

Researcher

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**Title of Project**

Transnational Multilingual Language Teachers in
English-Dominant Higher Education: Plurilingual Pedagogy,
Intersectional Identity, and Positioning

Research Supervisor

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TIRF Research Topic Investigated

Plurilingualism and Multilingualism in Business, Industry, the Professions, and Educational Contexts

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Bio

Xinhang Hermione Hu is a Ph.D. candidate in Applied Linguistics and Language Education at the University of Maryland, College Park. Her dissertation examines how transnational multilingual language teachers and their students negotiate plurilingual pedagogy, identity, authority, participation, and language norms in English-dominant U.S. higher education, with the goal of informing more equitable multilingual language education and classroom practice.

Project Summary

U.S. higher education is increasingly multilingual, yet English remains the dominant institutional norm shaping authority, participation, and legitimacy in world language classrooms. Research on plurilingualism has highlighted the value of drawing on learners' full linguistic repertoires, but less is known about how such practices are negotiated in college-level world language classrooms within English-dominant institutions. In particular, limited research has examined how transnational multilingual language teachers and their students co-construct authority, participation, and language norms in classroom interaction.

This dissertation investigates how three transnational multilingual East Asian women language teachers and their students negotiate plurilingual pedagogy, intersectional identities, and positionings in college-level Chinese and Korean classrooms in the United States. Guided by Positioning Theory, plurilingualism, Critical Race Theory, and intersectionality, the study uses a qualitative instrumental case study design with critical ethnographic methods. Data will be collected from summer through Fall 2026 through classroom observations, teacher and student interviews, narrative frames, and multimodal transnational storyboards.

The study will show how teachers and students draw on multiple linguistic resources for communication, participation, teaching, and learning, and how English-dominant institutional norms



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shape how those resources and practices are recognized, negotiated, valued, or constrained. The findings are expected to contribute to theory, policy, and practice by advancing understanding of plurilingualism, language teacher identity, and classroom interaction in world language classrooms in English-dominant higher education and by informing more equitable approaches to language education, teacher preparation, and pedagogy.