HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

TURKISH EFL INSTRUCTORS' ATTITUDES TOWARDS

TRANSLANGUAGING PRACTICES

Esra TABAK

Master's Thesis

Ankara, 2024

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YÖNELİK TUTUMLARI

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **ESRA TABAK** and entitled "Turkish EFL Instructors'
Attitudes towards Translanguaging Practices" has been approved as a thesis for the Degree
of **Master** in the **Program of English Language Teaching** in the **Department of Foreign
Language Education** by the members of the Examining Committee.

Chair	Asst. Prof. Dr. Neslihan ÖZKAN	Signature
Member (Supervisor)	Asst. Prof. Dr. İsmail Fırat ALTAY	Signature
Member	Asst. Prof. Dr. Hatice ERGÜL	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned
examining committee members on 31/05/2024 in accordance with the relevant articles of
the Rules and Regulations of Hacettepe University Graduate School of Educational
Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language
Teaching** by the Board of Directors of the Graduate School of Educational Sciences from
...... /…... / ....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Translanguaging, valuing students' whole linguistic resources in learning, plays a key role in bilingual/multilingual education. Studying pedagogical translanguaging, suggesting a systematic use of students' native languages (L1) and target language (L2) interchangeably, has also become common in Foreign Language (FL) education in recent years. However, monolingualism, separating languages as L1 and L2, regards FL learners as two monolinguals rather than emergent bilinguals with a single linguistic repertoire. The existing literature shows translanguaging has been investigated in mostly bilingual/multilingual education and emphasizes a need in more research in FL settings especially into teachers' beliefs. Since teachers' beliefs are important in implementing pedagogies and Turkish English as a Foreign Language (EFL) students are also emergent bilinguals, translanguaging is worth being studied in Türkiye. Thus, this mixed methods study drawing on quantitative and qualitative data from a Likert scale questionnaire and written interview with Turkish EFL instructors at three state universities in Türkiye aimed to investigate their attitudes and practices regarding translanguaging. The findings indicated the translanguaging framework, promoting dynamic bilingualism in FL classrooms, was not widely acknowledged as a pedagogy, and spontaneous translanguaging practices were reported with a monolingual bias to mediate the L2 learning for low proficiency students. However, what is promising is that following a definition and examples, most participants were willing to use translanguaging pedagogy emphasising the role of the teacher and in-service training. In light of the findings, this study offers implications for all stakeholders in FL education for the potential of translanguaging as a pedagogy to be recognized.

Keywords: pedagogical translanguaging, spontaneous translanguaging, emergent bilinguals, teachers' attitudes, teachers' practices

Öz

Öğrenmede, öğrencilerin tüm dil kaynaklarına değer veren geçişli dil süreçleri, iki dilli/çok dilli eğitimde kilit rol oynamaktadır. Öğrencilerin ana dillerinin ve hedef dilin birbirlerinin yerine sistematik olarak kullanılmasını öneren geçişli dil süreçleri pedagojisi çalışmaları, son yıllarda yabancı dil eğitiminde yaygınlaşmıştır. Ancak, dilleri ana dil ve hedef dil olarak ayıran tek dillilik ideolojisi, yabancı dil öğrencilerini tek dil dağarcığına sahip gelişmekte olan iki dilliler olarak kabul etmektense, iki ayrı dil yeterliliğine sahip tek dilliler olarak kabul etmektedir. Mevcut literatür, geçişli dil süreçlerinin çoğunlukla iki dilli/çok dilli eğitimde araştırıldığını göstermekte ve yabancı dil eğitiminde özellikle öğretmen inançlarının daha fazla araştırılmasını vurgulamaktadır. Pedagojilerin uygulanmasında öğretmenlerin inançları önem taşıdığından ve İngilizceyi yabancı dil olarak öğrenen Türk öğrenciler gelişmekte olan iki dilli bireyler olduklarından, geçişli dil süreçleri Türkiye'de incelenmeye değerdir. Bu nedenle, Türkiye'deki üç devlet üniversitesinde çalışan Türk İngilizce öğretim görevlilerine uygulanan Likert ölçekli anketten ve yazılı görüşmelerden elde edilen nicel ve nitel verilere dayanan bu karma yöntem çalışması, öğretmenlerin geçişli dil süreçlerine ilişkin tutum ve uygulamalarını araştırmayı amaçlamaktadır. Bulgular, yabancı dil sınıflarında dinamik iki dilliliği teşvik eden geçişli dil süreçlerinin bir pedagoji olarak yaygın kabul görmediğini ve hedef dilde düşük yeterliliğe sahip öğrencilerin dil öğrenimine aracılık etmek amacıyla geçişli dil süreçlerinin tek dillilik önyargısıyla plansız uygulandığını göstermektedir. Ancak, umut verici olan, bir pedagoji olarak geçişli dil süreçleri tanımı ve örneklerini takiben çoğu katılımcının, öğretmenin ve hizmet içi eğitimin rolünü vurgulayarak, bu pedagojiyi kullanmaya istekli olduğu bulgusudur. Bulguların ışığında, bu çalışma, yabancı dil eğitimindeki paydaşlara, geçişli dil süreçlerinin pedagoji olarak potansiyelinin tanınması için çıkarımlar sunmaktadır.

Anahtar sözcükler: geçişli dil süreçleri pedagojisi, plansız geçişli dil süreçleri, gelişmekte olan iki dilliler, öğretmen tutumları, öğretmen uygulamaları

Acknowledgements

I would like to express my sincere gratitude to all those who have contributed to the completion of my thesis.

First and foremost, I am profoundly thankful to my thesis advisor, Asst. Prof. Dr. İsmail Fırat ALTAY, whose mentorship, expertise, and support have been invaluable. His invaluable guidance, patience, and constructive feedback, have been instrumental in shaping this work, and his encouragement has been the cornerstone of my academic journey and the completion of this thesis.

I extend my appreciation to the esteemed members of my thesis committee, Asst. Prof. Dr. Neslihan ÖZKAN and Asst. Prof. Dr. Hatice ERGÜL, for their valuable time, invaluable insights, and scholarly guidance which have enriched the quality of this thesis.

I am immensely indebted to my family, to my mother, Şükran KARADEMİR, my sister, Esma OLYAN, and my brother-in-law Yasin OLYAN, whose support, boundless love, sacrifices, and dedication have been the foundation upon which I have built my aspirations. Their belief in me, even during moments of doubt, has been a source of strength and motivation.

To my love, Ali KÜÇÜK, I am profoundly grateful for your faith in me, your willingness to sacrifice your time and energy to support my dreams, and your belief in our shared future. As I embark on the next chapter of my journey, I carry with me the love and support you have bestowed upon me, knowing that with you by my side, there is no obstacle to overcome.

To my dearest niece, Ayşe Betül OLYAN, I apologize for any disappointment or sadness my absence may have caused you. Thank you for your understanding and patience during this busy period. I love you more than words can express, and I look forward to the day when we can once again laugh, play, and share special moments together.

To my nearest pet friend, Gece, I owe my gratitude. In moments of solitude, Gece has been a constant source of comfort with loyalty and affection. Her gentle purrs and soothing presence have provided solace during the long hours of research and writing.

I extend my appreciation to all my friends and colleagues who have supported me in various ways throughout this endeavour. Their friendship has been a source of strength, inspiration, and motivation. Their belief in my abilities, even when I doubted myself, has propelled me forward.

I also want to acknowledge the time and effort the participants dedicated to this study. I am profoundly grateful for their willingness to be a part of this research journey.

This thesis would not have been possible without the support and contributions of these individuals, and thus, I am truly grateful.

To myself, I extend appreciation for the determination, courage, and perseverance demonstrated throughout this endeavour. May this achievement serve as a reminder of my capacity to overcome any challenges in all my future endeavours.

Above all, I offer my sincerest thanks to the deepest in my heart, my God, whose guidance, grace, and wisdom have been my constant companions throughout this academic endeavour. In moments of challenge and uncertainty, I found solace and strength in faith. I acknowledge the countless blessings and divine interventions that have paved the way for the completion of this thesis.

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Symbols and Abbreviations

L1: Native/Home Language(s)

L2: Second/Foreign/Target language (English in this study)

FL: Foreign language

EFL: English as a Foreign Language

SLA: Second language acquisition

NS: Native speakers

NNS: Non-native speakers

SFL: School of Foreign Languages

Chapter 1

Introduction

English-only instruction, also called monolingualism, has been reinforced by English Language Teaching methodologies (e.g. communicative language teaching) dominating curriculum and policies in FL education. However, the use of L1 in L2 learning is emphasized in a great deal of research as it enhances learners' engagement and comprehension in their learning (e.g. Barahona, 2020). It is well established from a variety of studies that translanguaging, originally defined as "planned and systematic use of two languages for teaching and learning inside the same lesson" (Lewis, et al. 2012a, p. 643) is accepted as a pedagogy in bilingual and multilingual education.

Since its start as a pedagogy in the bilingual context in Wales, the translanguaging concept has been expanded by many scholars (e.g. Cenoz, 2017; Cenoz & Gorter, 2017, 2020; García, 2009; García & Wei, 2014; Otheguy et al., 2015). Translanguaging has been reconceptualized with the sociocultural perspective of Ofelia García (2009) and defined as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy et al., 2015, p.281).

However, García and Lin (2017) made a distinction between strong translanguaging and weak translanguaging. In weak translanguaging, students' whole linguistic repertoire, of which their native language is a part, is used for pedagogical purposes, and the named languages are accepted as distinct at the conscious level, but the boundaries between languages are soft. On the other hand, in strong translanguaging, languages are not regarded as distinct entities, and speakers make use of their single unitary repertoire, and they select both appropriate linguistic and semiotic resources from this repertoire to make meaning (García & Lin, 2017). In this regard, strong translanguaging is distinguished from weak translanguaging with the sociocultural perspective of the authors.

Likewise, Cenoz and Gorter (2017, 2020) differentiated between pedagogical translanguaging and spontaneous translanguaging. Coming to the same vein as García and Lin (2017), Cenoz and Gorter (2017, 2020) suggested that in pedagogical translanguaging, languages, with fluid boundaries between them, are used systematically and purposefully in input and output interchangeably, which revisits the original translanguaging pedagogy in the Welsh context. Spontaneous translanguaging, on the other hand, is not planned by the teacher in advance and might occur in the classroom depending on students' individual needs (Cenoz & Gorter, 2017, 2020).

However, there is a misconception of viewing translanguaging the same as code-switching (Cenoz, 2017; Wei & Lin, 2019). In the discussion about the rationale of translanguaging, it is suggested that translanguaging as a pedagogical approach enables instructors to interchange bilinguals' language repertoire in input and output purposefully. That is, bilinguals make use of a single and expanded linguistic repertoire and use particular linguistic traits selectively and appropriately while communicating, rather than switching between languages (Velasco & García, 2014; Turnbull, 2019). What is more, as the focus of the present study, in FL education students are accepted as emergent bilinguals who already have bilingual skills and move along a bilingual continuum rather a than in a linear way as in traditional view of additive bilingualism (García, 2009).

Statement of the Problem

A considerable amount of research has been published on translanguaging in bilingual and multilingual education. The theory that FL language students are on a bilingual continuum to become proficient users of the target language (García, 2009) has led to the hope of mirroring translanguaging as a bilingual pedagogy in FL education (e.g. Escobar, 2016; Fallas Escobar, 2019; Turnbull, 2018a; Turnbull, 2019). So, there has also been a growing interest in the study of translanguaging to benefit L2 learning in FL settings recently. Monolingual and strict language separation ideologies, which reinforce FL classrooms

where the target language is used exclusively; however, tend to regard FL students as the learners of FL and two monolinguals in one head, failing to recognize them as emergent bilinguals and the pedagogical benefits of translanguaging. Therefore, several attempts have been made to adopt mother-tongue inclusive bilingual pedagogies and alter the dominant monolingual and language separation ideologies in FL education as a sign of recognition of bilingualism in FL classrooms, and in an endeavour of accepting FL learners as emergent bilinguals (e.g. Escobar & Dillard-Paltrineri, 2015; Fallas Escobar, 2019; Turnbull, 2018b; Turnbull, 2019; Wei & Lin, 2019). What is more, the critical role of translanguaging is emphasized in that learning an additional language is not achieved without using the existing linguistic repertoire of learners (Velasco & García, 2014), and teachers play a critical role in adopting bilingual and multilingual pedagogies, such as translanguaging (Ellis, 2016). Their deeply-rooted beliefs of monolingualism, double bilingualism, and target-language-only classrooms are shaped by their personal ideologies, training, learning experiences, colleagues, and language policies of the institutions (Candelier, 2008; Otwinowska & De Angelis, 2014; Wang & Kirkpatrick, 2012), so they shape the pedagogy they implement in their own classes.

Aim and Significance of the Study

As it is clear from the existing body of the literature, Turkish EFL students can also be regarded as emergent bilinguals unless we view them as two separate monolinguals in one. Thus, translanguaging in this context is worth being investigated since the language separation ideology also dominates the curriculum and policies in EFL education in Türkiye.

As a 13-year experienced EFL instructor at a state university in Türkiye, I was previously so concerned about and obsessed with my students' disorderly translanguaging efforts during classes. Even though I highly encouraged and motivated them to use the target language even in the planning stages of group activities, they tended to speak Turkish with their groupmates when I was not around, which I did not favour. However, leaving my

prevalent and deeply-rooted perception of underestimating their L1 use behind, I am now highly in favour of the theoretical premises of translanguaging, i.e. it is inevitable to translanguage since EFL students should be regarded as emergent bilinguals in their own rights as it is evident from the literature reviewed.

What is more, no matter how much strict separate language policies try to restrict L1 use, we, as teachers, cannot switch off students' mother tongues in their mind and prevent them from using their existing linguistic repertoire in FL learning. Therefore, having this stance as the researcher of the present study, I believe that teachers are at the core of implementing pedagogies in the classrooms, i.e. it is mostly the teachers' attitudes that shape the approaches and pedagogies adopted in the classrooms. Due to the fact that translanguaging as a pedagogical approach has been recent in the Turkish EFL context, I have carried out this study in order to address the need suggested by various scholars (e.g. Cinaglia & De Costa, 2022; Turnbull, 2021) for more research into translanguaging, especially into teachers' beliefs, to shed light on the literature in an attempt to overcome the monolingual tendency in FL education for the chances of translanguaging as a pedagogy to be recognized by policy makers, curriculum designers and all the bodies in English language teaching and learning.

Research Questions

To achieve this aim, the present study adopting a mixed methods research approach aims to investigate the Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practices and seeks answers to the following questions:

1. What are the Turkish EFL instructors' attitudes towards translanguaging?

2. What are the Turkish EFL instructors' self-reported translanguaging practices?

3. How consistent are Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?

Assumptions

Although studying translanguaging in FL settings has a relatively short history, and teachers might not be knowledgeable enough about the concept of translanguaging itself, the existing body of reviewed literature indicates that translanguaging is inevitable and occurs in FL classes, and teachers are familiar with such practices. Therefore, the participants in the present study are assumed to have enough experience to respond to the items in the questionnaire and the written interview. One problem might be that they might consider translanguaging only as switching between languages. Some brief information about what translanguaging was, without being too much detailed and creating any bias, given to the participants, though. In addition, since the participants were informed about all ethical considerations prior to the data collection process, the data was obtained through a questionnaire and a written interview, which never asked for any personal information about the participants, the anonymity and confidentiality were guaranteed, and all the participants voluntarily participated in the study, it is assumed that the participants would reveal their honest attitudes towards the research phenomenon.

Limitations

This study is not without its limitations, though. The data was obtained through a Likert scale questionnaire and a written interview with a convenient sample of participants, so the findings rely on teachers' attitudes towards translanguaging and their self-reported translanguaging practices in EFL classes. Drawing on the triangulated data, such as including teachers' actual translanguaging practises in their EFL classes through observations as well as a questionnaire and interview, or a longitudinal study might reveal different results. What is more, although this is a mixed methods study drawing on both quantitative and qualitative data, the participants of the study is a convenience sample of Turkish EFL instructors who work at School of Foreign Languages at three state universities in Ankara, Türkiye. Hence, the results cannot be generalized to all EFL teachers.

Furthermore, the participants were not informed about translanguaging as a pedagogy in detail. Besides, the term 'translanguaging' was not used in the questionnaire deliberately so as not to cause any misunderstanding and confusion among the participants. Instead, the phrase 'using students' native language(s)' was preferred since teachers might not have been familiar with the 'translanguaging' concept. If the 'L1 and L2' and 'translanguaging' concepts were defined to the participants more explicitly in the questionnaire, it would yield different results.

Definitions

Translanguaging in original Welsh context: It is "… planned and systematic use of two languages for teaching and learning inside the same lesson" (Lewis, et al., 2012a, p. 643).

Translanguaging with the sociocultural perspective (also called as strong translanguaging by García and Lin, 2017): It is "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy et al., 2015, p.281).

Pedagogical translanguaging (also called as weak translanguaging by García and Lin, 2017): It is "planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017, p.194).

Spontaneous translanguaging: It "refers to fluid discursive practices that can take place inside and outside the classroom" (Cenoz, 2017, p.194).

Emergent bilinguals: They are "students who are in the beginning stages of moving along a bilingual continuum" (García, 2009, p. 397).

Chapter 2

Theoretical Basis of Research and Literature Review

In this section, the theoretical framework of the present study, which is 'translanguaging', will be explained under six titles. First, translanguaging and its origin as a pedagogy in bilingual education touching upon its difference from code-switching will be introduced. Second, the underlying theories of translanguaging in second language acquisition will be explained. Next, the concept of monolingualism in L2 learning will be discussed. Later, the studies carried out to struggle against monolingualism will be introduced. Then, the literature on translanguaging in FL settings will be reviewed to set the ground for the present study. Finally, paving the way to the focus of the study, the importance of teachers' attitudes will be discussed.

Translanguaging: Is it a new bottle for old wine?

The concept 'translanguaging' has been questioned by many arguing there is no point in creating such a new concept since 'code-switching' meets the demands of using both L1 and L2. However, the existing scholarly work makes the differentiation between the two clear.

Having originated in bilingual education in Wales, the term translanguaging was first used by Cen Williams in his PhD dissertation as 'Trawsieithu' in Welsh. In his work, Williams (1994) varied two languages, i.e. Welsh and English, systematically and intentionally in input and output to investigate the effects of each language on the other. Later, the term 'translanguaging' was coined (Baker, 2011) and has been expanded by many since then (e.g. Canagarajah, 2011; García, 2009; García & Wei, 2014; Lewis, et al., 2012a, 2012b), and it is evident in a great deal of research that translanguaging is accepted as a pedagogical approach in bilingual and multilingual education. Translanguaging is "… the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (Baker, 2011, p. 288). Translanguaging was further

defined as "… planned and systematic use of two languages for teaching and learning inside the same lesson" (Lewis, et al., 2012a, p. 643) in which the languages of classroom input and output are switched to encourage bilingualism. Both these definitions invoke its original meaning in the Welsh context, and they suggest using translanguaging for pedagogical purposes. In other words, in its original Welsh-English bilingual context, it was considered that the two languages namely Welsh and English are separate languages, i.e. English as a stronger language and Welsh as a weaker language, and translanguaging meant to use these languages interchangeably in input and output for pedagogical purposes. This original concept has evolved and been expanded by other scholars (e.g. García, 2009; Otheguy et al., 2015).

Translanguaging was reconceptualized with the sociolinguistic perspective of García (2009). In the foreword of a book, Cen Williams stated:

> 'Translanguaging' has developed immensely internationally, thanks to the attention devoted to it by Ofelia García and her colleagues, although its definition and the concept have been expanded and extended. She mentions it as a method of developing the second language almost from the beginning, but my interpretation of translanguaging was as a strategy for children who had a fair grasp of one language and a fairly good oral grasp of the other. It was also a strategy to maintain and develop bilingualism rather than transmitting a second language to children from the beginning. (Thomas et al., 2022, p. 6)

In her work, García (2009) defined translanguaging as "the multiple discursive practices in which bilinguals engage in order to make sense of their bilingual world" (p. 45). However, what she suggests by bilinguals is not in its conventional meaning. That is, she proposes the concept of dynamic bilingualism instead of traditional additive bilingualism (García, 2009). Dynamic bilingualism asserts that bilinguals do not acquire languages additively. Instead, they have only one linguistic system through which they perform language practices which are interconnected. From the beginning, they are bilinguals called

as emergent bilinguals and move along a continuum to become proficient bilinguals, not in a linear way as in additive bilingualism, though (García, 2009). With such a stance, another definition for translanguaging further proposed by Otheguy et al. (2015) is that translanguaging is "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy et al., 2015, p.281). Translanguaging concept, in this regard, does not suggest there are rigid separations between languages. By touching upon boundaries, the authors mean that languages are defined with social and political necessities as named languages, such as Turkish and English. Translanguaging concept as a theory, which is based on the notion of dynamic bilingualism (García, 2009), then invalidates the traditional view of additive bilingualism and multilingualism.

Also, García and Wei (2014) defined translanguaging as "… new language exchanges among people with different histories, and (it) releases histories and understandings that had been buried within fixed language identities constrained by nation-states" (p. 842). Further, explaining the concept of translanguaging, García and Otheguy (2019) stated that "translanguaging sees multilinguals as possessing a unitary linguistic system that they build through social interactions of different types, and that is not compartmentalized into boundaries corresponding to those of the named languages" (p. 9).

As it is clearly seen in the definitions above sparked with the sociocultural perspective of Ofelia Garcia, bilinguals make use of a single, expanded, and unitary linguistic repertoire and use particular linguistic traits selectively and appropriately while communicating, rather than switching between languages which are divided and named only socially and politically (Velasco & García, 2014). Hence, viewing translanguaging the same as code-switching is a misconception. According to García (2009), codeswitching is regarded as borrowing from a language and transferring to another, so in such a sense, the use of languages is dichotomous. However, translanguaging is the dynamic and flexible use of linguistic features in students' whole repertoire.

Translanguaging was also conceptualized by scholars Cenoz and Gorter (2017) distinguishing between pedagogical and spontaneous translanguaging. Cenoz (2017) revisited Cenoz and Gorter (2017) differentiating between 'pedagogical and spontaneous translanguaging' and suggested that in the former, instructors deliberately design the teaching and learning activities making use of learners' whole linguistic repertoire in input and output. Although distinguishing them from each other in whether the translingual practices are planned by the teacher in advance or not, the authors suggested that they both can appear in a class on a continuum (Cenoz & Gorter, 2020). Pedagogical translanguaging is instructional use of two or more languages at the disposal of students in teaching and learning and designed by the teacher systematically and purposefully (Cenoz & Gorter, 2017, 2020). That is to say, the teacher plans the lesson including translanguaging practices as instructional tools, and it is stated in the lesson plan. However, spontaneous translanguaging practices may occur naturally either by the teacher or students, yet spontaneous translanguaging might also accompany pedagogical translanguaging inside the same class. For instance, the teacher might help students using translation when they carry out a task. Even if such a translanguaging practice has not been planned by the teacher beforehand, the authors asserted that this practice is for pedagogical and instructional purposes (Cenoz & Gorter, 2020). Furthermore, even if it is accepted that there are boundaries between languages, the authors acknowledge that they are fluid, which means languages are recognized at the conscious level (Cenoz & Gorter, 2020). In this sense, pedagogical translanguaging resembles the original translanguaging concept by Cen Williams used in the Welsh context in that it is "planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire" (Cenoz, 2017, p. 194). Also, pedagogical translanguaging might have various forms according to these scholars. This diversity is seen in Table 1.

Table 1

Diversity of Pedagogical Translanguaging

Students	
Student background	Majority, regional minority, immigrant minority
Proficiency level	Different possible levels in each of the languages involved
Curriculum	
Number of languages	At least two languages but there can be three or more
Status of languages	International, national and local status of each of the languages
School subject	Any school subject, both language and content classes
School grade	Any level of primary, secondary or tertiary education
Intensity	Different degrees from one class to more intense forms
Language level	Phonetics, lexicon, morphosyntax, pragmatics, discourse
Skills	Reading, writing listening, speaking
Participant organization	Whole class, groups, pairs
Materials	Multimodal or not, online or not
Teachers	
Teacher background	Multilingual or not, specific training for multilingualism
Spontaneous translanguaging	Encouraged by the teacher or not

(Adapted from Cenoz & Gorter, 2020, p. 4)

As seen in Table 1, it is possible to adopt pedagogical translanguaging in a variety of contexts, including various student and teacher profiles and the curriculum design. However, the authors emphasize that while teachers' ideological becoming affects their affordances of using spontaneous translanguaging, whether having training for multilingualism affects their pedagogical translanguaging practices as pedagogical translanguaging needs to be designed and planned by the teacher. This approach to translanguaging dismantles the monolingual bias that isolates the target language from other languages in students' whole linguistic repertoire, but as the authors remind, this does not assert a limited exposure to the target language (Cenoz & Gorter, 2020).

García and Lin (2017) also made a distinction between weak and strong translanguaging. They suggested that when languages are considered as different entities, it is called as weak translanguaging, yet the boundaries are softened between these named languages for bilingual pedagogical purposes. However, in strong translanguaging,

languages are not seen as separate constructs. Instead, it is stated by the authors that speakers draw on their unitary not only linguistic but also semiotic resources while making meaning, so strong translanguaging is distinguished from weak translanguaging with regard to the sociocultural perspective (García & Lin, 2017).

Indeed, even if it is defined as pedagogical or spontaneous and weak or strong translanguaging, as stated earlier, translanguaging, originating in bilingual education in Wales as a pedagogy, suggests a purposeful, systematic, and dynamic shift in bilinguals' whole linguistic repertoire. However, switching between languages, i.e. code-switching, is expected to occur only if we see languages of bilinguals as two separate ones, i.e. L1 and L2, with clear boundaries between them as in monoglossic approach rather than as a whole and single linguistic repertoire as in translanguaging. Hence, it is not reasonable to view translanguaging limited to simply enabling students to utilize their L1 or simply switching between L1 and L2 (Wei & Lin, 2019). Furthermore, due to globalization, these divisions between languages have weakened (Otheguy et al., 2015). Otheguy and his colleagues (2015) also claimed that terms including first language, second language, native speaker, and named languages, such as English and French, define linguistic abilities, yet they are socially and politically constructed. Thus, instead of such discrete languages, translanguaging proposes a single whole linguistic system that a bilingual relies on while communicating.

Underpinnings of Translanguaging in Second Language Acquisition

The prevalent belief which views bilinguals as two monolinguals suggests that bilinguals' languages are discrete and not integrated. However, bilinguals' translanguaging practises refute this argument (Fallas Escobar & Dillard-Paltrineri, 2015). According to the proponents of translanguaging (e.g. Canagarajah, 2011a), bilinguals process the languages in their repertoire concurrently, which is also evident in Cummins's two theories, i.e. Linguistic Interdependence Hypothesis and Common Underlying Proficiency (Cummins,

1979, 1984). That is to say, the premises of translanguaging draws on these two theories in relation to second language learning. Cummins's (1979) Linguistic Interdependence Hypothesis proposes that linguistic processes learned in one language are transferable to the other. Translanguaging is based on this theory in a way that it juxtaposes the first and second languages and claims that using the first language aids the acquisition of an additional language. Another theoretical underpinning for translanguaging is Cummins's (1984) Common Underlying Proficiency theory, which asserts that whereas languages function independently in terms of output, they are interdependent in terms of cognitive processes, implying that the existing linguistic knowledge impacts the learning of other languages. Cummins (1984) extended common underlying proficiency using the iceberg metaphor. On the surface of the iceberg, an individual seems to speak different languages, but at its core is common underlying proficiency, or the whole linguistic repertoire that allows communication in different languages, just like in translanguaging. Hence, Velasco and García (2014) emphasized the critical role of translanguaging in that learning an additional language is not achieved without using the existing linguistic repertoire of learners.

Monolingual Bias

The assumption that monolingualism is the primary mode of communication has always dominated the discipline of Second Language Acquisition (SLA) and applied linguistics. In foreign and/or second language education, this monolingual bias has long been prevalent (Cummins, 2017; Macaro, 2001). The ideal second and/or foreign language teaching and learning have been assumed to be carried out exclusively in the target language, othering the other languages that are already at the disposal of students. The rationale behind this assumption is achieving competency like the monolingual native speaker of the target language, which is impossible since L2 learners are not monolinguals anymore when they learn another language. Also, it has been deemed that native speaker teachers or teachers acting like monolingual native speakers (NS) should be teaching in L2 classes (Ellis, 2016), taking the native speaker like competence as a reference (Cummins,

2007; Ortega, 2013). Therefore, emergent bilinguals' language competence has been evaluated in relation to NS' communicative abilities. (Fallas Escobar & Dillard-Paltrineri, 2015). As it is no likely to achieve competence like NS (Levine, 2011), L2 and FL students are always labelled as learners and linguistically weak and incompetent speakers (Fallas Escobar & Dillard-Paltrineri, 2015; Otheguy et al., 2015).

According to Wei and García (2014), English as a second language and EFL environments frequently reinforce linguistic separation by "othering the languages of individuals who spoke them within the nation" (p. 54). This assumption is what Cummins (2007) called as two solitudes, asserting the separation of languages. Due to the notion double monolingualism, second language and FL speakers have been viewed as two monolinguals in one, which asserts that each language in a speaker's mind exists separately, so they can be acquired in isolation from each other (Hawkins, 2015). However, this assumption was refuted since bilinguals and multilinguals have a different set of mental linguistic functions regardless of their proficiency level, which is called as multicompetence (Cook, 1992), and it cannot be compared to that of monolinguals. Therefore, Turnbull (2021) referred to FL learners as "successful multicompetent speakers, not failed native speakers" (Cook, 1999, p. 204, as cited in Turnbull, 2021, p.1330). Furthermore, due to globalization, mobility, and advances in technology, bilingual, multilingual, and plurilingual competences are considered to be achieved as a goal of language education. However, this pervasive belief is still dominating the field of second language and foreign language education, which is ironic, since bilingualism, for example in foreign language education, is tried to be achieved through the monolingual target language exclusive pedagogies (Scott, 2010). Cenoz and Gorter (2020) used the analogy "empty vessels" (p.1) to describe language learners, criticizing the presumed status of them while learning an additional language. Moreover, students' native languages have always been stigmatized and ignored in language classrooms since it has been seen as a contamination and hindrance in language learning (Cenoz & Gorter, 2020; Levine, 2011), and it has been assumed that using L1 in

L2 teaching and learning indicates a linguistic deficiency (García & Wei, 2014). Levine (2014) revisited Levine (2011) and argued against this monolingual bias using another analogy and stated that "The L1 in the classroom could be compared to the elephant in the room, the thing everyone knows is there but consciously, or unconsciously, ignores" (Levine, 2014, p. 1). However, he warned that the aim of a language classroom is not more excessive use of L1 than L2, rather using the L2 as much as possible, specifically "… to have the students do this" (Levine, 2014, p. 2). The author studied the amount of L1 use in Spanish and French as L2 classes at the tertiary level and found an interesting pattern: it is the teachers who use L2 more than students, which should the opposite in the traditional mainstream language classrooms, though. Students, on the other hand, use L2 interacting with the teacher and the classmates as a whole class, and they tend to use less L2 talking to each other while carrying out tasks (Levine, 2011). The author concluded by emphasizing the undeniable reality, i.e. the use of L1 in L2 classes, and further explained that the use of languages other than the target language "… should serve a pedagogical, discursive, or social purpose in the classroom, just as any use of the L2 does" (Levine, 2014, p.2). For instance, a study carried out by Macaro (2001) revealed that L1 is used for giving instructions, explaining syntax, and classroom management. What is more, using students' L1 lowers affective filters and embraces students' identity in the native language (Levine, 2014).

The belief that integrating students' L1 into the classroom is a methodological shift backward, i.e. towards the grammar-translation method, contributes to the pervasiveness of monolingual ideology (Creese & Blackledge, 2010). These attitudes towards L1 use still persist in many prevalent L2 teaching practices today (see Cummins, 2007), so there has always been some hesitation in using L1 in L2 learning. For example, Polio and Duff (1994) inquiring into the amount of L1 use by the teacher in foreign language classrooms at the tertiary level concluded that the native speaker teachers of the target language use the students' L1 more compared to the teachers who share the L1 with the students, which

suggests teachers act like a monolingual native speaker of the target language ignoring students' home languages (see also Ellis, 2016). Teachers tend to feel that by employing strict L2-only practices, i.e. avoiding the L1 and prohibiting students from relying on their L1, cross-linguistic pollution is minimized, and the acquisition of the new language is maximized. Students also feel that using their L1 is harmful to their L2 learning (Fallas Escobar & Dillard-Paltrineri, 2015), which is based on the notion of interlanguage and fossilization, seeing the L1 as a barrier to acquiring the L2 (Ke & Lin, 2017). However, despite such negative attitudes, there is research revealing contradictory results, which means the actual practice in the class is the opposite their beliefs against L1 use (e.g. Anderson, 2018; Burton & Rajendram, 2019; Rajendram, 2023; Turnbull, 2018b). In fact, there is evidence to suggest that L1 plays a significant role in L2 acquisition drawing upon Vygotsky's main premises of language as a mediating instrument that enables higher order thinking and for social interaction. For example, in the study carried out by Swain and Lapkin (2000), it was revealed that the judicious use of L1 benefits L2 acquisition. They further claimed that banning L1 in demanding tasks in L2 means refusing the use of a valuable cognitive tool. Levine (2014) also stated that L1 is a valuable resource that cannot only be seen as resorting to L1, but should be considered as valuable as the teacher, course material, and L2. Furthermore, language classrooms should be seen as multilingual societies with the aim of bilingual development, and a language pedagogy to enhance L2 use via a decent use of L1 should be acknowledged (Levine, 2014).

In fact, the SLA discipline has been traditionally dominated by monolingualism since the fall of grammar-translation method and the dominance of the communicative language teaching approach, which is supported by native English speakers. Drawing on what Cummins (2007) stated, it is not surprising that there has been an implicit demand that all the instruction in an EFL classroom is supposed to be done in English because of the role English language as a lingua franca. Without any doubt, such monolingual L2 education is natural for NS and sustains NS' benefits, while undermining those of non-native speakers

(NNS) (Ke & Lin, 2017). Despite the fact that an increasing number of researchers have agreed translanguaging should be studied from a perspective other than the monolingual bias, strict language policies in language education, favouring target-language-only classroom strategy, oppose translanguaging (Fallas Escobar & Dillard-Paltrineri, 2015). In the light of these discussions about monolingual bias, there raises a concern: the learning opportunities of NNS.

Struggle against Monolingualism

Firth and Wagner's (1997) influential paper, which has had a considerable impact on the area of applied linguistics, sparked the critique of monolingual bias. They suggested that the terms such as learners and competence are flawed owing to the fact that second language learners already have an existing linguistic system. As a result, the concepts emerging bilinguals rather than learners and multilingual competence rather than monolingual competence are favoured (see also García, 2009). Furthermore, García (2017) suggested that "as long as language learning is conceptualized as L2 skills, we will be left with L2 learners, and not with emergent bilinguals who are constructing and expanding their own bilingual repertoire" (p. 9).

It has been believed so long that second language acquisition resembles that of a monolingual native speaker of the target language (Ortega, 2013). This has been criticized in the recent years with such proposals that the focus should be taken from monolingualism to multilingualism, in which the boundaries between languages are not as rigid as in monolingualism but softer (Cenoz & Gorter, 2014). Translanguaging is the most representative and popular of these proposals embracing bilingual and multilingual approaches in second and foreign language education, which is called as the multilingual turn (see May, 2013).

All speakers acquiring an additional language, regardless of second language or foreign language, to their mother tongue are defined as emergent bilinguals who are "… in

the beginning stages of moving along a bilingual continuum" (García, 2009, p.397). Underestimating students' L1 in classrooms for the sake of more exposure to the target language, i.e. the target language exclusive language separation ideology, is seen problematic due to ignoring a valuable resource by the proponents of translanguaging (e.g. Cenoz & Gorter, 2020). Otheguy et al. (2015) claimed that limiting the translanguaging practices may result in students being treated as incompetent speakers, and as a result, prevent the growth of their whole linguistic repertoire.

Also, several attempts have been made to mirror translanguaging as a bilingual pedagogy in FL education. For instance, Turnbull (2019) revisited Turnbull (2018b) and proposed adopting mother-tongue inclusive bilingual pedagogies such as translanguaging in FL education as a sign of recognition of bilingualism in FL classrooms and in an endeavour of accepting FL students as emergent bilinguals. He claimed that it is necessary to regard FL students as emergent bilinguals with distinct bilingual skills rather than as deficient speakers of the target language (Turnbull, 2019). However, emergent bilingual identities of FL students have long been ignored and even not recognized. In spite of his efforts to include FL students into this bilingual continuum (Turnbull, 2018a), he reminds that this might be possible only by embracing FL learners' emergent bilingual skills.

Turnbull (2018b) also discussed that translanguaging is significantly different from this conventional idea of L1 and L2 use in FL classrooms, though. He proposed that in translanguaging approach, students' languages available in their whole repertoire are not seen as independent from each other as in monolingualism. What is more, students do not learn a new language in a FL classroom. Indeed, FL students are regarded to contribute to their single linguistic repertoire. Therefore, Turnbull (2018b) suggested that the available languages in students' repertoire are to be used in a target language classroom in order to enhance the weaker target language (see also Baker, 2011).

Coming to the same vein as Chavez (2003), Fallas Escobar and Dillard-Paltrineri (2015), on the other hand, argued that L1 use is more than a stepping stone to L2, and it is

more than a crutch for greater L2 acquisition, suggesting that emergent bilinguals should use their whole linguistic repertoire in such a way that does not limit their bilingual self and goes beyond learning. What Chavez (2003) suggested is that EFL classrooms should be viewed as places where bilingual identities arise as a consequence of the emergence of bilingual identities, rather than as a result of interruption, carelessness, or a lack of competence. Similarly, on the one hand, García and Wei (2014) proposed that translanguaging with the sociocultural perspective (strong translanguaging) should not be viewed as a resort when learners are stuck in the target language. However, translanguaging is the process through which speakers deploy their whole repertoire from which they select appropriate linguistic features to communicate accordingly (García & Wei, 2014). On the other hand, translanguaging as a pedagogy is also defined as "all practices that work against the bracketing of English, building instead English proficiency using the home language as a scaffold" (García & Kleifgen, 2018, p. 63, as cited in Sánchez & Menken, 2019, p.158). As it is clear in the discussion above, translanguaging is conceptualized both as going beyond learning of the weaker target language using L1 as a crutch as a linguistic theory and using the stronger language L1 to mediate learning of the target language as a pedagogy. In fact, this is the difference between strong and weak translanguaging proposed by García and Lin (2017). Overall, translanguaging is transformational in its inherent nature because it allows multilinguals to bring their unique selves into the conversation (Wei, 2011).

Studies on Translanguaging in FL Settings

Fallas Escobar (2019) tried to reshape careless use of translanguaging (spontaneous translanguaging) with a deliberate one (pedagogical translanguaging) in an attempt to alter the dominant monolingual and language separation ideologies in EFL contexts (see also Wei & Lin, 2019). He argued that despite a variety of research into translanguaging in language classrooms in English speaking contexts, most has looked into the practises in dual-language classrooms where there is a strict language separation as

Velasco and García (2014) also stated. He believes translanguaging should not be limited to such bilingual settings and can be used effectively in EFL contexts coming to the same vein as Turnbull's (2019). Fallas Escobar (2019) visited Escobar (2016) and Turnbull (2018a) and argued that monolingual ideologies view students as the learners of FL, failing to recognize them as emergent bilinguals and the pedagogical benefits of translanguaging. The following studies, therefore, are presented here as examples of the research on translanguaging in FL settings.

On the one hand, there are studies the findings of which are supportive of translanguaging practises. In his study in the EFL context in Indonesia, where the students' whole repertoire consists of English, Indonesian, and Javanese, Rasman (2018) investigated learner-learner translanguaging practises. He observed that the aim to have a native like proficiency in English language was traditionally rooted in the students' attitudes because of the socio-political constraints and the language ideology in the country. Nevertheless, the results of the study also showed that contrary to the prevalent belief that L1 hinders L2 learning, translanguaging indeed served as scaffolding. Similarly, drawing on the students' and teachers' voices, Wang (2019) studied students' and teachers' attitudes in Chinese as a foreign language classroom through a questionnaire with students, an interview with the teachers, and classroom observations. He found that translanguaging practices were classified into three categories, the first of which is translanguaging as an explanatory function initiated by the teachers. Explanatory functions were explaining grammar rules, vocabulary, culture, and translations serving as metalinguistic and cognitive scaffolding. Managerial functions also initiated by the teachers were giving instructions and feedback, planning assignments, checking students' understanding, and praising them. On the other hand, the third category was interpersonal functions initiated by the students to assist their peers in their native language. Also, the students' attitudes showed that translanguaging was appreciated for pragmatic purposes. Overall, he concluded that translanguaging in the class was spontaneous, and the teachers were not aware of the fact

that the strategies they used served as a pedagogical tool to facilitate their students'
learning. Neokleous (2017) also studied translanguaging in the Norwegian EFL context,
and the findings demonstrated that students agreed translanguaging helped their greater
L2 learning and comprehension. Translanguaging improved classroom communication and
the teacher-student rapport, so it enhanced the pupils' confidence and offered a sense of
comfort in the classroom. Another study carried out by Yuzlu and Dikilitas (2021) in the EFL
context in Türkiye yielded similar results. The findings of their research suggested that
translanguaging helped maintain communication flow, facilitated learning and
understanding, provided a sense of comfort and security, and it raised the students'
awareness of bilingualism as well. However, similar to the above-mentioned observation of
Rasman (2018) in his study, it was also revealed that the minority of the participants were
not willing to use Turkish in the EFL classroom, which as the researchers concluded, was
due to their deeply-rooted monolingual beliefs. Ambele's study (2022) which explored the
attitudes of Thai EFL teachers towards translanguaging at tertiary level revealed more
promising findings. The findings showed that all participants, realizing the bilingual nature
of EFL students and classrooms, were in favour of implementing translanguaging pedagogy
to facilitate target language learning and content learning.

On the other hand, there is research with conflicting results in beliefs and practice.
Pinto (2020) investigated the use of translanguaging by teachers and their attitudes towards
it in Portuguese FL classrooms. The findings revealed that translanguaging was used as a
scaffolding tool for various purposes specifically with low proficiency students. Although the
participants considered translanguaging as important in facilitating teaching and learning,
their practices were found to be inconsistent for some pedagogical functions of
translanguaging with their attitudes. Likewise, Almayez (2022) investigated teachers'
attitudes and practices at a Saudi university, and the findings showed that although the
teachers mostly valued the importance of translanguaging to facilitate teaching and
learning, their practices were found to mismatch with their attitudes. Another example of a

study for such an inconsistency between the participants' beliefs and practices is Yuvayapan's (2019) study. She carried out the study with 50 Turkish EFL teachers to investigate their attitudes towards translanguaging and translanguaging practices. The findings of her study showed that the teachers' positive attitudes to translanguaging were not reflected in their practices due to the institutional and contextual factors.

Furthermore, there are also studies in which the participants tended to have contradictory opinions about translanguaging. In their study, Fallas Escobar and Dillard-Paltrineri (2015) set out to explore the perceptions of trainers and pre-service teachers from the English Department at a public university in Costa Rica, regarding English-Spanish translanguaging in the EFL setting. The findings of their study suggested that the participants had contradictory beliefs. While the majority of the participants held the belief that translanguaging is ineffective since it inhibits L2 learning, leads to laziness in students, and is seen only as translation from L1 to L2, there were also some participants acknowledging translanguaging as a natural process for bilinguals and emergent bilinguals. Another belief held by the participants was that L1 should only be used conditionally, which means L1 can only be used for some purposes and judiciously in L2 learning when all the other methods fail to promote L2 learning. This is what the researchers concluded as L1 as a crutch view. Likewise, Turnbull's (2018b) study revealed contradictory results. He investigated the beliefs of both Japanese EFL students and teachers regarding the use of L1 in the EFL classroom. The reported reasons by the participants for their use of L1 were better comprehension, teaching grammar and vocabulary, and comparing English and Japanese languages. Nonetheless, the participants' voices also revealed that reliance on L1 hinders being exposed to L2. According to the findings, Turnbull (2018b) concluded that in spite of the fact that L1 is used in Japanese EFL classrooms for some functions, which proves the bilingual nature of FL education, FL students are less likely to be acknowledged as emergent bilinguals. Similarly, Fang and Liu (2020) investigated students' and teachers' translanguaging practices and attitudes in both EFL and English Medium Instruction

settings at a Chinese university. The findings of their study revealed that students were almost positive about the use of translanguaging. Teachers, on the other hand, held contradictory beliefs. While they valued the importance of translanguaging in terms of better comprehension of the content, building bolds with students, and facilitating learning for low proficiency students, they were also against translanguaging because of the language policy, target-language-only ideology, and fear of too much reliance on L1 as a resort. The authors concluded that there is a need for reshaping the ideology that the teachers and students have for a better understanding of multilingual pedagogies by developing more systematic translanguaging as pedagogical strategies.

Teachers' Attitudes

It is undeniable that the beliefs of teachers, usually resistant to change, are so vital that they shape their implementation of pedagogies (Borg, 2006), and teachers might be considered as the policy makers in their own classrooms. Specifically, it is the teachers' attitudes towards multilingualism that influence their such practices in language classrooms (Ellis, 2016). Nevertheless, the traditional training of double monolingualism and additive bilingualism affects the teachers' ability to use such bilingual and multilingual pedagogies (Candelier, 2008). That is to say, teachers have been trained to teach English language and its culture exclusively, rather than to use bilingual and multilingual strategies (Otwinowska & De Angelis, 2014). Besides their experiences as trainees, teachers' beliefs are also shaped by their own experiences as learners, teaching experiences, language policies, or the authorities in the institutions, and colleagues (Wang & Kirkpatrick, 2012). Furthermore, teachers' self-reflection on using students' whole linguistic repertoire to facilitate the teaching of the target language is not a common practice (Haukås, 2016).

However, as it is evident in the reviewed literature, contemporary bilingual, multilingual, and translingual pedagogies rely on the asset that languages are interconnected and dynamic, and they overall constitute the multicompetence and the whole

linguistic repertoire of students, so they should be regarded as valuable resources. As a solution, García et al. (2017) proposed three components for teachers to implement translanguaging pedagogy: stance, design, and shift. Stance is the willingness of the teacher to embrace students' whole repertoire; design is planning how to integrate the languages at the students' disposal into class in input; and shift is making variations in the design flexibly in accordance with the students' needs (García et al., 2017). As having a stance (García, 2009; Seltzer, 2022) is the first step, policy makers, curriculum designers, and teacher educators are the bodies who have a significant role in manoeuvring teachers' perceptions into adopting such a translingual stance which suggests welcoming students' whole language repertoire already available in the target language teaching and learning environments (Cinaglia & De Costa, 2022; Turnbull, 2021).

In FL education, therefore, Turnbull (2020) argued that it is high time to dismantle the concept of additive bilingualism and acknowledge the multicompetence of emergent bilinguals. Tian et al. (2020) in their work titled 'Envisioning Teaching English to Speakers of Other Languages (TESOL) through a translanguaging lens' suggested to value the full linguistic repertoires and translanguaging practices of all the bodies, i.e. teachers and students, in English Language Teaching and transforming this field by challenging monolingual approaches, native-speakerism, and English-only policies. It is imperative for all the stakeholders in FL education to adopt the multilingual turn and embrace FL students' emergent bilingual status to enable them to take advantage of the strategies in their bilingual world to promote learning (Turnbull, 2021). Since teachers are at the core of decision-making of classroom practices, an insight into their beliefs is of great importance to facilitate teaching and learning (Borg, 2006). Hence, the focus of the present study is on teachers' attitudes towards translanguaging and their practices since with their stronger language Turkish and weaker language English, Turkish EFL students are also not recognized as emergent bilinguals, and double monolingualism is the mode of FL education despite the existence of "the elephant" in the room (Levine, 2014, p.1).

Chapter 3

Methodology

In this chapter, research methodology will be discussed in detail. Initially, the type of research, which means the methodological approach and research design adopted for this study, will be explained. Next, the participants will be introduced. Then, data collection procedure will be described, and the instruments to collect the data will be presented. Lastly, the procedure followed to analyse the data will be presented.

Type of Research

Mixed Methods Approach

The methodological approach adopted for this study is a mixed methods approach, drawing on both quantitative and qualitative data collection and analysis processes. The main rationale for adopting this methodology for the present study is that a mixed methods approach unites the strengths of both quantitative and qualitative approaches and compensates for the weaknesses and limitations of each (Creswell & Creswell, 2018). That is to say, while a quantitative approach alone does not allow the researcher to investigate and probe the meanings or perspectives of participants in depth, a qualitative approach alone does not provide a precision and generalizability in results due to a smaller number of participant population (Creswell, 2015; Lune & Berg, 2017). In a similar vein, Dörnyei (2007) stated that a quantitative approach to an inquiry is "… systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts" (p. 34). However, such an approach is inadequate in interpreting the responses of participants with the underlying reasons and various dynamics since by deploying quantitative methods, the responses are averaged across a number of participants. Thus, a qualitative approach, which has an exploratory capacity, is a great help in eliminating such a weakness when combined with a quantitative approach. That is the reason why "the researcher bases the inquiry on the assumption that

collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone…" (Creswell & Creswell, 2018, p. 54). In short, a quantitative approach is at its best to provide breadth, whereas a qualitative approach enriches the inquiry with depth. Earlier, Johnson et al. (2007) strived for a consensus about what defines mixing methods as the third methodological research paradigm by drawing on a detailed analysis of definitions given by leading mixed methods methodologists, and their analysis showed the following tendency in defining the core of mixing methods among those methodologists:

> Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (Johnson et al., 2007, p.123)

Convergent Mixed Methods Design

Specifically, this study adopts a convergent mixed methods research design (see Figure 1, Creswell, 2015, p. 74) in which both quantitative and qualitative data are collected roughly at the same time and analysed separately, and then the results are merged and compared later to interpret the whole data for a complete understanding of the research problem (Creswell, 2015; Creswell & Creswell, 2018). In other words, the researcher collects both quantitative and qualitative data in parallel time, carries out the analysis of each data set aligned with the requirements of these two approaches, and displays the results separately in the findings section. Then, in the discussion section, both results are combined and merged to be compared and interpreted to reveal a convergence or divergence between quantitative and qualitative findings. The researcher's aim to adopt this design is to investigate the research problem by taking both quantitative and qualitative pictures of it. Merging these two pictures later to attain an overall image contributes to the study not only in providing more data but also a thorough understanding by enabling the

researcher to gain multiple perspectives on the inquiry and validate one set of results with the other. Such an integration of both quantitative and qualitative data sets to answer the research questions is important in mixed methods research rather than keeping them separate (Bryman, 2006).

The present study aims to reveal Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises. While the quantitative data collected through a Likert scale questionnaire is useful to gain breadth, the qualitative data derived from a written interview provides depth in the inquiry. This methodological approach, therefore, was adopted to have a more in-depth insight into the phenomenon under investigation.

Figure 1

A Convergent Mixed Methods Design
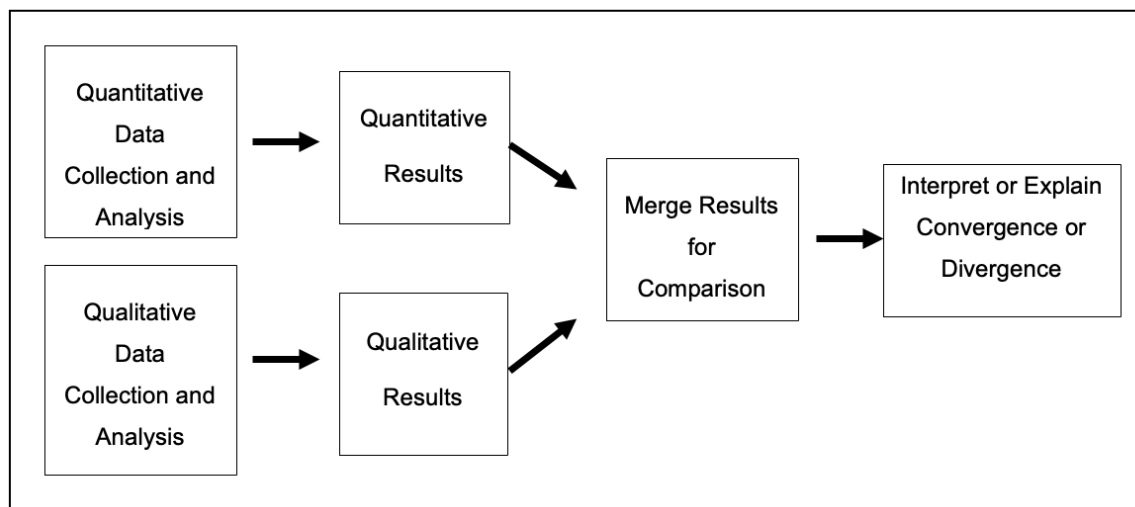
(Adapted from Creswell, 2015, p.74)

Participants

The sampling strategy employed for the study is nonprobability sampling (Creswell, 2012). The participants of the study are a convenience sample of Turkish EFL instructors who work at the School of Foreign Languages (SFL) of three state universities in Ankara, Türkiye. Convenience or opportunity sampling is a non-probability sampling strategy, and it

is the mostly used strategy in applied linguistics and second language research (Dörnyei, 2007). The reason why this sampling strategy was employed in the present study was that in a convenience sample,

> … an important criterion of sample selection is the convenience of the researcher: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer. (Dörnyei, 2007, pp. 98-99)

The SFLs in Türkiye are the institutions, which provide foreign language education in different foreign languages to their students by meeting the objectives of Common European Framework of Reference for Languages. The FL education in SFLs enables students to acquire the essential competency in four skills, i.e. reading, listening, writing, and speaking, in the target language and become independent users so that they can be equipped with the necessary language skills and competency to carry out their academic studies. SFLs achieve this aim thanks to a close cooperation and coordination between their two departments, which are the Department of Basic Foreign Languages and the Department of Modern Languages. While the Department of Basic Foreign Languages offer one-year preparatory program in the target language to its students before they continue their studies in their faculties, the Department of Modern Languages continue to equip students in the faculties. The participants of this study are, therefore, Turkish EFL instructors working at these SFLs, where English language is taught and learned as a FL.

Questionnaire Participants

A total of 147 Turkish EFL instructors participated in the Likert scale questionnaire. The demographic information of the participants who volunteered to participate in the questionnaire is provided in Table 2.

Table 2

Profiles of the Questionnaire Participants

Gender	N	%
Male	20	13,6
Female	127	86,4
Total	147	100,0
Age	**N**	**%**
< 25	4	2,7
26-30	16	10,9
31-35	24	16,3
36-40	37	25,2
41-45	26	17,7
46-50	14	9,5
51-55	16	10,9
56-60	7	4,8
> 60	3	2,0
Total	147	100,0
Language Use	**N**	**%**
Monolingual	49	33,3
Bilingual	86	58,5
Multilingual	12	8,2
Total	147	100,0
The Number of Foreign Languages Spoken	**N**	**%**
1	97	66,0
2	40	27,2
3	9	6,1
Over 4	1	0,7
Total	147	100,0
English Language Teaching Experience	**N**	**%**
1-5 year(s)	4	2,7
6-10 years	18	12,2
11-15 years	47	32,0
16-20 years	20	13,6
Over 20 years	58	39,5
Total	147	100,0

Major in BA	N	%
English Language Teaching	110	74,8
English Language and Literature	18	12,2
American Culture and Literature	5	3,4
Translation and Interpreting	6	4,1
Linguistics	8	5,4
Other	0	0,0
Total	147	100,0
Major in MA	**N**	**%**
English Language Teaching	65	44,2
English Language and Literature	7	4,8
American Culture and Literature	1	0,7
Translation and Interpreting	5	3,4
Linguistics	6	4,1
Other	23	15,6
Not Applicable	40	27,2
Total	147	100,0
Major in PhD	**N**	**%**
English Language Teaching	22	15,0
English Language and Literature	4	2,7
American Culture and Literature	0	0,0
Translation and Interpreting	1	0,7
Linguistics	2	1,4
Other	10	6,8
Not Applicable	108	73,5
Total	147	100,0
English Language Proficiency Levels of Current Students	**N**	**%**
A1	13	8,8
A2	58	39,5
B1	55	37,4
B2	19	12,9
C1	2	1,4
Total	147	100,0

Note: n = 147.

Table 2 shows that out of 147 participants, 20 (13.6 %) are male and 127 (86.4%) are female. They are from different majors, which are English Language Teaching, English Language and Literature, American Culture and Literature, Translation and Interpreting,

and Linguistics. 107 participants (72.8%) hold an MA degree, and 39 of them (26.5%) have a PhD. There are participants teaching in every language proficiency level except C2, i.e. A1, A2, B1, B2, and C1. Most participants were teaching in A2 and B1 levels at the time of data collection. 58 participants (39.5%) were teaching in A2 level, and 55 participants (37.4%) were teaching in B1 level. Most of the participants have over 21-year (39.5%) and 11-15-year (32%) teaching experience. 97 of them (66%) stated they speak only one foreign language. 49 participants (33.3%) consider themselves as monolinguals, 86 of them (58.5%) as bilinguals, and 12 of them (8.2%) as multilinguals.

Written Interview Participants

While collecting the quantitative data, a total of 42 participants among the same 147 participants who had already responded to the questionnaire also voluntarily accepted to take part in the written interview. The demographic information of these participants is presented in Table 3.

Table 3

Profiles of the Written Interview Participants

Gender	N	%
Male	6	14,3
Female	36	85,7
Total	42	100,0
Age	N	%
< 25	1	2,4
26-30	6	14,3
31-35	9	21,4
36-40	10	23,8
41-45	8	19,0
46-50	2	4,8
51-55	3	7,1
56-60	1	2,4
> 60	2	4,8
Total	42	100,0

Language Use	N	%
Monolingual	15	35,7
Bilingual	22	52,4
Multilingual	5	11,9
Total	42	100,0

The number of Foreign Languages Spoken	N	%
1	26	61,9
2	13	31,0
3	1	2,4
Over 4	2	4,8
Total	42	100,0

English Language Teaching Experience	N	%
1-5 year(s)	1	2,4
6-10 years	10	23,8
11-15 years	13	31,0
16-20 years	5	11,9
Over 20 years	13	31,0
Total	42	100,0

Major in BA	N	%
English Language Teaching	34	85,9
English Language and Literature	2	4,8
American Culture and Literature	2	4,8
Translation and Interpreting	2	4,8
Linguistics	2	0,0
Other	0	0,0
Total	42	100,0

Major in MA	N	%
English Language Teaching	19	45,2
English Language and Literature	1	2,4
American Culture and Literature	0	0,0
Translation and Interpreting	4	9,5
Linguistics	2	4,8
Other	7	16,7
Not Applicable	9	21,4
Total	42	100,0

Major in PhD	N	%
English Language Teaching	10	23,8
English Language and Literature	1	2,4
American Culture and Literature	0	0,0
Translation and Interpreting	2	4,8
Linguistics	2	4,8
Other	2	4,8
Not Applicable	25	59,5
Total	42	100,0
English Language Proficiency Levels of Current Students	N	%
A1	3	7,1
A2	21	50,0
B1	13	31,0
B2	5	11,9
Total	42	100,0

Note: n = 147.

As displayed in Table 3, out of 42 participants, six are male (14.3%) and 36 (85,7) are female. There are participants in every age group and teaching experience, yet most of them have 11-15-year (31%) and more than 21-year (31%) teaching experience. 34 (85.9%) of the participants have a BA degree in English Language Teaching, while the rest have a BA degree in English Language and Literature, American Culture and Literature, and Translation and Interpreting, and Linguistics. 33 participants (78.6%) hold an MA degree, and 17 of them (40.5%) hold a PhD. The participants were teaching in A1, A2, B1, and B2 level during data collection. Half of them were teaching in A2 level, though. 26 participants (61.9%) reported that they speak only one foreign language, yet slightly more than a half of the participants (52.4%) see themselves as bilinguals. Only five participants (11,9%) consider themselves as multilinguals, and 15 participants (35.7%) believe that they are monolinguals.

Data Collection

The data collection process began after institutional review board procedures were addressed. The approval to collect the data was obtained from the Ethics Committee of

Hacettepe University (Appendix-C). All the data collection process was meticulously carried out according to ethical requirements and considerations in January, 2023. At the outset, the administrators of the research sites, which are SFLs at three state universities in Ankara, Türkiye, were contacted with the approval document obtained from the Ethics Committee to ask for permission to carry out the study with the volunteering participants among EFL instructors. Following the permission from the administrators, the researcher visited the SFLs in person, and the informed consent to participate in this study was gained from EFL instructors. Those who volunteered to participate in the study and stated their spoken consent were provided with a written informed consent form and asked to give their written consent.

In the consent form, volunteers were provided with all the necessary information about the aim of the study, the researchers, data collection process, and ethical considerations. The participants were also given two options in the consent form before the data collection process began. They were asked whether they volunteer to participate in only the questionnaire or both the questionnaire and the written interview.

After volunteers gave their both oral and written consent to participate in the study, they were first given the questionnaire. The participants who volunteered to participate in both the questionnaire and the written interview were contacted through the contact information they provided in the consent form, and they were sent a Google Form link on which they could access the written interview on the same day. The written interview was also delivered to the participants aligned with the ethical requirements. When they clicked on the link, the participants were welcomed with brief information about the aim of the interview, the data collection process, ethical considerations, and an electronic consent form which offers two options to the participants about whether they voluntarily take part in this interview or not. Once volunteers gave their consent in this form, they could continue with the demographic information section and the six open-ended questions, respectively.

Instruments

Aligned with a convergent mixed methods design, the data in this study were collected with both quantitative and qualitative data collection tools. The quantitative data was derived from a Likert scale questionnaire, and the qualitative data was obtained through a written interview. Both instruments were used to answer each research question as it is important to mix quantitative and qualitative methods in addressing the same research questions in mixed methods research (Johnson et al., 2007; Yin, 2006). Table 4 presents the summary of the research questions and the data collection instruments.

Table 4

Summary of the Research Questions and Data Collection Instruments

Research Questions	Aims	Methdological Approach	Data Collection Instruments
What are the Turkish EFL instructors' attitudes towards translanguaging?	to reveal Turkish EFL instructors' attitudes towards translanguaging	Mixed Methods Approach	Questionnaire Written Interview
What are the Turkish EFL instructors' self-reported translanguaging practices?	to reveal Turkish EFL instructors' translanguaging practices	Mixed Methods Approach	Questionnaire Written Interview
How consistent are Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?	to investigate how consistent Turkish EFL instructors' attitudes towards translanguaging and translanguaging practices	Mixed Methods Approach	Questionnaire Written Interview

Likert Scale Questionnaire

To collect the quantitative data, a questionnaire which Almayez (2022) adopted and adapted from Moody et al. (2019) and Nambisan (2014) was adopted. As stated by Almayez (2022), the adapted items from Moody et al. (2019) were used to capture the teachers' general attitudes towards translanguaging, and the items adapted from Nambisan (2014) were helpful in understanding the teachers' attitudes towards translanguaging and their self-reported translanguaging practises in a variety of pedagogical situations. Prior to administering the questionnaire, three experts who hold a PhD in English Language Teaching were consulted for the layout of the questionnaire and the validity of the items to check if any items cause any misunderstandings. As to the reliability issues, the adapted questionnaire by Almayez (2022) was considered a reliable one after he carried out a piloting study with 30 teachers and test-retest reliability with a Cronbach's Alpha Coefficient value of .846 and .858, respectively. The reliability analysis of the adopted questionnaire used in this study was also conducted before the data were analysed, and the internal consistency for each section and the whole questionnaire were found to be high, too. When a Cronbach's Alpha Coefficient value is 0.8 or over, the instrument is said to have a high internal consistency and reliability (George & Mallery, 2012). The Cronbach's Alpha Coefficient score is .931 for the overall questionnaire. Section 2 (items 10-15), section 3 (items 16-29), and section 4 (items 30-43) were found to be reliable with Cronbach's Alpha Coefficient scores .880, .857, and .876, respectively. The results of the reliability analysis of the questionnaire are presented in Table 5.

Tablo 5

Reliability Analysis of the Questionnaire

Sections	Items	Cronbach's Alpha	Cronbach's Alpha
Section 2	10-15	.880	
Section 3	16-29	.857	.931
Section 4	30-43	.876	

The questionnaire administered in this study consists of four sections including five scales and 43 items (Appendix-A).

Section 1 - Demographic information. The first section (items 1-9), which was adapted by the researcher, asks for the participants to give basic background information about themselves.

Section 2 - Teachers' general attitudes towards pedagogical translanguaging. The second section was used to find out about the teachers' general attitudes towards translanguaging on a 5-point Likert scale (scale 1, items 10-15), ranging from 1 (strongly disagree) to 5 (strongly agree).

Section 3 - Teachers' attitudes towards their own use and students' use of native language(s). In the third section, there are various pedagogical situations given to the teachers, and they were asked to rate the importance they put on each on two 5-point Likert scales, ranging from 1 (not important at all) to 5 (very important). While the first scale in section three was used to uncover the participants' attitudes towards their own translanguaging in eight pedagogical situations (scale 2, items 16-23), the second scale in this section was used to reveal their attitudes towards students' translanguaging in six pedagogical situations (scale 3, items 24-29).

Section 4 - Teachers' self-reported use and encouragement of students' native language(s). The fourth section consists of two 5-point Likert scales, too, ranging from 1 (Never) to 5 (Always). This section consists of the same pedagogical situations as the third section. However, in this section the participants were asked to rate how frequently they use and encourage translanguaging in their EFL classes. Whereas the first scale in section four was used to determine the frequency of translanguaging by the teacher in eight pedagogical situations (scale 4, items 30-37), the second scale in this section was used to determine the frequency with which they allow/encourage their students to translanguage in six pedagogical situations (scale 5, items 38-43).

Table 6 summarizes how each research question was addressed using the questionnaire. In short, the second section and the third section were deployed to answer the first research question: "What are the Turkish EFL instructors' attitudes towards translanguaging?" Section 4 was utilized to answer the second research question: "What are the Turkish EFL instructors' self-reported translanguaging practices?" To address the third research question "How consistent are Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?", the scales 2 and 4 and the scales 3 and 5 were analysed together.

Table 6

Summary of the Scales Used to Address Each Research Question

Research Questions	Scales in the Questionnaire
What are the Turkish EFL instructors' attitudes towards translanguaging?	Teachers' general attitudes towards pedagogical translanguaging (scale 1, items 10-15)
	Teachers' attitudes towards their own translanguaging (scale 2, items 16-23)
	Teachers' attitudes towards students' translanguaging (scale 3, items 24-29)
What are the Turkish EFL instructors' self-reported translanguaging practices?	Teachers' self-reported translanguaging practises (scale 4, items 30-37)
	Teachers' self-reported encouragement of students' translanguaging practises (scale 5, items 38-43)
How consistent are Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?	The consistency between: Teachers' attitudes towards their own translanguaging (scale 2) Teachers' self-reported translanguaging practises (scale 4) The consistency between: Teachers' attitudes towards students' translanguaging (scale 3) Teachers' self-reported encouragement of students' translanguaging practises (scale 5)

Written Interview

The qualitative data of the study were collected through an online written interview (Appendix-B). Written interviews also called as open-response questionnaires (Heigham & Croker, 2009) benefits participants and researchers since they provide participants with necessary time to think about their responses to open-ended questions, and they feel more comfortable while expressing and revealing their opinions unlike interviews. Also, the ease it provides researchers while administrating the interview and not having any transcribing process are among the advantages for the researchers (Friedman, 2012). The interview is divided into two parts, the first part of which is demographic information section. The second part consists of six open-ended questions which was used to determine the participants' attitudes towards translanguaging, their self-reported translanguaging practices, and the (in)consistency between their attitudes and practices.

The questions in the interview were devised by the researcher after a review of the relevant literature. Then, expert opinion was obtained by three colleagues who hold a PhD in English Language Teaching and have experience in qualitative research to check the validity of the items and see whether there are any confusing, inconsistent, and misleading items for the participants. Later, a piloting study was done with three teachers to check if the instrument tests what it means to test, and the necessary revisions were made following the feedback from the experts.

Data Analysis

The explanation of the data analysis process will be given under two titles: Quantitative data analysis and qualitative data analysis.

Quantitative Data Analysis

The quantitative data collected through the questionnaire was analysed using statistical analysis in IBM SPSS 26.0. First, the data driven from the questionnaire was entered manually in a spreadsheet in SPSS, and the data set was created. Following a

careful observation of the data set, i.e. exploratory analysis, any missing, invalid, or irrelevant data were removed from the data set. For example, this study was supposed to be carried out with Turkish EFL instructors, so the data from the participants whose first languages were other than Turkish language were excluded from the data set. There were also missing values removed from the data set. Finally, the new data set was created with a total of 147 participants. Next, reliability analysis was run to make sure that all the items that compose each scale indicate internal validity and reliability. Previously, the items 14 and 15 in scale 1 were reverse coded as they were negatively worded.

The data then were analysed using descriptive statistics with frequency, percentage, mean, and standard deviation measures to answer the first and second research questions: "What are the Turkish EFL instructors' attitudes towards translanguaging?" and "What are the Turkish EFL instructors' self-reported translanguaging practices?".

To answer the third research question "How consistent are Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?", the scales 2 and 4, which have the same items, were analysed together to examine the consistency between the teachers' attitudes towards their own translanguaging and their own self-reported translanguaging practises. Similarly, the scales 3 and 5, which have the same items, were compared to examine the consistency between the teachers' attitudes towards students' translanguaging and their self-reported encouragement of students' translanguaging practices. To examine this relationship between the scales and reveal whether there was a statistically significant relationship between them, correlation analysis was run. Prior to this further statistical analysis, to decide whether parametric or nonparametric methods would be used for correlation analysis, normality tests were performed for each scale. In other words, whether the data was normally distributed was examined referring to skewness and kurtosis values using SPSS. A kurtosis value withing the range of ±1.0 is supposed to indicate excellent distribution when used for psychometric purposes (George & Mallery, 2012), and a skewness value out of ±1.0 range means the

data shows substantially skewed distribution (Hair et al., 2013). In this regard, as displayed in Table 7, skewness and kurtosis values showed that scale 2 and scale 4 had normal distributions, so Pearson's correlation coefficient was utilized. However, while scale 3 had a normal distribution, the distribution was not normal in scale 5 (see Table 8). Thus, Spearman's correlation coefficient was calculated to examine the correlation between the scales 3 and 5. Then, for a more specific analysis and comparison between scales, custom tables were created, too. These tables allowed the researcher to determine any (in)consistency on a specific item comparing these pair of scales by mean values. The results of correlation analysis and custom tables were presented in the findings section.

Table 7

Normality Test for the Scales 2 and 4

Scale 2: Teachers' attitudes towards their own translanguaging	Skewness	-,125	,200
	Kurtosis	-,527	,397
Scale 4: Teachers' self-reported translanguaging practices	Skewness	,418	,200
	Kurtosis	,547	,397

Table 8

Normality Test for the Scales 3 and 5

Scale 3: Teachers' attitudes towards students' translanguaging	Skewness	,059	,200
	Kurtosis	-,371	,397
Scale 5: Teachers' self-reported encouragement of students' translanguaging practices	Skewness	,691	,200
	Kurtosis	2,880	,397

Qualitative Data Analysis

The responses obtained from the written interview were analysed through qualitative content analysis inductively with no pre-defined categories. Content analysis is defined as

an approach to qualitative data analysis, "… which involves coding data in a systematic way in order to discover patterns and develop well-grounded interpretations" (Freidman, 2012, p. 191). While handling the data set, the researcher took an insider perspective to understand the reasons from the insiders' i.e. the participants', point of view. In its inherent nature, qualitative research is exploratory and deals with subjective experiences of the participants about the phenomenon, so Dörnyei (2007) emphasized the importance of having an insider perspective while dealing with the data set because qualitative analysis ultimately aims at revealing the individuals' own reality and individual perspectives.

First, the participants' written responses were read for several times to capture a broad picture of the data. Next, the data was read through to derive initial codes, and this coding process was repeated many times until similar patterns emerged across the data set. Dörnyei (2007) defined the term 'coding' in the following words "… all the qualitative coding techniques are aimed at reducing or simplifying the data while highlighting special features of certain data segments in order to link them to broader topics or concepts" (p.250). He further explains that qualitative analysis is iterative in its nature, and revisiting the data enables researchers to identify salient patterns and emergent themes in the end. Later, the derived codes from the data were cross-checked with a colleague of the researcher, holding a PhD and experienced in qualitative research, to ensure inter-coder agreement for reliability (Creswell & Creswell, 2018). Drawing on the codes, similar categories were then clustered under themes in line with the research questions. Lastly, for exposition in the findings section of the paper, the participants' responses were chosen and presented anonymously using codes, such as T1 standing for Teacher 1.

Chapter 4

Findings and Discussion

Findings

The present study aims to investigate Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises. To seek answers for this inquiry, both quantitative and qualitative data were collected and analysed, and the findings will be presented aligned with a convergent mixed methods design in this chapter. As discussed in the previous chapter, a convergent mixed methods design suggests that quantitative results and qualitative results are presented separately in the findings section. Therefore, in this section, the results of the quantitative data obtained via the Likert scale questionnaire will be introduced first in line with the research questions. Then, qualitative results drawing on the written interview will be presented for each interview question.

Quantitative Findings

The findings drawing on the data obtained from the questionnaire will be presented under three titles referring to the research questions.

What are the Turkish EFL instructors' attitudes towards translanguaging?

To address the first research question, the participants were asked to respond to three different 5-point Likert scales in the questionnaire, and the findings will be presented using descriptive statistics. The teachers' attitudes towards translanguaging will be presented in two parts. Firstly, the teachers' general attitudes towards translanguaging obtained from the analysis of scale 1 will be presented. Then, the teachers' attitudes towards their own translanguaging and students' translanguaging determined by the analysis of the scales 2 and 3 in the questionnaire will be introduced.

Teachers' general attitudes towards translanguaging. The participants' responses on the 5-point Likert scale are displayed in Table 9 with frequencies (n),

percentages (%), mean (M) and standard deviation (SD) scores. While reporting the participants' responses on the 5-point Likert scale, the responses on 'strongly disagree' and 'disagree', and the responses on 'agree' and 'strongly agree' were summed up, and the frequencies and percentages were given accordingly to make the direction in which teachers tend to agree with the given statements on the scale clear and easy to interpret. Mean and standard deviation scores were also used to show the tendency and interpret the findings.

Table 9

Scale 1 - Teachers' General Attitudes towards Translanguaging

Items	Responses	n	%	M	SD
10. Using students' native languages in the classroom is an appropriate practice.	Strongly disagree	5	3,4		
	Disagree	33	22,4		
	Neutral	33	22,4	3.30	1.01
	Agree	64	43,5		
	Strongly agree	12	8,2		
11. Using students' native languages is essential for learning a new language.	Strongly disagree	10	6,8		
	Disagree	53	36,1		
	Neutral	30	20,4	2.93	1.09
	Agree	44	29,9		
	Strongly agree	10	6,8		
12. Teachers' use of students' native languages in class would be helpful for bilingual/multilingual learners.	Strongly disagree	7	4,8		
	Disagree	21	14,3		
	Neutral	38	25,9	3.40	.99
	Agree	68	46,3		
	Strongly agree	13	8,8		
13. Using students native languages develops the learner's confidence in English.	Strongly disagree	9	6,1		
	Disagree	32	21,8		
	Neutral	47	32,0	3.11	1.01
	Agree	51	34,7		
	Strongly agree	8	5,4		
14. Language teachers should not avoid using the students' native languages because it will not prevent English language learning.	Strongly disagree	7	4,8		
	Disagree	35	23,8		
	Neutral	29	19,7	3.28	1.08
	Agree	61	41,5		
	Strongly agree	15	10,2		

15. Using students' native languages does not indicate a lack of linguistic proficiency in English.	Strongly disagree	1	,7		
	Disagree	22	15,0		
	Neutral	22	15,0	3.77	1.00
	Agree	66	44,9		
	Strongly agree	36	24,5		
Total				3.30	.82

Note: n=147.

As it is clear in Table 9, while a slightly more than a half of the participants (51,7%, n=76) reported that using students' native languages in the classroom is an appropriate practice, 38 participants (25,8%) reported negative attitudes (*M*=3.30; *SD*=1.01). 63 participants (42,9%) disagreed or strongly disagreed with the statement that using students' native languages is essential for learning a new language, whereas 54 of them (36,7%) of them agreed or strongly agreed with it (*M*=2.93; *SD*=1.09). More than a half of the participants, (55,1%, n=81), either agreed or strongly agreed that teachers' use of students' native languages in class would be helpful for bilingual/multilingual learners (*M*=3.40; *SD*= .99). For item 13, which states that using students' native languages develops the learner's confidence in English, 59 of the participants (40,1%) tended to have positive attitudes, while 41 participants (27,9%) had negative attitudes (*M*=3.11; *SD*=1.01). A slightly more than a half of the participants (51,7%, n=76) either agreed or strongly agreed that language teachers should not avoid using the students' native languages because it will not prevent English language learning (*M*=3.28; *SD*=1.08), and the majority of the participants (69,4%, n=102) reported that using students' native languages does not indicate a lack of linguistic proficiency in English (*M*=3.77; *SD*=1).

Overall, the lowest mean value 2.93 was of item 12, which indicated that the teachers had almost neutral attitudes towards whether using students' native languages is essential for learning languages. However, the statements that the teachers mostly agree with on this scale were that using students' native languages does not mean a lack of proficiency in English with the highest mean value of 3.77 with a standard deviation of 1, that teachers' use of students' native languages in class would be helpful for

bilingual/multilingual learners with a mean score of 3.40 and standard deviation of .99, and that using students' native languages in the classroom is an appropriate practice with a mean score of 3.30 and standard deviation of 1.01. In brief, the analysis of scale 1 indicated that the participants tended to give closer to positive responses to the statements on this scale and have almost positive attitudes towards translanguaging with a total mean score of 3.30 and a standard deviation of .82.

Teachers' attitudes towards their own translanguaging. After they were asked to respond to the statements on scale 1 to figure out their general attitudes to translanguaging, the participants were asked to rate the importance they attach with their own translanguaging on eight more specific pedagogical situations on a 5-point Likert scale (scale 2). The results are presented in Table 10. To display the results, descriptive statistics (frequency, percentage, mean, and standard deviation scores) were used. The responses on 'not important at all' and 'not important' and 'important' and 'very important' were summed up in frequencies and percentages while reporting the findings, and mean and standard deviations scores were also used to introduce the tendency in which the participants rated each item.

Table 10

Scale 2 - Teachers' Attitudes towards Their Own Translanguaging

Items	Responses	n	%	M	SD
16. to explain concepts	Not important at all	15	10,2		
	Not important	35	23,8		
	Neutral	32	21,8	3.06	1.13
	Important	55	37,4		
	Very important	10	6,8		
17. to describe vocabulary	Not important at all	23	15,6		
	Not important	51	34,7		
	Neutral	35	23,8	2.62	1.08
	Important	34	23,1		
	Very important	4	2,7		

18. to give directions	Not important at all	42	28,6		
	Not important	58	39,5		
	Neutral	30	20,4	2.16	1.00
	Important	15	10,2		
	Very important	2	1,4		
19. for classroom management	Not important at all	34	23,1		
	Not important	44	29,9		
	Neutral	24	16,3	2.61	1.27
	Important	34	23,1		
	Very important	11	7,5		
20. to give feedback to students	Not important at all	17	11,6		
	Not important	24	16,3		
	Neutral	36	24,5	3.17	1.16
	Important	56	38,1		
	Very important	14	9,5		
21. to praise students	Not important at all	37	25,2		
	Not important	45	30,6		
	Neutral	24	16,3	2.53	1.26
	Important	31	21,1		
	Very important	10	6,8		
22. to build bonds with students	Not important at all	12	8,2		
	Not important	12	8,2		
	Neutral	25	17,0	3.67	1.17
	Important	61	41,5		
	Very important	37	25,2		
23. to help low proficiency students	Not important at all	4	2,7		
	Not important	11	7,5		
	Neutral	26	17,7	3.81	.95
	Important	73	49,7		
	Very important	33	22,4		
Total				2.96	1.13

Note: n=147.

Out of 142 participants, 50 of them (34%) reported that using translanguaging to explain concepts in an EFL class is not important, yet 65 of them of them (44,2%) stated the opposite (*M*=3.06; *SD*=1.13). To describe vocabulary items, approximately a half of the participants (n=74, 50,3%) believed that using students' native languages is not important at all or not important, while 38 participants (25,8%) believed it is important or very important

(*M*=2.62; *SD*=1.08). Of all the statements on the scale, translanguaging to give directions was the pedagogical situation which was not considered important by 100 participants (68%) taking negative attitudes, and only 17 participants (11,6%) had positive attitudes (*M*=2.16; *SD*=1) towards this item. Using translanguaging for classroom management was also rated as not important by more than a half of the participants (n=78, 53%), whereas 30,6% of them (n=45) rated this item as important (*M*=2.61; *SD*=1.27). There were more participants (n=70, 47,6%) who valued translanguaging as either important or very important to give feedback to students than the ones who believed the opposite (n=41, 27,9%) with a mean score of 3.17 and a standard deviation of 1.16. Most participants (n=82, 55,8%) agreed that using students' native languages to praise them is not important at all or not important, while the minority (n=41, 27,9%) believed the opposite (*M*=2.53; *SD*=1.26). Although only 24 participants (16,4%) believed the opposite, a majority of the participants (n=98, 66,7%) reported that using translanguaging to build bond with students is important or very important (*M*=3.67; *SD*=1.17). The last item on the scale was the highest positively rated item by the participants, which means a great majority of the participants (n=106, 72,1%) reported that using students' native languages to help students with low proficiency is important or very important, yet a minority of the participants (n=15, 10,2%) thought it is not important at all or not important (*M*=3.81; *SD*=.95).

In short, when the teachers were asked to rate the importance they attach to using translanguaging in eight pedagogical situations in terms of their own use, it can be clearly seen that the participants' responses were almost neutral in this scale with a mean of 2.96 and a standard deviation of 1.13. In most of the pedagogical situations the participants took neutral attitudes, i.e. to explain concepts (*M*=3.06), to describe vocabulary (*M*=2.62), for classroom management (2.61), to give feedback to students (*M*=3.17), and to praise students (*M*=2.53) Translanguaging for giving directions was the only item that was rated as not important (*M*=2.16), which means the participants do not find a necessity to use students' languages to give instructions. However, in the last two items; i.e. to build bond

with students (*M*=3.67) and to help low proficiency students (*M*=3.81), it can be said that the participants had positive attitudes.

Teachers' attitudes towards students' translanguaging. Besides their attitudes towards their own translanguaging, the participants were also invited to rate their attitudes towards students' translanguaging practices on scale 3. There were six different pedagogical situations on this 5-point Likert scale. The findings drawing on the analysis of scale 3 using descriptive statistics are displayed in Table 11. As in the previous findings, the frequencies and the percentages of the participants' responses on 'not important at all' and 'not important' and 'important' and 'very important' were summed up, and these sums were used to report the findings as well as mean and standard deviation values.

Table 11

Scale 3 - Teachers' Attitudes towards Students' Translanguaging

Items	Responses	n	%	M	SD
24. to discuss content or activities in small groups	Not important at all	32	21,8		
	Not important	54	36,7		
	Neutral	26	17,7	2.44	1.10
	Important	33	22,4		
	Very important	2	1,4		
25. to provide assistance to peers during activities	Not important at all	11	7,5		
	Not important	35	23,8		
	Neutral	28	19,0	3.14	1.05
	Important	68	46,3		
	Very important	5	3,4		
26. to brainstorm during class activities	Not important at all	32	21,8		
	Not important	48	32,7		
	Neutral	30	20,4	2.52	1.15
	Important	32	21,8		
	Very important	5	3,4		
27.to explain problems not related to content	Not important at all	13	8,8		
	Not important	22	15,0		
	Neutral	49	33,3	3.18	1.07
	Important	51	34,7		
	Very important	12	8,2		

28. to respond to teachers' questions	Not important at all	40	27,2		
	Not important	70	47,6		
	Neutral	19	12,9	2.12	1.00
	Important	14	9,5		
	Very important	4	2,7		
29. to ask for permission	Not important at all	42	28,6		
	Not important	64	43,5		
	Neutral	25	17,0	2.12	.99
	Important	13	8,8		
	Very important	3	2,0		
Total				2.59	1.06

Note: n=147.

Table 11 indicates that 86 of all 147 participants (58%) did not see their students' translanguaging practices to discuss content or activities in small groups as important, while 35 of them (23,8%) found it important or very important (*M*=2.44; *SD*=1.10). When students use their native languages to assist their peers during activities, almost a half of the participants (n=73, 49,7%) tend to consider this type of translanguaging as important or very important, but 46 of the participants (31,3%) tended to view it as not important at all or not important (*M*=3.14; *SD*=1.05). Over a half of the participants (n=80, 54%) regarded translanguaging practices while brainstorming ideas during class activities as either not important or not important at all, whereas almost a quarter of them (n=37, 25,2%) found it as important or very important (*M*=2.52; *SD*=1.15). Using translanguaging while explaining problems that are not related to content was seen more important than the other items on the scale with mean and standard deviations scores of 3.18 and 1.07, respectively. 63 participants (42,9%) believed it is important or very important, though 35 participants (23,8%) held the belief of the opposite way. Most of the participants reported that students' translanguaging practices to respond to teachers' questions (n=110, 74,8%) and ask for permission (n=106, 72,1%) were not important or not important at all (*M*=2.12; *SD*=1, *M*=2.12; *SD*=.99, respectively).

All in all, it can be said that the participants held neutral beliefs towards students' translanguaging practices in EFL classes with an overall mean value of 2.59 and a standard

deviation of 1.06. Of all the participants, the number of participants who thought more positively was higher in only two items, which are using translanguaging to provide assistance to peers during activities and to explain problems not related to content. The participants were not sure of the importance of students' translanguaging practices to discuss content or activities in small groups and to brainstorm during class activities, which means they took almost neutral attitudes. Also, there were two pedagogical purposes for which students' translanguaging practises were underrated, and these purposes were to respond to teachers' questions and ask for permission.

What are the Turkish EFL instructors' self-reported translanguaging practices?

To answer the second research question, the participants were asked to report how often they translanguage and allow/encourage their students' translanguaging practises in the same pedagogical situations on the scales 4 and 5. On these 5-point Likert scales, the participants rated the frequency on a scale from 'never' to 'very often'. The scales were analysed using descriptive statistics and the findings will be presented in two parts.

Teachers' own translanguaging practices. The findings from scale 4, which reports teachers' own translanguaging practices, are presented in Table 12.

Table 12

Scale 4 - Teachers' Own Translanguaging Practices

Items	Responses	n	%	M	SD
30. to explain concepts	Never	15	10,2		
	Not often	50	34,0		
	Sometimes	66	44,9	2.57	.85
	Often	14	9,5		
	Very often	2	1,4		
31. to describe vocabulary	Never	21	14,3		
	Not often	71	48,3		
	Sometimes	42	28,6	2.33	.86
	Often	11	7,5		
	Very often	2	1,4		

32. to give directions	Never	48	32,7		
	Not often	63	42,9		
	Sometimes	31	21,1	1.96	.86
	Often	3	2,0		
	Very often	2	1,4		
33. for classroom management	Never	40	27,2		
	Not often	51	34,7		
	Sometimes	38	25,9	2.27	1.09
	Often	11	7,5		
	Very often	7	4,8		
34. to give feedback to students	Never	19	12,9		
	Not often	42	28,6		
	Sometimes	60	40,8	2.66	.98
	Often	21	14,3		
	Very often	5	3,4		
35. to praise students	Never	33	22,4		
	Not often	52	35,4		
	Sometimes	43	29,3	2.34	1.01
	Often	16	10,9		
	Very often	3	2,0		
36. to build bonds with students	Never	11	7,5		
	Not often	28	19,0		
	Sometimes	52	35,4	3.17	1.12
	Often	36	24,5		
	Very often	20	13,6		
37. to help low proficiency students	Never	4	2,7		
	Not often	21	14,3		
	Sometimes	68	46,3	3.26	.91
	Often	40	27,2		
	Very often	14	9,5		
Total				2.57	.96

Note: n=147.

As it is seen in Table 12, the participants reported that they 'sometimes' use translanguaging in the given pedagogical situations in their EFL classes with a total mean score of 2.57 and a standard deviation of .96, which indicates the participants tended to rate the items on the point 'sometimes' more. There are only two situations in which more teachers almost often use translanguaging, and these are 'to build bond with students'

(*M*=3.17; *SD*=1.12). and 'to help low proficiency students' (*M*=3.26; *SD*=.91). Only four of the participants (2.7%), which is the lowest percentage on the scale, stated they never use translanguaging to help students with low proficiency levels. Likewise, translanguaging to build bonds with students was only reported to be never used by eleven participants (7,5%). Referring the lowest mean value of 1.96 in the table, it can be said that the participants rarely use translanguaging 'to give directions', and the pedagogical situation which received a 'never' response more than the other situations was 'to give directions' (n=48, 32,7%). This represents almost only a third of the participants, though. Overall, the findings suggest that teachers reported to use translanguaging in various situations even if it is sometimes and not often (*M*=2.57).

Teachers' encouragement of students' translanguaging practices. Following their own self-reported translanguaging practices, the participants were asked to report their encouragement of students' translanguaging practices on scale 5, and the findings are shown in Table 13.

Table 13

Scale 5 - Teachers' Encouragement of Students' Translanguaging Practices

Items	Responses	n	%	M	SD
38. to discuss content or activities in small groups	Never	37	25,2		
	Not often	69	46,9		
	Sometimes	34	23,1	2.10	.89
	Often	3	2,0		
	Very often	4	2,7		
39. to provide assistance to peers during activities	Never	19	12,9		
	Not often	47	32,0		
	Sometimes	67	45,6	2.54	.90
	Often	10	6,8		
	Very often	4	2,7		

40. to brainstorm during class activities	Never	39	26,5		
	Not often	62	42,2		
	Sometimes	40	27,2	2.10	.89
	Often	3	2,0		
	Very often	3	2,0		
41. to explain problems not related to content	Never	11	7,5		
	Not often	39	26,5		
	Sometimes	67	45,6	2.83	.94
	Often	23	15,6		
	Very often	7	4,8		
42. to respond to teachers' questions	Never	44	29,9		
	Not often	72	49,0		
	Sometimes	26	17,7	1.96	.84
	Often	2	1,4		
	Very often	3	2,0		
43. to ask for permission	Never	29	19,7		
	Not often	72	49,0		
	Sometimes	38	25,9	2.19	.86
	Often	5	3,4		
	Very often	3	2,0		
Total				2.29	.89

Note: n=147.

As presented in Table 13, the situation 'to explain problems not related to content' (*M*=2.83; *SD*=.94) and 'to provide assistance to peers during activities' (*M*=2.54; *SD*=.90) have the highest mean score of all, yet these findings indicate that teachers almost occasionally encourage their students' translanguaging practices for these purposes. Translanguaging to discuss content or activities in small groups (*M*=2.10; *SD*=.89) and to brainstorm during class activities (*M*=2.10; *SD*=.89) were regarded by the participants as situations rarely encouraged. Similarly, 'to ask for permission' was found to be encouraged rarely (*M*=2.19; *SD*=.86). Translanguaging 'to respond to teachers' questions' (*M*=1.96; *SD*=.84) is the function which the participants rated as the least frequently encouraged pedagogical situation, and the number of participants responding as 'never' to this is higher than that of the other items (n=44, 29,9%) although it consists of almost a third of the

participants. All in all, the findings revealed that the participants almost rarely encourage their students' translanguaging practices in the given situations in EFL classes with a total mean score of 2.29 and standard deviation of .89.

How consistent are Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?

As described earlier in the methodology section, teachers' attitudes towards their own translanguaging practices and their self-reported translanguaging practices were compared through the findings derived from scale 2 and scale 4. Similarly, the findings from scale 3 and scale 5 were compared to reveal teachers' attitudes towards students' translanguaging practices and their self-reported encouragement of students' translanguaging practices. To determine the relationship between these variables, correlation analysis was run, and the correlation between the scales was found to be significant at the .01 level in the positive direction for each analysis.

Besides, to reveal more specific (in)consistency between their attitudes and practices in the given situations on the scales, cross tables were created. Firstly, the findings from the correlation analysis will be introduced, and then cross tables will be displayed to further report findings for each comparison.

The consistency between Turkish EFL instructors' attitudes towards their own translanguaging and their self-reported translanguaging practises. As earlier discussed in the methodology section, the data obtained from scale 2 and scale 4 showed a normal distribution, so Pearson's correlation analysis was conducted to assess the relationship between these two variables. Table 14 shows the correlation analysis.

Table 14

Correlation Analysis of the Scales 2 and 4

		Teachers' attitudes towards their own translanguaging	Teachers' self-reported translanguaging practices
Teachers' attitudes towards their own translanguaging	r	1	.752**
	p		,000
	N	147	147
Teachers' self-reported translanguaging practices	r	.752**	1
	p	,000	
	N	147	147

** Correlation is significant at the 0.01 level (2-tailed).

As seen in the correlation analysis in Table 14, there is a very strong positive correlation between teacher's attitudes towards their own use of translanguaging and their own self-reported translanguaging practices (r = .75; p < .05), meaning that the more positive attitudes the teachers have towards translanguaging, the more they use translanguaging.

Since the two scales assess teachers' attitudes and practices using the same pedagogical situations, a cross table was created to see which situations teachers attach the most and the least importance to, and whether they use translanguaging in these situations in line with their attitudes. Table 15 presents this cross comparison. The table shows frequency, mean, and standard deviation values. The rows in the table indicate teachers' attitudes with mean and standard deviation values on the right, and the columns present their practices with mean and standard deviation values at the bottom of the table.

Table 15

Comparison between the Scales 2 and 4

		Never	Not Often	Sometimes	Often	Very Often	M SD
to explain concepts	Not important at all	8	5	1	1	0	3.06 1.13
	Not important	5	24	5	1	0	
	Neutral	2	11	18	1	0	
	Important	0	10	39	5	1	
	Very important	0	0	3	6	1	
	M			2.57			
	SD			.85			
to describe vocabulary	Not important at all	12	10	1	0	0	2.62 1.08
	Not important	7	34	9	1	0	
	Neutral	2	19	13	1	0	
	Important	0	8	18	8	0	
	Very important	0	0	1	1	2	
	M			2.33			
	SD			.86			
to give directions	Not important at all	25	15	2	0	0	2.16 1.00
	Not important	17	33	8	0	0	
	Neutral	5	12	12	1	0	
	Important	1	3	9	2	0	
	Very important	0	0	0	0	2	
	M			1.96			
	SD			.86			
for classroom management	Not important at all	22	10	2	0	0	2.61 1.27
	Not important	15	25	4	0	0	
	Neutral	2	10	12	0	0	
	Important	1	5	16	10	2	
	Very important	0	1	4	1	5	
	M			2.27			
	SD			1.09			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to give feedback to students	Not important at all	10	6	1	0	0	
	Not important	5	13	6	0	0	
	Neutral	2	15	15	4	0	3.17
	Important	2	7	33	14	0	1.16
	Very important	0	1	5	3	5	
	M			2.66			
	SD			.98			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to praise students	Not important at all	20	11	5	1	0	
	Not important	13	23	8	1	0	
	Neutral	0	13	11	0	0	2.53
	Important	0	5	16	10	0	1.26
	Very important	0	0	3	4	3	
	M			2.34			
	SD			1.01			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to build bonds with students	Not important at all	5	5	2	0	0	
	Not important	3	5	3	1	0	
	Neutral	2	11	11	1	0	3.67
	Important	1	7	32	20	1	1.17
	Very important	0	0	4	14	19	
	M			3.17			
	SD			1.12			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to help low proficiency students	Not important at all	1	2	0	1	0	
	Not important	2	4	4	1	0	
	Neutral	0	8	18	0	0	3.81
	Important	0	7	41	24	1	.95
	Very important	1	0	5	14	13	
	M			3.26			
	SD			.91			

According to Table 15, the higher the mean scores indicating the attitudes of teachers towards each item are, the higher the mean scores of their practises are. However, the overall mean value of 2.57, representing the teachers' own translanguaging practices is slightly lower than the mean of their attitudes (*M*=2.96) although they are statistically correlated. It was also seen that the situations reported to be important and used more frequently than the others are the same. To illustrate, teachers reported that using students' native languages to help low proficiency students is almost important with a mean value of 3.81, and the mean score of their self-reported practice for this purpose is 3.26. Similarly, teachers thought that using translanguaging to build bonds with students is almost important with a mean score of 3.67, and they reported to use translanguaging for this purpose with a mean score of 3.17. In addition, the situation reported to be the least important and the least frequently used was the same, and it is using translanguaging to give directions with a mean value for attitudes, 2.16 and for practise 1.96.

The consistency between Turkish EFL instructors' attitudes towards students' translanguaging and their self-reported encouragement of students' translanguaging practises. The normality tests showed that scale 5 was not normally distributed as mentioned in the methodology section; therefore, Spearman's correlation analysis was used to define the relationship between these two variables. The correlation analysis of scale 3 and scale 5 is presented in Table 16.

Table 16

Correlation Analysis of the Scales 3 and 5

		Teachers' attitudes towards students' translanguaging	Teachers' self-reported encouragement of students' translanguaging practices
Teachers' attitudes towards students' translanguaging	r	1,000	.543**
	p		,000
	N	147	147
Teachers' self-reported encouragement of students' translanguaging practices	r	.543**	1,000
	p	,000	
	N	147	147

*** Correlation is significant at the 0.01 level (2-tailed).*

Table 16 above illustrates that there is a strong positive correlation between teacher's attitudes towards students' use of translanguaging and their encouragement of students' translanguaging practices (r = .54; p < .05). This indicates the more teachers believe in the importance of students' use of translanguaging in the given situations, the more they encourage their students' translanguaging practices.

To be more specific about which situations were found to be important for students to use translanguaging by the teachers, and whether they reported to encourage their students' translanguaging in these situations aligned with the importance they attach to them, the following cross table was created. Table 17 displays this cross comparison with frequency, mean, and standard deviation values. The mean and standard deviation values on the right of the table show teachers' attitudes, while the ones at the bottom of table belong to their encouragement.

Table 17

Comparison between the Scales 3 and 5

		Never	Not Often	Sometimes	Often	Very Often	M SD
to discuss content or activities in small groups	Not important at all	19	11	2	0	0	
	Not important	12	34	8	0	0	
	Neutral	5	12	8	1	0	2.44
	Important	1	12	15	2	3	1.10
	Very important	0	0	1	0	1	
	M			2.10			
	SD			.89			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to provide assistance to pears during activities	Not important at all	5	4	2	0	0	
	Not important	11	18	5	1	0	
	Neutral	1	13	14	0	0	3.14
	Important	2	11	46	6	3	1.05
	Very important	0	1	0	3	1	
	M			2.54			
	SD			.90			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to brainstorm during class activities	Not important at all	22	8	1	0	1	
	Not important	13	28	7	0	0	
	Neutral	4	16	10	0	0	2.52
	Important	0	10	20	0	2	1.15
	Very important	0	0	2	3	0	
	M			2.10			
	SD			.89			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to explain problems not related to content	Not important at all	4	2	5	2	0	
	Not important	2	13	7	0	0	
	Neutral	1	13	26	7	2	3.18
	Important	3	11	24	10	3	1.07
	Very important	1	0	5	4	2	
	M			2.83			
	SD			.94			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to respond to teachers' questions	Not important at all	27	10	2	0	1	
	Not important	11	49	10	0	0	
	Neutral	5	8	6	0	0	2.12
	Important	0	5	6	2	1	1.00
	Very important	1	0	2	0	1	
	M			1.96			
	SD			.84			

		Never	Not Often	Sometimes	Often	Very Often	M SD
to ask for permission	Not important at all	19	13	7	2	1	
	Not important	10	42	12	0	0	
	Neutral	0	14	8	2	1	2.12
	Important	0	3	8	1	1	.99
	Very important	0	0	3	0	0	
	M			2.19			
	SD			.86			

Similar to the previous findings, i.e. the comparison between scale 2 and 4, the comparison between scale 3 and 5 showed that when the teachers put importance on a given situation, they are more likely to encourage their students' translanguaging practices for that purpose. This is clear regarding the lowest and the highest mean values in Table 17. The highest mean values refer to teachers' attitudes to students' translanguaging practices and encouragement of them, respectively, while explaining problems not related to content (*M*=3.18; *M*=3.14) and providing assistance to peers during activities (*M*=2.83; *M*=2.54). Similarly, students' translanguaging practices to respond to teachers' questions were found to be the least important and least frequently encouraged with mean scores of 2.12 and 1.96, respectively.

Overall, the tendency shows a positive strong correlation between teachers' attitudes and encouragement (r = .54; p < .05). The overall mean value of scale 3 (*M*=2.59; *SD*=1.06) and that of scale 5 (*M*=2.29; *SD*=.89) also indicate this correlation even though

teachers' encouragement of students' translanguaging practices is slightly lower than their attitudes towards students' translanguaging.

Qualitative Findings

The qualitative data was derived from the participants' responses to the written interview. The interview consists of six open ended questions, and the data was analysed using qualitative content analysis. The findings will be presented in line with the interview questions.

To address the research questions, the participants were first asked to reveal their opinions of target-language-only classes, which is monolingualism, in the first interview question. Next, they were invited to share their opinions about native language use in EFL classes in the second interview question. Then, the participants were asked to answer the third interview question, which asks about their own and students' translanguaging practices. That is, the first three interview questions were used to reveal the participants' general attitudes towards monolingual policy, native language use in EFL classes, and their practices regarding translanguaging. Then, to elicit their attitudes towards translanguaging pedagogy specifically, the teachers were asked to answer how translanguaging pedagogy facilitate or hinder foreign language teaching and learning in the fourth and fifth questions following a brief explanation of translanguaging concept and some examples of pedagogical translanguaging. Lastly, the last question in the interview asked the participants whether they would like to adopt translanguaging pedagogy in their EFL classes.

Teachers' Attitudes towards Monolingualism

The participants were asked whether the target language should only be taught in the target language to elicit their attitudes towards translanguaging. The analysed data showed that there were participants who are totally for the target-language-only policy, partly for the monolingual ideology, and show translanguaging awareness. Table 18 below presents these themes across the coded data for the first interview question.

Table 18

Teachers' Attitudes towards Monolingualism

	Themes	n
Theme 1:	Teachers totally for monolingualism	11
Theme 2:	Teachers partly for monolingualism	27
Theme 3:	Translanguaging awareness	4
Total		42

Table 18 indicates that eleven participants (26%) totally support the target-language-only policy, while a majority of the participants (n=27, 64%) are partly for it. This means that 27 participants reported to be partly in favour of translanguaging in their responses, too, which means they also value the use of native languages in EFL classes. They reported that a conditional use of native languages in EFL classes is appropriate. What is more, out of 42 participants, four participants (10%) were found to show awareness of the translanguaging concept in their responses.

Teachers Totally for Monolingualism. The analysis of the responses of the participants who strongly believe that the target language should be taught only in the target language revealed that they think native language use hinders the target language learning. When native language is used in EFL classes, exposure to the target language decreases, and yet the classes are the only atmospheres where students have a chance to practice it. This is clear in the following responses:

> *"To a certain extent I agree with this idea (monolingualism). I find it important to make students be exposed to the target language. Classrooms are the only place where students can be exposed to the foreign language. When the native language of students is used frequently, students tend to use their own language instead of the foreign language. They do not even try to answer questions in English. I believe that using the native language of students may hinder learners' motivation to speak English." (T6)*

"In foreign language teaching context, the main exposure with the language will take place in class so we should maximize the opportunity for the interaction in the target language. That's why we should mainly use the target language." (T14)

Another reason why the participants strictly follow monolingual policy is that when students are allowed to use native languages or the teacher uses native languages in class, students form bad habits, such as using the native language as a crutch or a getaway vehicle. This means when students are stuck, they tend to overuse native languages, and become lazy in using the target language. The following excerpts from the data set best represent this argument:

"I strongly support this belief (monolingualism), as during my experience I found that students use their native tongue as a crutch that they are unwilling to give up." (T15)

"Kind of agree with this one (monolingualism). Especially in the countries, where students cannot find enough opportunity to practice the target language, the classroom is the only - or the most significant - environment to support students with efficient input and output. Time is valuable. Another point is that when we overuse their native language in classroom, sometimes I think this is just an easy way to express ourselves. And the worse is we encourage them to do the same as well. When they feel stuck, they suddenly give up and go on in their own language. That is no good, I think…" (T18)

"I strongly believe (in monolingualism) because students tend to switch to native language frequently when they are allowed to use it." (T21)

In addition, according to the opponents of translanguaging across the data set, students should think in English, and they should not make translations in their head.

"I completely agree (with monolingualism). A language learner should be fully immersed in the language s/he is learning in order to avoid translation in the head while using the language. The learner should train himself/herself to fully grasp the

system of the language as well as natural vocabulary use in the target language,

and this is only possible when the instruction received is in the target language."

(T2)

"I agree with this idea (monolingualism). Each language is different. We can

sometimes compare and contrast languages; however, if we want our students to

avoid translation and if we expect them to think in the target language, then we

should encourage the use of target language as much as possible." (T8)

These statements indicate that the participants seem to refute the concept of 'whole linguistic repertoire' and emergent bilingual status of students which translanguaging is primarily based on as a premise, and it seems that they support language separation ideology. Although Teacher 8 also touches upon comparing and contrasting languages for a pedagogical purpose, it still shows that languages are seen distinct and separate systems.

Teachers Partly for Monolingualism. The participants who partly agree with the target-language-only policy reported that native languages are necessary in some conditions. The most frequently reported cause is students' proficiency levels. When students are in the beginner level, native languages can be used for better comprehension of the content to facilitate teaching and learning.

"I do not support this idea (monolingualism) because my students are A1 and A2

level students, so their knowledge of English may sometimes not be enough to

communicate their ideas with me and each other and may not understand my

instructions. Therefore, I support the use of the mother tongue, yet when the level

of students is B1 and above B1, everything must be taught in the target language."

(T19)

"I agree with this idea (monolingualism) to some extent. Depending on the learner's

profile (classes with learners of different native languages) teaching focus (if it is

speaking focused) and the proficiency level of the learners (if they are high

achievers), it can be agreed with. However, especially with students with lower level of proficiency in the target language, and with grammar focused lessons, native language of the learners can be useful." (T20)

"Monolingualism (English-only) is a common teaching practice for me. However, I use and have students use Turkish when needed especially with low proficiency level students." (T25)

"I agree with this idea (monolingualism). However, there are also other factors to be considered, such as the proficiency level of the students. For instance, when explaining grammar concepts to beginners, we can use some key vocabulary in the native language(s) of the students. However, as they progress, this shouldn't be the case." (T30)

As can be understood from the teachers' responses, translanguaging is used for pedagogical purposes especially to assist learning of the target language when students' proficiency level is 'not adequate', and they are against the use of native languages with higher proficiency level students. However, translanguaging asserts that using the whole linguistic repertoire of students does not indicate a lack of proficiency in the target language. Also, as stated by the participants who are against translanguaging, native languages are seen as a crutch when used by students. However, a similar idea is seen in these teachers' responses since they focus on the proficiency level of students. That is, it can be said that teachers also tend to use native languages as a crutch to mediate teaching and learning.

On the other hand, the following excerpt indicates that the teacher sees translanguaging beyond a crutch for low proficiency students since the teacher values students' translanguaging practices for the sake of expressing themselves.

"Though I believe that the teacher should speak primarily in the target language, I am not entirely in agreement with this idea (monolingualism). It might be necessary to teach the lesson in the learner's native tongue. For instance, I can speak Turkish

with the students in the classroom, particularly if I believe that they struggle to comprehend the material or if I want to improve my communication with them. Another example would be that in group discussions, students with low English proficiency might speak Turkish. Even though it's not ideal, this circumstance can inspire them to come up with more ideas." (T42)

Another consideration for the participants when only the target language is used in the class is time constraints, so students' native languages can be used since it is time efficient.

"I agree with (monolingualism) to some extent as in lower levels, I think, mother tongue is important to teach and learn. In higher levels, mother language can be used but only to explain the complex structures and the things that take time to understand." (T17)

"I don't (agree with monolingualism). It can be useful to explain some subjects to ensure that they are on the right track, especially if there are time limitations and the programme is loaded." (T22)

"Actually, I disagree (with monolingualism) as lower-level students need this. They do not know the necessary vocabulary items or keywords so using native language saves time, but it should not turn into a habit in the classroom." (T23)

Affective factors were also touched upon by the participants to validate the use of students' native languages in EFL classes. They believe that translanguaging is helpful for decreasing affective filter rates, and the following excerpt from the data set makes this clear:

"I do not believe that using only target language in class should be obligatory. When some connections between two languages are made clear, students learn better. Besides, not forcing students to speak or hear only target language decreases their affective filter rate. They feel more relaxed while talking and learning in class." (T29)

This participant used the words 'obligatory' and 'force' while talking about monolingualism. Thus, it can be said that the teacher believes such an attitude in class might put pressure on students, which might be the reason why the teacher mentioned decreased affective filter rate. Another teacher also mentioned the same reason in the following words:

"Not always, especially in the beginning level students feel comfortable hearing their native language." (T34)

Translanguaging Awareness. The coded data also revealed that the minority of the participants actually referred to the translanguaging concept, either consciously or unconsciously, rather than only mentioning the use of native languages in EFL classes. Since there are only four participants under this theme, all the excerpts are presented below.

"I agree with this statement to some extent (monolingualism). I believe that language learning takes place when learners use the target language (target language) actively for communication, and this will be possible if target language is used in class as the main medium of language and instruction. On the other hand, using learners' native languages can also have certain benefits if it is used purposefully and appropriately. Therefore, I think that we don't need to completely abandon the use of native languages in lessons and that it is too strong an argument to say that target language should be taught ONLY in the target language." (T13)

The words 'purposefully and appropriately' used by the participant show that the teacher is aware of translanguaging concept as a pedagogy, and the emphasis on '*it is too strong an argument to say that target language should be taught ONLY in the target language*' might also indicate the undeniable existence of students' native language in the classroom because of emergent bilingual identity of them. In addition, in the following response below, Teacher 1 reported to value the linguistic repertoire of students and translanguaging space that can be created to enable them to express themselves.

"I don't agree that this (monolingualism) is something that people accept anymore. On the contrary, there are people who strongly support that students should or could be allowed to use their native language and bring their linguistic repertoire into the language classroom. As we observe in the classroom, especially in lower levels, students sometimes feel the need to express themselves in their native language, which I do not limit strictly. We can create space in our classrooms for our students to be able to express themselves in the native language if their language proficiency is not high enough to do so. However, I also believe that students should also be encouraged to use the target language as well because when using the native language becomes standard in the language classroom, there is no space to practice the target language." (T1)

Teacher 10 is also aware of the translanguaging concept. Native languages are seen as a resource which is already available in students' repertoire.

"I believe that native language is a type of source which is available in the class and we can use them when we think that it will help learning and teaching." (T10)

The following response is noteworthy since it suggests using native languages as a teaching tool, i.e. translanguaging as a pedagogy, rather than spontaneous translanguaging putting emphasis on the disadvantageous students.

"I don't agree with it (monolingualism) at all. Not all languages in all countries are taught in the same quality in every school. Teaching students who come from different areas of the country, who have been taught the language in different methods and environments, and who are united in the same class in higher education in the target language will definitely discourage the less fortunate students. They will either give up learning completely or experience a very unpleasant teaching environment which will eventually discourage them from learning the target language completely. So, either way, the "target" will be missed.

The native language should be used as an effective teaching tool rather than being

excluded as a whole." (T38)

Teachers' Attitudes towards Native Language Use

The data derived from the second interview question, which asks the participants'

beliefs as a teacher regarding using students' native language(s) in EFL classes, revealed

that 40 participants are in favour of using native languages in their EFL classes but only

conditionally as it was in the first interview question. That is to say, English is the main

medium of instruction; however, native languages can be used when necessary for teaching

and learning purposes. Awareness of the concept of translanguaging was also observed in

two participants' responses as in the first interview question. Table 19 shows the emerging

themes from the coded data.

Table 19

Teachers' Attitudes towards Native Language Use

	Themes	n
Theme 1:	Conditional use of native languages	40
Theme 2:	Translanguaging awareness	2
Total		42

As seen in Table 19, all participants are for translanguaging. While 40 of them value

the use of students' native languages conditionally, which is translanguaging for

pedagogical purposes to scaffold learning, two of them showed an awareness of

translanguaging as a concept.

Conditional Use of Native Languages. The coded data showed that when it is for

facilitating teaching and learning, translanguaging is appropriate and necessary in some

circumstances. Indeed, the given reasons why to use or not to use students' native

languages in EFL classes in the participants' responses overlap with the ones in the first

interview question. In other words, similar codes emerged from the data.

Using students' native languages for better comprehension of the content, time constraints, the proficiency level of students, and lowering affective filter rates were revisited by the participants for pedagogical translanguaging to have a place in the EFL class. Similarly, since the participants were in favour of translanguaging only conditionally, they also mentioned monolingual bias in their responses. This bias was also mainly because of the risk of little exposure to the target language as it was in the first interview question.

As reported by a participant below, using students' native languages facilitates better comprehension in an easy way, though exposure to the target language is a priority.

> "I believe that it is important for students to hear and use the target language as much as possible in class, but sometimes it would be a good idea to use the native language if it is more important and easier for students to understand when it is used." (T36)

Teacher 6 reported that students' native language has a place in the class when needed. Comparing and contrasting named languages for better comprehension, and allowing a translanguaging space for students to better express their opinions when stuck in the target language were some of the reasons for the teacher to accept translanguaging in the EFL class.

> "I do not think that prohibiting the native language is a must. I'm not against the idea of using the native language when it is necessary. I always encourage my students to ask their questions in English when they do not understand something. However, when they get difficulty in expressing themselves, I let them explain the problem they are struggling with. Sometimes they want to make a comparison or find the similarities between their native language and the target language. At that point (especially grammatical ones), the use of native language is acceptable for me." (T6)

Similar reasons are seen in the following excerpt. Only if the proficiency level of students is low, their native language is resorted to make the learning process easier for students and to help them to communicate their thoughts.

"I support the use of students' native language in EFL classes to some extent (like 20 or 30%) as long as their level of English proficiency is A1 and A2 because using their native language can improve their understanding of the target language structures and help them to express themselves better. A1 and A2 level students should use their native language only when they cannot communicate their opinions and feelings to someone else in EFL classes." (T19)

Another reason why the native language is appropriate to be used in EFL classes for the participants was affective factors which can be eased by allowing students to use their native language when they have a difficulty in conveying the message across. Teacher 26 reported this issue in the following words:

"I believe teachers should make sure that students do their best and try to communicate in the target language first, maybe by getting some help from the teacher. However, the target language should not build a barrier for students to speak out loud or stop asking for help. They should feel safe and acknowledge that they are not doomed to face losing situations if they are not able to express their ideas in the target language." (T26)

The following response is noteworthy as it clearly addresses how monolingual ideology and strict language separation policies in foreign language education cause the teacher to feel 'guilty' although personally the teacher believes in the potential benefits of using students' whole linguistic repertoire in the class.

"When I use it (L1), I feel guilty indeed. Maybe I should not feel that way, but I keep remembering what my instructors said during my university education or what literature keeps highlighting regarding the benefits of the L2 use in the classroom. I

believe to a certain extent native languages could and should be used. I accept that

we should not depend on it all the time, but at some point, we can make use of its

advantages, for instance in pair/group work (students discussions in the preparation

stage), class management, or giving feedback. These are more effective when

students/teachers speak Turkish." (T9)

Actually, this is what pedagogical translanguaging proposes. It is not asserted in translanguaging as a pedagogy that the target language exposure should be limited compared to the use of native languages in language classes. On the contrary, it is a second/foreign language class, exposure to the target language is vital, but what is missing in the deeply-rooted beliefs of teachers is that students' native languages should not be underrated since they are resources in students' whole linguistic repertoire that a teacher can benefit from and have students benefit from to facilitate the learning of the weaker language.

Another excerpt from the data set is also worth reporting since it is commonly believed that students' native languages can be used only when all options fail, which supports monolingual bias and suggests students' native language is undesirable even if the reality is it is already there, as can be summarized in the following words of a teacher:

"The students may use their native language as the last option to resort." (T41)

Translanguaging Awareness. However, there are two participants whose responses are accepted as a sign of translanguaging awareness beyond simply using students' native languages. The following response, for example, is a sign of recognition of students' emergent bilingualism since the teacher tends to be opposed to othering students' whole repertoire and their bilingual identity.

"I generally try to use target language but sometimes I feel that they need to hear

"this is this in Turkish" so I may use the native languages. Actually, our classes are

not multicultural so we have just one option that is Turkish as the native language.

Students' use of native language shouldn't be seen as weaknesses otherwise they may feel that their native languages is not valued in the class." (T10)

"In my opinion English lessons should be primarily taught in the target language. Nevertheless, I sometimes use Turkish in situations where I notice that students are struggling to comprehend the lesson or when I wish to strengthen our communication. Although I haven't personally experienced it, I am of the opinion that systematic use of students' native language can be advantageous for them." (T42)

Teacher 42 also reported the reasons, given by most participants, for using students' native languages, yet the last comment suggests that the teacher is aware of the difference between spontaneous and pedagogical translanguaging, and s/he seems to embrace the potential benefits of systematic and purposeful use of translanguaging.

Teachers' Self-reported Translanguaging Practices

The participants were asked whether and how they allow or encourage their students' translanguaging practices in the third interview question, and it was revealed that the teachers do not encourage students to translanguage, but they only allow them to use it only if necessary for different purposes to facilitate teaching and learning, which is pedagogical translanguaging indeed, but with a monolingual bias since the distinction between allowance and encouraging is made clear by the participants. The participants also mentioned their own translanguaging practices while responding to this question. In fact, when the whole data was coded, the following were the conditions in which native languages are found appropriate to be used for teaching and learning purposes in the participants' classes, so the frequency of each situation was also provided in Table 20.

Table 20

Self-reported Translanguaging Practices

Situations	f
for assistance to low proficiency students	25
for better comprehension	24
to avoid communication breakdowns	20
to explain complex/abstract concepts and grammar	20
to make comparisons between target language and native languages	18
to lower affective filter rates	18
to do brainstorming	11
for classroom management	7
for clarification questions asked by students	7
to describe vocabulary	6
to build bonds with students	5
to give instructions	4
to give feedback	4
to make comparisons between cultures	3
to solve problems	3
for concepts not related to content	3
for attention grabbing	2
for peer check	2

Table 20 indicates that native languages were reported to be used in EFL classes mainly when students' level of proficiency is low. It was also clear throughout the whole data set that the need for native language use in the subsequent situations, which are for better comprehension, to avoid communication breakdowns, to explain concepts and grammar, to make comparisons between target language and native languages, and to lower affective filters, were also reported due to students' low proficiency level by the participants.

The following response from a participant shows that students' and the teacher's translanguaging practices occur when students brainstorm ideas and ask clarification questions, and when the teacher gives feedback to students and draw their attention. The teacher concludes that for such purposes using students' native languages seems

appropriate and "*natural*", which is a sign of accepting students' bilingual identities contrary to the deeply-rooted belief that suggests students should switch off their native language in mind when they enter the class.

"To some extent yes- for class management, in pair/group work preparations, and in my feedback sessions. I use little/small Turkish words to attract students' attention to a point or to me in class. I also let them speak Turkish a little while getting ready for a pair or group work/task. I also let them ask me questions in Turkish about the feedback I have provided. I do this for clarity. Speaking English does not feel "natural" in these circumstances. All of them are Turkish, so why should not they make use of Turkish to a certain extent?" (T9)

Similarly, when students have a difficulty in expressing themselves in the target language, native languages are used to avoid any communication breakdowns by students, which also means the recognition of students' bilingual identity. It is reported in the following words of Teacher 10:

"Yes, but it depends on the situation if they want to share a story or experience with the rest of the class and they think they cannot do it in English I encourage them to start in English and switch to Turkish whenever they feel stuck." (T10)

"I don't specifically encourage my students to use native languages, but I sometimes allow them to use it to some extent depending on the type of activity or lesson stage. For example, grammar-focused or writing-focused activities, when students are trying to understand the concept or discover how the structure is used/formed, I allow them to use native languages among themselves for clarification purposes or ask me questions in native languages. That is because in those activities they are making cognitive effort to understand concept or structures rather than trying to use the target language. Therefore, I let them focus on the target structure in those parts, but then I make sure that they use target language in the practice and production stages. Also, for classroom management purposes, to give and receive feedback or

when students are sharing something not related to the lesson, I may let them use

their native languages." (T13)

It can be inferred from the words of Teacher 13 above that the goal is to use the target language in output, so whatever necessary for students can be used as an effective mediating tool and strategy to reach this goal eventually. This rationale is also seen in the same participant's comprehensive response to the previous question below. Besides, it also reveals when and in which condition the native languages is used in the teacher's class.

"I think students' native languages can be used to some extent in EFL classes to

support and facilitate language learning. Of course, it shouldn't be the main medium

of instruction or communication. However, when used with the right purposes and in

right amounts, it can be a useful tool. For example, to explain or illustrate certain

concepts better (such as a grammar structure), students may be asked to make

comparisons between target language and their native languages. By the help of

these comparisons, students can understand and internalize the target structure.

Also, in some cases, students may find it hard to understand and use the target

structure or a concept even after explaining and practising it in English. In these

cases, an explanation/clarification in native languages can be helpful and practical

as long as students are given chances to practice and produce the structure in

communicative activities later on. In lower levels, to support and guide the learner

and facilitate the learning, native languages can be used in certain cases." (T13)

For better comprehension of concepts by explaining them in native languages and making comparisons between named languages especially for low proficiency level students were the situations given by the participant. The teacher also emphasizes the importance of the right amount of native language use for right purposes in an EFL class to benefit from translanguaging, which is what pedagogical translanguaging is already based on.

The following response by Teacher 20 is outstanding to be reported because it seems that even if teachers may feel a need to use native languages, when necessary, it is stated by the participant that such a use is not allowed 'for teachers' most probably due to strict language separation policies. Also, the participant is concerned about the overuse of native languages by students when allowed, so she/he reported not to allow or encourage students' translanguaging practices.

"Instead of the learners, I believe the teacher may need to and be allowed to use the native language because if students are encouraged or allowed, they may use it every time they have some difficulties and it causes them not to challenge and therefore improve their language skills." (T20)

Another participant (Teacher 25) also refers to the native language use to avoid communication breakdowns and for better comprehension, yet the last comment is notable. The participant seems to avoid his/her own use of native languages in the class, which might be a sign of feeling guilty, or using native languages might be regarded as something not appropriate when used by a teacher in the eye of students. Therefore, not to be a bad role model for them, the participant may avoid it.

"Yes. When they try to explain something in English but fail to do so. When I want to make sure that something is understood correctly. When I don't want to use Turkish, I have my students use Turkish for me." (T25)

A similar idea was also seen in the following response since Teacher 30 seems to allow students' translanguaging but prefers not to use translanguaging.

"I sometimes let them use it if the grammar content has an equivalence in our own language so that it is clear. Sometimes when most of the classroom don't understand an abstract vocabulary and it is not possible to explain it with visuals, I also let one of the students provide us with the Turkish translation. However, that is not my first option. But most of the time, I encourage the use of the target language as I believe

in the importance of a more immersive environment. This fosters autonomy and confidence." (T30)

Another noteworthy comment by a participant is as follows:

"I don't encourage but when they use it, I don't make them feel ashamed of using it." *(T31)*

The participant stated not to encourage students to translanguage. Indeed, what is noteworthy is that students' translanguaging practices seem to be regarded as something to be ashamed of, which definitely destroys their bilingual identity.

Teachers' Attitudes towards Pedagogical Translanguaging

The rest of the questions in the interview were meant to elicit the teachers' attitudes towards pedagogical translanguaging. First, the participants were provided with a brief definition of translanguaging concept and some examples of pedagogical translanguaging practices in an EFL class, i.e. using students' native languages in input and asking them to use the target language in the production stage. For example, students read or listen to a text in their native language, and then write a composition in the target language. The findings from the analysed data set are presented under three titles.

Reported Benefits of Translanguaging Pedagogy. Having been asked how translanguaging pedagogy might facilitate teaching and learning a foreign language, the participants seemed to revisit the main reasons they have given earlier to use native languages in their classes. However, it was observed that the participants' responses turned out to reveal signs of more translanguaging awareness compared to their responses to the previous questions. For example, in the following quotes, the benefit of translanguaging in lowering affective filter rates by making use of students' whole linguistic repertoire is revealed.

"It can ease the anxiety and the frustration of the students and also it can overcome the "only target language" prejudice that the teachers have." (T11)

"It would help the learners to feel more relaxed and self-confident while learning the target language. They would feel more motivated and eager to learn." (T17)

"In that case, students can use the whole repertoire of language knowledge and I believe it would be very beneficial since the typological similarities or differences help students to crack the code and also feel confident to express themselves, negotiate and experience the sense of achievement." (T26)

What is outstanding in the above-reported excerpts is that monolingualism is the primary mode in foreign language education; however, as stated by Teacher 11 translanguaging has a potential to overcome this "only target language prejudice". Moreover, using the "whole repertoire of language knowledge" was valued in the last quotation.

Teacher 13 tended to have an understanding of translanguaging concept making it differentiating from simply using native languages in an EFL class and seeing students' native language as a resource to be used effectively as a teaching and learning tool. This attitude was also observed in the teachers' responses to the previous questions. Also, it was salient in the teacher's response that translanguaging as a pedagogy was valued beyond using it for low proficiency students as the teacher stated even if students do not have a problem with the target language, they have a difficulty in carrying out tasks. The following response of him/her makes this clear.

"I agree with the idea that all languages a person speaks belong to the same language repertoire. Considering this, I think our native languages can support and facilitate language learning. It can be used to notice the similarities and differences between native languages and target language. It can also be used as a tool to make certain tasks easier for the learner such as understanding concepts and instructions, brainstorming and organizing ideas. Sometimes, I feel that students have difficulty producing the target language because they have difficulty coming up with ideas or they do not understand certain concepts rather than having difficulty in using the

target language. With translanguaging, we can eliminate those burdens. In that way, learners can focus on practising and using those concepts. The learning process can be more productive and effective." (T13)

Similarly, the following words of Teacher 20 reveals that translanguaging in this sense benefits students to do brainstorming when even students in the upper proficiency levels struggle when the content is fully presented in the target language. This response suggests a shift in their beliefs from using native languages for only low proficiency students to including high achievers.

"Low-level or even some high-level students may find some topics such as scientific topics, more challenging than they can handle. In such cases, brainstorming or reading/listening to some ideas in their native language can be helpful to generate ideas to discuss the topic further in the target language." (T20)

It can be said referring to the following excerpt that rather than underestimating the students' available linguistic resources, the teacher believes in the possible strength of using this resource. That is, translanguaging seems to be seen as a resource if used properly.

"They already know a language, so it can and should facilitate their foreign language process. It should be employed meticulously, though. It shouldn't be overused." (T25)

Proper and planned use of students' native languages, which is pedagogical translanguaging, was also mentioned by another participant.

"If L 1 can be used in such a planned manner, it would help of course. Planning is the key here." (T32)

The response of Teacher 35 is valuable to be reported as it might reveal guilty bilingualism and strict language separation policies in institutions because the teacher

actually employs this pedagogy while tutoring students outside the class and finds it beneficial.

> *"Personally, I DO use this method with my private students. For example, we read newspapers in Turkish and then they talk about the news in English. I have found it to be really useful and fun." (T35)*

According to the Teacher 8, rather than learning, only teaching can be facilitated in translanguaging pedagogy. It was also made clear in the teachers' reasons for using students' native languages, for example, when there are time constraints, so native languages as a crutch view seems to be revisited.

> *"It only facilitates the job of the teacher." (T8)*

Reported Hindrances of Translanguaging Pedagogy. The participants were also asked how translanguaging pedagogy based on the definition and examples given might hinder foreign language teaching and learning. The data set showed that the participants have a fear of misuse and overuse of translanguaging, so the exposure to the target language will be affected negatively if not used properly by the teacher, and if students overuse it, they might be discouraged to use the target language and use it as a getaway vehicle.

The following responses of the participants show their hesitance when native languages are used in input because students might make translations in the head. Indeed, the participants suggest that students need to think in the target language, which is indicative of underestimating a valuable cognitive tool of students, which is their whole repertoire.

> *"I'm afraid, it may discourage learners to use the target language. If students are exposed to the native language in the reading or listening text, they may be unwilling to utilize the target language in the following activities. It may also hinder thinking in*

English. I believe that students can try to translate every single sentence in their minds." (T6)

"Well, I am not sure that I 100% agree with that. I may make use of it to a certain extent for the sake of trying, yet I feel that students should be encouraged to think in the target language." (T7)

"Students may rely too much on Turkish and cannot learn how to think in English. They may also not put any extra effort into self-expression in the target language, which may hinder their speaking development." (T9)

As seen in the following words of Teacher 13, pedagogical translanguaging should be implemented purposefully and systematically in certain appropriate situations, which again is what differentiates pedagogical translanguaging from spontaneous translanguaging practices.

"I think it can hinder language teaching/learning if it is used too much and if the purpose is not made clear to the students. Languages are learned by actively using them, so target language should be used as much as possible by the learners in the classroom. Translanguaging can be used for the activities pedagogically suitable for translanguaging. If we use it too much or without clarifying the purpose for the learners, they can be misled to think that it is OK to use native languages whenever they want in the lesson. They may want to use it in other activities, too." (T13)

Teacher 19 also refers to the proper and deliberate use of translanguaging. Otherwise, it may lead to a decrease in an appropriate input in the target language as classes are the only places to provide this opportunity to students.

"If students do not understand its function, they may always tend to use their target language in their foreign language classes, so it can hinder teaching and learning another language. If a teacher uses it incorrectly, it can avoid creating an input-rich learning environment in classes because students' only chance to be exposed to the

use of the target language can be their classroom, so if they do not have such

classrooms, they cannot learn the language well." (T19)

Some quotations from the data set also revealed that while comparing the native languages and the target language had been reported to be beneficial for better comprehension of the target language in the previous questions, it turned out to be a disadvantage here. Likewise, the use of native languages had previously been reported to be helpful in lowering affective filter rates when students feel stuck and have a difficulty expressing themselves, but now it is seen as a hinderance since it may make students feel insecure.

"Students may start comparing the target language to their native language. They

need exposure to the target language and use it as much as possible so using the

native language would not encourage this at all." (T23)

"It can make learners feel insecure in the target language. They don't force

themselves to focus on the target language and use their native language when they

face a problem." (T24)

As also reported by the previous participants, the teacher is the key while planning and using translanguaging pedagogy. This can be summarised in the following quotes:

"Balancing the languages can be a big issue, not every teacher can do this." (T4)

"I think you should be careful as a teacher in order not to let this method turn into a

translation so you should define and set the rules beforehand." (T36)

"I do not think that it hinders teaching and learning another language if employed

systematically." (T42)

Teachers' Willingness to Use Translanguaging Pedagogy

The participants were asked whether they would like to use translanguaging pedagogy in their EFL classes in the last question after given some brief information about translanguaging and some examples of translanguaging in the questions four and five. It

was found out that out of 42 participants, 28 of them (67%) were in favour of bringing translanguaging pedagogy into their EFL classes, 12 of them (29%) were opposite the idea, and 2 (5%) of them were hesitant.

Teachers in favour of translanguaging pedagogy. The majority of the participants (67%) were willing to implement translanguaging pedagogy in their future EFL classes. The teachers who were willing to use translanguaging reported that they already use this pedagogy unconsciously and spontaneously, which is also salient in the whole data set, and wish to get training to implement this pedagogy properly.

> *"Yes, I would because I think it can facilitate language learning process for the learners. My students or I sometimes use native languages in classes because I feel it can help students at that point and it is usually spontaneous. However, I am not sure whether I do it in a pedagogically sound or appropriate way. Therefore, I would like to try using translanguaging pedagogy, but first I would need to get a training on it or research it to be able to apply it correctly and effectively." (T13)*

> *"I already make use of native languages in my EFL classes through translation practices targeting the contrastive culture, grammar, vocabulary in my classes though I haven't named this practice as 'translanguaging' so far." (T16)*

> *"Yes, I would because I have read some articles about its positive effects on students' learning, but I cannot do it properly as I need training on it." (T19)*

The pedagogical situations in which the participants reported to be willing to use translanguaging in their EFL classes were to make comparisons between languages in terms of grammar and vocabulary, to brainstorm more ideas thanks to using native languages in input, to provide better comprehension opportunities to students, and to reduce affective filter rates. One response was interesting to be noted here because it shows that the teacher thinks students feel under pressure of English-only policy in the EFL class, and it is presented below.

"Yes, I would be willing to do that (translanguaging pedagogy). Students may get a new perspective of how use of native languages can contribute to their learning of L2, and they can feel more relaxed in the class because use of native languages is not something forbidden. I can tell them how their native languages help them and increase their awareness on this issue." (T10)

There were also teachers who are eager to add variety to their teaching methods and open to any methods and strategies to facilitate teaching and learning. For example:

"Yes, and why not. Knowledge is precious. Awareness is cool." (T18)

"Yes, of course. Our main aim is to teach a foreign language to our students so we have to use every method to make them understand lesson." (T37)

One participant also stated that seeking students' opinions would be a good idea. It can be said that this teacher seems to be summarizing the basis of pedagogical translanguaging, which suggests systematic and deliberate use of students' native languages.

"Indeed, I am interested in getting the opinions of my students regarding translanguaging. I am interested in trying it out with providing my students with Turkish input and requiring them to produce the target language using it. It is possible that I will incorporate it into a discussion activity. I can give my students a reading text in Turkish, and ask them to discuss the topic in English." (T42)

Teachers against translanguaging pedagogy. Out of 42 participants, the minority (29%) stated to be against using translanguaging pedagogy in their EFL classes. The reasons for their reluctance were that they have classes with international students whose languages are different from that of the teacher. What is more, students would form a bad habit, and native languages would be used like a getaway vehicle by students. Therefore, translanguaging would minimize students' production in the target language and hinder

exposure to it. Also, students might get distracted, and it would be a problem for classroom management. The teachers' responses best representing these codes are presented below.

"I'm afraid, I may not be able to apply this pedagogy. This term I had an international student in my class and I tried to keep my use of Turkish at minimum. This pedagogy is difficult to implement when we have international students. Moreover, I believe that the use of Turkish language can give students the feeling that they are always free to speak Turkish. It is hard to make students shift from Turkish to English when they are supposed to complete the activities in Turkish. This is a new pedagogy for me and I need to say that I'm a bit prejudiced." (T6)

The participant feels prejudiced and questions his/her ability to adopt the pedagogy, which once more emphasizes the critical role of teachers in implementing it and necessitates necessary training for teachers.

"Probably, not. Generally, I find that Turkish students are already more inclined to use their native language. If they are given the opportunity, they might never try to use the target language." (T15)

As stated by Teacher 15, students are already inclined to use their native languages, the reason for which is their bilingual identity, so the teacher has a fear that students' production in the target language would be minimized. This rationale is also seen in the following excerpts.

"No, I think students can be distracted easily, they can easily talk out of topic, there will be more noise in the classroom. Their exposure to target language will be hindered and language development process will be affected negatively." (T21)

"It wouldn't be applicable in my teaching context. I believe in the importance of language exposure in the classroom as the students don't have enough opportunities apart from the classroom. I also try to increase the student talking time and this wouldn't be the case with translanguaging pedagogy." (T30)

Teachers hesitant to use translanguaging pedagogy. Two participants were not sure of using translanguaging pedagogy in their classes and reported their hesitance in the following words:

"I would be too hesitant to use it, but if I can see some of the examples of translanguaging in the classroom then I would think again." (T11)

"We can try. It can be helpful in some parts of language. But it is controversial so I cannot be sure 100%." (T27)

It can be said that these hesitant teachers, also including the ones who seem to be against translanguaging pedagogy, need more evidence and research showing the positive effects of translanguaging pedagogy in the EFL class to overcome the monolingual bias since we, as teachers, have been taught to teach the target language only in the target language so far.

Discussion

In this section, the quantitative and qualitative findings, which were separately presented under the findings section, will be first merged with each other side-by-side for a comparison in line with the convergent mixed methods research design to address each research question. Then, any convergence and divergence between the two findings will be interpreted and discussed. Lastly, since the qualitative data provided the researcher with more in-depth findings, they will be further discussed under separate titles.

What are the Turkish EFL instructors' attitudes towards translanguaging?

To answer the first research question, the quantitative findings from the first three scales, i.e. teachers' general attitudes towards translanguaging, their attitudes towards their own translanguaging practices, and their attitudes towards students' translanguaging practices, in the questionnaire and the whole interview data were used.

When asked for their general attitudes towards translanguaging on scale 1, more teachers reported positive attitudes towards translanguaging, except the item suggesting translanguaging is essential to learn a new language with a mean score of 2.93, which means they held neutral beliefs of this idea, though. In general, the teachers believed that translanguaging is an *'acceptable'* practice even though it is not necessary while learning a new language. This was also salient in the qualitative findings. A majority of the teachers *'only partly'* agreed with the monolingual ideology, i.e. the target language should be taught only in the target language. They valued the use of students' native languages for a variety of pedagogical purposes, despite being spontaneously, to facilitate learning a foreign language although the exposure to target language was emphasized throughout the data set. The minority of the participants, on the other hand, were in favour of monolingualism. However, all the participants reported to use translanguaging in their classes when asked for their opinions and practices regarding L1 use although they emphasized the judicious and necessary use of L1 and the maximum exposure to the target language. They were concerned about little exposure to the target language and students' too much reliance on their L1. This might explain why the teachers held such a neutral belief in the quantitative data that translanguaging is not essential while learning a new language but had more positive attitudes to the idea that it is *'appropriate and acceptable'* in an EFL class when needed, which mostly perpetuate monolingual ideology in which students are seen as double monolinguals rather than emergent bilinguals (Turnbull, 2018b).

Also, the attitudes of the teachers in the quantitative data indicate that translanguaging would benefit bilingual or multilingual students. However, throughout the whole qualitative data, there were only six instances of a predictor of teachers' awareness of translanguaging as a concept, adopting a translingual stance, and recognizing students' bilingual identities. In other words, only a small number of the participants were aware of their students' whole linguistic repertoire and bilingual identity although the majority of the teachers seem to have some knowledge of bilingualism/multilingualism as a concept and

value bilingual and multilingual speakers' whole language repertoire in the quantitative findings. This indicates that Turkish EFL students are not regarded as emergent bilinguals.

The quantitative findings also showed that the participants believed teachers should not avoid translanguaging as it does not prevent English language learning. This argument is similar to the one they had in the qualitative finding since they reported to use translanguaging to mediate the target language learning. However, the idea that using students' native languages does not show a lack of linguistic proficiency in English in the quantitative findings was not consistent with their reports in the qualitative data. That is, students' low proficiency level was the most frequently reported reason for the teachers to implement translanguaging in an EFL class. Likewise, the quantitative findings show that the teachers believed it is more important to use students' native languages as teachers to help students with lower proficiency levels. Similarly, almost a half of the participants believed students' translanguaging to provide assistance to their peers during activities is more important than the other functions. Therefore, it can be said that students' proficiency level is a strong factor that affects the teachers' attitudes and practices.

The teachers were then further asked to reveal their attitudes to specific pedagogical translanguaging situations, and it was revealed that they were hesitant to translanguaging in an EFL class. However, the teachers took more positive attitudes towards translanguaging used by themselves than that of their students. That is to say, although their attitudes towards both their own translanguaging and students' translanguaging practices were said to be neutral, there were more items rated more positively on scale 2, which indicates that the teachers regard translanguaging as more valuable to teach the target language and facilitate learning than students' own translanguaging practices. It can be said that qualitative findings also showed this hesitance by the teachers. The mean scores showing neutral attitudes in the quantitative findings are congruent with the emerging themes in the qualitative findings, which are that teachers are conditionally and partly for translanguaging, except a minority of the participants showing translanguaging awareness.

That is to say, even if all the participants reported to make use of students' L1, the use of native languages in EFL classes seemed to be conditionally accepted, when necessary, especially in lower proficiency levels. Furthermore, it was observed in the teachers' responses to the interview questions that they feel they sometimes '*need to*' use students' native languages although monolingualism bias still persists in their beliefs.

As a result, it can be said that translanguaging might be considered as a crutch for foreign language learning by the participants, which is in line with the literature (Chavez, 2013; Fallas Escobar & Dillard-Paltrineri, 2015). That is to say, it is acceptable to use students' native languages when there occurs a situation in which the target language would not help, and the native language could be consulted due to the low proficiency level of the students in the target language. As stated earlier, this finding is inconsistent with the participants' mostly held belief on scale 1, which is using students' native languages does not indicate a lack of linguistic proficiency in English. Probably, the participants might have tended to regard the phrase 'lack of proficiency' in terms of their own translanguaging even if the statement meant using students' native languages in class, i.e. translanguaging, in general. In other words, the findings suggest translanguaging either by teachers or by students is only acceptable when students' proficiency level is low, which indicates the crutch view (Fallas Escobar & Dillard-Paltrineri, 2015).

However, there are also promising findings in the qualitative data set as mentioned earlier, too. Despite constituting the minority of the participant, some participants valued and regarded using students' native languages as a valuable and undeniable resource in students' whole repertoire as mentioned in the literature (Baker, 2011; Cenoz & Gorter, 2020; Levine, 2014; Turnbull, 2018b). Although some of these participants seemed to have some knowledge of translanguaging concept referring to their prior research into it, some of them without any background knowledge seemed to adopt a translingual stance as explained in the literature (García, 2009; Seltzer, 2022), which is the key to employ bilingual/multilingual pedagogies, such as translanguaging (Cinaglia & De Costa, 2022;

Tian et al., 2020; Turnbull, 2021). It was clear in these teachers' responses that they are already ready to create a translanguaging space, which not only shows the teachers' support for their students to learn the target language but also an embrace of their Turkish EFL students' emergent bilingual identities (García, 2017; Kleyn & García, 2019). Some participants also even touched upon systematic and purposeful use of students' native languages, making a differentiation between pedagogical translanguaging and simply allowing or using students' native languages only when needed as Cenoz and Gorter (2020) expressed.

Overall, in contrast to other studies which found more positive attitudes towards translanguaging (Almayez, 2022; Ambele, 2022; Pinto, 2020; Yuvayapan, 2019), the findings used to seek an answer to the first research question in the present study suggest that the majority of the teachers are conditionally in favour of the judicious use of translanguaging like the ones in Fallas Escobar and Dillard-Paltrineri's study (2015) to scaffold and mediate the target language learning (Rasman, 2018). However, the participants are biased towards monolingualism underscoring the importance of exposure to the target language and (e.g. Yuzlu and Dikilitas, 2021), which in turn indicates a lack of stance to leverage Turkish EFL students' emergent bilingual abilities (Fallas Escobar, 2019; Turnbull, 2018b). Nevertheless, the minority of the participants have translingual stance to acknowledge bilingual nature of FL settings (Fallas Escobar & Dillard-Paltrineri, 2015).

What are the Turkish EFL instructors' self-reported translanguaging practices?

To answer the second research question, teachers' self-reported practices and encouragement of their students' translanguaging practices from the scales 4 and 5 in the quantitative data, and the teachers' reported translanguaging practices which were repeated throughout the interview questions were used.

According to the quantitative findings, it is evident that the teachers use and encourage translanguaging in the given pedagogical situations almost occasionally and rarely. More specifically, the teachers' use of translanguaging is slightly more frequent than

their encouragement of students' translanguaging. The mean scores mean that the teachers *'sometimes'* use translanguaging and *'rarely'* allow/encourage their students' translanguaging practices, which is in line with their reported practices in the interview questions. All the teachers reported to make use of native languages in specific pedagogical situations to scaffold learning. However, it was revealed that the teachers *'occasionally'* and *'conditionally'* use students' native language because maximizing exposure to the target language and the teachers' fear of overuse of the native language by students were frequently reported by the teachers in the qualitative data. In other words, rather than encouraging students' translanguaging practices, the teachers themselves reported to employ translanguaging practices to mediate and scaffold learning of the target language, and rather than '*encouraging'* they reported to *'allow'* students to translanguage.

To be more specific, when the mean values were compared for each item over the whole scale for each, it was also clear that the teachers' own use of translanguaging to build bonds with students and to help low proficiency students were revealed to be more frequently used functions than the others. Besides, students' translanguaging efforts to provide assistance to their peers and to explain their problems not related to content were more frequently encouraged or allowed situations than the others by the teachers despite being *'sometimes'*. This means that the teachers tend to avoid students' translanguaging practices for content related purposes, and translanguaging as a crutch view among peers can also be considered to affect teachers' practices. Similarly, it was salient in the teachers' responses to the interview questions that using students' native languages for assistance to low proficiency students was the most repeated function. Translanguaging for better comprehension, to avoid communication breakdowns, to explain complex/abstract concepts and grammar, to make comparisons between the target language and native languages, and to lower affective filter rates were five most reported pedagogical functions they use translanguaging for. The pedagogical situations 'to build bonds with students' and 'for concepts not related to content' were considerably less frequently reported by the

participants in the qualitative data than in the quantitative data. On the contrary, the teachers reported that they *'allow'* their students to express themselves in their native languages even in content-related situations to avoid communication breakdowns and also to lower their affective filter rates in the qualitative data.

All in all, the findings used to answer the second research question suggest that all of the teachers reported to employ spontaneous translanguaging in their EFL classes to mediate and scaffold learning especially for low proficiency level students, which is corroborated by the literature (Fang & Liu, 2020; Pinto, 2020) despite biased to monolingualism. Even though their translanguaging practices are mostly for facilitating learning, it seems that they are spontaneous rather than systematic and planned (Wang, 2019), and the teachers tend to report these practices with pragmatic purposes to mediate learning as it was salient in their being favour of monolingualism in the overall qualitative data. The pedagogical situations in which translanguaging was mostly reported to be used was for better comprehension of the content (Fang & Liu, 2020; Neokleous, 2017; Turnbull, 2018b; Wang, 2019; Yuzlu & Dikilitas, 2021), by making comparisons and contrasts between the mother tongue and the target language and by explaining complex content, such as grammar. Translanguaging to lower affective filter rates of the students (Levine, 2014) by allowing them to express themselves in the native language in order to avoid communication breakdowns and to build bonds with students (Fang & Liu, 2020) so as to create a more secure classroom atmosphere (Neokleous, 2017; Yuzlu & Dikilitas, 2021) were found to be other most reported translanguaging practices.

How consistent are the Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practises?

To answer the third research question, the quantitative findings, i.e. the correlation between the teachers' attitudes towards their own translanguaging (scale 2) and their own self-reported translanguaging practices (scale 4), and the correlation between the teachers' attitudes towards students' translanguaging (scale 3) and their self-reported

encouragement of students' translanguaging practices (scale 5), and the whole qualitative data were used.

The quantitative findings revealed that there is very strong positive correlation between teachers' attitudes towards their own translanguaging and practices, which means positive attitudes yield more frequent practice, and negative attitudes yield less frequent practice. This correlation is also seen in the total mean values of each scale although that of teachers' practices is slightly lower than that of their attitudes. Similarly, the qualitative findings suggested a similar pattern and consistency between the teachers' attitudes towards translanguaging and their translanguaging practices overall. That is, all the teachers reported to use students' native languages in similar situations with some bias towards monolingualism in their attitudes, explaining their neutral attitudes referring to the mean value (close to 3) in the quantitative data. The number of the participants who were totally for monolingualism was considerably lower than the number of the participants who reported a need for translanguaging in their EFL classes in the qualitative data. However, the teachers' who were for monolingualism also reported to use translanguaging when necessary. The slight difference between their attitudes and practices, although statistically they are correlated, can be explained in that the teachers regard translanguaging as necessary and appropriate when needed, and when they were asked about their translanguaging practices they rated the items accordingly on the scale because they seem to employ translanguaging pedagogy in need but not willingly as it was also clear in the qualitative data.

A similar strong positive correlation was also found between teachers' attitudes towards their students' translanguaging and their encouragement of students' translanguaging practices. The overall mean values of each scale also indicate this correlation though the mean value of the teachers' encouragement of students' translanguaging practices is slightly lower than that of their attitudes towards students' translanguaging, statistically correlated, though. Similarly, it was obvious in the qualitative

data that although the participants believed students need translanguaging practices because of their proficiency level, they do not seem to encourage them but *'allow them to resort to L1'*. Besides, translanguaging was found to be mostly used by the teacher to scaffold learning of the target language. The participants were hesitant to encourage their students' translanguaging practices with a concern of a decrease in the amount of the target language use by students in production stages. This also explains the lower mean value of the teachers' encouragement of students' translanguaging practices compared to that of their own translanguaging practices.

In brief, the teachers' attitudes towards translanguaging and practices were found to be congruent with each other since their mainly neutral and monolingual biased attitudes were reflected in their occasional and rare practices reported to occur only conditionally and when needed. This finding is different from the one in the previous studies which showed a divergence between the teachers' more positive attitudes and less frequent practices (Almayez, 2022; Pinto, 2020; Yuvayapan, 2019) and the studies which revealed more negative attitudes but more frequent practices (Anderson, 2018; Burton & Rajendram, 2019; Rajendram, 2023; Turnbull, 2018b).

Further Comments

The qualitative data provided more in-depth understanding to reveal the participants' reasons whether to employ translanguaging or not and for their translanguaging practices. For example, due to time-constraints in a fixed schedule in EFL classes, using students' native languages serves as a scaffolding for both the teachers and learners. Indeed, it is true that using students' languages in the target language class makes the learning process faster (Otheguy et al., 2019). The teachers make use of translanguaging in teaching the content for better comprehension of it to scaffold learning. However, they tend to fear that when translanguaging is overused, students' use of the target language in production stages would decrease if students felt that L1 is used and allowed in their EFL classes. Therefore, the participants fear that students form a bad habit of relying on their native

language as a resort (Turnbull, 2018b), which is L1 as a crutch view (Fallas Escobar & Dillard-Paltrineri, 2015). All these concerns show the pervasiveness of monolingual ideology in the participants' beliefs. Indeed, translanguaging pedagogy never asserts that the target language is used less than the mother tongue in a foreign language class, or mother tongue should be overused and the standard of EFL classes (Levine, 2014). In contrast, its aim is to value and use L1 as a valuable resource in learning the target language (Baker, 2011; Cenoz & Gorter, 2020; Levine, 2014; Turnbull, 2018b). Furthermore, it was earlier found that students are aware of the significance of using the target language in class, so they do not tend to be overdependent on L1 (Gaebler, 2014). The target language is used for production in output, while mother tongue is used in input. In other words, teachers' fears of misuse and overuse of translanguaging is not something to blame the translanguaging pedagogy for, but it is about the resistance of teachers to adopt a translingual stance. As cited in Turnbull (2021, p.1342), this lack of stance disables teachers to "master the sophisticated and powerful bilingual techniques necessary to harness the linguistic resources of the learners" (Butzkamm & Cadwell, 2009, p. 16). Besides, underestimating students' already available resources, i.e. native languages, means refuting their bilingual identities.

Also, translanguaging was found to be used in dealing with affective factors. Teachers seem to use and *'allow'* the use of students' native languages to ease their stress and build confidence especially '*when they feel stuck to express themselves in the target language'*. This is actually a sign of accepting students' whole linguistic repertoire. Nevertheless, it can be inferred that even if teachers employ translanguaging for this pedagogical function in their classes, it does not mean that they are totally aware of their students' bilingual identities in their own rights, due to the emphasis on '*when they feel stuck to express themselves in the target language'*.

As reported in the findings chapter, there were also noteworthy arguments in the teachers' responses, such as the teachers' reports of *'thinking in the target language'*. As

Cook (2006) suggested, L1 cannot disappear from a speaker's mind, and it is the teacher's role to integrate it to teaching and learning. Translanguaging both as a theory (e.g. García, 2009; García & Wei, 2014; Otheguy et al., 2015) and a pedagogy (e.g. Cenoz & Gorter, 2017, 2020; García & Lin, 2017) suggests that speakers make use of certain linguistic features in their whole repertoire while communicating. Also, the boundaries between languages are fluid and socially and politically constructed, and this repertoire of which native languages are a part is a resource rather than a *'resort'* that both teachers and students make use of to mediate and scaffold learning of the target language in pedagogical translanguaging. However, what the participating teachers reported reminds the assumption of double monolingualism in which languages are seen as separate and speakers are considered as two monolinguals in one head (Cummins, 2007; Hawkins, 2015), which is language separation ideology what Liu and Fang (2022) argued as a perceived hindrance in accepting such bilingual and multilingual pedagogies as translanguaging.

An interesting concept to be reported is guilty bilingualism. It was noticed in the qualitative findings that one participant actually feels guilty while translanguaging, remembering his/her training which suggests 'target language should be exclusively taught in the target language'. Another interesting comment by a participant was *'ignoring students' translanguaging not to make them ashamed'*. Also, there were some other reports in which the participants said '*they have the students use their native languages if needed when they do not want to seem to speak the students' native languages'*. All of these reports by the teachers indicate that due to the strict language separation and monolingual ideologies that we have been trained so far (Candelier, 2008; Otwinowska & De Angelis, 2014), the participants act like native monolinguals of the target language in their classes (Ellis, 2016) and ignore their own and students' bilingual identities. Lundberg (2019) argued that even if teachers are aware of multilingual approaches in theory, the monolingual ideology is so deeply-rooted that they hesitate to take advantage of such pedagogies in practice. Another

participant also reported that since s/he does not have a multilingual class, which means the only L1 is Turkish language, it is easy for him/her to translanguage. García and Wei (2014) argued that the assumption both the teacher and students should speak the same native language is actually a misconception. Translanguaging approach suggests if the teacher can manage to leave the control to their students and just create a translanguaging space, students can already make use of their whole linguistic repertoire to improve their weaker target language themselves. Thus, there is no need to speak the same language as it is in multilingual settings (García & Wei, 2014). Also, the teacher might provide students with necessary input in their native languages, regardless of the teacher's involvement.

Willingness to Use Translanguaging Pedagogy

Following a brief description of translanguaging pedagogy and some examples, the participants were asked to share their opinions about how translanguage pedagogy may facilitate and hinder teaching and learning of the target language, and further they were asked whether they would be eager to adopt this pedagogy in their future EFL classes. Since the findings from these interview questions may yield further in-depth understanding into the inquiry, they will be discussed under a separate title.

While most participants were eager to adopt translanguaging pedagogy in their classes, some of them were reluctant, and two of them were hesitant to implement it with a scepticism as stated in the literature (Deroo et al, 2020). The participants revisited the pedagogical situations in which they translanguage in EFL classes when asked about the benefits, which are making comparisons between languages and lowering affective filter rates for better comprehension of the content in the target language. Enabling students to come up with more ideas during brainstorming with the help of the input in L1 was further valued by the participants. As to the drawbacks of adopting translanguaging as a pedagogy in EFL classes, the participants reported similar concerns to the ones in the previous interview questions. When it is not used systematically in the classroom, translanguaging pedagogy may hinder the exposure to the target language and encourages students to rely

on their L1 (e.g. Fallas Escobar & Dillard-Paltrineri, 2015; Fang & Liu, 2020; Turnbull, 2018b). However, it was clear in their responses that the teachers became more aware of the fact that the systematic and purposeful use of students' native languages is different from simply using or allowing L1. They reported that they actually 'do' make use of students' native languages without any knowledge of the theory and pedagogy, yet this is spontaneous translanguaging as clear in the literature. The shift in their beliefs was salient in their awareness of the critical role of the teacher in implementing translanguaging pedagogy effectively. Hence, the teachers reported that they need training to implement this pedagogy in a proper way. Also, they argued that students should be explicitly informed about the translanguaging approach that the teacher adopts since they would become too dependent on using their L1. In fact, changing teachers' beliefs to adopt a translingual stance (García, 2009; Seltzer, 2022) might be possible with specific training, and almost all scholars doing research into translanguaging suggest that for a shift in the teachers' beliefs from monolingualism to multilingualism, proper knowledge of the theory and practices is essential (Cinaglia & De Costa, 2022; Candelier, 2008; Turnbull, 2020, 2021; Otwinowska & De Angelis, 2014).

Chapter 5

Conclusion and Suggestions

In this chapter, initially, an overview of the present study including the aim, the methodology adopted, the data collection tools, and findings will be provided. Then, drawing on the findings, some pedagogical implications will be proposed. Lastly, the limitations of the study will be acknowledged, and some suggestions for future research will be recommended.

Overview of the Study

The aim of the present study was to shed light on the literature on translanguaging since it is a relatively recent topic needed to be investigated in FL settings to bridge the gap and break the boundaries between named languages. As recommended by previous scholars, an effective implementation of translanguaging pedagogy requires FL teachers to adopt a translingual stance to acknowledge FL students' bilingual identity and their bilingual abilities and strategies. However, pervasive monolingual bias in teachers' beliefs make it difficult to harness bilingual and multilingual pedagogies, of which translanguaging is the most popular one. Thus, the present study set out to investigate Turkish EFL instructors' attitudes towards translanguaging and their self-reported translanguaging practices and further reveal any in(consistency) between their attitudes and practices adopting a mixed methods approach with a convergent mixed methods research design. The quantitative data of the study was collected through a Likert scale questionnaire, and the qualitative data was obtained through a written interview. More specifically, the attitudes and practices of the teachers were investigated in two dimensions. That is to say, both the teachers' attitudes towards their own translanguaging as well as their own practices and the teachers' attitudes towards their students' translanguaging and their encouragement of students' translanguaging practices were aimed to be revealed. When the two sets of findings from both quantitative data and qualitative data were merged, it was revealed that the teachers

took a neutral attitude towards translanguaging with the overall mean values of 3.30, 2.96, and 2.59 in the quantitative data, and with a biased attitude in favour of monolingualism in the qualitative data. These attitudes were also reflected in their self-reported practices. Their self-reported translanguaging practices and their encouragement of students' translanguaging practices were found to occur not often with the mean values 2.57 and 2.29 in the quantitative data, and only conditionally, when necessary, and spontaneously in the qualitative data. These spontaneous translanguaging practices were mostly carried out to facilitate teaching and learning of the target language for the low proficiency level students. Overall, the findings suggest that while the majority of the participants considered both their own and students' translanguaging with a monolingual bias, the minority of them had a translingual stance valuing students' whole linguistic repertoire and their emergent bilingual identities. The most important finding of the study, on the other hand, is that students' native language is used in EFL classes with a monolingual bias, though, and the majority of the teachers became aware of their spontaneous translanguaging practices and were willing to implement translanguaging as a pedagogy with an emphasis on the critical role of the teacher in the effective implementation of it.

Implications

This study has some implications for teachers, students, teacher trainers, curriculum designers, and indeed all the bodies included in FL education. Based on the findings, it is clear that the monolingual biased language ideology of the teachers still persists, but the 'elephant', everyone is aware of but ignores, is in the room (Levine, 2014). That is, although both strict language separation ideologies and the teachers' beliefs demand the target-language-only FL classes, teachers inevitably make use of translanguaging relying on students' whole linguistic repertoire inclusive of their mother tongue. Most of the teachers do not seem to be aware of the translanguaging framework per se, and they tend to discriminate between L1 and L2 as in monolingual approach except a few instances that

address the translanguaging concept. As a result, there are some implications to be suggested for the stakeholders.

Mother-tongue inclusive bilingual pedagogies in language education, i.e. translanguaging, could be taken into consideration first to bridge this gap because even in higher education EFL students and teachers need to rely on the native language in learning and teaching a foreign language. The reason is that FL students are neither monolinguals nor two monolinguals in one mind, so translanguaging is inevitable in FL classes. The mostly-held belief that translanguaging is like a resort in FL classes for low proficiency students should be dismantled. Indeed, incorporating translanguaging as a pedagogy would enable teachers to become aware of the reality that students' bilingual abilities is a resource (García & Flores, 2013). Thus, the undeniable fact that students' whole linguistic repertoire and emergent bilingual identities are a valuable resource should be cultivated in FL settings. To achieve this, the first step might be accepting the reality of students' and teachers' spontaneous translanguaging practises without any shame or guilt and the bilingual nature of FL education. As Rasman (2018) stated instead of being concerned about whether to translanguage or not, the concern should be how to translanguage. Then, it would be suggested to go beyond these spontaneous and disorderly translanguaging practises of students and teachers by introducing translanguaging as a pedagogical approach to FL education to take advantage of students' whole linguistic repertoire and bilingual strategies because it has been proven to be effective in bilingual education. Language teacher education would be the first place to start to promote bilingualism and multilingualism informing all the stakeholders of the existence and benefits of such a pedagogy in FL classes in light of the literature. The implementation of successful translanguaging pedagogy in FL context, however, would depend firstly on a shift in teachers' deeply-rooted bias in favour of monolingualism and language separation ideologies and then on necessary training which would be given to pre-service and in-service teachers of FL in translanguaging as both a theory and a pedagogy. Also, it would be right to say that

teachers might need concrete evidence to see the benefits of translanguaging in FL classes, so it would be wise to consider incorporating pedagogical translanguaging activities to lesson plans to enable them to implement the pedagogy first-hand after training and providing them with practical guidelines. Although the scholars in the translanguaging literature frequently state that embracing translanguaging is yet to be widely acknowledged due to deeply-rooted monolingual bias (e.g. García & Lin, 2017), the minority of the participants in the present study revealed encouraging reports for translanguaging to have a chance in FL education as a pedagogy with training, careful planning, and definitely the vital role of the teacher in a proper implementation. Hence, it can be said that teachers' stance is crucial in challenging ideological boundaries.

Limitations and Suggestions for Further Research

This study is not without its limitations, though. Firstly, the research sample is a convenience sample of Turkish EFL instructors who work at three state universities in Ankara, Türkiye. Although a variety in the data was aimed while including three different universities rather than studying only in one context, a relatively small sample size of 147 participants in the quantitative data limits the generalizability of the findings to all FL contexts. Also, even though the qualitative data obtained from 42 participants, which is a rich sample size, provided more in depth-understanding of the research phenomenon, the results might be different with a varied sample of participants from a variety of educational institutions across Türkiye. What is more, including private universities in the sample would yield different findings.

Besides, the findings were derived from the participants' attitudes and self-reported practices regarding translanguaging on a Likert scale questionnaire and a written interview. Further research might draw on triangulated data, including students' and teachers' actual translanguaging practises via classroom observations, or a longitudinal quasi-experimental study with an intervention might reveal different insights.

Furthermore, the majority of the participants of the present study later became aware of the difference between spontaneous translanguaging and pedagogical translanguaging only with some brief information and examples provided regarding translanguaging and expressed their willingness to implement the pedagogy in their classes. Thus, future research might also consider exploring the shift in teachers' attitudes in reflective journals, personal narratives, and/or focus group interviews following an in-service training and/or providing them with lesson plans and asking them to implement some pedagogical translanguaging tasks over a period in FL classes. Lastly, students' voices would also be investigated and revealed since it is their whole repertoire and emergent bilingual identity which need to be valued and leveraged.

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APPENDIX-A: Likert Scale Questionnaire

Section 1. Demographic information

Please answer the following questions about yourself and choose the most appropriate option.

1. Gender:	a) Male b) Female
2. To which age group do you belong?	a) < 25 f) 46-50 b) 26-30 g) 51-55 c) 31-35 h) 56-60 d) 36-40 i) > 60 e) 41-45
3. Your first language(s): **(You can choose more than one option here!)**	a) Turkish b) English c) Other (please specify):
4. How do you consider yourself in terms of your language use?	a) Monolingual b) Bilingual c) Multilingual
5. How many second/foreign languages do you speak?	a) 1 b) 2 b) 3 c) 4 d) over 4
6. How long have you been teaching English?	a) 1-5 year(s) b) 6-10 years c) 11-15 years d) 16-20 years e) Over 20 years
7. The name of the institution you work for:	Please specify:
8. Please choose the major you have in B.A. and the major you have your M.A. and/or PhD in if any.	English Language Teaching B.A. □ M.A. □ PhD □ English Language and Literature B. A. □ M.A. □ PhD □ American Culture and Literature B. A. □ M.A. □ PhD □ Translation and Interpreting B.A. □ M.A. □ PhD □ Linguistics B.A. □ M.A. □ PhD □ Other (please specify):

9. What is the level of English language proficiency of the students you are currently teaching?	**Basic user:**
	   a) Beginner (A1)
	   b) Elementary (A2)
	Independent user:
	   c) Intermediate (B1)
	   d) Upper Intermediate (B2)
	Proficient user:
	   e) Advanced/Expert (C1)
	   f) Proficient/Master (C2)

Section 2. Teachers' general attitudes towards translanguaging

Please rate the following statements by selecting from **1 – 5**, 1 being *'Strongly disagree'* and

5 being *'Strongly agree'*.

	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
10. Using students' native language(s) in the classroom is an appropriate practice.	①	②	③	④	⑤
11. Using students' native language(s) is essential for learning a new language.	①	②	③	④	⑤
12. Teachers' use of students' native language(s) in class would be helpful for bilingual/multilingual learners.	①	②	③	④	⑤
13. Using students' native language(s) develops the learners' confidence in English.	①	②	③	④	⑤
14. Language teachers should avoid using the students' native language(s) because it will prevent English language learning.	①	②	③	④	⑤
15. Using students' native language(s) indicates a lack of linguistic proficiency in English.	①	②	③	④	⑤

Section 3. Teachers' attitudes towards their own use and students' use of native language(s) in the following situations

Please rate the following situations by selecting from **1 – 5**, **1** being *'Not important at all'* and **5** being *'Very important'*.

How important do you believe it is <u>for YOU</u> to use students' native language(s) for the following purposes?

	1 Not important at all	2 Not important	3 Neutral	4 Important	5 Very important
16. to explain concepts	①	②	③	④	⑤
17. to describe vocabulary	①	②	③	④	⑤
18. to give directions	①	②	③	④	⑤
19. for classroom management	①	②	③	④	⑤
20. to give feedback to students	①	②	③	④	⑤
21. to praise students	①	②	③	④	⑤
22. to build bonds with students	①	②	③	④	⑤
23. to help low proficiency students	①	②	③	④	⑤

How important do you believe it is <u>for STUDENTS</u> to use their native language(s) for the following purposes?

	1 Not important at all	2 Not important	3 Neutral	4 Important	5 Very important
24. to discuss content or activities in small groups	①	②	③	④	⑤
25. to provide assistance to peers during activities	①	②	③	④	⑤
26. to brainstorm during class activities	①	②	③	④	⑤
27. to explain problems not related to content	①	②	③	④	⑤
28. to respond to teacher's questions	①	②	③	④	⑤
29. to ask for permission	①	②	③	④	⑤

Section 4. Teachers' self-reported use and encouragement of students' use of native language(s) in the following situations.

Please rate the following situations by selecting from **1 – 5**, **1** being *'Never'* and **5** being *'Very often'*.

How often do <u>YOU</u> use students' native language(s) for the following purposes?

	1 Never	2 Not often	3 Sometimes	4 Often	5 Very often
30. to explain concepts	①	②	③	④	⑤
31. to describe vocabulary	①	②	③	④	⑤
32. to give directions	①	②	③	④	⑤
33. for classroom management	①	②	③	④	⑤
34. to give feedback to students	①	②	③	④	⑤
35. to praise students	①	②	③	④	⑤
36. to build bonds with students	①	②	③	④	⑤
37. to help low proficiency students	①	②	③	④	⑤

How often do you <u>ALLOW/ENCOURAGE YOUR STUDENTS</u> to use their native language(s) for the following purposes?

	1 Never	2 Not often	3 Sometimes	4 Often	5 Very often
38. to discuss content or activities in small groups	①	②	③	④	⑤
39. to provide assistance to peers during activities	①	②	③	④	⑤
40. to brainstorm during class activities	①	②	③	④	⑤
41. to explain problems not related to content	①	②	③	④	⑤
42. to respond to teacher's questions	①	②	③	④	⑤
43. to ask for permission	①	②	③	④	⑤

APPENDIX-B: Written Interview

Thank you for your valuable time and participation in this questionnaire. Please write your opinions about the following questions.

1. It is commonly accepted that the target language should be taught only in the target language. To what extent do you agree with this idea? Why?

2. What is your belief as a teacher regarding using students' native language(s) in EFL classes? What should be the role of students' native language(s) in EFL classes?

3. Do you allow/encourage your students use their native language(s) in your class?

   If yes, in what situations and how?

   If not, why not?

   Translanguaging as a theory asserts that all 'languages' available to a speaker belongs to a single integrated linguistic repertoire. Languages are not seen as separate entities as L1 and L2 in this concept. As a pedagogy, translanguaging enables teachers to use students' linguistic repertoire of which their native language(s) is/are a part, systematically and deliberately for teaching and learning purposes inside the classroom. According to this definition:

4. How do you think translanguaging pedagogy could facilitate teaching and learning another language?

5. How do you think translanguaging pedagogy could hinder teaching and learning another language?

6. Would you be willing to introduce translanguaging pedagogy to your EFL class?

   If yes, how and why?

   If not, why not?

APPENDIX-C: Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırma Etik Kurulu

Sayı   : E-66777842-300-00003131912   11/10/2023
Konu : Etik Komisyonu İzni (Esra TABAK)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 04.10.2023 tarihli ve E-51944218-300-00003117363 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili ve Eğitimi yüksek lisans programı öğrencilerinden **Esra TABAK, Dr. Öğr. Üyesi İsmail Fırat ALTAY'ın** danışmanlığında yürüttüğü **"Türk İngilizce Öğretmenlerinin Geçişli Dil Süreçlerine Yönelik İnançları ve Uygulamaları"** başlıklı tez çalışması Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma Etik Kurulunun **10 Ekim 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. İsmet KOÇ
Kurul Başkanı

APPENDIX-D: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

04/06/2024

Esra Tabak

APPENDIX-E: Thesis/Dissertation Originality Report

04/06/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Turkish EFL Instructors' Attitudes Towards Translanguaging Practices

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Name Lastname:	Esra TABAK	
Student No.:	N21133555	Signature
Department:	Foreign Language Education	
Program:	English Language Teaching	
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.	

ADVISOR APPROVAL

APPROVED
(Asst. Prof. Dr. İsmail Fırat ALTAY)

APPENDIX-F: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

04/06/2024

Esra TABAK

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.