



The College of Graduate Studies and the College of Education Cordially Invite You to a

PhD Dissertation Defense

Entitled

THE NOISE, THE RESISTANCE, AND THE MESSAGE” IN CONSTRUING THE CONSTRUCTION OF ARAB BILINGUALS-BILITERATES’ TRANS-IDENTITY: A GROUNDED THEORY APPROACH

by

Maha Omar Alhabbash

Faculty Advisor

Dr. Negmeldin Omer Alsheikh, Curriculum and Instruction
College of Education

Time and Date

05:00 pm

Thursday, 10 November 2022

Room 0008, H1

<https://shortest.link/7DZx>

Abstract

This study explored the construing of the construction of trans-identity space for Arab high schoolers, undergraduates, and graduate students who are bilinguals and biliterates. To that end, the study fathomed the trajectories and the process of trans-identity space construction along with the translanguaging space of bilingual-biliterate Arabs. Employing a grounded theory approach enabled the researcher to understand the nature of trans-identity space and how it functions in tandem with the confluence of translanguaging practices that leads to language identity reproduction. To validate the results, two means were used: a semi-structured interview with the participants ($n=36$) from high schoolers, undergraduates, and graduate students who were sampled theoretically, and autobiographical narratives ($n=9$). The sampling procedures were in tandem with the data collection and analysis procedures, which were directed by the three recursive stages of coding procedures: open coding, axial coding, and selective coding. The findings of this study revealed that the language identity of bilingual-biliterate Arabs is reproduced with the construction contest of a trans-identity space and a translanguaging space. The conflict zones of trans-identity rise to mitigate the gap of the expanding self by using different translanguaging tact, techniques, and mediated strategies in Arabic and English. Moreover, whenever conflict zones arise, they trigger multiple trajectories taken by bilingual-biliterate Arabs. These trajectories are interconnected and interwoven in multiplicity modes that shove into a trans-identity-space singularity. Based on the findings of this study, the study recommends a comprehensive epistemological, theoretical, methodological, pedagogical, and curriculum design and development understanding of bilingual-biliterate identity. Future research should consider testing the model of the trans-identity construction process in other cultural and linguistic bilingual-biliterate contexts.

Keywords: Language Identity, Trans-identity Space, Translanguaging Space, Conflict Zones, Trajectories, Mediated Strategies, Bilingual-Biliterate Arabs