

## **Undergraduates' plurilingual repertoires and in-class translangual practices in a multi-dimensionally internationalized classroom**

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This paper is part of a broader funded research project (The TRANSLINGUAM-UNI Project) investigating the development of transcultural competence in a *multi-dimensionally internationalized* BA degree – i.e. a multilingual and multicultural undergraduate classroom with full English-Medium Instruction (EMI) and internationalized curriculum. As a matter of fact, internationalized classrooms are a spreading phenomenon in Higher Education institutions all around the world, requiring students to interact with people from different linguistic and cultural backgrounds (Byram 2008; Kudo et al. 2019). Thus, rather than just learners, we consider students as social interactors who make use of all their plurilingual resources to function effectively in the educational context and carry out successful intercultural interactions (Coleman 2013, 2015; Mitchell et al. 2017).

The focus here is on the plurilingual repertoires and translangual practices of 33 volunteering local and international students enrolled in the first year of such a multi-dimensionally internationalized classroom. Also, the degree is offered by a university with a trilingual educational policy (i.e. Catalan, English, and Spanish; Trenchs-Parera 2019) located in the city of Barcelona. Thus, this study is guided by the broad research question: What linguistic resources do students make use of in the context of a multilingual and multicultural classroom from a highly internationalized University located in a glocal city? Accordingly, the aim is twofold: (1) to present students' plurilingual repertoires, and (2) to explore the in-class languages of interaction, taking into account the purpose of the contact: to study, to do leisure activities, and/or to build intimate friendships.

A mix-method research approach has been adopted. Quantitative data were collected by means of a sociolinguistic questionnaire and a name generator with an interpreting item. Name generator is a common instrument in Social Network Analysis to collect data on participants' relationships; in this case, it aimed to investigate with whom students interact in the classroom, for what purpose and in which language. Moreover, interviews were conducted with 23 volunteering students to further explore the reasons for and consequences of their social relationships in the classroom as regards their language practices.

Although the degree has full EMI teaching, the local language – i.e. Catalan – emerges as the preferred one for both academic and informal interactions, followed by both Spanish and English in a similar amount. Nonetheless, qualitative results show a variety of language repertoires and practices, pointing to the coexistence of monolingual practices with plurilingual and translangual ones. Actually, the multi-dimensionally internationalized classroom appears as a remarkable context for improving both Spanish and English, as well as for practicing other foreign languages and learning new ones. Furthermore, such a context may also offer students the opportunity to retrieve heritage and local languages.

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