectively, the theories offer the conceptual framework of analyzing the role of translanguaging narratives as a place of self-construction, emotional management, and motivation renewal in L2 learning.

4. Analysis and discussion

Overview

Translingualizing narratives of participants were analyzed by a reflexive thematic approach based on six stages of the model provided by Braun and Clarke (2022) familiarization, coding, theme development, review, definition, and reporting. Data consisted of multilingual narrative texts and semi-structured interviews elicited by twelve multilinguals, all of which were second-language learners who were enrolled in university programs in the English language. The transcripts were coded in Nvivo software systematically. The linguistic as well as narrative aspects were examined and the points at which the participants switched between their native language and the foreign language in order to reflect on the identity, confidence, and belonging. The Translanguaging Theory by Garcia and Li (2014) and L2 Motivational Self System by Dornyei (2009) served as a guide in the analysis to understand how the functions of translanguaging acts served in building and presenting self-perceptions. Themes were narrowed

down by comparing them across narratives repeatedly, and focusing on how participants presented themselves by choice of language, self description and emotional position. The following findings address Objective 1 and reflect how translation language stories facilitated participants to narrate complicated, hybrid selves that conflicted personal history, language repertoire and future dreaming self-concepts.

4.1. The process of reclaiming Linguistic Legitimacy by means of Translanguaging

One of the motifs repeated throughout the stories that the participants shared was the translanguaging being used to reestablish their position as multilingual speakers in an academic setting that is in most instances dominated by English. Participants explained that a switching experience between the languages could help them to oppose deficit positioning and reinforce their language identities. This is because, as one of the participants, Fatima, mentioned, I feel like I am talking using two parts of my body when I combine Arabic with English. I used to be less fluent, but now I become more complete. This phrase depicts the affective empowerment that translanguaging offers – it fills the gap between linguistic insecurity and identity affirmation. These kinds of identity negotiation are congruent with the fact that translanguaging is the practice that is used to re-establish the parameters of who qualifies as a legitimate user of a given language (Creese and Blackledge, 2015, p. 24). In the data, the moments of translanguaging by the participants were frequently met with the affective cues like pride, belonging, and relief, which means that these moments of identity-enhancing hybrid linguistic use were not arbitrary. By telling their stories in multiple languages, learners re-claimed their roles as effective, resourceful speakers, but not as non-native or flawed speakers of English.

4.2. Translanguaging: A Performance of Hybrid Selfhood

The other interesting observation is associated with the role of translanguaging narratives in enabling learners to express hybrid or fluid identities that did not belong to monolingual categories of identity. The participants often mixed languages in their stories, narrating about emotional or cultural experiences that could not be well captured using a single language code. Indicatively, Amir said, "Sometimes I begin in Urdu, and the last word is English since my memories are in Urdu, yet my dreams are now in English. Such linguistic hybridization is what Kramsch (2021) describes as a symbolic competence or the capability to move between different semiotic worlds and build meaning in them. The code selections made by participants tended to overlap with the degree of emotion or self-reflection, which implies that translanguaging was an instinctive tool of expression when it came to negotiating the multi-faceted elements of self-identity. The results of the analysis showed that learners naturally swapped between languages to depict multi-dimensional identities when retelling history of personal growth or cultural belonging. Such moments of the story show that the practice of translanguaging is both both a linguistic practice and an identity performance as well as it enables the learner to exist in several selves at the same time and build coherence through storytelling.

4.3. Feeling and Voice of Multilingual Storytelling

The emotive aspect of translanguaging accounts came out strongly during when the participants were asked on the question of confidence and authenticity. In both L1 and L2, learners tended to say that they felt like themselves when given a chance to share experiences, and that translated to imply that translanguaging increased emotional resonance and voice

truthfulness. An example of this was when Laila said: When I am telling my story only in English it is flat. However, it becomes alive when I introduce some Bangla words, it is my true voice. This kind of feeling demonstrates the role of translanguaging as emotional middle-ground between the intellectual and emotional identity aspects. This observation reflects the concept of translanguaging space suggested by Li (2018) that is an active space where multilinguals combine emotion, cognition, and history in the meaning-making process. The stories the participants shared showed that emotional authenticity played a critical role in the positive development of the self; the ability to employ the complete linguistic inventory enabled the learners to regain the control over the way they depict their lives. This emotional empowerment in effect strengthened their drive, their confidence as well as their image as legal users of various languages.

4.4. Reapplying the reframing of the Learner Identity to the Multilingual Speaker Identity

Another interpretive theme is a final one, that shows the drastic change in the way a person views himself as a language learner to a multilingual speaker. First, participants put themselves in the deficit terms such as stating that they were still learning or that they were not fluent. Nevertheless, in the act of developing the translation of language stories, it was possible to renegotiate their language paths as a resource and not a constraint to much. Prior to this, I perceived my languages as distinct, i.e. English school and Urdu home as Hasan referred to me. Now I see both are me. I am not learning each either; I am employing both to think. This identity reorientation indicates the point made by Otheguy, Garcia, and Reid (2015) that translanguaging breaks down the hierarchical distinctions between languages and claims to legitimize the multi-lingual mind as whole. Narrative construction enabled participants to recreate themselves as active meaning-makers whose identities were plural in nature as opposed to passive learners who aspired to an idealized monolingual norm. Such transformation represents an essential change in self-perception – the deficit-based learners toward the empowered multi-lingual subjects – which was the main goal of the research.

4.5. Translanguaging Launches as a Revitalized Inspiration

The analysis of the participant narratives indicated that the process of translanguaging storytelling renewed the motivation of the learners who could establish the emotional connection with their linguistic identities once again. Prior to the translanguaging activities, most of the participants characterized language learning as one that is an obligation or a struggle and mostly linked to pressure to excel in English-only academic settings. Nonetheless, when writing bilingual or multilingual stories, the participants indicated a change in the motivational tone, although slight in comparison to the compliance-motivation one, personal engagement was that of a personal significance. As an illustration Farah wrote in both English and Urdu and was proud of the fact that both languages could collaborate. It got me into a motive to write more not only in class but also personally. This sentence sums up the process of what Dornyei and Ushioda (2021) refer to as the self-concordant motivation where learning is part of the personal identity and an emotional investment. Translanguaging also allowed the learners to view learning languages not as a performance, but as a self-expression – extrinsic become intrinsic motivation. Furthermore, the stories also demonstrated that there exists the cycle between the pride in linguistic hybridity and the desire to learn: the more participants perceived their voices as appreciated in more than one language, the greater the desire to develop their proficiency and not

fit the institutional standards but enhance their own multilingual agency. This interplay can be compared to the evidence of Ryan and Irie (2021) that motivational energy is boosted when learners feel that their multilingual identity is both legitimate and empowered.

4.6. The Affective Turn and Emotional Investment of Multilingual Storytelling

One of the most salient emotional themes that emerged in the information was the role of translanguaging narratives in enhancing the affective attachment of the learners to language learning. Those who were interviewed indicated that they felt powerful emotions, experienced joy, nostalgia, empowerment, even tears when recounting their experiences in mixed languages. When I wrote about my grandmother in Bengali and English, it reminded me as Reema said. I was crying and proud at the same time that I could say it in both languages, it was as though my story was complete. This form of emotional realness brings out what Kramsch (2021) sees as the symbolic aspect of motivation, whereby affect, memory, and identity intersect to render language learning a very personal experience. Translanguaging became an emotional interpreter that helped learners to reach out to the feelings of cultural background, which had been hidden in the monolingual mode of expression beforehand. This emotional involvement is essential to maintain long-term motivation since it connects the learning of the language to significant life stories but not to abstract objectives (Ushioda, 2020). Participants in a number of cases argued that this process made English theirs, which implied that translanguaging resolved emotional barriers between L1 and L2. Re-narration enabled learners to unite affective histories to future goals, creating motivational paths based on self-compassion and authenticity – which Dornyei (2009) terms Ideal L2 Self.

4.7. Translanguaging as an Autonomous and Self-Determination Agent

The second motivation mechanism that was seen was the improvement of learner self-determination and autonomy by translanguaging. Respondents kept on stating that the freedom to dictate their learning processes in terms of choice and time was a motivating factor that made them feel freedom and ownership of their learning. One respondent, Noor, thought, "In the majority of classes, we are advised to speak only English but here, I could choose to express myself in a certain way. It helped me feel that I was boss – not the teacher or the rules. This agency structure correlates with the Self-Determination Theory by Deci and Ryan (2017), according to which autonomy is one of the major contributors to intrinsic motivation. Translanguaging activities resulted in what Li (2022) refers to as translanguaging space a versatile zone of linguistic liberty in which the voices of the students were accepted, and innovation thrived. In these rooms, students indicated that they felt more willing to experiment, risk, and show vulnerability which are behaviors related to greater motivational engagement. Besides, the participants stated that this experience was very different to monolingual instruction that they referred to as being restrictive or alienating. Through the process of translanguaging narratives, they viewed themselves as creating meaning and not as consumers of language norms. Such reorientation of learner position towards compliance to authorship is notable because it reorganizes motivation as externally controlled behavior into internally approved practice, which is exactly the metamorphosis necessary to be able to sustain learning resources in the L2.

4.8. Prospective Self-Concept and Multilingual Desire

Another and a very telling trend was that translanguaging accounts re-formed the future imagined by learners and their hopes of motivation. As members shared their experiences,

several described new possible selves that encompassed several languages. In his reflection journal, Hasan wrote, I would dream of having my future where I can only speak perfect English, just as the native speakers. Now I can imagine my future self mixing my language with English – that is who I am. This redefined multilingual ideal self is quite similar to Dornyei's (2009) Ideal L2 Self but put in the light of translanguaging. Students started to think of success not in the form of achieving monolingual fluency but as being confident, creative multilinguals – an opinion that humanizes and democratizes language learning. The concept of investment by Norton (2013) can also be used to gain a better understanding of this change: when a learner sees his/her multilingual identity as an asset of value, he/she invests deeper in the learning process. The respondents were more resolute to explore both formal and informal learning parameters as they perceived it as a means of being true to themselves and not to attain external legitimization. These results are in line with the findings of Almashour (2024), who discovered that translanguaging in academic writing enabled more confidence and a longer stay of multilingual graduate students. The statistics, therefore, confirm that translanguaging stories are inspirational engines – that they assist learners in visualizing the possibility of meaningful futures based on multilingual competence and emotive sincerity.

4.9.Translanguaging as an Agency Mechanism of L2 Learning

The analysis showed that the translanguaging stories of the participants acted as an effective tool of generating agency in their language learning in the second language. Students have always reported that they felt empowered when given the opportunity to write stories and reflections in L1 or L2, unlike when they were in the monolingual classes and they felt limited. To illustrate, Aisha said, when I am able to alternate between Arabic and English in my story, I will feel like I was making a choice. I choose the words, the thoughts that should be in this or that language, it is mine. These considerations help to demonstrate that translanguaging that gave learners the power to express themselves and placed them as agents in the learning process, as opposed to passive learners. This is in line with the conceptualization of translanguaging as a practice that reallocates power in learning environments that legitimize the voice of the learner (Garcia and Li, 2014). Besides, the iterative process of narrative creation gave the participants the opportunity to explore various language techniques, considering the results and restructuring their wording, which solidified agency. The set of data indicate that the agency was not only a cognitive feeling of control, but a socially and emotionally embedded experience, which is closely tied to the liberty to live in a multi-lingual identity in a real sense.

4.10.   Development of Confidence Multilingual Construction of Narratives

The participants also indicated that translanguaging was a direct cause of increased confidence in the spoken and written language production. The method of describing in more than one language intricate experiences allowed the learners to identify the gaps in words and articulation, which decreased anxiety and developed self-confidence. As an example, Karim observed, I always felt reluctant to speak English as I believed that I would do something wrong. However, nowadays, when I combine Urdu and English, I believe that I can say what I want without being afraid. I feel capable." The story shows that through translanguaging, learners were able to redefine mistakes as natural contents of bilingual sense making and this created confidence. The result echoes the work of Ulum (2024) that found out that multilingual students who were put through translanguaging activities were more willing to do so and experiment with language. The former gains in confidence were frequently supported upon validation by the

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instructors or peers, which indicated that the translation language narratives are employed at the intrapersonal and interpersonal levels to enhance self-efficacy in the learner. As a result, self-perceptions of learners changed to confident and articulate, as opposed to timid or reserved, as the relationships between narrative practice, agency, and confidence are very interconnected.

4.11. Reflexivity and Self-Observing in Storytelling

The third trend that has been noticed as a result of the analysis is that translanguaging narratives resulted in the development of reflexivity and self-monitoring, which led to agency as well as confidence. Students often noted that they felt inclined to think about their language use, story plot, and tone of feeling when they were writing or retelling their stories, an activity that led to the development of metacognitive awareness. Laila described it with the following, I can see what areas I feel comfortable with either Bengali or English and that gives me the idea of what areas I am developing. I am able to visualize myself as improved and that provides me with the courage to continue. These considerations prove that translanguaging helps learners to evaluate their individual progress, see the advantages, and define the aspects to be improved. This result is consistent with the fact that translanguaging enhances metalinguistic awareness and language control as Cenoz and Gorter (2021) describe it. The repetitive nature of the narrative enabled learners to be more skilled in walking the fine linguistic line and communicate to the fullest extent and by doing so, they further boosted their confidence in dealing with difficult communicative experiences. Reflexivity, then, acted as a cognitive as well as an affective process between narrative practice and self-efficacy and agency, and exemplifies the dynamic interaction between a language, identity and motivation.

4.12. Rebuilding Learner Identity with the Translanguaging Narratives

The last theme is that through translanguaging narratives, it was possible to construct the self-identity of learners on a broader scale, incorporating the concepts of multilingual competence in order to see oneself as having agency and confidence. There was a growing tendency amongst participants to identify themselves not only as L2 learners but as good multilingual communicators who could make good use of their complete linguistic repertoire. According to Hasan, I do not feel like a person having a problem with English anymore. I am the one who speaks English and my language to communicate what I would like to say to feel powerful and intelligent. This quote shows the transition of deficit-based identity perceptions to asset-based self-conceptions, which, in its turn, supports Otheguy, Garcia, and Reid (2015) in stating that translanguaging breaks down the hierarchical ideologies of language. The stories also uncovered that the confidence and agency of learners were mutually reinforcing in that the more the participants felt in control of making their choices based on their linguistic expression, the more confident they felt, and vice versa. The practical implications of this identity reconstruction are that the incorporation of the translanguaging narratives into the language curricula can facilitate the enduring engagement, favorable self-perception, and enduring motivation. Finally, the analysis suggests that a translanguaging tool can transform learners and help them create more agentive, confident, and genuine multilingual selves.

5. Discussion

The results of this paper highlight the transformative power of translanguaging discourse in the development of self-conceptions, motivation, and agency of second-language learners. The

stories of the participants made it clear that multilingual storytelling allowed them to regain linguistic authority, bargain between the hybrid identities, and incorporate affective and cognitive aspect of the learning process. These results can be explained by the idea by Garcia and Li (2014) that translanguaging is both a method of pedagogy and a sociolinguistic practice that legitimizes the entire repertoire of language possessed by learners. The analysis also supports the L2 Motivational Self System of Dornyei (2009) to show that translanguaging narratives had a positive effect on the Ideal L2 Self of the learners as they had an opportunity to imagine the future when they would speak their voices and feel confident about their capabilities to express themselves in an authentic manner. Moreover, the reflexive narrative process promoted the metacognitive awareness of the learners who could track their linguistic options and self-efficacy at all times. The paper emphasizes the two aspects of identity construction and motivation indicating that a learner could grow up in the environment where he or she could afford to use all his/her languages meaningfully, the learner could develop a greater engagement, inner-motivation and a feeling of ownership over his/her learning paths. This is consistent with the concept of investment as proposed by Norton (2013), which explains the fact that learners put more effort and dedication into the process when their multilingual identity is acknowledged and appreciated.

The paper has also shown that translanguaging narratives provide both emotional and cognitive scaffolding, and the agency and confidence of learners in a way that is not typical of traditional monolingual teaching. The alternate use of L1 and L2 allowed learners not only to convey their sophisticated feelings but also to reflect on their learning experiences as well as to resolve conflicts between institutional and personal identities. Participants said that this process simultaneously helped them to feel more confident about using more than one language as well as change their self-identities away as deficit-oriented language learners toward empowered multilingual communicators. Such results are evidences of previous studies by Ulum (2024) and Almashour (2024) that claim translanguaging is a dynamic means of motivation and affective involvement, especially in the context of higher education. Notably, the research has practical implications to the language pedagogy: a translanguaging environment, the use of narrative activities, and the assessment of linguistic repertoire of learners can help to improve not only language performance but also psychosocial outcomes, such as self-esteem, motivation, and agency of learners. On the whole, this study highlights the role of the central position of the translanguaging narrative in the formation of the holistic language learning experience and proves that the most efficient language teaching is one that addresses the linguistic as well as identity needs of multilingual students.

Conclusion

The evidence presented in the present work proves that translanguaging stories are a transformative tool used in the development of self-concept, motivation, and agency in the second language learners. By multilingual storytelling, the learners could resolve the conflicts between the identities of L1 and L2 and establish the sense of linguistic validity and combine the features of the hybrid identity. The stories exposed that learners do not view their languages as closed systems, but they see them as a complementary means of creating meaning, expressing themselves, and being emotionally involved. This shows that identity formation in multilingual settings is dynamic and fluid and supports the argument by Garcia and Li (2014) that translanguaging is not only a language tactic, but also a means of sociocultural empowerment.

The learners, through their complete linguistic repertoire, could challenge the deficit-oriented views of language learning and employ confidence as well as reframe their self-concept of competent multi-lingual communicators.

Besides, the research indicates that translanguaging stories can be very effective in motivating learners to learn the language as it makes it correlate with personal identity, emotional involvement, and future expectations. According to the participants, the ability to incorporate several languages into their stories enhanced intrinsic motivation, emotional appeal, and interest in learning activities that used to be viewed as tedious or intimidating. The stories given to the learners give them a chance to imagine their Ideal L2 Selves using multilingual words, between current competencies and future ambitions. The impetus effect of translanguaging was further enhanced by the formulation of agency in that the learners had a choice in the use of language, narrative framework as well as the self-expression. These results support the validity of the L2 Motivational Self System by Dornyei (2009) that the pedagogical strategies that establish the validity of multilingual practices may have a considerable impact on the long-term motivation of learners and long-term intentions towards language learning.

Lastly, the study highlights the pedagogical/theoretical implications of embedding translanguaging stories in language courses in the higher education sector. Other than enhancing language competence, translanguaging activities lead to the overall development of learners, including cognitive, emotional and social aspects of learning. Through identity-affirming and emotionally authentic expression, the translationgualing narratives contribute to negotiating self-perceptions and building confidence among learners and greater sense of agency in their learning paths. Furthermore, these stories give the teachers an idea about the lived life of learners, so they could be more inclusive, responsive and culturally sensitive to practice teaching. In general, the paper proves that translation is not merely a language or educational instrument but also a channel with the help of which students are able to compose empowered, self-directed, and authentic multilingual identities, which is vital to language education nowadays, in a globalized setting.

Suggestions and Recommendations

In accordance with the findings, it is suggested that language teachers should actively consider the integration of the translanguaging narratives into the design and practice of the curriculum, offering these learners with the opportunity to engage in using the various languages in narration, reflective writing, and discussions in an organized, yet free way. Educators are advised to establish secure and minimally discriminatory environments, legitimizing linguistic repertoires of learners, fostering emotional and cognitive expression and linguistic agency in choices of language use. Moreover, institutions of higher learning ought to take into account the professional development courses to expose the instructors to the concept and methodology of translanguaging so that the process of learning a language is not only perceived in terms of competence but also in terms of identity affirmation, motivation, and psychosocial welfare. Lastly, future studies might investigate how digital and multimodal translanguaging narratives may be combined to enhance more engagement, collaboration and creativity in multilingual classrooms.

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