THE REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

PORTRAITS OF PLURILINGUAL AND PLURICULTURAL IDENTITIES OF YOUNG LEARNERS: THE VALORIZATION OF LANGUAGE REPERTOIRES

DOCTORAL DISSERTATION

LEYLA DENİZ ERTAŞOĞLU

SUPERVISORS
DR. MUSTAFA TEKİN
PROF. DR. ESİM GÜRSOY

ÇANAKKALE – 2024

THE REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

PORTRAITS OF PLURILINGUAL AND PLURICULTURAL IDENTITIES OF YOUNG LEARNERS: THE VALORIZATION OF LANGUAGE REPERTOIRES

DOCTORAL DISSERTATION

LEYLA DENİZ ERTAŞOĞLU

SUPERVISORS
DR. MUSTAFA TEKİN
PROF. DR. ESİM GÜRSOY

ÇANAKKALE – 2024

T.C.

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Leyla DENİZ ERTAŞOĞLU tarafından Dr. Öğr. Üyesi Mustafa TEKİN yönetiminde ve Prof. Dr. Esim GÜRSOY ikinci danışmanlığında] hazırlanan ve **13/06/2024** tarihinde aşağıdaki jüri karşısında sunulan "**Çocuk Öğrencilerin Çokdilli Ve Çokkültürlü Kimlik Portreleri: Dil Repertuarlarının Cesaretlendirilmesi/Zenginleştirilmesi**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**'nda **DOKTORA TEZİ** olarak oy birliği ile kabul edilmiştir.

Jüri Üyeleri	**İmza**
Dr. Öğr. Üyesi Mustafa TEKİN (Danışman)	……
Prof. Dr. Salim RAZI	……
Doç. Dr. Osman Yavuz KARTAL	…….
Doç. Dr. Kutay UZUN	……
Dr. Öğr. Üyesi Ahmet Serkan TANRIÖVER	……

Tez No : 10628678

Tez Savunma Tarihi : 13/06/2024

……

Prof. Dr. Ahmet Evren ERGİNAL

Enstitü Müdürü

../../20..

DECLARATION OF ETHICS

I hereby undertake and declare that in this doctoral dissertation, I prepared in accordance with the rules of dissertation writing procedures of School of Graduate Studies at Çanakkale Onsekiz Mart University, I have obtained the data, information and documents, presented in the dissertation within the framework of academic and ethical rules, I have presented all the information, documents, evaluations, and results in accordance with the code of scientific ethics, all sources which I have utilized during the dissertation have been fully cited in the references, I have not made any changes to the data used, the study I have presented in this dissertation is original, which I have accepted all losses of rights that may arise me otherwise.

Leyla DENİZ ERTAŞOĞLU
13/06/2024

ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

Leyla DENİZ ERTAŞOĞLU
13/06/2024

ACKNOWLEDGEMENT

This doctoral dissertation would not have been possible without the guidance and assistance of many people. To being with, words cannot express my deepest appreciation and gratitude to my supervisors Dr. Mustafa Tekin and Prof. Dr. Esim Gürsoy, who have always been supportive of my doctorate studies. I am deeply indebted to them who have provided me with insightful knowledge, expertise, and positive criticism. I also owe many thanks to Dr. Mustafa Çoban, who has easen the data analysis process with his guidance and motivational support. I am also grateful to my defense committee members Prof. Dr. Salim Razı, Assoc. Prof. Dr. Osman Yavuz Kartal, Assoc. Prof. Dr. Kutay Uzun, and Dr. Ahmet Serkan Tanrıöver who have generously provided me with their feedback.

My heartfelt thanks go to all participants, particularly the young learners who have invited me to their colorful worlds. I feel honored to tell their untold stories in this dissertation. Not only as a researcher, but also as a person I have learned a lot from them, which has turned me a better version of myself now. Additionally, this endeavor would not have been possible without the support of my beloved husband, Barış Ertaşoğlu, who has never given up believing in me. I would be remiss in not mentioning my father, İbrahim Deniz, who has always imagined her daughter as a true scholar. I would like to attribute this dissertation to my son Ali Haydar and my daughter Sofya who are the wind beneath my wings.

Lastly, I gratefully acknowledge the fund provided via TÜBİTAK 2211 National Graduate Scholarship Program that enhanced the completion of my dissertation.

Leyla DENİZ ERTAŞOĞLU

Çanakkale, Haziran 2024

ÖZET

ÇOCUK ÖĞRENCİLERİN ÇOKDİLLİ VE ÇOKKÜLTÜRLÜ KİMLİK PORTRELERİ: DİL REPERTUARLARININ CESARETLENDİRİLMESİ/ZENGİNLEŞTİRİLMESİ

Leyla DENİZ ERTAŞOĞLU
Çanakkale Onsekiz Mart Üniversitesi
Lisansüstü Eğitim Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı Doktora Tezi
Danışman: Dr. Öğr. Üyesi Mustafa TEKİN
İkinci Danışman: Prof. Dr. Esim GÜRSOY
13/06/2024, 172

Son dönemde Türkiye'de değişen sosyal, kültürel ve ekonomik dinamikler nedeniyle okullarda çok sayıda öğrenci çokdillidir. Ancak bu, çocukların kendilerini rahat ve güvende hissettikleri dilde ifade edebilecekleri ve geldikleri sosyokültürel kökenden bağımsız olarak kendilerini değerli hissettikleri bir yer olması gereken sınıfların çokdilli hale geldiği anlamına gelmiyor. Özetle, çokdilli bir sınıfta çocukların dil ve kültür repertuvarları bir yük olarak değil, öğrenmeyi zenginleştiren bir varlık olarak kabul edilir. Bu nedenle çocukların dil ve kültür repertuarının keşfedilip hem çocukların hem de İngilizce öğretmenlerinin bu anlamda bilinçlendirilmesi önem arz etmektedir. Bu noktadan hareketle, mevcut çalışma, nitel bir araştırma tasarımıyla dil portreleri, açık uçlu dil anketleri, röportajlar, sınıf gözlemleri ve öğrenci günlükleri aracılığıyla farklı geçmişlere sahip çocuk öğrencilerin çokdilli kimliklerinin yanı sıra, kimlik inşalarının olanaklarını ve zorluklarını keşfetmeyi amaçlamıştır. Araştırmanın katılımcıları, mültecilerin yoğun olarak yaşadığı Bursa'daki bir İmam-Hatip ortaokulunda öğrenim gören 5. ve 6. sınıftaki 171 öğrenci (toplam 6 sınıftan)ile onların 2 İngilizce öğretmeni ve okul müdürüdür. Çalışmanın sonuçları, katılımcıların ana dillerine değer verdiklerini ve İngilizce öğretmenlerinin sınıflardaki çeşitliliği desteklemeye çalıştığını, ancak katılımcı çocuk öğrencilerin tek dilli bir bakış açısına sahip öğrenme ortamlarında mevcut dil repertuarlarını kullanamadıklarını ortaya koydu.

Anahtar Kelimeler: Çocuk öğrenciler, Çokdillilik, Çokkültürlülük, Dil portreleri, Ekolojik sistemler, Öğrenci kimliği

ABSTRACT

PORTRAITS OF PLURILINGUAL AND PLURICULTURAL IDENTITIES OF YOUNG LEARNERS: THE VALORIZATION OF LANGUAGE REPERTOIRES

Leyla DENİZ ERTAŞOĞLU
Çanakkale Onsekiz Mart University
School of Graduate Studies
Department of Foreign Languages Education
Supervisor: Dr. Mustafa TEKİN
Co-supervisor: Prof. Dr. Esim GÜRSOY
06/13/2024, 172

Recently, due to the changing social, cultural, and economic dynamics in Türkiye, myriads of children in Turkish schools are indeed plurilingual, yet it does not mean that the classrooms have become plurilingual which should be a place where children can express themselves in the language they feel comfortable or safe with, and feel valued regardless of the language(s) they speak and the sociocultural background they come from. In a nutshell, in a plurilingual classroom the linguistic and cultural repertoire of children are not considered to be a burden, rather as an enriching asset to learning. For this reason, the exploration of the linguistic and cultural repertoire of children and raising awareness of both children and English teachers are noteworthy. From this standpoint, the current study, by utilizing a qualitative research design sought to explore the plurilingual identities of young learners with diverse backgrounds as well as the affordances and challenges to their identity construction through the language portraits, open-ended language questionnaires, interviews, classroom observations, and learner diaries. The participants of the study were 171 young learners of 5th and 6th graders (of 6 classes) along with their two English teachers and the school principal in an Imam-Hatip secondary school in Bursa, which is highly populated with refugees. The results displayed that while the participants value their mother tongues and their English teachers try to embrace the linguistic diversity in the classrooms, the participating young learners do not use their language repertoire in their learning environment which holds a monolinguistic perspective.

Keywords: Ecological systems, Language portraits, Learner identity, Pluriculturalism, Plurilingualism, Young learners

TABLE OF CONTENTS

Page Number

APPROVAL……..…….…….……... i

DECLARATION OF ETHICS…...…….…… ii

ACKNOWLEDGEMENTS……..…….. iii

ÖZET ……..…….…….. iv

ABSTRACT …….. v

TABLE OF CONTENTS ……..……...…… vii

ABBREVIATIONS……..…….....……. xi

LIST OF TABLES…….…. xii

LIST OF FIGURES.……..……...…….….. xiii

CHAPTER ONE
INTRODUCTION 1

1.1. Introduction……...…….…… 1

1.2. Setting the Context….…….....…….. 3

1.2.1. The Linguistic and Sociocultural Landscape in Türkiye……...…….. 3

1.2.2. Foreign Language Policies in Türkiye……... 6

1.2.3. Overview of Syrian Refugee Crisis and Refugee Children Education in Türkiye……... 9

1.3. Problem Statement……. 12

1.4. Purpose of the Study……... 13

1.5. Significance of the Study…… 14

CHAPTER TWO
LITERATURE REVIEW 16

2.1. Theoretical Frameworks Guiding the Study.....…….... 16

2.2. Introduction.....……... 16

2.3. Theory of Plurilingualism and Pluriculturalism……. 18
2.3.1. Theoretical Underpinnings……...……..…….. 18
2.3.2. Plurilingual/Pluricultural Repertoire and Resources…….. 22
2.3.3. Plurilingual and Pluricultural Competence (PPC)…….. 24
2.3.4. CEFR Plurilingual and Pluricultural Descriptors…… 26
2.4. Language and Social Identity…….. ……...…...…… 27
2.4.1. Investment…….……..... 30
Language as a Capital……. 31
2.4.2. Imagined Communities…….. 32
2.5. Place, Identity, and Agency among Children as Young Learners……... 34
2.5.1. The Concept of Place…….. 34
2.5.2. The Concept of Identity……... 37
2.5.3. The Concept of Agency……... 38
2.5.4. Children's Representations of their Plurilingual Identities…….. 40
2.6. An Ecological Framework for Young Language Learners' Identity Development 42
2.6.1. Micro Level of Social Activity…… 44
2.6.2. Meso Level of Sociocultural Institutions and Communities…… 44
2.6.3. Macro Level of Ideological Structures…… 45
2.7. Teaching English as a Foreign Language in Multilingual Settings/Classrooms…. 46

CHAPTER THREE
METHODOLOGY 49

3.1. Introduction…… 49
3.2. Design of the Study…… 49
3.3. Site and Recruitment....…….…..... 53
3.4. Participants....…….…..... 54
3.4.1. Students…….……... 54
3.4.2. English Teachers and the School Principal…….. 55
3.5. Instruments…….…. 57
3.5.1. Language Portraits and Language Questionnaire with Open-Ended Questions…….…… 57
3.5.2. Interviews with English Teachers and the School Principal…… 61

3.5.3. Interviews with Students……. 62
3.5.4. Classroom Observations……. 63
3.5.5. Language Diaries…… 64
3.6. Data Collection and Analysis……. 65
3.6.1. Language Portraits and Language Questionnaires…….. 65
3.6.2. Interviews with Young Learners, their English Teachers, and the School Principal…….……..……. 68
3.6.3. Classroom Observations……. 71
3.6.4. Diaries……. 72
3.7. Quality Process /Trustworthiness……... 74

CHAPTER FOUR
RESULTS 79

4.1. Introduction……...…….……... 79
4.2. Data Analysis Results....…….……..... 79
4.2.1. Results for RQ1……... 79
A division of the Portrait according to Body Parts……... 79
The head…….. 80
The heart…….. 82
The Upper Limbs (Arms and Hands)……... 83
The Lower Limbs (Legs and Feet)……... 83
A division of the Portrait according to the Learners' Color Choices……. 84
Feelings……... 85
World Knowledge and Personal Experiences…….. 85
Flags…… 87
A division of the Portrait according to the Languages Placed…….. 88
4.2.2. Results for RQ2……... 92
4.2.3. Results for RQ3……... 112

CHAPTER FIVE
DISCUSSION AND CONCLUSIONS 115

5.1. Results of RQ1..... 115
5.2. Results of RQ2..... 122
5.3. Results of RQ3..... 131
5.4. Limitations and Suggestions for Future Research..... 132
5.5. Conclusion..... 134
5.6. Implications..... 138
REFERENCES 141
APPENDICES I
APPENDIX 1. THE LANGUAGE PORTRAIT.....I
APPENDIX 2. THE LANGUAGE QUESTIONNAIRE II
APPENDIX 3. THE INTERVIEW QUESTIONS WITH ENGLISH TEACHERS.....III
APPENDIX 4. THE INTERVIEW QUESTIONS WITH STUDENTS.....IV
APPENDIX 5. THE CLASSROOM OBSERVATION SHEET.....V
APPENDIX 6. THE LANGUAGE DIARY.....VII
APPENDIX 7. ETHICS COMMITTEE APPROVAL.....VIII

ABBREVIATIONS

CEFR	The Common European Framework of Reference
CoE	The Council of Europe
CVR	Content Validity Ratio
EAL	English as an Additional Language
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
FL	Foreign Language
ICR	Intercoder Reliability
IRR	Interrater Reliability
MoNE	The Ministry of National Education
PPC	Plurilingual and Pluricultural Competence
PRAESA	The Project for Alternative Education in South Africa
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNHCR	The Office of the United Nations High Commissioner for Refugees
PICTES	Promoting the Integration of Syrian Children into the Turkish Education System
TEC	Temporary Education Center
TEFL	Teaching English as a Foreign Language

LIST OF TABLES

Table No	Table Name	Page No
Table 1	The Language Policies Towards the Mostly Spoken Languages in Türkiye In a Chronological Order	8
Table 2	Integration Of Data Types	52
Table 3	Sample Of the Interviews with Students	69
Table 4	The Data Analysis Process for The Diaries	73
Table 5	The Reasons Why the Respondents Are Bullied by Their Peers	99
Table 6	How The Respondents Learn English	113

LIST OF FIGURES

Figure No	Figure Name	Page No
Figure 1	The Number of Syrians Under Temporary Protection in Türkiye Between 2011-2024	10
Figure 2	The Education Services Provided for Syrian Children in Türkiye	11
Figure 3	The Stages in The Qualitative Research Process	50
Figure 4	The Inductive Reasoning of a Qualitative Study	51
Figure 5	The Schematic Illustration of The Data Collection Process	57
Figure 6	The Language Portrait Silhouette	59
Figure 7	The Step Model of Inductive Category Development	66
Figure 8	The Procedure Followed for The Intercoder Reliability Measurement	77
Figure 9	The Language Portrait Showing the Language That the Learner Is Most Competent in Placed in The Head	81
Figure 10	The Language Portrait Showing the Language the Learner Aspires to Learn Placed in The Head	81
Figure 11	The Language Portrait Showing the Mother Tongue in The Heart	82
Figure 12	The Language Portrait Showing the Functions of The Legs and Feet	84
Figure 13	The Language Portrait Colored According to The Colors of The Learner's Favorite Football Team	85
Figure 14	The Language Portrait Showing the Learner's Personal Experiences	86
Figure 15	The Language Portrait Showing Turkish Colored in Red Because of The Colors of The Turkish Flag	87
Figure 16	The Language Portrait Showing Turkish According to The Colors of The Turkish Flag	88
Figure 17	The Language Portrait Showing Where the Respondents Placed Turkish	89
Figure 18	The Language Portrait Showing Where the Respondents Placed English	90

Figure 19	The Language Portrait Showing Where the Respondents Placed Arabic	90
Figure 20	The Language Portrait Showing Where the Respondents Placed Kurdish	91
Figure 21	Other Languages That the Respondents Placed in Their Language Portraits	92
Figure 22	The Affordances That Interact with The Learner Identities of Young Learners at Three Levels of Their Ecological Systems	94
Figure 23	The Thematic Display of The Affordances That Interact with Learner Identities of Young Learners in Their Ecological Systems	95
Figure 24	The Thematic Display of The Challenges That Interact with Learner Identities of Young Learners in Their Ecological Systems from Their Own Perspective	97
Figure 25	The Challenges That Interact with The Learner Identities of Young Learners in Their Ecological Systems from Their Own Perspective	98
Figure 26	The Affordances and Challenges That Interact with The Learner Identities of Young Learners in Their Ecological Systems from The School's Perspective	103
Figure 27	The Affordances That Interact with The Learner Identities of Young Learners in Their Ecological Systems from The Researcher's Perspective	107
Figure 28	The Challenges That Interact with The Learner Identities of Young Learners in Their Ecological Systems from The Researcher's Perspective	109

CHAPTER ONE
INTRODUCTION

1.1. Introduction

The domain of Applied Linguistics has long been monopolized by a monolingual look at the languages, that is, the languages should be learned and stored separately. This has largely been a consequence of nationalism which matched the national tongues with the states by ignoring the rest of languages and dialects in general. Language education, in particular, has been largely affected by the native speaker model of Chomsky (1965) which was centered around an ideal speaker performance in a homogenous community. However, the arguments based on homogeneity of communities and native speaker-referenced linguistic performance have been challenged (Cook, 1999; Cummins, 2007; Hymes, 1972; Jenkins, 2009; Pennycook, 2010). This linguistic purity has been criticized owing to its superficiality and poverty of sociocultural connections which eventually led to a paradigm shift in teaching languages.

Within the last decade, language education has witnessed a shift from monolingualism to plurilingualism, which proposes that languages are interconnected, not separated as acknowledged earlier (Conteh and Meier, 2014; Kubota, 2016; May, 2014; Piccardo and Puozzo Capron, 2015). Rather than adopting a structuralist view of language, the plurilingual approach to languages embraces all languages and dialects interconnected and interdependent in order to make meaning in the course of communication. In this vein, it wholeheartedly encourages the mixture of dialects/languages in one's linguistic repertoire as a resource of richness whilst it is believed to be a serious 'contamination' by a monolingual paradigm. With a humanistic and sociocultural stance, this new view cherishes the engagement of diverse learners in situated and contextual interactions (Hawkins, 2019). The new paradigm, based on one's flexible use of the linguistic and cultural repertoire, is indeed sourced locally and globally considering the social, cultural, and economic needs along with new developments in the societies of the 21st century which is clarified in Chapter 2.

Additionally, it is noteworthy to highlight the interdependent relationship between language learners' repertoires and their learner identities. Whilst previously identity was thought to be static and unitary, poststructuralist theories have informed identity research with respect to the fluid, changing, dynamic and contextualized essence of identities which are not solely shaped by sociocultural structures but also by agency that the learners choose to employ. Thus, learners can employ their linguistic and cultural repertoires to make meaning in local and global interactions if they are given the opportunities in equitable classrooms.

On a global scale, it is a well-known fact that myriads of people are forcibly displaced worldwide let alone millions of migrants who try to find a better place to live. By the end of 2021, 108.4 million people were forcibly displaced worldwide including 35.3 million refugees, 62.5 million internally displaced people, and 5.4 million asylum-seekers (UNHCR, n.d.). Among those, over 4 million of them officially reside in Türkiye, which has been home to the largest groups for the last 8 years, according to UNHCR Biannual Fact Sheet of September 2022.

Türkiye, as one of the immigrant-receiving countries, has been witnessing plurilingualism and pluriculturalism in social and educational spheres owing to myriad immigrants from other countries (mainly from Syria), as well as people with different ethnic origins that have already lived in Türkiye for a long time. The most common mother tongues in Türkiye are Turkish, Kurdish, Zaza, and Arabic (UNESCO, n.d.). Given the fact that there has been a constant move of people, Turkish society is becoming more multilingual and multicultural.

Naturally, this social shift in societies has paved the way for multilingual classrooms which bring together a great number of plurilingual students with diverse backgrounds. Considering the changing dynamics in societies worldwide, the field of Applied Linguistics has felt the need to embrace a plurilingual approach rather than a monolingual one. This paradigm shift has unveiled some conceptual frameworks including multilingualism (Cummins, 2007), translanguaging (Canagarajah, 2011; Garcia and Wei, 2014), plurilingualism (Coste et al., 2009; CoE, 2006, 2007, 2018; Piccardo, 2013). However, despite the existence of these frameworks for a long time, the solid applications of the

plurilingual shift have been lagging in English Language Teaching (ELT) due to its long-lasting reliance on monolingualism (Cook, 2016).

The paradigm shifts as well as the multilingual environments have changed the functions of the school radically in the 21st century. It no longer pursues to prepare students to "become a conforming adult within a nation presented as homogenous, united, sharing the same history, the same references and all the same values. School should not generate a purely personal, unified and stable image of individual identity" (Coste and Simon, 2009, p. 175). Instead, schools are expected to foster the plurality and fluidity of students' identities for an inclusive and democratic society because "individual plurilingualism is unfortunately not in itself a guarantee of acceptance and tolerance of the diversity of others, and this may well be a result of building our identity [in schools] on just one identifying language" (Coste and Simon, 2009, pp. 174- 175). In the mosaic of linguistic and cultural diversity in societies, as is the case in Türkiye, English language learning classes may be convenient to enable children gain an awareness of their plurilingual selves along with the plurilingual atmosphere they experience while they are learning an additional language. According to Fisher et al. (2020), fostering the plurilingual identities of students are crucial for two reasons: (1) because the students may "be more likely to invest effort in the learning and maintenance of their languages", and (2) "with increasing mobility and greater diversity in communities and classrooms", this plurilingual mindset "might lead to enhanced social cohesion in the school and beyond" (p. 2). This doctoral dissertation intends to remark on the changing sociocultural fabric of classes which requires a shift in the conceptualization of language teaching for a more effective learning.

1.2. Setting the Context

1.2.1. The Linguistic and Sociocultural Landscape in Türkiye

Türkiye has been home to many cultures and languages considering its rich history and geopolitical location. Therefore, there are several languages other than Turkish spoken in the country. Turkish, as the only official language in Türkiye, is used for communication by the great majority of the population. While the rest communicates in various languages, the most widely used ones are Kurdish, Arabic, and Zaza. In a nutshell, Türkiye is officially

monolingual although it is inherently multilingual as several languages have co-existed over years.

The World Atlas of Languages shows that there are 25 languages (once) spoken in Türkiye which has a population of almost 85 million. The list includes Turkish, Kurdish, Zaza, Pontus Greek, Georgian, Laz, Circassian, Abkhaz, Western Armenian, Chechen, Arabic, Assyrian Neo-Aramaic, Modern Hebrew, Romani, Albanian, Bosnian, Crimean Tatar, Nogai, Kazakh, Kirghiz, Uighur, Uzbek, Turkish Sign Language, Central Taurus Sign Language, and Mardin Sign Language (UNESCO, n.d.). Depending on UNESCO's nine criteria to measure the danger a language is facing, these languages are categorized as safe, vulnerable, definitely endangered, severely endangered, critically endangered, and not in use. Although Türkiye has adopted several conventions regarding the protection of indigenous language speakers' rights such as ICCPR (2003), CSICH (2006), UNDRIP (2007), UNCRPD (2009), CPPDCE (2017), there are still many endangered languages. As advised by UNESCO, the most significant step to be taken to avoid the disappearance of languages is to provide their speakers with favorable conditions to speak and teach the languages. Above all, it is vitally important for the speakers to have a positive attitude towards the languages in their repertoires. Therefore, a social atmosphere which favors plurilingualism and pluriculturalism is a must so that the speaking such languages becomes richness rather than hindrance.

In addition to its sociocultural diversity, Türkiye has been home to several ethnicities. Upon the collapse of the Ottoman Empire, the Republic of Türkiye was founded following the Treaty of Lausanne in 1923. The new republic inherited a culturally and linguistically diverse population. This heterogenous composition has continued to remain in Türkiye to a certain extent. Currently, the largest group is the Kurds that makes up almost one fifth of the whole population (19%) (CIA World FactBook, 2020). Kurds have been living in Anatolia for centuries and they are scattered around all cities in Türkiye although they dominantly populate eastern cities. Whilst by the mid-90s, Kurds mostly inhabited rural areas, a great number of them migrated to urban areas and especially western cities in Türkiye due to economic and sociopolitical reasons (Öpengin, 2012). The financial imbalance among the cities in Türkiye causes domestic migration considering the wide gap in gross domestic

product (TÜİK, 2023) between the developed western cities and underdeveloped eastern cities.

It also deserves to highlight the impacts of the politicization and (de)valorization of languages on the mental maps of people. To underline this issue, it is worth mentioning an interesting study on the perceptions of Turkish dialects along with their speakers (Demirci and Kleiner, 1999) although it was conducted around two decades ago. The participants of the study were the residents of Bursa, Türkiye who reported their attitudes toward the (speakers of) dialects. The results display that the majority found the dialect spoken in eastern cities (especially by Kurds) the least pleasing dialect besides the respondents' negative attitudes towards the people of the region (as "harsh", "illiterate", "primitive", etc.). The authors also infer that the reason behind the respondents' negative perceptions is possibly the mother tongue (mainly Kurdish and Arabic) of the residents of eastern cities.

The sociocultural landscape would be incomplete with no mention of the growing number of refugees in Türkiye. Although Türkiye is accustomed to receiving refugees and asylum seekers (Pomaks and Turks from Bulgaria in 1989, Kurds from Iraq in 1991, Albanians and Bosnians in the 1990s, etc.) the influx of Syrians is unprecedented for two major reasons (Kirişçi, 2014). Firstly, Türkiye has never had such big groups of refugees at a time. Because it was a sudden conflict, Türkiye accepted them without adequate preparation including regulations on education, health, shelter, social adaptation, and so on. Secondly, Türkiye pursued an 'open-door' policy that is not parallel to past practices; and which ranked Türkiye as one of the largest recipients of refugees in the world. All in all, Syrians constitute a great majority of the refugees in Türkiye. Whilst they were initially settled in refugee camps, now less than 2% of Syrians live in the camps (Refugees Association, 2023) which hints that Syrians and Turkish people are in close contact in everyday life (Koser Akcapar and Simsek, 2018). Naturally, this has changed the sociocultural fabric of the society owing to micro and macro factors including the locals' attitudes towards the newcomers, in particular (Altıok and Tosun, 2018; Erdoğan, 2014). The perceived emotional, cultural and linguistic distance among the people may perpetrate inequalities and the marginalization of certain groups. In order to prevent radicalization and lost generations and foster 'social cohesion' (Culbertson and Constant, 2015, p. 49), the role of education that is inclusive and embracing diversities should not be undervalued.

1.2.2. Foreign Language Policies in Türkiye

For modern nation states, language is a symbol of national identity, a tool to build a nation, and a social mechanism to exert authority. In this regard, states are built on mother-tongue ideology. The controlling and regulating power of language is experienced everywhere, from schools to the media. Students, for instance, are included in the community once they learn the official language in schools (Salomone, 2010). Foreigners are likewise integrated in society through the official language. Language thus works as a border between the insiders and outsiders in a nation. It also makes imagined communities more concrete and imaginable (Craith, 2006) by giving people the feeling that they belong to the same society with a shared culture and history (Kymlicka, 2001).

Linguistic diversity, in a sense, may be considered as a threat to the uniformity of nation states. In parallel, the multilingual paradigm challenges the nation states which hold the monolingual ideology of 'one nation, one people, and one language' (Küppers and Yağmur, 2014). Likewise, some hold a strong belief that recognizing the multilingual groups and giving them linguistic rights may threaten the very existence of those states. The language choices of nations indeed hint the value attributed to the languages and ethnic groups as well as the hierarchy among them (Ünal-Gezer and Dixon, 2021). Despite the strong link between identity and language, it may cause issues for the social future of nations (Tabouret-Keller, 1997) unless social plurality is regarded as a richness for the society.

Along with the influence of the plurilingual approach in applied linguistics, the shifting, complex, and fluid linguistic and cultural repertoires of plurilingual individuals in rapidly changing societies have become notable. From the perspective of Türkiye, it deserves noting that this diversity is not a new phenomenon that has been introduced through international migration. It is rather a consequence of a rooted monolingual and monocultural blindness of the dominant groups (Piller, 2016). However, the plurilingual approach can be an effective way to embrace the linguistic and cultural diversity as an asset through the education system.

The position of Turkish, as the only official language of Türkiye, is protected by the Third Article of the Constitution. Additionally, Article 42 also ensures the role of Turkish as the only language of education by prohibiting any institution from teaching any language other than Turkish as a mother tongue for Turkish citizens. However, any language can be taught as an elective class. Although there are several foreign language classes as elective, English is the only compulsory class at all levels of education in Türkiye. Since the introduction of English as a foreign language to Turkish education system back in The Tanzimat Period (in the 1850s) as a part of westernization movements, language education has gone through various changes in accordance with the sociopolitical and economic factors (Kırkgöz, 2005). According to Kırkgöz (2007), English language teaching in Türkiye can be analyzed in three phases: (1) the introductory phases, (2) 1997 Education Reform, and (3) English language teaching in accordance with the EU standards. In the initial period, English classes were not available to all students and state schools started to offer it as a foreign language after the year of 1908 (Doğançay-Aktuna, 1998). However, with the adoption of 1997 Education Reform, English became compulsory for all students as of Grade 4. In the latest period, with the 2013 Education Reform, English as a foreign language started to be taught as early as Grade 2. The aim behind this foreign language education policy was to introduce English at an earlier age to foster positive attitudes towards the language and also to encourage learners' communicative skills. However, despite all efforts and initiatives taken, English language teaching in Türkiye is still lagging behind the learners' current needs, as well as the realities of the changing educational contexts.

Türkiye has been hosting a growing number of refugee children without taking the critically important steps including the design and implementation of an educational infrastructure, teacher education programs, and a plurilingual framework that welcomes all refugee children with their diverse background. As underlined by Skutnabb-Kangas (2000), it is a human right for children to have the opportunity to develop their mother tongues, to feel proud of their linguistic repertoires, and to be offered the agency to employ the repertoires in accordance with their needs instead of feeling ashamed of their identities. Once the language(s) children speak are not accepted and devalued, they are disadvantaged in educational settings (Ünal-Gezer, 2019). Policy makers in Türkiye need to decide how to handle the language: as a problem, as a resource, or as a right (Ruiz, 1984). Although Türkiye has taken some steps to accommodate itself in the globalized world by recognizing the

linguistic and cultural diversity of the ethnic groups and refugees, it has a long way to take (see Table 1). Considering the changing sociopolitical and economic dynamics, linguistic imperialism (Phillipson, 2018) and monolingual/monocultural view will not appeal to the needs of the learners and society. To serve these purposes, inclusive plurilingual education enables the learners to understand other cultures, languages, and ways of living and thus contribute to the social fabric of the schools and communities with their diverse learner identities.

Table 1

The language policies towards the mostly spoken languages in Türkiye in a chronological order

Reforms taken to strengthen the status of Turkish	**Reforms taken to strengthen the status of English**	**Reforms taken to strengthen the status of Kurdish**	**Reforms taken to strengthen the status of Arabic**
1928- the adoption of Latin Alphabet	1923- Türkiye's early westernization movements	2002- the removal of bans on Kurdish education and broadcasting by the Turkish state	1950s- Arabic was accepted as the language for call for prayers
1932- Language Reform to purify Turkish by removing Arabic and Persian words	1980- more global influence of English in Türkiye	2003- the ease of restrictions on Kurdish language	1973- MoNE officially accepted Imam Hatip Schools as a vocational school
1932- The establishment of Turkish Language Association for further linguistic studies	1983- Foreign Language Education and Teaching Act 1984- Higher Education Act As foundations of foreign language teaching at secondary and higher education levels (Kırkgöz, 2009)	2004- A private teaching institution was opened to offer Kurdish courses for the first time	2011- The graduates of Imam Hatip Schools were given the right to be recruited as teachers

Table 1 continued

1924, 1961, 1982- the announcement of Turkish as the only official language of Türkiye by the constitution	1997- Primary Education Act to introduce English as EFL at primary school level (Kırkgöz, 2009)		2012- the new education system (4+4+4 years) prepared the ground for earlier enrolment in Imam Hatip Schools where Arabic has a major role
	2012- the new education system (4+4+4 years) to start FL education earlier (Grade 2) (Gürsoy et al., 2013)	2009- Kurdish courses at higher education	
		2012- Batman University, Türkiye opened the department of Kurdish Language	
		2012- Kurdish as an elective class for primary and secondary schools	

Source: Adapted from Ünal-Gezer and Dixon, 2021, pp. 265-266

1.2.3. Overview of Syrian Refugee Crisis and Refugee Children Education in Türkiye

By the end of 2022, the global number of the people who were forcibly displaced due to war, violence, or human rights violations was recorded to be 108.4 million in total. With respect to the number of refugees in the world, there has been an increase from 27.1 million (in 2021) to 35.3 million (by the end of 2022). Overall, over the half of the refugees and asylum-seekers globally come from mainly three countries: Syria (6.5 million), Ukraine (5.7 million), and Afghanistan (5.7 million). 69 percent of the refugees were hosted by the neighboring countries and Türkiye as one of the neighboring countries, has hosted the largest population of refugees. Whilst Syrians, with a population of over 3.5 million, dominated the overall number of refugees in Türkiye, children (below 18 years of age) constituted around

40 percent of this number (UNHCR, 2023). This, with an unprecedented number of people fleeing their countries, remains as the largest displacement crisis for Türkiye.

Türkiye began to accept the Syrians fleeing the conflict in April, 2011. Whereas they were initially hosted in public buildings with an assumption of a short-term stay, with the escalation of the war the camps had to be established for refugee housing by the authorities. Despite the high number of refugees settled in camps, the number decreased radically by the end of 2018. Whilst the overall population reached 3.6 million, less than 2 percent of them stayed in camps (Kirdar et al., 2022). Once they were hosted in camps, children attended camp schools; yet as of 2014-2015 education year, the public schools started to accept Syrian refugee children. It is also worth noting that although Syrians are referred to be refugees, they are not given the refugee status by Türkiye. Because Türkiye signed the Geneva Convention with some limitations, they have "temporary protection status" in accordance with Temporary Protection Regulation (Council of Ministers Decision No. 2014/6883 dated 13/10/2014, in the framework of Article 91 of Law No. 6458) with an access to education and health services for free. Figure 1 below shows the numbers of Syrians under temporary protection in Türkiye over the years.

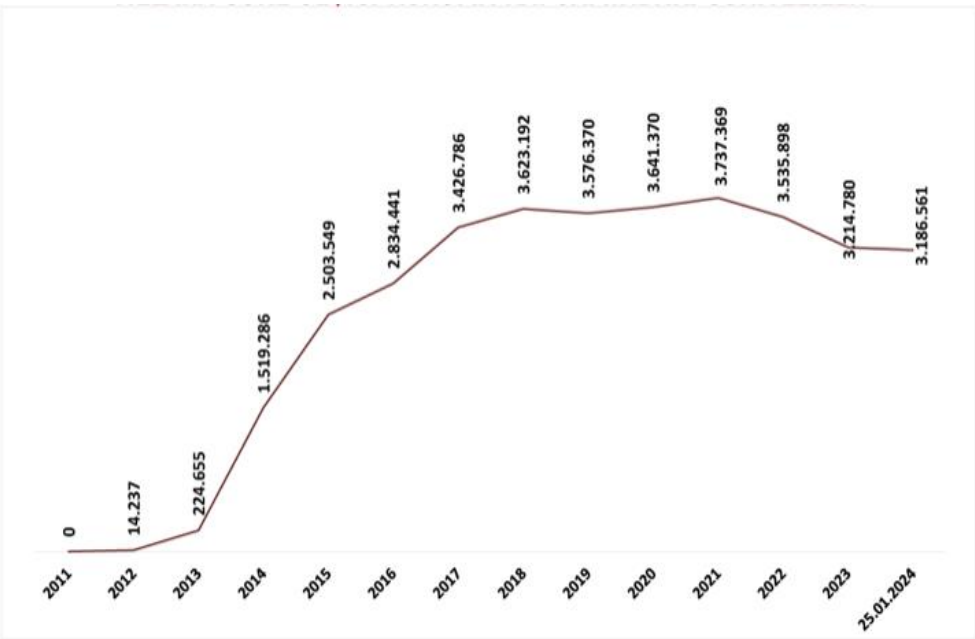


Figure 1. The number of Syrians under temporary protection in Türkiye between 2011-2024
Source: The Turkish Directorate General of Migration Affairs, by the date of 25/01/2024

The education system in Türkiye offers compulsory education of 12 years that is levelled as primary school (4 years), lower-secondary school (4 years), and high-school (4 years). Both the citizens of Türkiye and refugees or those under temporary protection status have the right to have free education at public schools for 12 years. For Syrian children, the access to education has been through three ways: (a) Temporary Education Centers (TECs), (b) Turkish public schools, and (c) Syrian-initiated private schools (Alpaydın, 2017). Initially, Syrian refugee children attended the camp schools where Syrian teachers as well as volunteers taught children the Syrian curriculum in Arabic. Owing to the sharp increase in the number of refugees, the camp schools were supported by TECs and later public and private schools. Figure 2 below shows the education services Türkiye has provided for Syrian school-aged children.

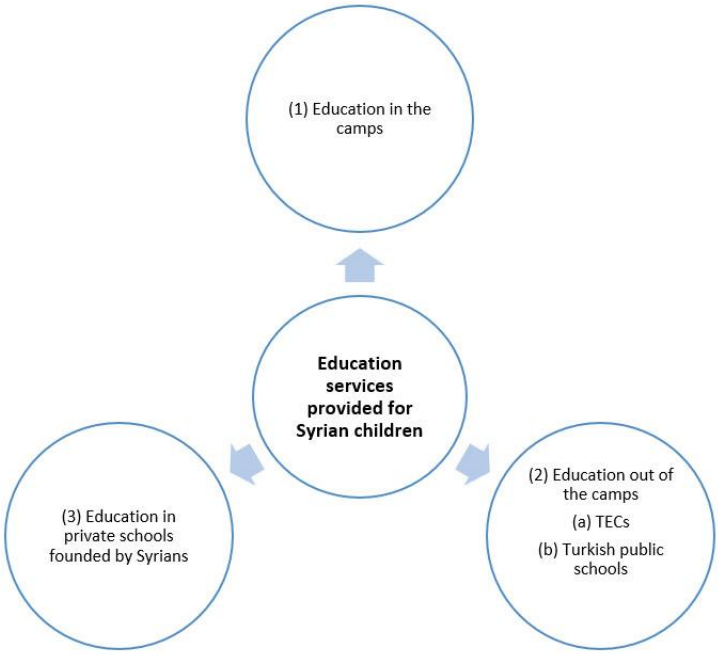


Figure 2. The education services provided for Syrian children in Türkiye

Due to the criticisms to TECs regarding linguistic and cultural separation between the refugees and the host country (Amaç and Yaşar, 2017); and also due to the refugees' lack of intention to go back to their homes, students started to have 15 hours of Turkish classes per week in the 2016-2017 education year (Emin, 2016). Moreover, first, fifth, and ninth graders were required to follow the Turkish curriculum (Coşkun et al., 2017). Lastly, in the 2019-2020 education year, TECs were closed and the students studying there were transferred to public schools gradually (Kirdar et al., 2022). In the course of this transition,

some initiatives were taken including PICTES (Promoting the Integration of Syrian Children into the Turkish Education System) and PICTURES (Turkish and Arabic language education, remedial classes, financial support for transport and school supplies, etc.).

The Turkish government has attempted to ease Syrian refugee children education process. They have the same rights with children who are Turkish citizens. Besides, they have access to free formal education at public schools. They can also enroll in universities without taking an exam. On the other hand, language barrier and the view of languages pose a serious threat to social and educational settings (Aydin and Kaya, 2019; Deane, 2016; Hayward, 2017; Qaddour, 2017, Szente et al., 2006, Tösten et al., 2017). Starting from an early age, they directly affect children's construction of their identities and their relation to the wider society (Berry, 1996). Thus, it is vitally important to handle this delicate issue thoroughly and the children's involvement with the society with their diverse linguistic and cultural background can be enabled through the acknowledgment of this richness. Beyond the welcoming attitude of Türkiye, more concrete steps including inclusive classrooms and fostering the sense of belonging for diverse groups in education should be taken in order not to deteriorate the situation.

1.3. Problem Statement

The valorization of languages has a pivotal role in education, particularly for younger learners who are institutionally exposed to language policies at schools. Schools are important places for the integration of linguistic and cultural differences in the social fabric of societies. They serve cutting-edge work for society as the platform for integration and legitimization of non-standard dialects and languages. From this perspective, the language of schools has been a controversial issue owing to its sociopolitical power.

The adoption of the plurilingual approach may enable students with diverse backgrounds not only to maintain their plurilingual and pluricultural identities but also to feel a part of the wider society. It is a widely held view that children need the social capital, so to say the feeling of belonging to their family and community rather than disengagement from them in order to integrate with the wider group (Coleman and Hoffer, 1987). The behavioral and emotional nature of their relationships is formed by language. That's why,

the affectionate texture of the language is emphasized by the term of "mother tongue". Abandoning the language, thus, may cause a break in the bonds children form in cultural and linguistic uncertainty that they are exposed to while socializing. It is not fair to put children into a dilemma of either adopting the dominant language by risking the development of positive identity, including their home language and culture, or alienating them from the dominant culture by resisting the external forces.

Accordingly, regarding this diversity as an asset rather than a deficiency, the plurilingual approach may well be applied in English language teaching where all cultures and dialects/languages are embraced. Consequently, family background does not hinder learners' social mobility and identity development. On the contrary, plurilingualism nurtures empathy, peace, and justice for all (Conteh and Meier, 2014) in addition to the development of identities and sense of belonging.

1.4. Purpose of the Study

The current research study aims to delve into the plurilingual learners' representations of their linguistic and cultural repertoires as well as the challenges and affordances to their learner identity development in a secondary school in Bursa, Türkiye from a broader perspective by adopting an ecological approach. Bursa, as one of the developed cities in Türkiye, is an industrial city, thus it is home to myriads of people coming from different cities and countries. According to the statistics of the Turkish Directorate General of Migration Affairs, Bursa welcomes a considerable number of Syrians (170,671); and it is thus the 7th city which is most densely populated by the immigrants (by the date of 25/01/2024). The overall Syrian population in Türkiye is over 3 million. Whilst the half of them are school-aged children, young learners (10-14 years) constitute around one tenth of the whole group. Above all, Bursa is also home to a great number of ethnically diverse people who mostly migrated from Eastern cities of Türkiye in pursuit of better life conditions. And the neighborhood of the school, where the study was conducted is like a melting pot where ethnically, culturally, and linguistically diverse people live together. Considering all, this study is ecological in essence and has the potential to yield significant implications considering the following reasons:

Firstly, the present foreign language education policy in Türkiye does not attach enough importance to out-of-school socioeconomic factors (Kirdar et al., 2022) that impact students' progress. Indeed students' inner microsystem (individual), the mesosystem (school, family, neighborhood), and the macrosystem (society and the ideological structures) seem to be intertwined. Secondly, despite the rise of studies on multilingual education because of the Syrian refugee issue (Alpaydın, 2017; Aydin and Kaya, 2019; Çelik and Erdoğan, 2017; Eren and Çavuşoğlu, 2021; Günay and Aydın, 2015; Kirdar et al., 2022; Ozer, Komsuoglu, and Atesok, 2017; Ünal-Gezer, 2019, Ünal-Gezer and Dixon, 2021), there has been a scarcity of studies on plurilingual children including Syrians as well as ethnic minority groups in Türkiye. In this context, the study aims to present a picture of many plurilingual students that come from different backgrounds surrounded by various factors influencing their personal, social, and academic lives. With a particular focus on their English language learning experiences, the questions below were posed:

1 How do young learners express their plurilingual and pluricultural repertoires?

2 How do the learner identities of plurilingual and pluricultural learners interact with the micro, meso, and macro levels of the ecological system?

a-What are the affordances/ opportunities?

b-What are the challenges?

c-How do young learners make use of their plurilingual and pluricultural repertoire for learning English?

3 How do the way(s) plurilingual young learners learn inform teaching and material design in EFL classes?

1.5. Significance of the Study

The school environment is not only where education takes place but also where identities are constructed. In the same vein, classrooms are the embodiments of the wider societal structure including all learners' experiences that are related to the instruction, the learning/teaching process, the staff as well as the perceptions and actions of other learners. Considering all, it is worth noting the crucial role of classroom/school environment in the self-perception of learners. As one of the pillars of education, teachers should provide a sensitive education environment and capitalize on learners' linguistic and cultural diversity

with a promotion of differences to facilitate learning and belonging (Carrasquillo and Rodriguez, 2002). Taking the heterogeneity of classes into consideration, it is critically important to adopt a heteroglossic view of languages with a plurilingual approach that cherishes diversity rather than a monoglossic view with teacher-centered practices which elevates the separation of languages in learning, teaching, and assessment. According to the latter, language teaching and learning is a hermetic process, and it should be purified from previous knowledge and sources of languages (May, 2014) which may cause pernicious effects on learners (Conteh et al., 2014; Young, 2014).

However, despite the conservativeness of educational systems to capitalize on learners' linguistic and cultural repertoires (Melo-Pfeifer, 2021), the views of TEFL have tended to shift from native-speaker exclusiveness to global inclusiveness that gives voice to all speakers from diverse backgrounds to fulfill their local needs (Seidlhofer, 2001). Concomitantly, English language education with a plurilingual approach which welcomes the incorporation of several languages into the learning/teaching process to accelerate the process (Duarte and Kirsch, 2020) may serve the needs of culturally and linguistically diverse learners in Türkiye. Accordingly, EFL classes can be a common ground (Ünal-Gezer, 2019) with a warm and welcoming atmosphere to build a bridge among learners in multilingual and multicultural classrooms. Considering the fact that English as a foreign language is introduced to learners at an early age, they have the opportunity to employ their plurilingual and pluricultural repertoires from the very beginning which may enable the deconstruction of the monolingual view in educational and social settings.

CHAPTER TWO
LITERATURE REVIEW

2.1. Theoretical Frameworks Guiding the Study

When grappling with the concept of place in the present study, I drew on Eyles' (1989) conception of place with respect to its formation of everyday lives. As an overarching framework for the analyses of the concepts of place, sense of place, and place attachment, I relied on the views of cultural geographers and children's geographers on the relationship among identity formation, everyday lives, and place.

The concept of identity is heavily relied upon Norton's theory of identity (Norton, 2010) in language learning which is essentially based on poststructuralist and sociocultural premises with respect to the sense of identity. Young learners' identity development is also conceptualized through Bronfenbrenner's (1974) ecological systems theory of five interdependent systems and The Douglas Fir Group's (2016) multilayered framework for language learning and teaching.

2.2. Introduction

Parallel to the movement of an increasing number of people due to various economic, social, and political reasons, a growing number of children grow up or get education in multicultural and multilingual environments. As a result, multilingualism stands out as one of the crucial topics in schools. Foreign language (FL) classrooms are dominated by students coming from diverse linguistic and cultural backgrounds. A great number of students speak their heritage language in addition to the national language. For these students, with a migrant background, English is thus a third, fourth or fifth language, so to say an additional language (EAL) (Rutgers et al., 2021). As one of the receiving countries in the times of political turmoil and witnessing massive pressure from national and international migration as well as globalization processes, Türkiye has been rediscovering multilingualism owing to a significant number of Syrian immigrants. Consequently, the population in Türkiye is becoming profoundly plurilingual and pluricultural even though the state remains officially monolingual (Constitution of the Republic of Turkey, Article 3).

In addition to the growing linguistic and cultural diversity in schools, numerous empirical research data (Ali, 2022; Rutgers et al., 2021) have suggested the nexus between language, identity construction, and larger societal discourses and practices within the paradigm shift in the view of identity in the humanities and social sciences. This poststructuralist turn challenged the essentialist view of identity in the 1970s (Norton and Toohey, 2011). Whilst the essentialist understanding holds the view that identities are fixed and constant regardless of their surrounding environment and discourses, the latter accepts the changing and fluid nature of identities which are constructed in discourse and shaped by negotiations in social interactions. These poststructuralist and sociocultural perspectives also hold the view that "the question of school languages is intimately tied to issues of identity formation not only on an individual but also on a collective level" (Hu, 2018, p. 152); because the development of identity is indeed an individual and social process (Block, 2006). Identity is thereby not only constructed by the self but also by the projections of the others. In parallel, learners build their identities based on their agency, concept of place, interactions in their social environment, and dominant linguistic practices and ideologies at home, in school, and in society.

Along with the cruciality (Bonnet et al., 2018) and centrality (Darvin and Norton, 2015; Kramsch, 2000; Pavlenko and Lantolf, 2000) of identity in foreign language learning, students' investment in language learning is related to how they are connected to the social world as well (Barkhuizen, 2004). As a consequence of ignorance in the acceptance of plurilingual identities, three fundamental problems with respect to the situation of plurilingual learners in FL classrooms have been identified (Bonnet and Siemund, 2018). Firstly, heritage language speakers are often considered as a homogeneous entity rather than individuals. What is more, their heritage languages are not often welcomed in foreign language classrooms. Lastly, their motivation of language learning is challenged once their plurilingualism is implicitly or explicitly viewed as a problem (due to possible interferences) rather than a richness.

At this point, the onus is on the education systems to adapt to the changing and varying linguistic and cultural backgrounds of plurilingual and pluricultural learners along with their families and respond to their needs within the educational practices. Accordingly, FL classrooms, where learners add one more language to their already existing linguistic and

cultural repertoire, may serve as the bridge between the learners' positive identity construction and broader sociopolitical discourses and practices. In other words, language learning which implies "new ways of being" allows a deep exploration of identities (Leeman, 2015, p. 102). Because language and identity are intertwined, it is noteworthy to abandon the "monolingual habitus" (Gogolin, 2013, p. 41) in schools and explore, (re)conceptualize, and redesign language education in plurilingual and pluricultural environments. Rather than adopting the concept of language as a separate system, replacing it with the concept of *plurilingual repertoire* may be integrative. If learners are involved in the learning process with their full repertoire, they may be more committed (Johnson and Johnson, 2003). In short, as long as learners' plurilingual identity is accepted and valued, learners can show actual investment in learning.

Within the last three decades, along with the paradigm shift from a monolingual habitus (Gogolin, 2013) to a multilingual/plurilingual mindset, there have been outstanding developments in the foreign language education research. The linguistic and cultural varieties in classrooms bring several pedagogical applications of multilingualism/plurilingualism in foreign language classrooms (Darvin and Norton, 2015; Galante, 2018; Lujic, 2019; Storto, 2022). These applications are concerned with critical issues including learners' identity development, the embracement of learners' capitals/repertoires, learner agency, intercultural understanding, and so on. However, it is worth noting that despite the shift towards plurilingualism, monolingual mindsets still dominate language teaching education and methodology (Cook, 2016; Ellis, 2016) which poses a threat to integrative education.

2.3. Theory of Plurilingualism and Pluriculturalism

2.3.1. Theoretical Underpinnings

It is common to see that scholars use the terms 'plurilingualism' and 'multilingualism' interchangeably. However, these terms do differ although they seem to have similar meanings. In order to clarify what each term means, it bears significance to underline the difference between the two, which can be given as three fundamental distinctions. To start with, the two terms tend to have different foci. Whilst multilingualism focuses on societal contact, plurilingualism is concerned with the repertoire and agency of

the individuals (Moore and Gajo, 2009). In other words, multilingualism is simply interested in co-existence and plurality of different languages in a society (Council of Europe, 2001). Multilingualism, as the presence of several languages, is independent of the speakers who use them. However, it should also be noted that the co-existence of languages in a given place does not mean that the inhabitants know both languages or at least one of them. Furthermore, the ways the two consider language competence differ. As highlighted in the documents by the Council of Europe (2001, 2007, 2020), plurilingualism considers unique individual repertoires that vary in language proficiency levels as a normal phenomenon rather than a deficiency. Accordingly, individuals do not need to have a high level of proficiency in each language in their repertoires and secure a balanced and even development in each. However, multilingualism generally requires a well-balanced proficiency in the language repertoire whilst some may accept low proficiency in the given languages (Bassetti and Cook, 2011). The third distinction is about agency which gives language speakers the power as social actors. Thanks to agency, individuals can make use of their flexible and dynamic repertoire that is comprised of linguistic and cultural knowledge irrespective of their level of competence. Unlike multilingualism, plurilingualism emphasizes the fact that individuals do not keep the languages mentally separated in their repertoire; rather they develop a unique competence to which all knowledge of languages, dialects, and/or varieties contribute.

On the other hand, it should be noted that these distinctions are not universally agreed on. As Cenoz (2013) argues, multilingualism may refer to both individuals and societies as it is a complex phenomenon in essence. Therefore, the researchers' choice of the term largely depends on their intellectual tradition. Whilst plurilingualism is commonly used in the francophone scientific community, multilingualism is mostly used in the anglophone scientific community (Cummins, 2017). Some scholars in particular (Cummins, 2017; Galante, 2018; Moore and Gajo, 2009; Piccardo, 2018) tend to use plurilingualism to refer to individuals' dynamic, fluid, and unique repertoires. In this dissertation, with reference to students' linguistic repertoire, I will also be using the term 'plurilingualism' with a focus on individuals as the agents of social contact. Thus, here plurilingualism refers to the individual level whilst multilingualism refers to the societal level.

Plurilingualism as a concept was developed by the Council of Europe (CoE), particularly in the Common European Framework of Reference (Council of Europe 2001). Plurilingualism, as a crucial principle of Council of Europe language education policies, is defined as the innate potential of speakers to learn and use languages to varying degrees for communication and intercultural practices (CoE, 2007). The valorization of the varying degrees of proficiency and experience of cultures that speakers may possess lies at the heart of plurilingualism (Hu, 2018). This also necessitates linguistic tolerance which refers to giving equal value to all languages and varieties. Thus, a plurilingual speaker is defined by the CoE as someone who has a plurilingual repertoire with varying degrees of languages and varieties as well as plurilingual tolerance towards all speakers. To sum, plurilingualism is an inclusive and holistic approach to languages and learning which views the speakers as social agents that are equipped with unique and transferable linguistic and cultural repertoires as well as plurilingual values of tolerance.

According to the guide for plurilingual education prepared by The Council of Europe (2007), plurilingualism is based on some premises as follows: (1) Plurilingualism is a competence which can be acquired. All speakers are potential plurilinguals, hence they can acquire several linguistic varieties in differing degrees irrespective of formal teaching. (2) It is mostly a heterogenous repertoire. Plurilingualism does not necessitate high proficiency in the languages; yet it refers to the acquisition of linguistic varieties to differing degrees for different purposes. It is natural that the degree of proficiency in languages differs depending on the need and communicative context. (3) It is not a fixed and static repertoire. Based on the motivation and need, the degree and composition of proficiency in languages in one's repertoire may change over time. (4) It is a repertoire of *communicative resources* with different functions that speakers employ in accordance with their needs. Depending on where they are such as school, work, family, community, etc., individuals may favor one variety or language over the other. (5) It is also considered to be a *transversal competence* that extends beyond all languages in the repertoire. This proficiency is not hierarchical; rather complex but harmonious.

Plurilingualism includes the concept of pluriculturalism (Lüdi and Py, 2009) There is a close relationship between the two as language is not only an important part of culture but also a means through which culture manifests itself. However, it is noteworthy to touch

upon the misleading feature of the terms plurilingual and pluricultural. For instance, one can be plurilingual, but not pluricultural. In other words, one may speak a language without belonging in that community and knowing their culture. A new language may open a door to the world of a new culture, yet it does not guarantee the acquisition of the specific knowledge relating to this community (CoE, 2007). Thus, plurilingual competence is not necessarily accompanied with pluricultural competence despite the strong tie between the two.

Plurilingual education, then refers to all curricular or extra-curricular activities which aim to encourage and develop the language competence and repertoires of learners throughout their education life (CoE, 2007). Plurilingual education does not necessarily seek to teach the languages in the speakers' repertoires, yet it can be achieved through awareness-raising activities regarding the linguistic diversity. Parallel to plurilingual education, *pluricultural education* refers to the activities that are designed for awareness-raising and the acceptance of linguistic and cultural diversity with an aim of more effective and healthier communication and relationships (CoE, 2007). According to the plurilingual approach, diversity refers to social justice whilst plurilingualism is deemed as a human right (Moore and Gajo, 2009). In parallel, The Council of Europe (2007) lists the goals of plurilingual education as (1) raising awareness for individuals' unique repertoires, (2) developing the repertoires (3) supporting the individuals with the means of autonomous development. To summarize, the goal of plurilingualism and plurilingual education is not to teach as many languages as possible, but to develop plurilingual and pluricultural competence as well as intercultural education for living together in linguistically and culturally heterogeneous societies.

One of the instrumental factors in the education systems is language. There is an obvious relationship between the school language(s) and identity formation of students on both individual and collective levels (Hu, 2022). Without doubt, the language that is chosen as the medium of instruction impacts on the balance in the distribution of opportunities in education which eventually perpetuates existing cultural and linguistic hegemonies. That is to say, when heritage language speakers are marginalized, they are likely to experience educational inequalities systematically (Bonnet and Siemund, 2018). In order to avoid educational inequalities, the adoption of plurilingualism is beyond a functional necessity; it

is rather a core element of democratic behavior. Language education policies and democratic citizenship are closely connected with their complementary purposes. Thus, foreign language classrooms may be ideal places for intercultural contact where education and democratic values can be organically integrated. Accordingly, recognizing and fostering the linguistic and cultural diversity of learners is associated with the acceptance of those differences which requires respect for diversity, linguistic rights of individuals along with their right of freedom of expression.

2.3.2. Plurilingual/Pluricultural Repertoire and Resources

Plurilingual and pluricultural repertoire embodies speakers' dynamic and complex linguistic and cultural resources in the course of meaning making. In accordance with the comprehensive account of the term repertoire by Busch (2012), its origin dates back to the early 1960s with the concept of *verbal repertoire* (Gumperz, 1964). Gumperz's verbal repertoire pays great attention to language use and choices as well as social relationships. In order to have a broader understanding of the repertoire with the inclusion of conditions such as diversity, power relations, and subjectivity, a poststructuralist perspective is to be discussed as well. Within this perspective, Derrida's (1998) concept of deconstruction and Butler's (1997) conceptualization of agency and normativity are noteworthy. In the light of Derrida's deconstruction of the language, a linguistic repertoire consists of not only what speakers have but also what they do not. Thus, it includes both refusals and desires. Similar to Derrida's discussion of the repertoire, Butler (1997) argues the constitution of the subject in language as well as the importance of the normativity of language. Her theoretical work focuses on the connection between language, power, subject, and body in relation to "the legitimate boundaries of speech" (Butler, 1997, p. 132). From the perspective of linguistic repertoires, Busch (2012) highlights the limitations of categorizations. In other words, owing to the restrictions that bounded categorizations bring with them, language speakers may have difficulty in feeling as legitimate speakers of languages.

Based on Butler's (1997) understanding of the subject with a limited agency, the linguistic repertoire may be seen as a space of limitations as well as potentialities (Busch, 2012). Busch (2015) later elaborated on the concept of linguistic repertoire and included the emotional aspect of language use. Bringing all together, linguistic repertoire, as the heart of

the plurilingual theory, can be described as “the knowledge and use of languages and dialects individuals possess, avoid, and/or desire” which is “embedded in an individual’s historical, ideological and biographical dimensions” of both past and future depending on “an individual’s life trajectory that contributes to a unique plurilingual experience” (Galante, 2018, p. 23).

All the resources individuals have in their repertoires are likely to form a combination of unequal linguistic and cultural competences, which is quite natural. Accordingly, individuals have resources in varying degrees as maximal, partial, minimal, and recognizing competences (Blommaert and Backus, 2013). ‘Maximum competence’ refers to high competence including a wide range of genres, registers, and styles in formal and informal arenas whilst ‘partial competence’ does not cover such a broad span, but quite developed skills. ‘Minimal competence’, on the other hand, is limited with a restricted language use whereas ‘recognizing competence’ is only at the recognition level of languages. Considering all, regardless of the level and uneven distribution of competence, it is a widely held view that individuals can easily employ these competences in accordance with their needs and sociocultural circumstances.

The acquisition of a plurilingual repertoire is realized through the development of an awareness regarding the cultural complexity available in the environment individuals live in. This awareness is also naturally linked to some changes in cultural competence and the capacity to understand other ways of life. Thus, plurilingualism often seems to be accompanied by pluriculturalism (Lüdi and Py, 2009). As a natural consequence of contact among individuals in a new linguistic environment, they may learn the values and social norms of each other.

Regardless of which language it is, the languages in children’s repertoire should have the same value. One cannot talk about plurilingualism once there is hierarchy among languages. In other words, plurilingualism is not a matter of which languages one can speak, but a matter of communication in more than one language/dialect regardless of what these languages/dialects are (Piccardo, 2013). The valorization of certain languages has serious influences on individuals and societies. In addition to children’s development of negative attitudes (of embarrassment and shame) towards their plurilingual repertoire, children who

grow up in monolingual environments may not be willing to learn other languages and construct a plurilingual identity. Language practices and policies at home, in educational institutions, and in society are among the influential factors behind this situation (Hu, 2022). Therefore, it is crucial to adopt pedagogical approaches that support integrative language education and embrace students' full linguistic and cultural repertoires including first languages, the language(s) of school, and foreign languages.

2.3.3. Plurilingual and Pluricultural Competence (PPC)

For decades, there has not been a consensus on the definition of the term competence in the field of Applied Linguistics. It was introduced to second language acquisition by Chomsky (1965) as linguistic competence which is explained as the grammatical knowledge of a language whilst performance refers to the actual use of a language based on a native-speaker model. In contrast to the native-speaker model and the monolingual view, Hymes (1972) made an influential contribution to the field with a developed notion of competence as communicative competence. Objecting to the "absence of a place for sociocultural factors and the linking of performance to imperfection" (Hymes, 1972, p. 272), he highlighted the importance of language use in social communications as well as linguistic knowledge. This sociological perspective was later taken up by several theorists which enabled the term to develop over the years (Canale and Swain, 1980; Celce-Murcia, Dörnyei, Thurrell, 1995; Celce-Murcia, 2007; Halliday, 1978). All these models adopt the common view that social perspective bears significance in the competence of speakers.

Within the scope of language teaching, the CEFR (CoE, 2001) made a groundbreaking attempt to build assessment and pedagogy on communicative competence (North, 2014). In sharp contrast to Chomsky's definition, CEFR (2001) defines competence as the combination of the knowledge and use of language. Accordingly, communicative language competences are made of linguistic, sociolinguistic, and pragmatic competences while general competences include declarative knowledge (*savoir*), skills and know-how (*savoir-faire*), existential competence (*savoir-être*), and ability to learn (*savoir-apprendre*) (CoE, 2001). In addition to its elaboration on language competence, CEFR (CoE, 2001) also highlights the need for the inclusion of cultural competence as a result of growing importance of plurilingualism. According to the plurilingual approach, individuals

experience languages and cultures in different spheres of their lives; yet they are not kept in mentally separated compartments. On the contrary, they are interdependent and interactive. Therefore, the linguistic and cultural experiences constitute a communicative competence which individuals actively employ in accordance with their needs during communication.

This gave birth to the construct of plurilingual and pluricultural competence (PPC) and changed the goal of language education profoundly. PPC can be defined as individuals' ability to employ languages to communicate and participate in intercultural interactions with their social agency and the linguistic and cultural proficiency they have of varying degrees (CoE, 2001). There is no hierarchy among languages and cultures; it rather refers to the whole competence in service of individuals to be used depending on their needs. In other words, instead of a previously widely-held view of the 'mastery' of a language or languages in isolation with a native-speaker model of competence, this new perspective intends to develop a linguistic repertoire inclusive of all linguistic abilities. Furthermore, CEFR (2001) attaches great importance to the connection between plurilingualism and pluriculturalism as language is a medium for cultural manifestations, as well. In parallel, individuals have access to an integrated competence that enables them to experience linguistic and cultural encounters.

As a result, plurilingual and pluricultural competence is often uneven and changing. Learners may have higher proficiency in one language than the other(s); the profile of their competences may vary (for instance, one may have great writing competence in two languages, but poor speaking competence in one); the plurilingual profile and pluricultural profile may not be balanced (one may know the culture of a group very well but may not speak their language). Such imbalances are quite common and linked to the shifting nature of competence. Whilst the monolingual view of languages takes competence as a stabilized concept, plurilingual and pluricultural competence displays a changing profile and configuration. It contributes to improvements in identity-awareness rather than lack of stability and balance on the part of the speakers (CoE, 2001). This imbalance and differentiated competence enable individuals to draw upon their linguistic and cultural repertoire in different ways for numerous purposes depending on the tasks and interlocutors (Garcia et al., 2007). This management of the repertoire also supports the development of linguistic and communicative awareness as well as metacognitive strategies. It may, thus,

encourage further learning of languages and cultures if individuals have ‘partial’ or ‘uneven’ proficiency in a particular language.

2.3.4. CEFR Plurilingual and Pluricultural Descriptors

Plurilingualism, as a theoretical framework, became prominent once the Council of Europe (2001) published the Common European Framework of Reference for Languages (CEFR) for pedagogical suggestions for language teaching. Because the CEFR was not exclusive to the European continent, it has been adopted in many countries around the world as a guidance in the course of language teaching and learning as well as assessment. However, the multilingual agenda that CEFR was holding was overshadowed by its popular language competence model. Consequently, many education systems shaped their curricula in accordance with this model while the plurilingual focus was overlooked in general (Bonnet and Siemund, 2018). In order to address this issue, the Council of Europe introduced the New Companion Volume (2020) that presents a transition from a monolingual to plurilingual language pedagogy along with PPC descriptors which consider the social aspects of the notion of competence. These descriptors are classified under three headings: one on culture- building on pluricultural repertoire- and two on languages- building on plurilingual repertoire and plurilingual comprehension.

During the development of descriptors, the following points were taken into great consideration: (1) Languages are interdependent. (2) Languages and cultures are not stored in different segments of the mind. (3) The languages in individuals’ repertoires are naturally uneven and unbalanced. (4) Communicative competence is comprised of language experiences and life trajectories. (5) Individuals may use the languages, dialects, and/or varieties in their repertoires in accordance with their needs in the given time and context. These points were later supported with additional concepts. The concepts include the capacity to handle “otherness”, the eagerness to be an intercultural mediator, the capacity to exploit the repertoire to understand the new language(s), and the willingness to expand the linguistic and cultural repertoires (CoE, 2020).

In addition to the point and concepts listed above, descriptors for building on pluricultural repertoire also include the notions with reference to intercultural competence including the need to tolerate ambiguity and understand differences in cultural encounters, and readiness to be aware of similarities as well as differences in order to improve communication (CoE, 2020). The descriptors are listed in accordance with the levels of learners from A1 to C2 and it is significant to note that they are not compulsory, rather guiding criteria for language pedagogy and plurilingual tasks. To summarize, the descriptors aim to help teachers and curriculum developers (a) to enrich their visions of language education in diverse contexts and (b) to consider and value the varying linguistic and cultural repertoire of their learners.

2.4. Language and Social Identity

There has been a wealth of research studies on identity in language education as it has been widely accepted that identity is central to the language learning and teaching processes (Norton, 2017; Pennycook, 2001). Naturally, identity, as a comprehensive concept, has been investigated from a wide range of angles through various theoretical lenses in the field. The concept of identity has been thought to be developed rather than constructed from a psychological perspective (Erikson, 1968), to be mediated and socially constructed from a sociocultural perspective (Vygotsky, 1978), and to be shifted and multiplied by a poststructuralist perspective (Norton, 2013). In parallel with the advancement in identity research studies, the field of language education has been witnessing a shift from the pure psycholinguistic dimensions of language learning to sociolinguistic models along with the recent interest in multilingualism in classrooms and parallel changes in the conceptions of literacy and language (Block, 2007; Gao, 2007; Morgan, 2007; Norton, 2010; Norton and Toohey, 2001; Pavlenko and Blackledge, 2004; Ricento, 2005). Emancipated from the essentialist views of the identity, namely a fixed core identity, language learners are now explored along with their cultural, social, and historical contexts within sociocultural approaches.

In the same spirit, this study draws heavily on poststructuralist conceptions of identity which assert that identities are dynamic, fluid, and on-going and formed discursively (through stories) as well as relationally (through definitions by selves and others) (Slootman,

2018). In other words, the adopted approach to identity construction in this study stands at the nexus of psychological, post-structural, and sociocultural paradigms. From this perspective, identity construction is accepted to be influenced by nature, psychological factors, and external forces, including schooling (Fisher et al., 2020). Individuals construct their identities through their interactions and practices, including linguistic engagements. Therefore, identity construction is not independent of context considering the social and relational nature of interactions. Accordingly, understanding the contextual factors behind the practices may shed light into the development of identities.

Unlike the essentialist view of identity with its belief in the delimitations and inherent classifications of social groups, sociocultural approaches acknowledge the role of discourse and negotiation in social contexts, and underline the importance of belonging to and participation in communities of practice in the construction of identity (Hu, 2018). In the same vein, Bamberg et al. (2011) point out the significance of discourse in identity construction, negotiation of participating individuals in social interactions, and the emergence of subjectivity. In contrast to the previously held view of identity as bounded and self-contained, they consider the dynamic nature of identity as continuously formed in discursive practices every day.

The deconstructivist approaches to identity value the relationship between language, identity, and discourse. As identities are formed within discourse, they need to be understood in the specific discourse and practices in which they occur (Hall, 2000). In sharp contrast to structuralism which views language a neutral means of communication, poststructuralism values the social meanings that language carries which is called discourse. Within the framework of language teaching/learning, the relevant discourses refer to language ideologies which are molded in a cultural setting. In order to explore language ideologies, the connection between language, politics, and culture is to be examined (Irvine, 2012). In this regard, it is important to bear in mind the valorization of languages depending on their speakers and the interdependency between the speakers of languages and the larger social connections (Bourdieu, 1977). That is to say, the roles given to languages as well as how languages are perceived and positioned in a society imply ideologies.

In a similar vein, Norton's poststructuralist theory of identity, which this study heavily draws on, has been influenced by the scholars including Weedon, Bourdieu, and Anderson. Weedon (1997) underlines the importance of language in the formation of relationship between the individual and society. Language and identity are so closely linked that even a limited use of language is adequate to hint individuals' memberships in society (Norton, 2013). Language is where the forms of social ranking are determined. Language is also "the place where our sense of ourselves, our subjectivity, is *constructed*" (Weedon, 1997, p. 21). The conceptualization of the term *subjectivity* is critical as it is thought to be discursively built in accordance with Foucauldian understanding of discourse and historical subjectivity. It has three essential characteristics: subjectivity as a site of struggle, subjectivity with a multiple nature, and subjectivity as changing over time and space (Norton, 2010). In other words, subjectivity is not innate and pre-determined; on the contrary, it is context-bound and socially produced. Therefore, the individual, according to poststructuralism, is dynamic, contradictory, and changing over time and space whilst the individual, from a humanist conception, has a fixed, unique, and coherent essence. Inasmuch as identity is constructed in and through the language, language and identity are intertwined. Every time individuals use the language for various reasons, they not only exchange information but also (re)construct identities and negotiate (Norton, 2013). Language learning, in essence, is a dialogic practice of negotiation and interpretation of signs which continually (re)construct the self as well as the other (Kramsch, 2000). From the perspective of language learning, this conceptualization of subjectivity overlaps with the view of "transformative" pedagogical practices (Norton, 2010, p. 350) as language learning is a way of identity positioning (Pavlenko and Lantolf, 2000).

Within this framework, the conceptualization of identity in relation to languages encompasses certain characteristics including the discursive construction, power relations, fluidity, and multiplicity. To sum, identity may be defined as the understanding of an individual regarding his/her position in the world, the construction of this position across time and place, and the future possibilities (Norton, 2013). This view of identity in language learning has been underpinned by three core concepts including identity, investment, and imagined community.

2.4.1. Investment

A major concept constituting the theory of identity is *investment* which was coined as a sociological alternative to the psychological construct of 'motivation' in language learning. Whilst the conception of motivation has traditionally taken the language learner as having a static and unitary nature, the construct of investment equips the language learner with a complex identity that is open to change and reproduction over time, place, and interaction (Norton, 2014). Whereas motivation is a psychological conception (Dörnyei, 2001), investment, as a sociological construct, aims to connect learners' reasons for learning a language and their changing identities. Influenced by Bourdieu (1991), Norton (2013) defines the concept of investment as the learners' social construction of relationship with the target language and their "often-ambivalent desire" to learn and improve it (p. 6). Owing to the fact that the relationship between the learner and the target language is socioculturally and historically shaped, investment is to be studied context dependent (Darvin and Norton, 2016). That is, learner choices may be influenced by social conditions and power relations in a society.

It is worthy to note the obvious relationship between the learners' investment in a language in order to gain symbolic and material resources and their expectations of a possible rise in their capital and social power (Norton, 2013). Kramsch (2013) elaborates on the term 'investment' with an emphasis on the intentionality of learners' choices and desires. In a similar vein, Wenger (1998) and Markus and Nurius (1986) also refer to the theory of *possible selves* which links cognition, motivation, and behavior. Possible selves and imagined communities are interwoven as the first frames the individuals' possible decisions and actions. To sum, it bears significance to incorporate the role of human agency that encompasses the learners' choices and commitment to learning.

Learners' investment in the target language is explained through their wish to attain various symbolic (language, friendship, education) and material (money, capital, real estate) resources which will provide them an increase in the value of their social power and cultural capital along with the privileges of the speakers of the target language (Norton, 2013). According to Bourdieu (1991), 'cultural capital' refers to the knowledge and credentials which is an indication of different groups and classes. In essence, there is a positive

relationship between the learners' commitment to learn and their sense of identity as "an investment in the target language is also an investment in a learner's own identity" which is open to a constant change by nature (Norton, 2001, p. 166). Thus, learners' investment and engagement in a language and their identity constructions are interdependent.

Once applied to language classrooms, the teacher should be seeking answers to what extent a language learner invests in learning, rather than how motivated s/he is to learn. A learner may be highly motivated, yet not eager to participate in the classroom. The reasons behind this may be the inconsistencies between the learner's expectations and what is happening in the class; or the atmosphere of the classroom as being racist, sexist, discriminatory, etc. In that case, despite having a high motivation to learn, the learner may be excluded from the learning process in the classroom in time and labeled as a "poor" learner by the teacher and his/her friends. Thus, the exploration of investment in a sociological framework bears significance to understand learners' engagement and identity construction. Accordingly, the legitimization of languages and their speakers hints the power relations in the given context (Norton, 2018). To conclude, it yields valuable information regarding learners' commitment to languages in relation to their contexts.

Language as a Capital

To Bourdieu (1986), capital symbolizes power and it extends from the material to the symbolic. The value attributed to these forms of capital is subject to dominant ideologies and ongoing negotiation and struggles; yet it is dynamic and fluid. The evaluation of the forms of capital is fulfilled by those that hold the power. This is how the field and the powerful agents set the norms for the definition, realization, and valorization of capital. As Bourdieu (1986) states, the forms of capital in a given time in a certain place represent several things related to the present sociocultural and sociopolitical atmosphere in a society. They may imply the social limitations, social norms, what is (de)valued, the distribution of power, and so on.

The conceptualization of capital is critical to understand learner investment for two important points. First, once learners enter new social environments, they are already equipped with their existing capital including linguistic or material resources. Second, for

learners occupying new spaces in these new environments, it is necessary not only to acquire new symbolic and material resources but also to employ the existing capital as affordances with its transformation into what is deemed valuable in the new contexts (Darvin and Norton, 2015). Thus, learners' investment and the value of the capitals they have are closely related.

Language can be situated as a form of capital with no absolute and universal value. It is one of the elements in the habitus of social fields that can be subject to interpretation (Luke, 2009). Therefore, it is noteworthy to underline the interdependent relationship between identity, language, and investment. Language provides the speakers with the means to construct and shape their identities (Pavlenko and Blackledge, 2004). From this point of view, language can be seen as a significant capital for individuals. In other words, once learners invest in a language, it provides them with two fundamental resources: symbolic and material. Symbolic resources refer to belonging, friendship, communication, and culture. On the contrary, material resources are associated with money, real estate, and capital goods.

2.4.2. Imagined Communities

Identity is also related to the concept of *imagined communities* which was originally coined by Anderson (1991). Defined as "groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination" (Norton, 2013, p. 8), imagined communities offer a sense of community by enabling individuals to connect with others that they have not even met. As Wenger (1998) points out direct engagement is not the only way to belong to a community as imagination is another source of connection which transcends beyond the immediate learning environment. Once identity and language are concerned, imagined communities refer to the communities that learners desire to join by learning a new language.

The key role of imagination in language learning is centered around three concepts including Anderson's (1991) view of imagined communities, Wenger's (1998) communities of practice, and Markus and Nurius' (1986) conception of possible selves. Highlighting the influence of imagining on the fixity of languages and identities, Anderson (1991) considers nations as imagined communities "because the members of even the smallest nation will

never know most of their fellow-members, meet them, or even hear of them, yet in the minds of each lives the images of their communion" (p. 6). Nations are not determined by blood, but through languages in modern times (Norton and Pavlenko, 2019). Thus, it is likely to see the authorities offering certain 'imaginable' and 'unimaginable' identities for their citizens. Wenger (1998) further proposes the two dimensions of imagination as an individual and social practice. In this view, imagination is a means of belonging to a community and embracing other ways of being in identities. This view is also connected with the theory of possible selves (Markus and Nurius, 1986) which refers to individuals' hopes, desires, and fears concerning identities. In this regard, it deserves noting that there is an undeniable connection between the visibility and valorization of certain languages and the communities that learners desire to be involved in. Primarily, the media reproduces the identities in connection with languages through the (in)visibility of certain identity options (Dovchin, 2018). In parallel, with reference to the "silences", what "isn't there" is as meaningful as what "is there" (Hall, 1992). In short, imagined communities that bring along imagined identities with promising possibilities are thought to be personally and socially constructed for public consumption within societies.

Considering all related to imagination, Norton (2001) later applied the concept of imagined communities into language learning and teaching to explore the connection between imagined communities and learner identities. From the perspective of language learning, it may help to shed light on the influence of learners' connection with such communities on their language learning experience. It should be highlighted that although imagination may involve "some degree of fantasy, idealization, stereotyping, and reification", imagined communities are as real as the communities that individuals are directly engaged with (Dagenais, 2003, p. 280) Imagined communities, in this sense, refer not only to the learners' recreation of present and past identities but also to the idealized future identities with their aspirations and desired affiliations with certain communities.

From the teachers' perspective, their awareness of learners' imagined communities is likely to bolster learners' investment in the classroom. With an aim to serve the complex identities of the learners, it is the teachers' responsibility to critically evaluate "how their pedagogical practices enable or challenge prevailing social hierarchies" (Ricento, 2005, p. 904) as languages are not only linguistic systems but also spheres of social practice for

experiences and identity negotiations (Norton, 2013). This reflection may hint the extent to which language classroom practices are influenced by the broader structure of ideological practices, which makes the classrooms a reflection of societies at a micro level.

2.5. Place, Identity, and Agency among Children as Young Learners

2.5.1. The Concept of Place

The concept of *place* is discussed in several disciplines from a wide range of angles, yet in this study I focus on this concept in terms of children's creating and recreating their identities in the classroom or the school within the framework of cultural geography, particularly children's geographies. Place is defined as "an area or space that is habitual site of human activity and/or is conceived of in this way by communities or individuals" (Brey, 1998, p. 240). Place, as "a territory of meanings" which "are created both by what one receives from and by what one gives to a particular environmental context" (Relph, 1993, p. 36). Thus, the concept of place, as a site of human activity, is beyond a physical location. What is more, the *placeness* of a place is dynamic and on-going as it is based on the mutual creation of subjects (Ellis, 2005).

Cultural geography deals with the issue of the construction of identity through place and critical humanist geography aims to discover how place delimits identities with respect to race, ethnicity, socioeconomic class, and gender. (Adams et al., 2001). Owing to globalization and migration, the concept of place has aroused attention as places have been commodified and challenged with instability due to the international flows of investment, the increasing mobility of people and goods, urbanization, and so on (Harvey, 1993).

Children's geographies, as a branch of human geography, is interested in the study of places and spaces in children's lives considering the global dynamics of politics, economy, and sociocultural changes. In other words, it deals with how "children's 'local' cultures are bound up with 'global' processes" (Holloway and Valentine, 2000, p. 11). According to Aitken (1994), a cultural geographer studying the sociocultural and physical conditions of children's lives should bear in mind that it is quite common for children to be deeply affected by the sociopolitical and economic forces shaping the geography of an environment despite children's own agency and subjectivity. In this regard, the schools'

language policies including the acceptance and valorization of students' home languages determine their status in the minds of students (Salomone, 2010). The same value attributed to languages along with the cultural capital that they carry influence the students' investment in languages.

In this respect, it is highly important to explore the relationships to places as they are closely linked to people's identities in communities. According to Crang (1998), the lived connection functions as a cement for binding people and places. It is a platform for people for self-definition and community belonging. As a social field, classrooms are where identities are continually negotiated. Students with diverse linguistic and cultural backgrounds interact with others and happen to meet the defined categories for languages which are determined by the beliefs, norms, and practices in communities (Hawkins, 2005). Therefore, students attempt to negotiate their identities in accordance with their understanding of these categories, places, and imagination of their own current and future selves. In a similar vein, classrooms and schools may be considered as significant places of inquiry about their potential for supporting positive identities for children. It is acknowledged that "the classroom as a place isn't just the walls and furniture, but rather the whole experience that results from the way people inhabit it, and how they inhabit it is influenced by identities they have already created in other places" (Ellis, 2005, p. 58). Places shape human experience in terms of bonding, the feeling of safety, individuality, and developing meaningful relationships. In parallel, as Ellis (2005) notes, classrooms are expected to be the places to enable students to develop positive identities as well as meaningful and nurturing relationships and to include space for creative self-development of students.

This personal connection with place is called as *sense of place* by cultural geographers, which refers to the formation of both a sense of self and a sense of community. Hay (1988) elaborates on these selves as follows:

> The collage of memories and meanings perceived over time forms a gestalt, a whole that represents one's life in a place. A sense of place helps to order that whole, giving one a locus, a place from which to feel the Earth and be connected to it. Through years of residence, a sense of place provides a center of continuity.

> From a strong center, where one feels at home as an insider and a member of a community, a person can face the unknowns of the larger world beyond… Developing a sense of place aids in this process of community and self-identification (p. 163).

Children may develop a sense of place in the classroom or school over time. Their attachment to the classroom can be attained through supporting their self-identity and leaving space for their own exploration. This social inclusion of children has a paramount importance considering its possible future effects on social stability. In a similar vein, Langhout's (2003) study points out that children need social support, positive feelings, and autonomy to develop a sense of place and place attachment. As Eyles (1989) notes, through our daily actions people shape and are shaped by society. Thus, everyday life is indeed a reflection of selves and identities. In a nutshell, it is important to underline that place is a source of social structure that enables or hinders everyday lives where identities are constructed and reconstructed.

Given the students spend abundant time at school and given the fragmented lives due to migration, classrooms play a significant role as critical places to shape their everyday lives. The relationships students build at school shape and are shaped by every life. Consequently, the relationships are considered to be important in terms of their contribution to community and positive identities of students. As displayed by empirical data (Lamb, 2011; Nasir and Cooks, 2009), identity and learning are interdependent. In a nutshell, "place is a social construction" formed by the actions of human agency that are intimately bound up with social and physical resources available to its inhabitants (Ellis, 2005, p. 68). Thus, classrooms and schools as "political sites involved in the construction and control of discourse, meaning, and subjectivities", (Giroux, 2001, p. 46) have a profound role in the making of identities in multilingual societies which requires the examination of discursive practices, ideologies, and (legitimized) power relations in educational institutions (Martin-Jones and Heller, 1996). The schools are social fields as linguistic and cultural markets (Mey, 1986) in which students' prior languages, dialects, and accents as well as cultural background and ethnicity may have different meanings and interpretations. All in all, classrooms are beyond the places to teach necessary knowledge and skills, yet the places to

contribute to the learners' processes of 'becoming' with culturally and linguistically responsive education.

2.5.2. The Concept of Identity

Whilst the formal legal identities of children are determined at birth via names and nationalities, their personal identities are developed throughout their lives. Identity at birth is protected by the international entities including the UN Convention on the Rights of the Child (2005). On the contrary, identities in societies serve as representations to classify individuals easily by hiding heterogeneity among them (Harklau and Moreno, 2019). These classifications are done by the dominant group with their definition of the 'other(s)' through language, culture, race, ethnicity, etc. which makes identity a power-laden concept (Block, 2007). Accordingly, not all cultures and languages are given the same value and visibility (Hawkins, 2004). As the studies show (Genishi and Dyson, 2009; Reyes and Azura, 2008; Reynolds and Orellana, 2009; Van Ausdale and Feagin, 2001), regardless of their young age, children notice those privileges and come to see themselves accordingly. In other words, through the negotiation of their identities, children determine their places in schools and communities.

In sharp contrast to the previous views that marked adolescence as the critical period to negotiate identities (Erikson, 1968; Mead, 1934), recent views (Compton-Lilly et al., 2017; Corenblum, 2014; Holland et al., 1998) particularly underscore the paramount importance of childhood experiences in identity formation. Much earlier than adolescence, children develop their identities and navigate among identities as active agents with their diverse voices. For children, identity negotiation is a longitudinal process, and it unveils their way of meaning making, representations and aspirations. Thus, rather than being passive subjects of predetermined identities, children are indeed active agents in constructing knowledge and negotiating identities.

The development of identity is a dynamic process which is constructed by the interplay between home and the community. For young learners, the dynamics refer to home, school, peers, teachers, and so on. Accordingly, learners construct, co-construct, and reconstruct their identities along with their interactions with the actors involved in their

surroundings (Brooker and Woodhead, 2008). To sum, identity formation is reciprocal; that is to say, individuals both shape and are shaped by social dynamics and influences.

Identity development, as a fluid, complex, and contextually evolving assemblages of becoming, is noteworthy in language learning. While young learners are learning a language, they are indeed developing their identities. Through a new language, they go beyond their lived experiences in the first language(s) and explore new future possibilities. Language is one of the means that makes the social identities visible. Young learners, therefore, build their identities at school and in the community depending on their nature. That is, the denial or the acceptance of young learners' first language(s) radically determines their language learning process.

The development and maintenance of personal identities are dependent upon the societal norms of inclusion or exclusion (Brooker and Woodhead, 2008). Classrooms, as the sites for the juncture of multiple discourses, determine how children come to view the identities of themselves and others through their interpretation. This agency, indeed, signals their alignment or divergence from the school and community. Consequently, some students who feel accepted tend to be school affiliated whilst some may become non-school affiliated with the lack of belonging to the community (Hawkins, 2005). Therefore, the development of a positive identity and the awareness of differences among learners as well as respect for diversity have paramount importance. The acknowledgement of this diversity in classrooms necessitates the consideration of which identities are possible and which ones are desirable (McKinney and Norton, 2008). Accordingly, a critical assessment of identities is a must which will illustrate not only the identities offered to learners by teachers, school administrations, communities, and policy makers but also those which promote learners' engagement and investment in learning.

2.5.3. The Concept of Agency

The concept of agency, which has been studied in various disciplines, gained popularity with the transformative social movements in the 1960s and 70s as well as the shifts in theoretical frameworks. For decades, myriads of scholars have investigated the possible effects of agentive power on the reproduction and transformation of social

structures (Ahearn, 2001). Besides, agency and identity have been acknowledged to be interwoven. Although there is a vast array of definitions for the concept of agency, it can be broadly defined as "the socioculturally mediated capacity to act" (Ahearn, 2001, p. 112). Based on this definition, all actions, including their formation and interpretation, are socioculturally and relationally mediated. This definition also suggests that language, with its co-constructed nature, is a form of social action, a source for culture, and a space for sociocultural practices (Ahearn, 2001). Within this view, agency, identity, language, and context are intertwined. To sum, agency is not a mere ontological issue or a bare equation with free will or resistance, but rather a reflection of the social and individual dynamics in a context. In this study, agency will be handled mainly in a sociological perspective. Although it is to be investigated in an interdisciplinary approach for a more thorough understanding, it is beyond the scope of this study.

Agency is mediated through the devices that are deemed meaningful by society and accepted to be cultural artifacts (Holland et al., 1998). Despite the potential of every tool to be a source of agency, one of the earlier forms of these mediating devices is assuredly the language (Halliday, 1993). Parallelly, learner agency is accepted to be a significant construct in the process of language learning and the development of learner identities (van Lier, 2008). Within this framework, once agency is handled regarding language learning and identity development, it refers to language learners'/speakers' preferences on participation in a communication as well as their language choices. As a social process, language learning, thus, is to be considered along with the contextualized agency learners perform as agency is a "central construct" in the process of language learning (Van Lier, 2008, p. 179). In sharp contrast to the traditional view, all language learners have agency regardless of their age. Accordingly, children's negotiations in social interactions in the course of identity construction begin long before they approach adolescence. Children are not passive recipients of given identities and social roles or 'luggage' of adults (Orellana et al., 2001). On the contrary, they can negotiate their own identities by making use of various resources (Compton-Lilly et al., 2017). The children's interpretations of the place and other children as well as their own projections regarding who they are and who they want to be all determine children's agency in several discourses. Given that, it is important to accept the significance of agency that children genuinely have.

Children's development of their linguistic identities is closely tied to the environment they live. Children can develop positive identities built with agency and confidence if they are supported by their surroundings (Hu, 2022). In a similar vein, the discussion of learner agency may yield useful information on the levels of engagement in language classrooms. Wenger's (1998) elaboration of the construction of identity may exemplify learner agency in action from the perspectives of participation and non-participation. The development of identities is determined by the practices that individuals are involved in as well as those they are not. Besides, who individuals are and who they are not naturally reflect their identities.

The acceptance of children's agency which refers to the voice that they have in their actions has influenced the positioning of young students in the language classrooms (Kellett, 2014). Parallel to this shift in the conceptualization of roles, children are not thought to be "passive disembodied vessels, waiting to be filled with a new language at school" but active members of societies that can employ their resources to make meaning in their environments (Prasad, 2015, p. 31). Accordingly, as Prasad (2015) suggests, language teaching pedagogy of the 21st century should consider students as active social actors from the perspective of a holistic approach rather than adopting the mere objective of language instruction.

2.5.4. Children's Representations of their Plurilingual Identities

Children's own representations of their experiences have not always been valued in educational research. They have often been those to be researched about rather than researched with based on the premise that children cannot be relied on because of their immature human nature (Freeman and Mathison, 2009). However, the shift from this previously held view to the one that cares about their own accounts has occurred in the past few decades. As Corsaro (2005) argues children are not solely the imitators of the adults' world around them. They also try to give meaning to the everyday practices in their contexts. Indeed, this is how they collectively build their own identities, cultures, and worlds.

Another milestone in adopting this shifting view is the adoption of the 1989 United Nations Convention on the Rights of the Child and the advocation of interdisciplinary New Childhood Studies for the shift in the position of children as co-researchers or informants in research studies. The 1989 UN Convention supported the rights of children and valued their

identities and subjective perspectives with three different articles including Article 12, Article 14, and Article 29. They refer to their rights to state their opinion and to seek information as well as their right to be respected at school regardless of the identities, languages, beliefs, and values that they have.

The consideration of children as active meaning makers has paved the way for the exploration of children's voices in society as individuals that are not only shaped by societies but also shape them (Freeman and Mathison, 2009). Accordingly, New Social Studies of Childhood has come up with four major premises as follows (Brooker, 2001). (1) Childhood is a precious phase in human development and its preciousness does not stem from how similar it is to adulthood but its own uniqueness. (2) In contrast to the previously held view of children as incomplete individuals, they are now accepted to be completely developed human beings with their own views. (3) Because children have autonomy, their views may differ from those of their family members. (4) Children have their own rights including the right of protection, opinion-sharing, and decision-making.

The premises outlined above not only highlight the significance of the concepts of agency, identity, and place for children but also encourage the researchers to engage children in their studies as co-researchers of their own experiences and to let their voices heard. With respect to language learning, cultural and linguistic representations play a key role, especially in multilingual contexts. According to Castellotti and Moore (2002), the key role that representations have in the development of children's identities and relationships cannot be overlooked. These representations are not categorized as right or wrong. More importantly, they are not rigid as well; yet they are potentially dynamic.

While conducting research on children, the adoption of alternative modes of inquiry including creative multimodal research methods rather than traditional approaches may be more fruitful. With the postmodern turn and the pursuit of alternatives in qualitative inquiry, the social sciences have supported the employment of visual and participatory methods (Freeman and Mathison, 2009) that provide easiness in children's articulation of their views, and adults' understanding of children's perspectives. In a similar vein, arts-informed research tools including photography or drawing in comparison to traditional ones such as

questionnaires seem to be more engaging for children in the data generation process (Kendrick and Mckay, 2004; Thomson, 2008).

Arts-informed research is an alternative way to redefine research with new perspectives, processes, means, and objectives. It is a mode of qualitative research which is informed by, but not based in the arts (Cole and Knowles, 2008). It pursues to explore the human nature by alternative approaches and access to multiple audiences. It also values individuals as knowledge makers involved in the advancement of knowledge. To sum, it utilizes both qualitative inquiry and arts. It combines the systematicity and rigor of the first with the imaginative and artistic power of the latter. This is how it aims to have access to diverse populations to explore the complexity of human nature.

Within the framework of this dissertation, young learners' representations as plurilingual actors and co-researchers will be focusing on three major areas: representations of language(s)/culture(s), representations of language learning processes/practices, and representations of language learners themselves. With the adoption of this triadic focus, this research study aims to explore young learners' understanding of their plurilingual selves and practices through multiple angles.

2.6. An Ecological Framework for Young Language Learners' Identity Development

According to dynamic systems or complexity theory, the multilingual system is accepted to be a permeable system that is molded by the interaction of various social and psychological factors (Aronin and Jessner, 2015; de Bot et al., 2007; Jessner et al., 2016; Larsen-Freeman and Cameron, 2008). Language systems in this multilingual system are not autonomous, but interdependent as they influence and are influenced by each other over time. In order to provide children with a positive and encouraging learning environment, the learner identities that they bring to the classroom need to be valued. These identities, undoubtedly, are formed within a nested system, rather than in isolation. The systems represent several environments and levels that function in a joint interaction with one another. For the improvement of children's learning and their learner identity formation, the internal and external factors that constitute the systems surrounding the individuals are to be

explored from various angles. The extensive focus on both internal and external factors on human development lies at the heart of Bronfenbrenner's theory. As one of the influential theories in ecological approaches, Bronfenbrenner's (1974) ecological systems theory was developed by Russian-American psychologist Bronfenbrenner in order to study human development in interdependent systems of interactive influences on individuals.

Bronfenbrenner's theory of 'systems within systems' may help to understand how children's identities as language learners are shaped by interrelated systems in their ecologies along with the dynamics that enhance or inhibit their language learning. Additionally, it may raise teachers' awareness of what influences children's language learner identities within immediate and broad environments. In the same vein, the omission of the information regarding the intimate interrelation of systems may lead to an incomplete representation of plurilingual and pluricultural children. Consequently, it is crucial to apply a holistic ecological approach as children do not obviously live in isolation; on the contrary they are indeed social agents of larger social and interconnected structures.

Before elaborating on the systems, it is worth giving the definition of the ecological environment which Bronfenbrenner's (1977) conceives "as a nested arrangement of structures, each contained within the next" (p. 514). In essence of the child's ecology, Bronfenbrenner (1974) discusses the existence of two concentric layers with the superimposition of the first on the second. The upper and the most visible layer includes home, school, street, and so on. Each setting in this layer is considered with three dimensions including (1) the physical design of space as well as materials; (2) people with their changing roles in their relationships with children (3) practices that people are involved in. The second layer is the surrounding one which shapes and limits what can and does appear in the immediate setting. By criticizing the earlier studies for their "unidirectional" (p. 3) view of the developmental process, Bronfenbrenner (1977) came up with a nested systems of structures in the child's environment including microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Inspired by Bronfenbrenner's (1977) ecological framework of human development and The Douglas Fir Group's (2016) multilayered framework for language learning and teaching, this study draws upon a three-leveled structural system as follows: (1) micro level of social activity, (2) meso level of sociocultural institutions and communities, and (3) macro level of ideological structures.

2.6.1. Micro Level of Social Activity

The microsystem is the first and immediate level in human development. The micro level of social activity is where individuals engage with others in regularly recurring contexts. Bronfenbrenner (1977, p. 514) defines microsystem as "the complex of relations between the developing person and environment in an immediate setting containing that person (e.g. home, school, workplace, etc.)". A setting is a place with particular physical features, with particular people with particular roles and activities for particular periods of time. In other words, the constituents of a setting include place, physical qualities, participants, time, role, and activity (Bronfenbrenner, 1977). Within this framework, the microsystem refers to the settings in which young learners have direct contact with their immediate surroundings including family, peers, teachers, playgrounds, health services, religious organizations, and communities. These intimate contacts form the children's day-to-day reality.

Family is the most intimate microsystem for children. It is the first place where children are equipped with the knowledge and skills to learn how to navigate in the society (Paat, 2013). Second to the family, peers serve as another avenue in the microsystem for the socialization and development of children. As a crucial source of social support, peers can provide a frame of reference about society (Paat, 2013). Friendships with peers may reflect society at micro level. As discussed in detail by Suarez- Orozco and Suarez- Orozco (2002) in detail through the experiences of the children of immigrants in the US, the interactions in microsystems have an undeniable impact on how the immigrant children fare in the society. All in all, these microsystems contribute to or hinder young learners' plurilingual and pluricultural repertoires.

2.6.2. Meso Level of Sociocultural Institutions and Communities

A mesosystem is comprised of "the interrelations among major settings containing the developing person at a particular point in his or her life" (Bronfenbrenner, 1977, p. 515). It consists of the interactions among microsystems such as those between young learners' parents and teachers. Communication models, supportive environments, responsibilities, resources, and so on are the indicators of the dynamics of the interaction between the two

parties involved. These conditions shape the development and function of learners' repertoires in that the social conditions determine learners' ways of engagement along with access to experiences. Above all, it is worth noting that the social institutions and communities at this level impact on the learners in terms of their development of social identities with their own agency and investment.

With respect to language learning and teaching for young learners, the partnership between families and the school plays a key role in the mesosystem. As Sheldon's (2007) study shows the relationship among the school, the family, and the community has a positive impact on students' overall academic performance. Additionally, Hoover-Dempsey et al.'s (2005) study displays that in the course of building this relationship, parents' involvement is influenced by some factors including their beliefs, living conditions, and the feeling of being welcomed in school and society. In order to address this situation effectively, teachers may be assisted to build healthy relationships with families, to connect with people from different sociocultural backgrounds, and to share accountability (Stanley and Kuo, 2022).

2.6.3. Macro Level of Ideological Structures

Macro level of structures envelop Bronfenbrenner's (1977) exosystem and macrosystem. According to Bronfenbrenner (1977), an exosystem as "an extension of the mesosystem" embraces both formal and informal social structures that do not necessarily have the developing person at their center; yet influence the immediate settings surrounding the person (p. 515). These social structures encompass the agencies of government, the media, informal social networks, the neighborhood as well as parents' financial situation. Neighborhoods are among significant contexts in an exosystem. Children from various backgrounds will integrate better in the larger society if cultural diversity is publicly supported in neighborhoods. Likewise, a macrosystem which refers to the attitudes and ideologies in a culture, focuses on societal conditions. It refers to the socioeconomic, political, educational, and legal systems of societies that envelop micro-, meso-, and exo-systems. Macrosystems have implicit and explicit functions. Consequently, beside the examination of structures, they should also be considered with respect to their manifestations through ideologies. (Bronfenbrenner, 1977).

Bronfenbrenner (1977) highlights the fundamental difference between a macrosystem and the others in that it includes not only the specific contexts in the lives of individuals but also the generalizations and stereotypes in the given society at a larger scale. He asserts that all school classrooms, for instance, look same as if they are the "blueprints of the macrosystem" (p. 515). Whilst the minority of this uniformity is provided in explicit forms by rules, laws, and regulations, the majority, indeed, is implicit and informal by the manifestations of customs, traditions, ideologies, or everyday practices. Because the macrosystem is the one that defines, shapes, and directs the larger groups and society, it sets the context for young learners' identity development. Provided that the mainstream society, education policies, and everyday practices welcome cultural and linguistic diversity, children will tend to feel supported and embrace their plurilingual and pluricultural identities. However, it should also be noted that regardless of the distinctive characteristics that each level has, no level is independent of another with its sole existence; that is to say, they each shape and are shaped by the next level. They owe their existence to one another in a state of ongoing interaction and change.

2.7. Teaching English as a Foreign Language in Multilingual Settings / Classrooms

Language and identity are intertwined in educational contexts and teachers are one of the pillars of this interdependency. Thus, in order to recognize and nurture the identities of learners, along with their competence in languages they speak, teachers also need to be aware of the issues related to (speakers of) languages (Jessner et al., 2016). This awareness brings a shift in classroom pedagogy considering the changing role of teachers from planning lessons to designing ecologies that will provide the learners with the affordances to create and negotiate their learner identities. Because learners have complex identities, it necessitates the inclusion of their linguistic and cultural capital in language learning. All in all, there is a broad agreement among scholars that language learning is not only about language structures and the learners' mental capacities of learning; but it is also a matter of the (de)legitimatization of identities and of linguistic and cultural resources.

Thus, it is worth mentioning the affordances of plurilingual instruction for multilingual contexts. The plurilingual lens allows for the employment of languages in the repertoire to succeed in academic studies. Marshall and Moore's (2013) study with transnational university students in Canada, as concrete evidence for Hornberger's (2000) view of "language-as-resource orientation", (p. 355) displays how students draw on languages in their plurilingual repertoire besides English and transfer different forms of knowledge to enhance learning. The findings of the study, to a certain extent, challenge the position of English as the only way to success for students in higher education. The study, thus, pursues to show how "learning skills, multilingual literacies, (inter)cultural experiences, and different forms of knowledge are transferable" as "assets and tools for better learning" (Marshall and Moore, 2013, p. 472). In a similar vein, another study with young learners in Spain aimed to explore how the presence and usage of students' L1s (Spanish and Catalan) in English language classes influence their language learning process along with their feelings and opinions (Corcoll, 2013). The findings of the study illustrate that bringing more languages into language classrooms in an informed way supports language awareness and metalinguistic skills of learners as well as the valorization of languages without devaluing the role of English as the target language to be learned.

On the other hand, it bears significance to highlight the limitations or challenges to plurilingual instruction. To start with, teachers' beliefs and perceptions about students' plurilingualism play a key role in their teaching approach. In order to explore this relationship, Pauwels (2014) conducted a study with teachers from Australia and the UK on their linguistic and cultural awareness as well as their inclinations toward plurilingual instruction. The results of the study show that except a few, most teachers tend to view the diversity in their classrooms as an annoyance and only the half of the participants take their students' linguistic diversity into consideration while teaching. In a similar vein, based on the findings of an empirical study conducted in a German context, Hu (2022) argues that teachers' beliefs regarding plurilingualism and foreign language teaching tend to center around (1) a widely held traditional language teaching view of exclusion of first languages except German, (2) the common view of homogeneity of monolingual language learners, (3) the separation of languages from identities.

In addition to teachers' orientations towards plurilingualism, the practice of plurilingual pedagogy may not be applicable in contexts which are de jure plurilingual. Studies in several countries including France, (Pickel and Hélot, 2014), Germany (Göbel and Vieluf, 2014), Portugal (Pinho and Andrade, 2009), and Uganda (Abiria et al., 2003) all display that monolingualism is reinforced by either ideologies/policies or individuals even though plurilingualism is the norm. In other words, although the education policies support plurilingualism/culturalism, monolingualism may prevail in practice. To sum, regardless of the recent paradigm shift from monolingualism to plurilingualism, the studies reveal that there is a disconnect between the theory and practice with respect to plurilingual pedagogy.

Consequently, various studies (De Angelis, 2011; Jessner et al., 2016, Stratilaki, 2012) illustrate the need for a better understanding of plurilingual and pluricultural competence and their impacts on a more effective teaching and learning process. Because teachers have an unignorably big role in this process, teacher-training programs should be changed accordingly. Teachers should be equipped with an updated understanding of competences and corresponding pedagogies that will serve the current needs of plurilingual and pluricultural students (Garcia, 2008). This understanding and awareness should be embedded in all teacher education programs.

CHAPTER THREE
METHODOLOGY

3.1. Introduction

The third chapter describes the methodology of the current study. First, the research design is explained in detail in the framework of social sciences. Next, the participants of the study and the site are introduced. The presentation of the site and recruitment is followed by the introduction of the data collection instruments including the rationale, the adaptation and data collection processes, their timeline, and the process of data analysis. And the chapter closes with the quality process including the validity and reliability issues for each data collection tool.

3.2. Design of the Study

In order to seek answers to the present research questions, this study adopts a qualitative research design. With its interpretive and naturalistic look at the world, qualitative research is the study of things in their own natural settings as well as the attempt to explore and interpret phenomena with respects to the meanings that they carry for people (Denzin and Lincoln, 2018). It is differentiated from quantitative research by the opposing ways the two groups of researchers view the world. Whilst quantitative researchers rely on variables, statistics, and correlations to make sense of the reality, qualitative researchers value experiences, events, and processes (Maxwell, 2010). Naturally, the phases of qualitative research are noticeably different from those of quantitative research as displayed in Figure 3.

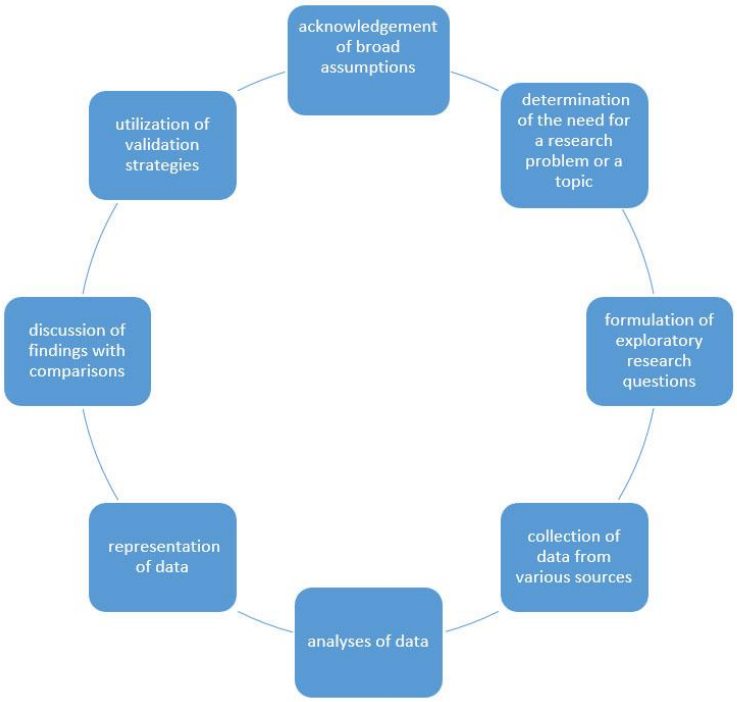


Figure 3. The stages in the qualitative research process (Creswell and Poth, 2018)

English as a foreign language is still among the dominant topics in qualitative research in applied linguistics (Kim, 2015). Even though there are several types of qualitative research in applied linguistic, the major methodologies are grouped under two approaches by scholars (Benson et al., 2009; Harklau, 2011). One approach focuses on the analyses of language learning and teaching in terms of its sociocultural context, or the people, experiences, and processes involved in it; the other one deals with the analyses of discourse, written or spoken text, or the construction of social reality through various mediums. Accordingly, whilst the former is based on the analysis of interviews and observations, the latter depends on written, oral, and visual artifacts. Regarding the current study, the researcher employed a qualitative methodology by adopting the first approach. The reasons that guided the choice of methodology are the researcher's aims to explore the issue in question in its ecological and sociocultural context, to present a complex understanding of it, and to empower the individuals to share their personal stories as co-researchers.

The qualitative research has certain characteristics (Creswell, 2003) that also correspond with the steps taken by the researcher with respect to the qualitative design of the current study. First, qualitative researchers tend to gather data in the natural setting of the participants rather than bringing them to a certain place or sending them the instruments

to complete. The reason behind this is to collect the data from the participants directly and observe them in the meantime that will enable the researchers to have more interaction with the target population. Therefore, the researcher of the current study tried to spend a substantial amount of time at the school for the research to gain the trust of the young learners, build a meaningful relationship with them, and to promote a comfortable atmosphere for data collection. Secondly, qualitative researchers utilize multiple sources of data instead of relying on data from a single source. The study would be incomplete without the employment of several data collection tools which could complement each other (Tashakkori and Teddlie, 1998); so that it would be less vulnerable to errors. The researchers, then, review, organize, analyze, and make sense of all data. Accordingly, the data collection tools of this study were various and embraced the perspectives of different groups.

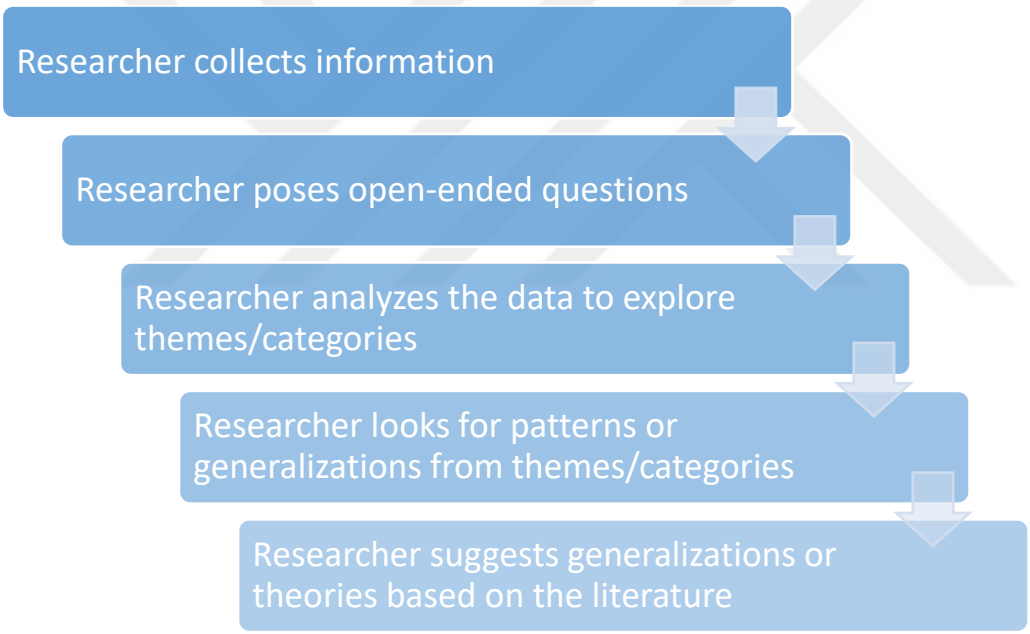


Figure 4. The inductive reasoning of a qualitative study (Creswell, 2003)

Thirdly, the qualitative data analysis is majorly done inductively (Figure 4). The patterns and the themes emerge from the bottom up rather than from top down. Naturally, this inductive process requires revisiting and reanalyzing the data set and the established themes or categories that consist of several codes. It is a long process that involves developing the codes, establishing the themes based on the codes, and making sense of the themes by referring to all data (Creswell and Poth, 2018). Parallelly, the research process in a qualitative design is likely to change during the process. In other words, the prescribed

design including the research questions, data collection tools, the target population may shift upon the collection of data. It is not a weakness; it is rather an adaptation to the emergent issue(s) in the research. It is an "intuitive way of conducting inquiry" (Ivankova and Creswell, 2009, p. 145), to answer 'what', 'how', and 'why' questions related to the research problem at hand. Therefore, the data analysis of the current study was dominantly inductive and open to changes. In addition, qualitative research is interpretive in essence with a holistic look at the issue(s) under study. Qualitative researchers make sense of what they see, hear, and experience by positioning themselves as objectively as possible. That is why, the researcher worked with multiple experts to ensure intercoder agreement in the process of data analysis of the current study. Meanwhile, qualitative researchers seek to present the inquired issue(s) from multiple perspectives with various facets for a holistic picture. Therefore, while exploring the issues that interact with the young learners' identities, the researcher employed multiple perspectives. Considering all, the study is based on a qualitative inquiry to answer the research questions through the qualitative data collected via the tools as displayed in Table 2.

Table 2

Integration of data types

No	Research Questions	Tools to answer the research question	Data Types
1	How do young learners express their own plurilingual and pluricultural repertoires?	• Language portraits • Language questionnaire with open-ended questions	Qualitative data
2	How do the learner identities of young plurilingual and pluricultural learners interact with the micro, meso, and macro levels of their ecological system? a-What are the affordances/ opportunities? b-What are the challenges? c-How do young learners make use of their plurilingual and pluricultural repertoire for learning English?	• Classroom observations • Interviews • Language diaries • Language questionnaire with open-ended questions	Qualitative data

Table 2 continued

3	How do the way(s) young plurilingual learners learn inform teaching and material design in EFL classes?	• Classroom observations • Interviews • Language diaries	Qualitative data

3.3. Site and Recruitment

Prior to the introduction of the details about the site and recruitment regarding the current study, it is crucial to mention the key points about the education system in Türkiye. On 30 March 2012, 'Primary Education Law no 6287' was adopted which caused sudden and radical changes in the education system (Gün and Atanur Başkan, 2014). Also known as 4+4+4 education system, it aimed to extend the period of compulsory education from eight to twelve years. The new system divided the education into three four-year-phases as follows: primary, middle, and high school education. Whilst the previous system allowed students to choose a vocational school after an 8-year-of education, the new system enables students to continue their education in religious vocational middle schools (Imam Hatip Schools) when they are 5th graders. However, if students want to study in a vocational middle school, Imam Hatip Schools are the only options for them to choose. The rest of vocational schools can only be chosen for the high school level. Besides, Imam Hatip Schools differ from the middle schools in terms of curriculum. Arabic, Quran, Prophet Mohammed's Life, Basic Religious Information are compulsory classes for them. Furthermore, whilst the latter have two hours of Religious Culture and Ethics and Physical Education classes each per week, the first have only one per week.

The current study was conducted in a middle school in Bursa, Türkiye. There are two types of schools within the same building: general education middle school and Imam Hatip middle school. Whilst the morning groups study at Imam Hatip school, the afternoon groups study at general education middle school. The school has 2647 students in total. While 1904 of them study in the morning classes, 1553 of them study in the afternoon. Out of the two, this study involves participants from the Imam Hatip groups because based on the field notes taken prior to the main study, these groups are more culturally and linguistically diverse.

This school was chosen purposefully owing to its diversely populated neighborhood. The students in the school come from linguistically and culturally diverse backgrounds. They know several languages including Turkish, Arabic, Kurdish, Zaza, and English as far as the researcher is informed. Because the neighborhood is relatively affordable for the lower-income groups, it is highly populated by immigrants, which makes the school naturally a plurilingual context. These immigrants are mainly those who mostly came from Syria due to the war whereas some came from the eastern cities of Türkiye due to social, political, and economic reasons.

3.4. Participants

3.4.1. Students

Because the setting is a middle school, there are only 5th, 6th, 7th, and 8th graders in the whole school. However, this study is concerned with only 5th and 6th graders for two reasons based on purposeful sampling. Firstly, due to the nature of the data collection tools (including writing language diaries and completing the language questionnaires), the participants are expected to be literate in at least one language. Thus, to make sure that the participants can read and write easily, the researcher did not choose to work with primary school students. Secondly, because the study involves young learners who are defined as those who learn a foreign/second language in their first six years of formal education, from the age of 5 to 12 (McKay, 2006), this automatically excludes 7th and 8th graders in the school.

Young learners, though they are same with older learners with respect to individuality that they have, are somehow different from the older learners from three angles: cognitive and emotional growth, literacy, and vulnerability (McKay, 2006). Although these categorizations are merely indicative considering the individuality of each learner's development, they may offer a detailed understanding of the target population. The characteristics of young learners is an issue of length discussions, yet in the scope of this dissertation it will be addressed concisely. According to McKay (2006), compared to adult learners, young learners have a limited attention span which causes frequent distractions. From the perspective of emotional growth, they are sensitive to criticism and how the others, especially their peers, treat them influence their feelings of success, failure, and confidence.

While they develop their ability to socialize with their peers, they tend to define themselves through what they like and dislike. With respect to literacy, foreign language learners build on their first language(s) literacy while learning a foreign language. Moreover, regardless of the vulnerability that every learner may have, young learners are more vulnerable to criticism; in that, the feeling of self-esteem is considerably influenced by approval, praise, criticism, and so on. Rather than having a general feeling of worth (Slavin, 1994), they are inclined to view themselves through the positive and negative experiences at school. To sum, the cognitive, emotional, and social characteristics of the young learners play a key role in their foreign language learning processes which needs to be investigated and addressed.

In the Imam Hatip Middle School, there are twelve groups of 5th and 6th graders (6 for each) in total, out of which 6 of them constitute the participants of this study (5/C, 5/E, 5/F, 6/A, 6/B, 6/E) with a population of 171 students. These classes were chosen in accordance with random sampling technique. Based on the simple random sampling technique, the researcher randomly selected six classes out of the population of 12 classes. This sampling technique enabled every participant to have the opportunity to be selected thanks to an unbiased selection. The students have 3 hours of English lesson per week. Demographically speaking, whilst 88 of the participants are male students, 83 of them are female. Additionally, according to the data provided by the school administration, over one third of the students are Syrians (n = 66) while the rest have Turkish and Kurdish origins (n = 105). These groups were chosen based on the random sampling technique. Random sampling is defined as "the selection of participants from the general population that the sample will represent" (Mackey and Gass, 2006, p. 119). Among the types of random sampling, this study employs simple random sampling with an expectation of representing the whole population to be generalizable.

3.4.2. English Teachers and the School Principal

There are 11 English teachers who teach both morning and afternoon classes in the school. Out of 11, two teachers teach the 5th and 6th graders at the Imam Hatip School and they volunteered to participate in the study. They are both young female teachers. In order to ensure the confidentiality of the participants, they were nicknamed as Sitare and Defne. Defne is 32 and has 8 years of teaching experience in total. She has been working in this

school for six years. Sitare is 36 and more experienced. She has been teaching for 9 years in this school and for 13 years in total. Currently, they both teach around 20-25 hours a week depending on the semester.

The two also differ with respect to their origins. Defne is from a western city in Türkiye whereas Sitare comes from an eastern city with a Kurdish origin. Defne has spent most of her life in an Aegean city and has been in Bursa for around six years. Upon spending first 18 years of her life in her hometown, Sitare lived in different Eastern cities and has been in Bursa for 9 years. With respect to their linguistic repertoire, they both consider themselves as plurilingual teachers. In addition to her mother tongue of Turkish, Defne speaks English fluently and knows German at beginner level. Sitare, on the other hand, speaks Turkish, Kurdish, and English. Although she was a bilingual speaker of Turkish and Kurdish when she was a child, she states her mother tongue as Turkish now. Sitare adds that she feels more competent in Turkish because she left her home to study at high school and lost proficiency in Kurdish gradually due to less contact with her family and community. Now in her daily life, she merely speaks in Turkish whilst she communicates with her family and relatives both in Turkish and Kurdish.

The school principal is a religious education teacher; yet he does not teach currently. His only responsibility is to manage the school. He has been working in this school for eight months. He has around nine years of teaching experience; and before this school he worked as a teacher in another Imam Hatip High School. He comes from an Eastern city in Türkiye, but he does not speak any languages except Turkish fluently. Because he is a religious education teacher, he knows a little Arabic too. However, he regrets not learning Kurdish or Arabic because he thinks if he knew those languages, he could easily communicate with the students' parents.

3.5. Instruments

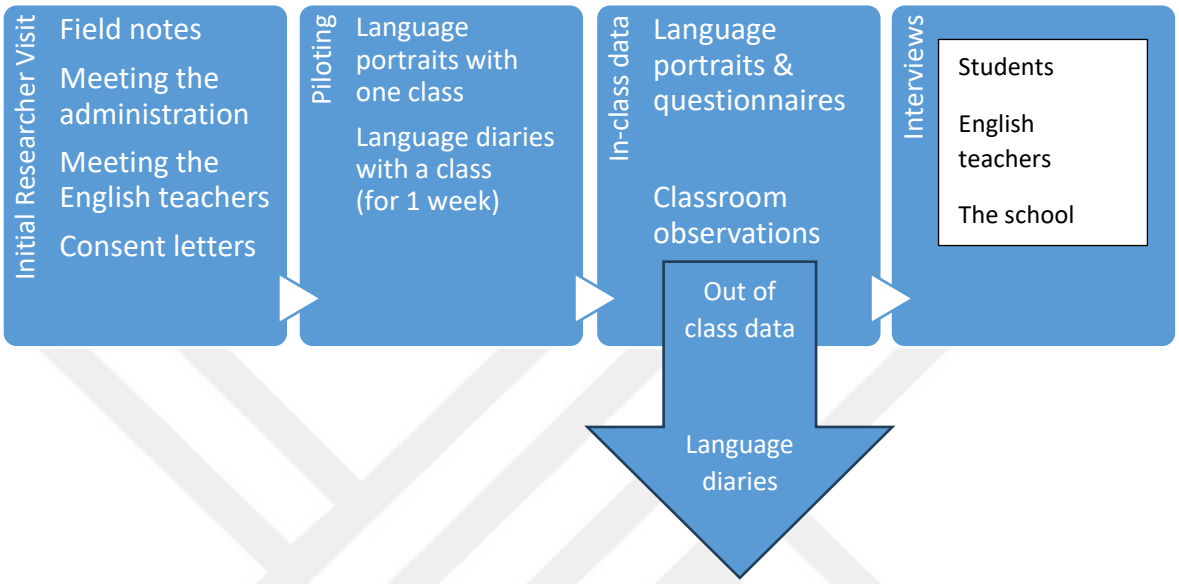


Figure 5. The schematic illustration of the data collection process

3.5.1. Language Portraits and Language Questionnaire with Open-Ended Questions

One of the main data generation tools of the current study is language portraits (Busch, 2006) along with language questionnaires in order to explore children's linguistic and cultural resources. It functions as an awakening to languages for learners as it raises awareness to linguistic and cultural diversity (Melo-Pfeifer, 2021). Language portraits, as a creative tool that utilize both image and language, have been used over 30 years in many disciplines for reflection and awareness. However, particularly through the work of Krumm (Krumm and Jenkins, 2001), who suggested the link among language learning, belonging, and emotions, the language portraits became more noticeable as a tool for language awareness. Furthermore, the language portrait tool was developed through the Project for Alternative Education in South Africa (PRAESA) by Busch and her colleagues (Busch et al., 2006). They asked the teachers involved in the project in South Africa to map the languages they know with the body parts on the given body silhouette by coloring them differently. And this graphic visualization of their linguistic repertoire enriched the

presentation of language biographies because processes that influence language use tend to operate unconsciously and cannot be easily verbalized. The switch in mode of representation from word to image helps deconstruct internalized categories, to reflect upon embodied practices and to generate narratives that are less bound by genre expectations (Busch, 2010, p. 286).

The language portrait (see Appendix 1) aims to display subjective evaluations of children through personal accounts of visuals and narrations. In parallel, those portraits tell more than which languages the children are competent in. They also show their conceptions of the linguistic and cultural repertoire through which they relate to their environment by functioning as "a kind of script into which discourses and ideologies that tell us who we are or what we are able to think, feel and desire are enregistered" (Busch, 2018, pp. 4-5). From a theoretical perspective, language portraits include both biographical and discursive stances to the subject/body. In other words, the subject is not only a precondition of being in the world (Merleau-Ponty, 1962), but also constructed in and by the discourse (Foucault, 1972). To sum, language portraits provide rich data concerning language attitudes of children as well as the impacts of language ideologies and society (Busch, 2018).

There are several language portrait silhouettes in use that differ in design; yet this study chose to utilize that of Busch and her colleagues (Figure 6) for the following reasons.



Figure 6. The language portrait silhouette (available on heteroglossia.net)

The silhouette does not have gender-specific details or clothing, but it does not seem naked, though. Except for the suggestion of fingers, the silhouette does not have details like mouth, eyes, or ears to enable students complete it if they want to. Implying a dynamic posture, the arms of the body are positioned differently to make it easier to differentiate between the right and left one. The head is also larger than real-life proportions in case participants want to have additional drawings on it.

Colors have always been considered as "semiotic resources" (Kress and van Leeuwen, 2006, p. 239) with their own grammar. Thus, it is essential to explore the affordances of this resource. Applying Halliday's social semiotic theory into visual communication, Kress and van Leeuwen (2002, 2006) argue that colors are not signs, but signifiers which hold two primary sources for meaning making: association and distinctive features. The first affordance, association, refers to the roots of a particular color so to say

where that color comes from. The latter is about the material qualities that define colors including saturation/desaturation and lightness/darkness.

In a similar vein, studies in psychology and art show that children choose colors based on the emotional significance for them. Their feelings, attitudes, world view, and so on are manifested in their color choices (Boyatzis and Varghese, 1994; Burkitt et al., 2003). For instance, based on the findings of the studies, it can be suggested that children use their favorite colors for positive feelings while they associate the negative feelings they hold with their least favorite colors. In a nutshell, it is widely acknowledged that colors have a salient symbolic presence in people's lives from an early age on.

The language portrait can also be acknowledged to be a medium where meaning is often structured by metaphors. Furthermore, according to Lakoff and Johnson (1980) metaphors transcend linguistic-rhetorical figures and function as body and sense orientations. "Every new experience, or new idea about things, evokes first of all some metaphorical expression" (Langer, 1948, p. 114) hence they are sourced in the flesh (Lakoff and Johnson, 1999). Those metaphors may be related to body parts (the head, the belly, the heart, the hand, etc.), spatial positioning (internal/external, above/below, etc.), symbols (flags, national symbols), iconic elements (heart, arrow, lightening), color choices (based on feelings, experiences, world view, etc.), or ornaments and decorations (Busch, 2018). However, it is crucial not to ignore the fact that these metaphors and associations are not independent of the context, conditions, and culture. They make sense interpretively and need to be unraveled as "just as oral and written narratives cannot speak for themselves, neither can images" (Riessman, 2007, p. 179). Therefore, in order to reveal them as objectively as possible, the portraits were followed by language questionnaires that asked the participants to explain their reasons behind their choices.

The language questionnaire (see Appendix 2) was designed to explore more about the language portraits together with the participants' linguistic and cultural backgrounds. The questionnaire included 7 open-ended and closed questions in total, which were adapted from the questionnaire developed by Martin (2012). The questions were originally created in English and translated into Turkish afterwards by the researcher. Considering the fact that students may not be highly competent in English to express themselves, the questionnaire

was given in Turkish. In order to assure an increased quality of translation, the method of back translation was utilized, which means the translation of a questionnaire back into its original language and a subsequent comparison of the original version with the back translation (Behr, 2016). Accordingly, two English teachers were asked to translate the questions from Turkish into English. There were not any significant differences between the two versions.

3.5.2. Interviews with English Teachers and the School Principal

With an aim to explore more about the educational context of plurilingual students, the questions for the interviews with English teachers were prepared upon a thorough literature review from resources such as Anderson (2011); Aydın and Koc-Damgacı (2017); Aydın et al. (2019); Aydın and Kaya (2019); Castellotti and Moore (2010); Çelik (2013); Hawkins (2019); Kamhi-Stein and Osipova, (2019); Taşkın and Erdemli (2018). The interviews were semi-structured and comprised of two main parts. Whilst the first part aimed to collect demographic and background information about the teachers, the second part, with 8 questions, sought to explore more about plurilingualism and pluriculturalism in their educational context (see Appendix 3).

It is widely held that validation bears great importance in qualitative studies. Validity can be defined as the accuracy and credibility of the account that displays "participants' realities of social phenomena" (Creswell and Miller, 2000, p. 124) along with the "appropriateness" of data collection tools. Depending on the researcher's perspective to establish validity, there are three different lenses to be employed in qualitative research: the researcher's own personal lens, the participants' lens, and the external individuals' lens. The first lens is based on the researcher's own judgment regarding data saturation, the length of stay in the field, data analysis, etc. whereas the participants' lens takes the social construction of reality into account. This requires the involvement of participants in the process of data interpretation. (Creswell and Miller, 2000). The last one refers to validation by peers, experts, and reviewers who are not affiliated with the study.

The researcher chose to use the external individuals' lens to assure the content validity of the interviews as one of the tools of the current study. Content validity refers to the process that aims to ensure that an instrument measures the phenomenon in question. One way of ensuring content validity is via Lawshe's method (1975) which requires subject matter experts to evaluate the significance of each item in the instrument based on a rating system of three categories: "essential", "useful, but not essential", and "not necessary". Depending on the considerations of experts, agreement on items is noted, calculations are made, and the final decisions on items to be included or discarded are made. The decisions are made in accordance with the calculated CVR values which range between +1 (perfect agreement) and -1 (perfect disagreement).

By utilizing the Lawshe method for content validity, the researcher shared the questions she prepared with three experts. While two of them are PhD candidates, one holds a PhD in English language teaching. And two of them have over 10 years of teaching experience in English whilst one has five. With respect to diversity, they come from different backgrounds although they all consider themselves as plurilinguals. Upon their considerations and feedback on each item in the questionnaire, content validity was calculated and given as CVR values. The calculations show that out of 9 questions only one question could not reach the required value (CVR = -0.5) and it was discarded. However, the rest (8 questions) all had the 'perfect agreement' value (CVR = 1) and they were included in the instrument. Additionally, one minor change was done in the wording of two questions upon feedback by the experts.

Unlike the interviews with the English teachers, the interview conducted with the school principal was unstructured. The questions posed to him aimed to explore more about the school atmosphere, the socioeconomic backgrounds, and the academic performance of the students as well as the relationship between the school and families.

3.5.3. Interviews with Students

An interview protocol (Creswell, 2003) was followed during all interviews. The protocol included a heading, six sub-headings (a- demographic information, b- languages, c- languages and English, d- plurilingualism and pluriculturalism, e- relationships, f-

language portraits and diaries), the interview questions, a thank-you statement, and interviewees' questions if they had at the end. Owing to the exploratory nature of the research questions, semi-structured interviews were utilized. They were comprised of 16 questions in total, which aimed to provide the researcher with more information regarding students' backgrounds (see Appendix 4). The researcher prepared the interview questions and classified them under certain categories depending on a thorough literature review.

The first part (6 questions) intended to collect detailed information about the young learners including their parents' hometown, occupations, other family members, their neighborhood, and so on. The second part (3 questions) focused on their perceptions of languages as well as their linguistic competence. The third part (2 questions) concentrated on the link between their linguistic repertoire and learning English as a foreign language. The fourth part (2 questions), on the other hand, aimed to explore the awareness and experiences of young learners regarding plurilingualism and pluriculturalism. The fifth part (2 questions) was about the learners' relationships in the micro, meso, and macro levels, as well as the affordances and challenges that they experience in these three layers. And the final part (1 question) aimed to explore more about the learners' responses in language portraits and diaries.

3.5.4. Classroom Observations

Based on a thorough literature review, particularly the descriptor scales of plurilingual and pluricultural competence by the Council of Europe (2009, 2018, 2020), the researcher designed an observation sheet with 27 items to be assessed on a scale of three levels: NO (not observed), O (observed), and PO (partially observed). In addition to including the descriptors of competences, key points regarding teaching English to young learners were also considered including the characteristics of young language learners, the practices of foreign language teaching to young learners, the discourses of classrooms, and so on (McKay, 2006). The researcher used an observational protocol for classroom observations (Creswell, 2003). The researcher divided a single sheet of paper which was divided into two with a line down in the middle to separate the items from the descriptive (further information about the participants, the setting, events, dialogues, etc.) and reflective notes (the researcher's personal reflective notes including impressions, feelings, ideas,

speculations, etc.) to elaborate on the observed issues. (Bogdan and Biklen, 1992). The observations were meant to provide the researcher with detailed information regarding how the young learners learn along with affordances and challenges, how their learner identities are shaped, and how English is learned in plurilingual and pluricultural classrooms (see Appendix 5).

The classroom observation sheet is comprised of three major parts with the following sub-headings 'students', 'the teacher', and 'the learning environment'. These three parts are composed of 8, 17, and 2 items respectively. The first part aims to discover the learners' engagement in the class, their relationships with their peers and teachers, and their use of linguistic repertoire while learning. The second part, on the other hand, focuses on the English teacher. It intends to explore how the teacher teaches, how s/he connects with the learners and manages the class as well as his/her use of pluralistic approaches while teaching English. The final part refers to the items that aims to investigate if the young learners have an inclusive learning environment.

3.5.5. Language Diaries

Language diaries are important data collection tools to investigate the cognitive and affective status of learners in the learning process. They function as a platform for learners to develop a critical mind and gain awareness of several aspects including their own learning experiences, their linguistic and cultural repertoires, languages and language learning processes (Simard, 2004). Language diaries, with both introspective and retrospective techniques, also enable the learners to reflect on their learning experience in connection with the external factors. Because classrooms cannot be thought independent of the community and society that surround them (O'Byrne, 2003), language diaries may also unearth the contextual issues that influence the learners' understanding of languages and their performance. Thus, they may provide an access to the different layers of learners' identity development in the micro, meso, and macro levels of their ecological systems.

The researcher designed a language diary format with 8 open-ended questions based on a thorough literature review (see Appendix 6). The literature guided the researcher to design the diaries with an aim to encourage the learners to develop a critical mind on their

language learning experiences, learning styles, and the use of linguistic and cultural repertoires. They also sought to unearth the societal attitudes, norms, expectations, etc. that may provide a comprehensive understanding of learner behaviors as well as their learning processes at behavioral, cognitive, and affective levels (Ireson and Hallam, 2005; Porto, 2007). Rather than unprompted and unfocused diary writing, guiding the learners with prompts was thought to be more beneficial considering the age and writing skills of the target population. It aimed to explore more about the young learners' foreign language learning experience by uncovering their feelings and thoughts as well as the learners' employment of their linguistic and cultural capital for learning. At first, the researcher had 15 questions in total; yet upon the opinions and feedback of two experts, the researcher eliminated some questions. After several meetings, the researcher and the experts agreed on minimizing the number of questions and making it simpler considering the low academic performance of the target group. The researcher designed the diaries in Word and had them published in a booklet form.

3.6. Data Collection and Analysis

3.6.1. Language Portraits and Language Questionnaires

In order to collect data from the learners through the language portraits and questionnaires, the researcher visited a classroom each week. A total of 124 young learners from 6 classrooms completed their portraits and questionnaires. Upon receiving the permission of the administration (and also based on the legal permission of MoNE) and the English teachers, the researcher worked with the learners who volunteered to participate in the study for 40 minutes. Both their English teacher and the researcher were available in the classroom to provide them with a comfortable atmosphere and further clarification if needed.

First, the learners were given an empty body silhouette and asked to fill it in with the colors which they associate with one language of their choice. The colors could refer to any language the learners speak or desire to speak. They were asked to think about their linguistic repertoires, the means of expressions, the codes, and the ways of communication that have a role in their daily lives and map them with the colors in the portrait. The learners were not limited with the definition of languages, rather they were allowed to define what they consider as languages or means of communication. The learners were also told to place the

languages in the body silhouettes as they wished or felt. Secondly, the learners also responded to the language which not only enabled the elicitation of their responses on the portraits but also addressed further information regarding their understanding and practices of languages. During the whole process of data collection, the learners were not provided with directive guidance and information in order not to distort the authenticity.

The current research study has multimodal data including mainly descriptive and qualitative data as well as some quantitative data. The analysis was based majorly on inductive category development (Mayring, 2000, p. 4) as displayed in Figure 7 hence the researcher aimed to find the patterns, themes, and interrelations. Whilst the language portrait provided visual representations of repertoires, the language questionnaire supported the visuals with written explanations and demographic and background information about children. Initially, the researcher looked at the language portraits along with the background information about the children given in the language questionnaire. After that, the researcher matched and analyzed the portraits considering the explanations children gave regarding the relationships among languages, colors, and body parts in the questionnaire. Meanwhile, each learner that completed the portrait and questionnaire was given a number to code accordingly (L-1, L,2, L-3, etc.).

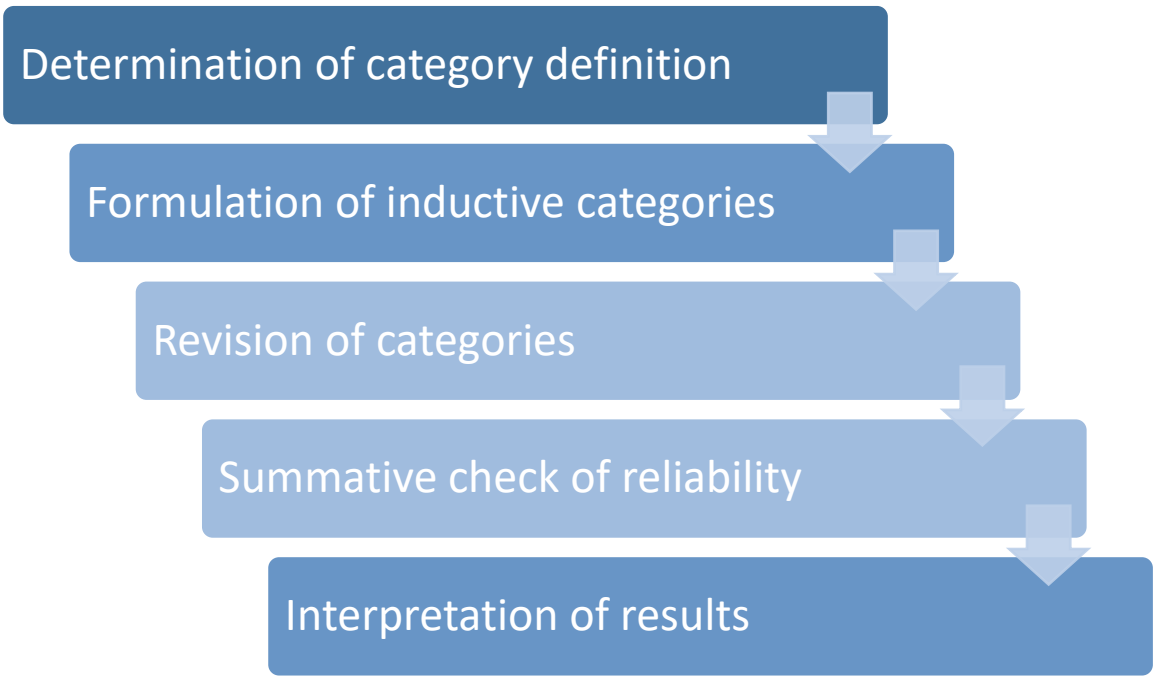


Figure 7. The step model of inductive category development (adapted from Mayring, 2000, p. 4)

The analysis was done in three different steps. First, the languages that children presented in the portraits were noted and each language was given a code on an Excel Sheet. Second, the colors which children chose were matched with the languages presented along with the explanation given in the questionnaire. The answers they gave were analyzed through a content analysis which is defined as "an observational research method that is used to systematically evaluate the symbolic content of all forms of recorded communication…, thereby creating a realm of research opportunities" (Kolbe and Burnett, 1991, p. 243). It helped to "transform data into findings" (Patton, 2002, p. 432) with five fundamental steps: identifying, coding, categorizing, classifying, and labelling. It enabled the reduction of the data into the patterns based on the frequency of their appearance. Finally, the languages and the body placements in the portraits were matched and analyzed depending on the explanations given in the questionnaires by following the same steps. The data collected via language portraits and language questionnaires were analyzed from three angles for a thorough understanding of the students' plurilingual and pluricultural repertoires: a division of the portrait (1) according to body parts, (2) according to learners' color choices, and (3) according to the languages placed.

An analysis based on a division by body parts is important because through language portraits as a creative tool (Krumm, 2011), young learners are provided with the opportunity to reflect on their linguistic practices and awareness by the embodiment of languages in body parts. In order to explore this richness of emotions and experiences along with the link between languages and body parts, a thorough inductive content analysis was pursued. As it is elaborated in the following heading, upon a consensus between the two intercoders the codes were created and applied to all data.

A division by colors was believed to provide the study with rich information regarding the young learners' repertoires because colors are important signifiers and provide the meaning-makers with various affordances (Kress and van Leeuwen, 2002). According to clinical psychologists and art therapists, colors are the manifestations of emotions and the values in the given social environment with their association features and meaning potentials (Boyatzis and Varghese, 1994). Because children start using colors as visual signifiers at an early age (Burkitt et al., 2003), this study aims to further explore their linguistic and cultural repertoires through the symbolic uses of colors. For this purpose, the data were content

analyzed to explore the common patterns in the portraits through the use colors. Accordingly, all data regarding the reasons the respondents gave for their color choices for languages were noted on an Excel sheet and categorized deductively. The analysis was done deductively, and the categories were based upon the findings of Soares et al. (2021)'s study conducted with young multilingual students in the Netherlands. Upon several sessions of interpretation, all responses were grouped under three which were labelled as (1) Feelings, (2) World Knowledge and Personal Experiences, and (3) Flags.

It was also necessary to analyze the data according to the languages the respondents placed in their language portraits in order to display the languages in their linguistic repertoires. Because it was not open to interpretation, the researcher individually did the analyses without seeking for intercoder agreement. Accordingly, the languages were all noted and tallied separately. The responses clustered around two major groups: the languages that the respondents are actively exposed to and those they are not. Afterwards, the second group was labelled as 'other languages' with a further subdivision as the most popular languages and the rest. In addition to this categorization, the four languages that the respondents are exposed to everyday were also shown on an empty body silhouette. Through the graphic design tool Canva, how the respondents placed those languages in the portraits were displayed through dots in accordance with their densities in certain parts of the body.

3.6.2. Interviews with Young Learners, their English Teachers, and the School Principal

As the Table 3 displays in detail, the researcher interviewed 22 learners who were each coded with "I" (for interviewee) and a number. Whilst the shortest interview took 3 minutes, the longest one took over 11 minutes. All the interviews were recorded and saved in the researcher's smart phone. The researcher memorized most of the interview questions to minimize losing eye contact with the students. In order not to be interrupted, a quiet place free from noise and distractions was chosen to conduct the interviews with students. It was a nicely decorated colorful classroom where teachers have make-up classes.

Table 3

Sample of the interviews with students

Interviewee	**Grade**	**Gender**	**Hometown**	**Duration of the interview**	**Word count of the transcript**
I-1	6th	Boy	Damascus, Syria	7:01	597
I-2	5th	Boy	Syrian born in Antep, Türkiye	6:00	391
I-3	6th	Boy	Muş, Türkiye	4:51	558
I-4	5th	Girl	Aleppo, Syria	9:16	630
I-5	5th	Girl	Muş, Türkiye	4:12	363
I-6	6th	Boy	Artvin, Türkiye	4:12	287
I-7	5th	Boy	Syria	11:39	692
I-8	5th	Girl	Aleppo, Syria	7:19	461
I-9	5th	Girl	Aleppo, Syria	7:48	198
I-10	6th	Girl	Muş, Türkiye	11:27	984
I-11	5th	Girl	Bitlis, Türkiye	3:17	213
I- 12	6th	Girl	Aleppo, Syria	9:37	687
I-13	6th	Boy	Muş, Türkiye	8:31	436
I-14	5th	Boy	Aleppo, Syria	8:57	367
I-15	5th	Boy	Samsun, Türkiye	5:59	195
I-16	6th	Boy	Syria	5:25	356
I-17	5th	Boy	Syrian born in Antep, Türkiye	4:24	243
I-18	5th	Boy	Aleppo, Syria	9:59	455
I-19	6th	Boy	Diyarbakır, Türkiye	3:00	211
I-20	6th	Girl	Muş, Türkiye	7:11	469
I-21	5th	Boy	Damascus, Syria	4:59	358
I-22	5th	Boy	Erzurum, Türkiye	8:05	447

With respect to the interviews with the teachers, one was conducted face-to-face whilst the other was held online. The face-to-face interview took 11:25 (1231 words) minutes and it was done in a quiet place in the teachers' room. The online one took 28:08

(2769 words) minutes and was carried out on Zoom. The interview with the school principal, on the other hand, was held face-to-face in his office and took 18:08 minutes (1056 words).

The recordings were transcribed via Office Word Dictate by the researcher. As a part of reliability procedures (Gibbs, 2007), transcripts were checked afterwards to eliminate possible mistakes. They were first read in detail by the researcher in order to have a general idea of the content and familiarize herself with the emerging themes.

Upon the coding of each interviewee with a number as shown in Table 4, the interviews were first transcribed by the researcher via Office Word Dictate. Upon the transcription, the researcher proofread each interview and involved in detailed reading of the transcripts. Based on the thorough literature review that the researcher did previously, she prepared a framework of analysis for the interviews. In order to answer the related research question, the researcher aimed to focus on the affordances and challenges that interact with the identities of young learners. Because the study adopts an ecological view, the explored affordances and challenges were analyzed and classified under three levels of ecological systems including microsystem, mesosystem, and macrosystem. This designed framework was influenced by the Bronfenbrenner's (1977) ecological framework of human development and The Douglas Fir Group's (2016) multilayered framework for language learning and teaching. Considering the methodology of the study, only the three major levels of the ecological system are in the focus of the current study.

After the researcher analyzed the data deductively based on the aforementioned framework, she shared the data set with an independent coder (an expert in ELT). Upon multiple sessions the researcher had with the coder regarding the nature of the study, the data, and the framework, the coder coded the data separately. Afterwards, the analyses of the two coders were compared and discussed. A third independent coder (an expert holding a PhD degree in ELT) was also involved in the process to get further opinion on the disagreed codes. The intercoder reliability checks were completed, found to be over the threshold level, and the results of the analyses were reported qualitatively.

3.6.3. Classroom Observations

The researcher conducted classroom observations as a nonparticipant observer. The researcher tended to sit at the back of the class in order not to distract the learners. Upon the entrance to the classrooms, the researcher informed the students about her background (who she is, where she is working currently, and what she is doing at the school), the research she is conducting (what the research is about, how often she will come, and how long it will take) in a friendly manner. Each time after the researcher was done with the observation, she withdrew from the site slowly, socialized with the students, thanked them, and informed them about the next stage of her research study.

The classroom observations were done in period of 7 weeks. In total 20 classes were observed in that period, which took 40 minutes each. Because the researcher could only visit the school once a week, she scheduled the classrooms to be observed accordingly. Due to the availability of the given time, the classrooms were chosen based on the convenience sampling. Convenience sampling, as a nonprobability sampling, refers to the selection of participants depending on their willingness to participate and availability to be studied. This sampling strategy may arouse questions regarding the representativeness of the population; yet it is highly probable to provide fruitful information to answer the research questions (Creswell, 2012).

The analysis of 20 classroom observation sheets were done in two phases as macro and micro analyses. First, the researcher applied macro analysis by extensively reading her notes and checking the classroom observation items. She became familiar with the data with an aim to gain a holistic view of what was happening in the classrooms. The macro analysis was followed by a micro analysis which referred to the exploration of particular incidents, experiences, patterns, and so on to discover the affordances and challenges in the learning environment that interact with the identities of young learners. Accordingly, the affordances and challenges were identified, listed, and categorized in the appropriate layers of the learners' ecological systems.

3.6.4. Diaries

First, the researcher clarified the rationale of and the instructions for writing a language diary (Bailey, 1990; Nunan, 1992). The researcher prepared the questions in Turkish; yet gave them the option to write the diaries in the language which they feel most confident in. After a clear explanation of the rationale and guidelines to each learner in every class, they were asked to keep diaries for four weeks. Considering the tight schedule in English classes, it was not possible to let them write their diaries towards the end of the class. Therefore, they were supposed to write their diaries after school at home on the days when they have English classes -twice a week- in order to minimize the time lapse between the experience/event and the reporting. However, it is important to note that although the researcher asked the learners to complete the diaries on the days of English classes regularly, they may have ignored it as the researcher did not collect the diaries weekly.

The researcher planned to collect data through the language diaries from the whole population of six classrooms. All learners who volunteered to participate in writing language diaries were given diaries and asked to bring them back four weeks later. The researcher did not collect the diaries in those four weeks because they were already given for a short time. However, once the researcher visited the classes every week, she encouraged them to complete their diaries and talked to them about their diary writing experiences. Nevertheless, at the end of the four weeks, the participation was seen to be quite low. Out of all participants, only 60 diaries were returned and 9 of them were not completed at all. To sum, a total of 51 learners completed their language diaries in the given time. The collected diaries were each coded as D-1, D-2, D-3 to organize the data and prepare them for the analysis.

For the analyses of learner diaries, the researcher conducted both macro and micro analyses. Initially, the researcher did the macro analysis through an extensive review of all data in diaries. The reason behind this analysis was to become familiar with the data and to see the issues from a holistic perspective. The process of reading the diaries for many times and taking informal notes on emerging themes and salient features was followed by the micro analysis. Keeping these general impressions and observations in mind, the researcher attempted to capture the commonalities and divergences in data. Accordingly, the researcher tried to create a coding system to explore the emerging themes by defining and redefining

the categories upon a series of coding. The preliminary coding system was finalized after reaching an agreement with external coders as displayed in detail in Table 4 (adapted from Porto, 2007, p. 681).

Table 4

The data analysis process for the diaries

Data analysis of diaries
Macroanalysis
Comprehensive revision of all data
Keeping informal notes on salient details
Finding congruences and divergences across and within diaries
Making general impressions regarding the related research questions
Adopting a global perspective of emerging issues
Microanalysis
Looking for key words and critical events/incidents
Noting the patterns and particular actions
Shaping the preliminary categories
Coding
Classifying the recurring comments and incidents under appropriate categories
Looking for the cases that oppose the emerged categories
(Re)naming and (re)grouping the categories
Triangulation
Revisiting the whole data several times
Renaming and redefining the existing categories
Coding the body of data by external coders
Meeting the coders multiple times and reaching a final agreement on the created categories
Independent reviewing by the researcher in accordance with the finalized version of the coding system

3.7. Quality Process /Trustworthiness

Before elaborating on how trustworthiness was sought to be ensured in the current study, it bears significance to highlight the fact that procedures do not necessarily assure the validity and reliability of data (Philips, 1987). In other words, validity is not guaranteed by a particular method, but rather "pertains to the data, accounts, or conclusions reached by using that method in a particular context for a particular purpose" (Maxwell, 1992, p. 284). The overemphasis on a "scientific" method may even hinder the creativity of the qualitative research as at the core of the qualitative research lies "evocative, true to life, and meaningful portraits, stories, and landscapes of human experience" (Sandelowski, 1993, p. 1). Therefore, there is an evident need to balance creativity and rigor. Furthermore, Greene (1992) warns that art lacking science may diminish the quality of interpretive inquiry as research is the "joint creation of inquirer and inquired-about in a given context in a given time" (p. 42). All in all, creative and interpretive inquiry should be equipped with the explicit presentation of evidence, reasonable claims, and the critical application of procedures and methods (Whittemore et al., 2001). Because validity is not only regulative but also relative, criticality, in this sense, refers to the evaluation of the aims and circumstances of the study before adopting validity criteria (Maxwell, 1992).

Despite the lack of congruity between qualitative and quantitative approaches, many agree on the need for common goodness/quality criteria. Although it was initially accepted that the standards of reliability and validity in quantitative research could be applicable to all research, it has undergone various transformations (Popay et al., 1998) and many scholars (Eisenhart and Howe, 1992; Lincoln and Guba, 1985; Marshall, 1990; Maxwell, 1992; Sandelowski, 1993; Thorne, 1997) have contributed to validity criteria with their own syntheses. Based on the premise that those standards do not align with the interpretivist stance of qualitative research, Guba (1981) proposed four criteria for the pursuit of trustworthiness in qualitative studies. Corresponding to those of the positivist approach (as given in parenthesis), his constructs are as follows: credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

Credibility (or internal validity according to the positivists) refers to the congruence between results and reality. The researcher aimed to promote credibility via prolonged engagement, random sampling, triangulation of methods and participants, and thick description. As Lincoln and Guba (1985) recommend, the researcher had prolonged engagement with the participants in the field, which fostered the relationship of trust between the researcher and the participants and unveiled a general picture of what the researcher had set off to explore. Before the researcher started to collect data for the study, she valued the familiarity with the culture of participants. Therefore, she paid visits to the school and the surrounding environment to develop familiarity and had preliminary meetings with the teachers and administration before spending two semesters at the school.

Random sampling enables to diminish the researcher's bias in selecting the participants and provides a more comprehensive population with multiple voices. In other words, it aims to ensure that the selected participants constitute a representative sample of the larger group (Bouma and Atkinson, 1995). The classrooms in the school were chosen randomly and were thought to be a typical reflection of all 5^{th} and 6^{th} graders in the school. Triangulation has a key role in promoting credibility too as it addresses the notion of internal validity (Barbour, 2001). Triangulation may be adopted in various ways, yet in the context of this study, triangulation of methods and participants was employed. The researcher utilized different methods to collect data including language portraits, questionnaires, diaries, classroom observations, and interviews as it is also a widely held idea that each method compensates another considering the limitations each has. Additionally, triangulation does not bolster the hierarchy of evidence, it rather accepts the abundance of views with equal validity (Barbour, 1998). Therefore, the researcher triangulated the participants such as students, teacher, and the school principal as data sources. This multiplicity of voices helped to have a rich and deepened understanding of what to be explored along with the "crystallization" of various angles (Richardson, 2000, p. 934). Furthermore, in order to bolster credibility, thick description regarding the phenomenon and of the context was included in the study to illustrate how reality was embraced. In the framework of qualitative studies, providing the thick description of the phenomenon to be explored bears great importance so that the readers can have a thorough understanding of the situation and other researchers can easily compare their contexts and the emerging

phenomenon with those of the current study. Furthermore, the researcher employed a detailed reporting system regarding the data collection and analysis processes.

Transferability is equivalent to external validity which refers to the generalizations of the findings of a study across different contexts, participants, and times (Cook and Campbell, 1979). Above all, rich information on the fieldwork sites, rather than inferences, can ease the transferability of the study to related contexts. Additionally, it is the responsibility of the researcher to present the boundaries of the study (Shenton, 2004).

Dependability (reliability) refers to the transparency related to the issues of the researcher's subjectivity while confirmability (objectivity) involves the presentation of abundant data to readers to form a stronger bond between data and claims (Lew et al., 2018). In order to meet the two criteria, the researcher aimed to provide the readers with as much data as possible and employed intercoder reliability for the data analysis process. Intercoder reliability lies at the core of the qualitative data analysis, yet it does not necessarily ensure validity. In Singletary's (1993) own words, it is "near the heart of content analysis; if the coding is not reliable, the analysis cannot be trusted" (p. 294). Neuendorf (2017) also adds that the establishment of reliability is preeminent; otherwise "content analysis measures are useless" (p. 234). In order to illustrate the credibility of the coding process and to solidify the reasoning behind "what constitutes the presence of a particular construct in the data" (Olson et al., 2016, pp. 29-30), the researcher employed intercoder reliability (ICR).

ICR is defined as "a numerical measure of agreement between different coders regarding how the same data should be coded" (O'Connor and Joffe, 2020, p. 1). ICR is often used interchangeably with interrater reliability (IRR). However, they do differ technically. Whilst IRR refers to calculations based on the data of ordinal or interval scales, ICR is more appropriate once the data is at nominal level (O'Connor and Joffe, 2020). In essence, through ICR as a token of trustworthiness and transparency, the researcher aimed to move the meaning in data beyond her sole personal interpretation (Kurasaki, 2000). Although ICR unravels the mystery behind the data analysis, the calculated ICR value is merely immaterial unless the systematic process is elaborated with thick description as shown in Figure 8. Accordingly, the researcher followed three separate intercoder reliability

assessment phases for the three of the data collection tools including the language portraits and questionnaires, interviews, and diaries in the framework of this study.

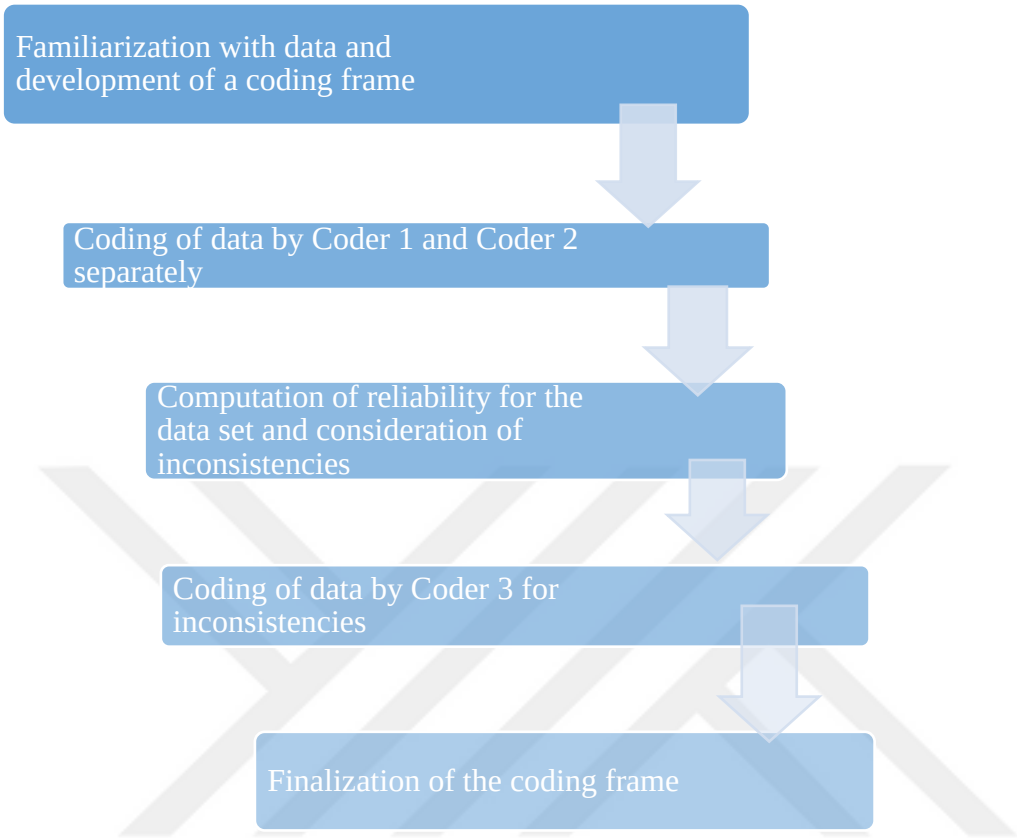


Figure 8. The procedure followed for the intercoder reliability measurement (adapted from O'Connor and Joffe, 2020, p. 10)

In line with the steps of intercoder reliability assessment procedure for the language portraits, Coder 1 (the researcher) created the first draft of the coding frame based on inductive content analysis through intensive reading and immersion in data. Coder 1 applied the codes to the raw data and saved the file. Next, Coder 1 duplicated the file by removing the names of the codes and shared it with Coder 2. Prior to coding, Coder 1 trained Coder 2 (an expert holding a PhD degree in ELT) in relevant theoretical concepts and the research context as the content analysis required coding more "latent features of the data" based on a certain degree of interpretation (O'Connor and Joffe, 2020, p. 6). Following the training, Coder 2 coded all data independently and created his own coding frame. Afterwards, Coder 1 and Coder 2 had multiple face-to-face and online sessions together in which they re-evaluated the categories and reached an agreement on a coding frame after long hours of discussions. The coding frame established the primary tool to analyze the raw data by

reducing, classifying, labelling, and synthesizing them within a more conceptual framework (Gaskell, 2000). By systematically applying the ultimate coding frame on which the two raters reached a consensus upon such collaborative exercises, around 10% of all data were re-coded by the two coders and intercoder reliability was calculated via Cohen's kappa in SPSS which calculates agreement by correcting chance agreement (Lombard et al., 2002). According to Landis and Koch's (1977) recommendation, the value shows substantial (.61 and .80) or (.81 and 1) nearly perfect agreement. The calculated value was found to be .94 which is nearly perfect agreement.

Another line of intercoder reliability was conducted for the analyses of interviews and diaries. Before the process, the researcher took preliminary decisions regarding the number of coders, the amount of data to code, the unit of coding, the depth of coding, the reliability measure, and the threshold of acceptable reliability. Initially, the analyses of all interviews and diaries were done by two coders separately including the researcher and an independent coder (an expert in ELT). Before coding, the researcher had preliminary meetings with the second coder in order to train the coder and familiarize him/her with the data and the coding framework designed by the researcher upon a thorough literature review. Following a separate coding, the two coders met online to discuss the codes and their rationale behind them in detail. Consequently, the two coders reached an agreement. The agreement was calculated and found to be .95 (for interviews) and .94 (for diaries). Although as Neuendorf (2017) argues the unavailability of a uniform standard of agreement, there are several proposals on the minimum number for a good agreement including .80 (Popping, 1988), .80 (Krippendorff, 2013), .81 (Landis and Koch, 1977). Considering all recommendations, the calculated intercoder agreement was found to be over the threshold numbers. Following this consensus, a third coder was asked to code the same data sets separately in order to have a third perspective on the disagreed codes. Once the coder finished coding, the third coder and the researcher met face-to-face and went through all codes. The two agreed perfectly on most of the assigned codes except a few minor changes. The researcher made the necessary changes and reached the final coding scheme.

CHAPTER FOUR
RESULTS

4.1. Introduction

This chapter displays the results of the research study in accordance with the research questions. Considering the nature and design of the study, the qualitative results collected via several tools are presented together as they are closely related.

4.2. Data Analysis Results

4.2.1. Results for RQ1

RQ1. *How do young learners express their plurilingual and pluricultural repertoires?*

To explore young learners' own expressions of their plurilingual and pluricultural repertoires, they were given language portraits along with language questionnaires. Following a thorough qualitative content analysis, the results were categorized under three sub-headings including a division according to body parts, learners' color choices, and the languages placed.

A Division of the Portrait according to Body Parts

Based on the clusters of data, the language portrait was divided into four major parts for analysis: (1) Head, (2) Heart, (3) Upper limbs (arms and hands), and (4) Lower limbs (legs and feet). In adherence to the grounded approach (Nunan, 1992), upon this division, the data for each body part was analyzed through the themes that emerged inductively based on a coding frame reached via intercoder agreements which is explained in detail in Chapter III. In short, the languages placed in the head by the respondents were noted along with their reasons behind those choices. In total, there were 118 portraits and questionnaires that were completed by the respondents. While the total population (N=118) did language placements of 362, not all placements were supported by their reasonings. That is; 230 reasons were given in total. Based on the content analysis and the agreement with the coders, the themes

that emerged for the reasons given were labelled as follows: (1) Feelings and perceptions, (2) Functions of the body parts, (3) Nationality and mother tongue, (4) Language competence, and (5) Aspirations.

The Head

The head was the most popular body part among the respondents as out of a total of 362 language placements, 112 of them (31%) were filled with at least one language in head while 77 reasons were given in total. The reasons behind the responses given in the head were clustered around the themes as follows: 'Feelings and perceptions' (*n*=21) (27%), 'Nationality and mother tongue' (*n*=20) (26%), 'Functions' (*n*=18) (23%), 'Language competence' (*n*=15) (20%), and 'Aspirations' (*n*=3) (4%). Whilst over the half of the respondents (*n*=75) gave the reasons why they placed the languages in the head, the rest just marked the languages in the head with no explanation. Around a third of the respondents placed their favorite languages in the head while another third placed their mother tongues there. According to almost 67% of the respondents, the function of the brain is to store (*n*=12) while a third thinks that brain is where they execute learning (*n*=6) which was why they associated certain languages with the head. Furthermore, language competence is another factor that influenced the respondents' placement of languages. The participants placed the languages they know best (*n*=12) (80%) and those they speak well and confidently (*n*=3) (20%) in the head (Figure 9). Only a small minority (*n*=3) (2.67%) placed the languages they desired to learn (English, Chinese, and French) as aspirations in the head (Figure 10).

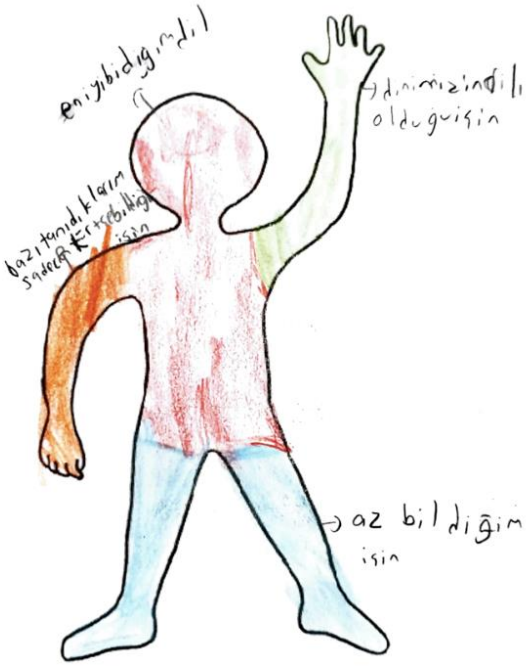


Figure 9. The language portrait showing the language that the learner is most competent in placed in the head

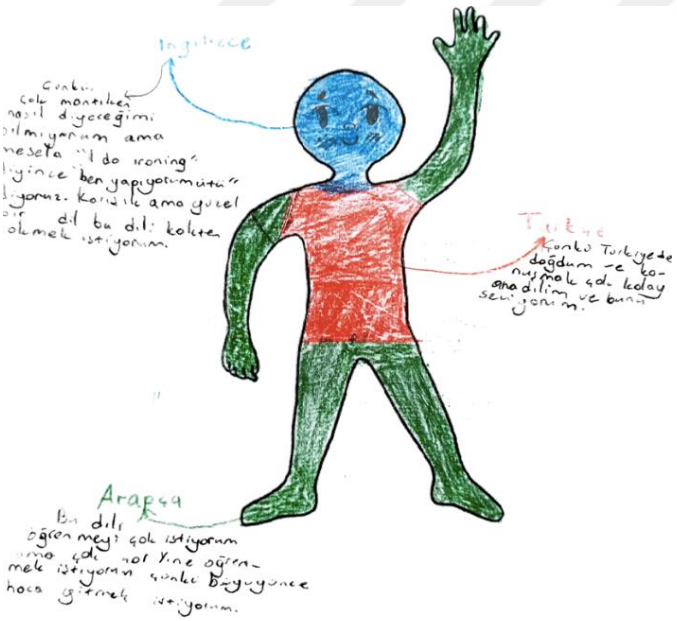


Figure 10. The language portrait showing the language the learner aspires to learn placed in the head

The Heart

The heart was the second most popular body part following the head. A total of 104 responses (28.75%) were accompanied with 67 different reasons regarding the placement of languages in the heart. The responses clustered around four themes including 'Feelings and perceptions' (*n*=41) (61.19%), 'Language competence' (*n*=11) (16.41%) 'Nationality and mother tongue' (*n*=10) (14.92%), and 'Aspirations' (*n*=5) (7.46%). None of the respondents mentioned the functions of the heart as the reason behind their choices. However, feelings are also related to the functions of the heart as heart is where we feel. Parallelly, almost 90% of the respondents (*n*=30) placed their favorite languages in the heart. With respect to the feelings that emerged while speaking certain languages, some noted that they feel "peaceful", "free", and "modern". In addition to favorite languages, mother tongue seemed to bear importance to 60% of the respondents (*n*=6) (Figure 11). Besides, 40% of them (*n*=4) felt to note the relationship between their ethnic values and languages with the following statements: *"My mother tongue is my motherland."* (L-91); *"The city I was born in was a Kurdish city, as well."* (L-40); *"Because it is the language of my hometown."* (L-94); and *"Because I'm Kurdish"* (L-118). Language competence also determines the placement of languages in the heart. The respondents (*n*=11) tend to place the languages they know most in the heart. The last theme labelled as 'aspirations' refers to the respondents' wishes to learn certain languages (English, Arabic, and Chinese).

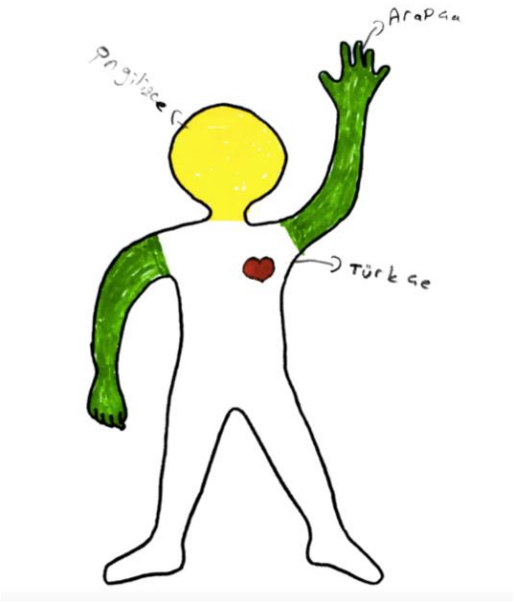


Figure 11. The language portrait showing the mother tongue in the heart

The Upper Limbs (Arms and Hands)

For the upper limbs, out of 80 respondents (22%) who placed the languages in upper limbs, 51 reasons were noted in total. Whilst three quarters of all responses (in upper limbs) were centered around the arms, only a quarter were placed on the hands. All given reasons were classified under the five themes as follows: 'Functions' (*n*=15) (29.41%), 'Feeling and Perceptions' (*n*=14) (27.45%), 'Competence' (*n*=13) (25.49%), 'Aspirations' (*n*=7) (13.72%), and 'Nationality and mother tongue' (*n*=2) (3.92%). According to the respondents, the functions of the upper limbs are 'to communicate' (*n*=8) (53.3%), 'to write' (*n*=5) (33.3%), and 'to do favor' (*n*=2) (13.3%). Feelings and perceptions also play a key role behind their respondents' choices. While a half of the respondents (*n*=7) placed the language(s) they loved in upper limbs, the rest explained their placement as follows: "It resembles to my mother tongue", "I placed it somewhere close to my heart", and "I put languages in important places". Regarding the feelings associated with the languages placed in upper limbs were noted to be 'beautiful', 'joyful', 'happy', and 'holy'. When it comes to the issue of competence, the respondents were divided into two as those who placed the language(s) they know less (*n*=8) (61.53%) and those who placed the language(s) they know more (*n*=5) (38.47%) in the upper limbs. Moreover, the aspirations of the respondents refer to their wishes to learn certain languages (English, Arabic, French, Russian, German, Italian, and Japanese) only while the national values did not seem to play a specific role in their responses for the placement in the upper limbs. Only two respondents noted the link between the language and nationality with a reference to the Turkish flag and the toughness of Turks.

The Lower Limbs (Legs and Feet)

A total of 66 respondents (18.25%) placed the languages in the lower limbs of their portraits; yet around a half of them (*n*=35) gave the reasons behind their choices. The themes emerged based on their responses are 'Feelings and Perceptions' (*n*=15) (42.85%), 'Competence' (*n*=7) (20%), 'Aspirations' (*n*= 8) (22.85%), 'Nationality and mother tongue' (*n*=3) (8.57%), and 'Functions' (*n*=2) (5.73%). The feeling that guided the respondents in their answers is mostly related to their (lack of) admiration for certain languages. Besides, some expressed their perceptions as the languages 'with a good acoustic', 'spoken on the run', and 'of a smart country'. Competence is also another factor considering that the

language(s) the respondents are not competent in were placed in lower parts of the portrait. The respondents' aspirations guided their placement of languages (French, English, Arabic, Russian, German, and Kurdish), as well. The given reasons as the relationship between the languages and their wishes vary. Their aspirations were listed as follows: "to learn more about this language", "to be a hafiz (a Muslim person who knows the Koran by heart)", "to fulfill my dreams", "to go to the UK", "to visit Italy", "to learn this language as some of my relatives live there". Furthermore, less than a tenth of the respondents (*n*=3) placed their mother tongues in the lower limbs. Finally, with a reference to the function of lower limbs, two students placed in legs the languages they use when they go home and when they visit their hometown (Figure 12).

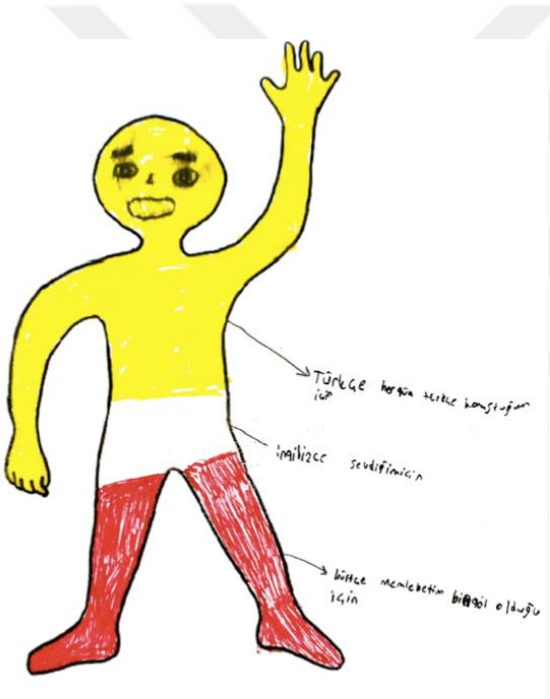


Figure 12. The language portrait showing the functions of the legs and feet

A Division of the Portrait according to the Learners' Color Choices

Another factor that was taken into consideration in the data analysis process was reasons behind the respondents' color choices. In addition to the language placement, the respondents were also asked to color the languages they placed in the portraits. In order to explore the recurring patterns in color choices, another cycle of qualitative content analysis was applied to the data. Based on all analyses, 96 reasons were noted in total whilst 30

respondents did not give any reasons for their color choices and one respondent (L-46) colored the portrait as a Spiderman figure. As in Soares et al. (2021)'s study, the given reasons (*N*=96) were classified and analyzed under groups: (1) Feelings, (2) World Knowledge and Personal Experiences, and (3) Flags.

Feelings

Over the half (54.17%) of the respondents (*n*=52) associated colors with feelings. They tended to color the languages they like most with their favorite colors. In addition, 3 of them (L-26, L-72, and L-83) also noted that the colors refer to the colors of their favorite football team (Figure 13). Although the respondents used a wide range of colors for the languages they placed, these colors were all used for positive feelings such as love and enjoyment.



Figure 13. The language portrait colored according to the colors of the learner's favorite football team

World Knowledge and Personal Experiences

In contrast to straightforward reasons that the respondents gave for their color choices, a third (33.33%) of responses (*n*=32) were based on the personal experiences and world knowledge of the respondents. Therefore, their reasoning along with their associations

between the languages and colors varied. However, the data were clustered around four colors as follows: red (*n*=19), green (*n*=7), blue (*n*=4), and brown (*n*=2). The results display that red, as the most popular color in this group, was associated with "the color of heart" (L-22, L-23, L-24, L-31, L-32, L-35, L-37, L-40, L-45, L-59, L-60, L-62, L-68, L-102, L-105), "of blood" (L-17, L-79, L-116), and "of captivity" (L-99). Green was associated with "nature" (L-80 and L-99), "kindness" (L-39), "peace" (L-103), "religion (Islam)" (L-104), "soldiers' uniform" (L-115), and "the German money" (L-116). To the respondents, blue referred to "the sky" (L-17), "the world" (L-80 and L-97), and "the teacher's clothes" (L-33). One respondent (L-17) colored Arabic in blue "to let it live freely in the sky"; another respondent (L-33) colored English in blue as "the teacher was wearing a blue top when she came to the classroom for the first time"; and two respondents (L-80 and L-97) also colored English in blue because "all the world speak English". Brown, on the other hand, reminded the respondents (L-17 and L-118) of their negative personal experiences. It was associated with lack of interest and lack of sympathy. One respondent (L-17) colored English in brown as he lacked interest in this language by further stating "it looks brown to me". Another respondent (L-118), highlighting the lack of sympathy for his language, noted that "they don't like Kurdish (Figure 14). That is why I made it dark brown" whilst he further stated that "I showed Turkish in many colors because Turkish is a colorful language".



Figure 14. The language portrait showing the learner's personal experiences

Flags

The coloring of languages according to flags does not seem to be so common among the respondents. Only 12 respondents (12.5%) associated the color(s) of the flag(s) with the languages in their portraits. The results show that considering the colors that are present in the flag of the related country, 11 respondents (L-30, L-34, L-57, L-70, L-74, L-79, L-92, L-101, L-104, L-107, L-115) colored Turkish in red (Figure 15 and Figure 16) whilst one respondent (L-47) colored Kurdish in yellow. To sum, the analyses hint that students obviously make a connection between languages and nations.

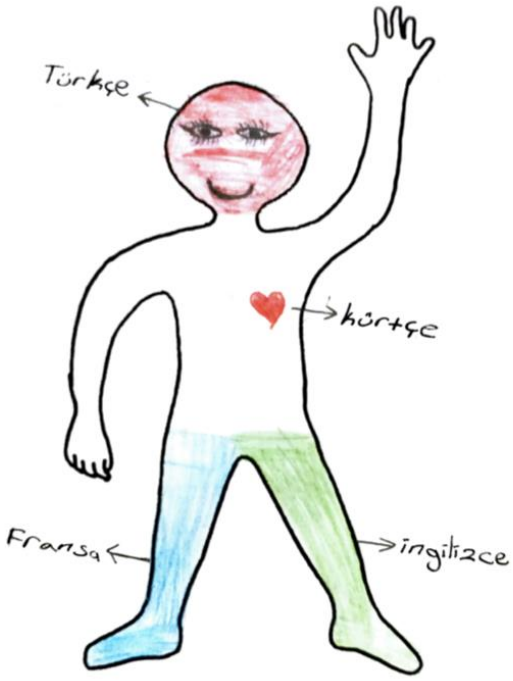


Figure 15. The language portrait showing Turkish colored in red because of the colors of the Turkish flag



Figure 16. The language portrait showing Turkish according to the colors of the Turkish flag

A division of the Portrait according to the Languages Placed

The data were also analyzed to explore the languages that the respondents placed in the language portraits. All responses (*N*=433) were noted and grouped according to the languages, and the frequencies were calculated. Based on the analyses, the most popular languages that the respondents placed in the portraits were Turkish (*n*=114), English (*n*=83), Arabic (*n*=71), Kurdish (*n*=67) and other languages (*n*=98). The most popular languages (Turkish, English, Arabic, and Kurdish) are the languages that the respondents are exposed to every day whilst the others are the languages/dialects in the respondents' repertoires that they somehow know or hope to know.

Among the most popular four languages, Turkish, constituting just over a third (34.03%) of the responses, was the language with the highest frequency (*n*=114). As Figure 17 displays, over a half (53.5%) of the respondents (*n*=61) tended to place Turkish in head while the rest placed it in various places including heart (*n*=16) (14.08%) , arms (*n*=15) (13.15%), torso (*n*=11) (9.64%), legs (*n*=9) (7.89%), throat (*n*=1) (0.87%) , and ears (*n*=1) (0.87%). The respondents seemed to feel Turkish mostly in the central parts of their bodies including head, heart, and torso. The central parts were followed by the extremities of the portrait including arms and legs. In addition, Turkish placed in the ears hints the respondent's

receptive skills whilst Turkish placed in the throat indicates the respondent's productive skills in that language.

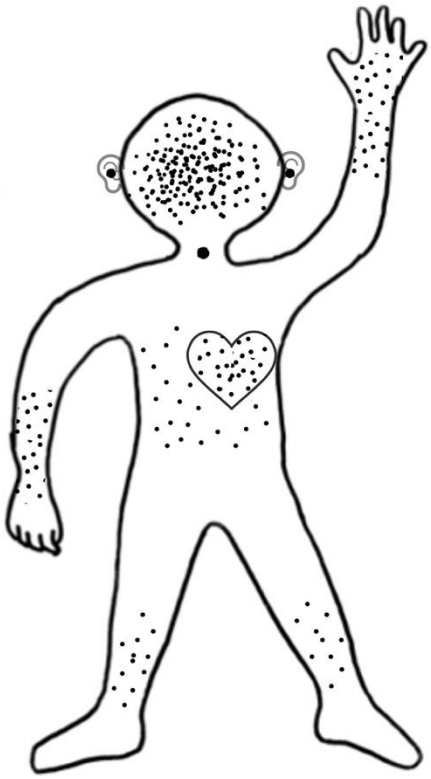


Figure 17. The language portrait showing where the respondents placed Turkish

Turkish was followed by English considering the number of the respondents (24.77%) who placed it in the portraits (*n*=83). It seemed that over the half of the respondents placed English in arms (*n*=40) (48.2%) and legs (*n*=16) (19.27%) rather than in the central parts of the body. As Figure 18 shows less than a quarter (21.7%) of the respondents (*n*=18) placed English in head and less than a tenth (8.43%) of them (*n*=7) placed English in torso. The results also show that only 2 respondents (L-36 and L-58) (2.4%) placed English in their hearts.

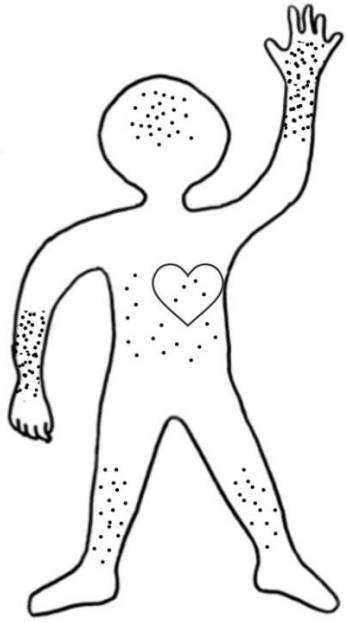


Figure 18. The language portrait showing where the respondents placed English

Arabic is the third most popular language to be placed in the portraits (*n*=71). As Figure 19 shows, over the half of the respondents placed Arabic in arms (*n*=24) (34%) and legs (*n*=17) (24%), not in the central parts. Arabic was placed in the central parts including head, heart, and torso by 18% (*n*=13), 14% (*n*=10), and 10% (*n*=7) of the respondents, respectively.

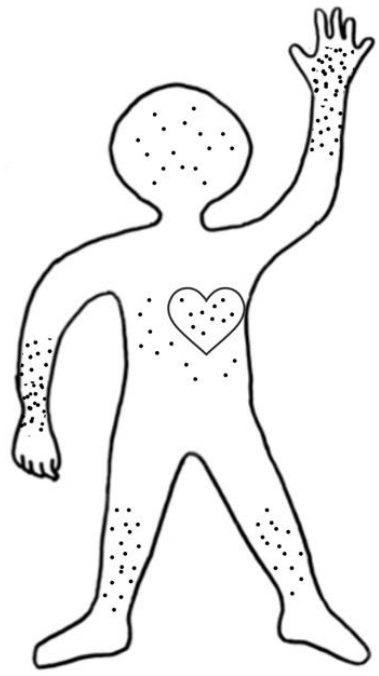


Figure 19. The language portrait showing where the respondents placed Arabic

Kurdish ranked with the lowest frequency among the four major languages in the respondents' linguistic repertoires (*n*=67). Although it did not seem as popular as the previously mentioned three languages, the respondents tended to place it particularly in the central parts of their bodies including head (*n*=18) (26.86%), heart (*n*=15) (22.39%), and torso (*n*=13) (19.4%). The results illustrate that the placement of Kurdish in arms (*n*=12) (17.91%) and legs (*n*=8) (11.94%) only made up almost a third of all responses (Figure 20). By referring to her productive skills in this language, only one respondent (L-95) (1.5%) placed Kurdish in throat and stated that she speaks Kurdish through her throat.

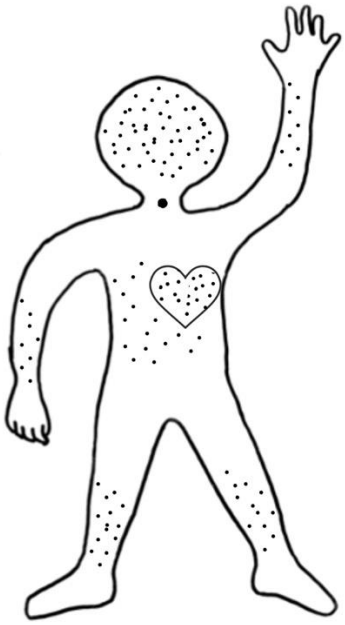


Figure 20. The language portrait showing where the respondents placed Kurdish

In addition to these four languages, the respondents also placed several different languages in the portraits (*n*=98). As Figure 21 displays, these 16 languages were named as "Others" that include the following languages and dialects: German, Italian, French, Russian, Chinese, Korean, Syrian, Japanese, Quran, American, Zazaki, Lazca, Spanish, Greek, Erzurumca, and Romanca. The most popular six languages in this group were found to be French (*n*=25), German (*n*=18), Chinese (*n*=14), Russian (*n*=10), Korean (*n*=6), and Syrian (*n*=5). On the other hand, the rest were mentioned fewer than 5 times in the portraits. While some languages are the official or known languages, some are dialects and some are not even languages, indeed. Although there is a vast array of languages in this group, the great majority (68.37%) of the respondents preferred to place them in the upper and lower

limbs (*n*=67) rather than the central parts of the portraits (*n*=31) (31.63%). With respect to the reasons the respondents have given for their choices were found to be their sociocultural background, the popular culture (music, movies, etc.), and the social media (YouTube, Instagram, Facebook, etc.).

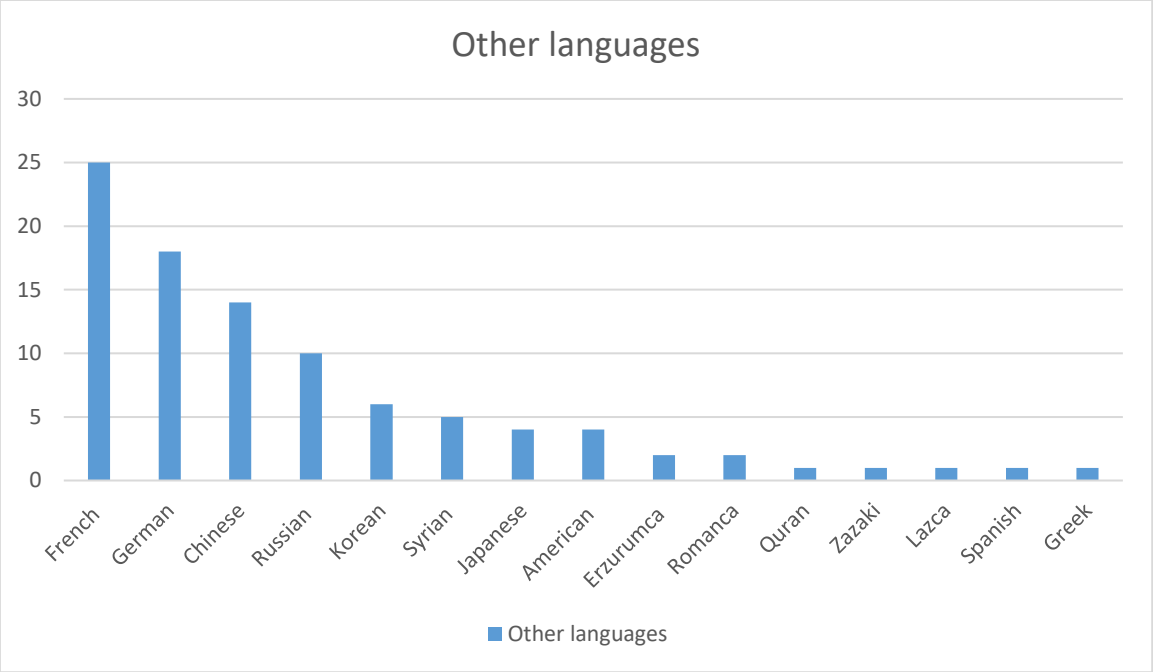


Figure 21. Other languages that the respondents placed in their language portraits

4.2.2. Results for RQ2

RQ2. *How do the learner identities of young plurilingual and pluricultural learners interact with the micro, meso, and macro levels of their ecological system?*

a-What are the affordances/ opportunities?

b-What are the challenges?

c-How do young learners make use of their plurilingual and pluricultural repertoire for learning English?

The dynamic systems or complexity theory proposes that language systems are not autonomous, but rather intertwined. In parallel, the learner identities, as one of the important components of these systems, are formed in a nested system, as well. These nested systems refer to the ecological systems that function in interaction with one another (Bronfenbrenner,

1974). The systems hint the internal and external factors that constitute the surroundings of individuals. Thus, Bronfenbrenner's theory of 'systems within systems' may provide a thorough understanding of how the learner identities are framed by the interrelated systems in their ecological surroundings as well as the factors that enhance (affordances) or hinder (challenges) their language learning. Affordances in this sense refer to the opportunities to be used by learners, challenges inhibit the learner potentials (Larsen-Freeman and Cameron, 2008). It should also be noted that affordances and challenges are context-bound and dynamic (Larsen-Freeman and Cameron, 2008). In other words, they are not the properties of a specific group of learners or of particular settings; yet they rather refer to the interaction between the learners and their surroundings.

Considering the unignorable influence of the dynamics in the ecological systems of learners for their learner identity development as well as their English language learning processes and experiences, the second research question aimed to seek the interaction between the learner identities of young plurilingual/pluricultural learners and their ecological systems. It further aimed to investigate how these young learners employ their plurilingual/pluricultural repertoires for learning English. In order to find answers to the research question, several tools including interviews, classroom observations, and learner diaries were utilized to collect data. Upon the collection of all data, they were content analyzed and intercoder reliability was achieved. Following a separate coding by two coders (the researcher and an independent expert coder), the two discussed the codes they found, their labelling, and their reasonings via several online meetings. After long discussions, the two coders reached an agreement. However, a third coder was asked to code the same data sets separately for a third perspective on the codes, particularly for the disagreed ones. Next, the third coder and the researcher met face-to-face to go through all codes one by one which concluded with perfect agreement on the assigned codes with a few minor changes. After this long process of coding, the researcher made the necessary changes and finalized the coding scheme. Accordingly, the affordances and challenges were spotted, labelled, and classified in the ecological system. They were analyzed and presented from a triangulation of views: the perspectives of young learners themselves, of the school (their English teachers and the school principal), and of the researcher.

With an aim to explore the young learners' points of view regarding the affordances and challenges that they experience in relation to their learner identities, 22 interviews with the learners were analyzed through a content analysis. First, the affordances were grouped and presented in their ecological systems. (Figure 22). The figure clearly shows that the affordances that interact with the learner identities of young learners seem to be dominantly at micro level which refers to the first and immediate surrounding of individuals. Whilst there are a few affordances at the macro level which involves societal conditions, no affordance was found to be at the meso level which is comprised of the interactions among microsystems such as those between the learners' parents and their peers/teachers.

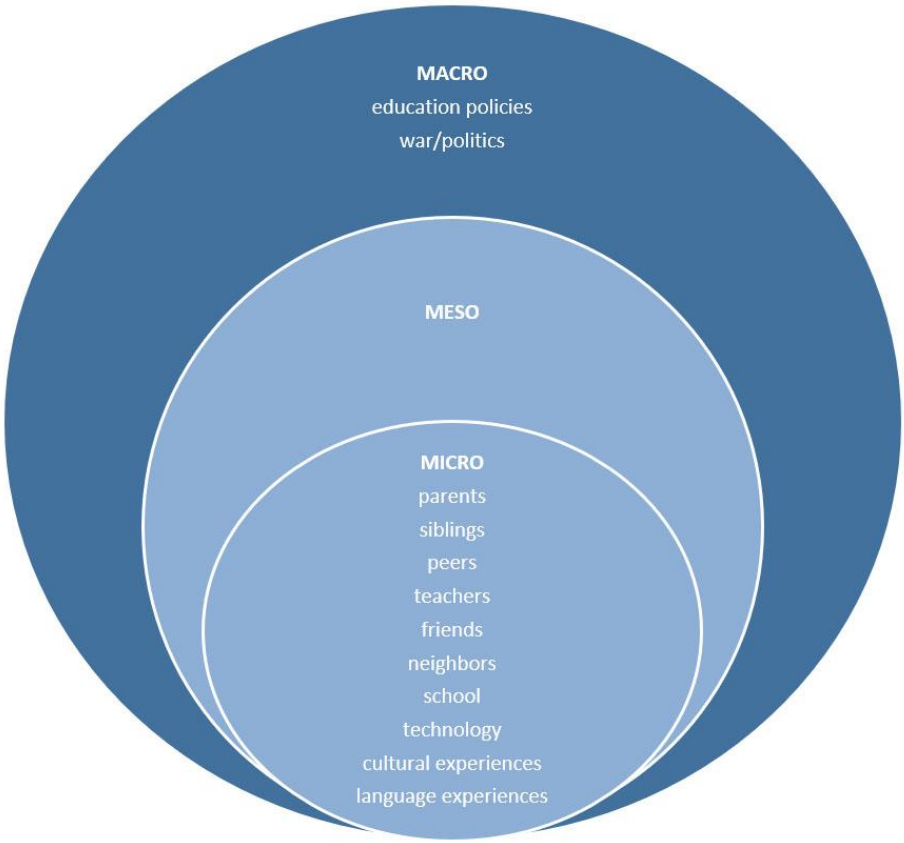


Figure 22. The affordances that interact with the learner identities of young learners at three levels of their ecological systems

Second, in order to explore the themes for the affordances (*N*=41), they were noted and classified under four major themes as follows: School (*n*=17), Encounters (*n*=12), Home (*n*=7), and Neighborhood (*n*=5) as Figure 23 illustrates.

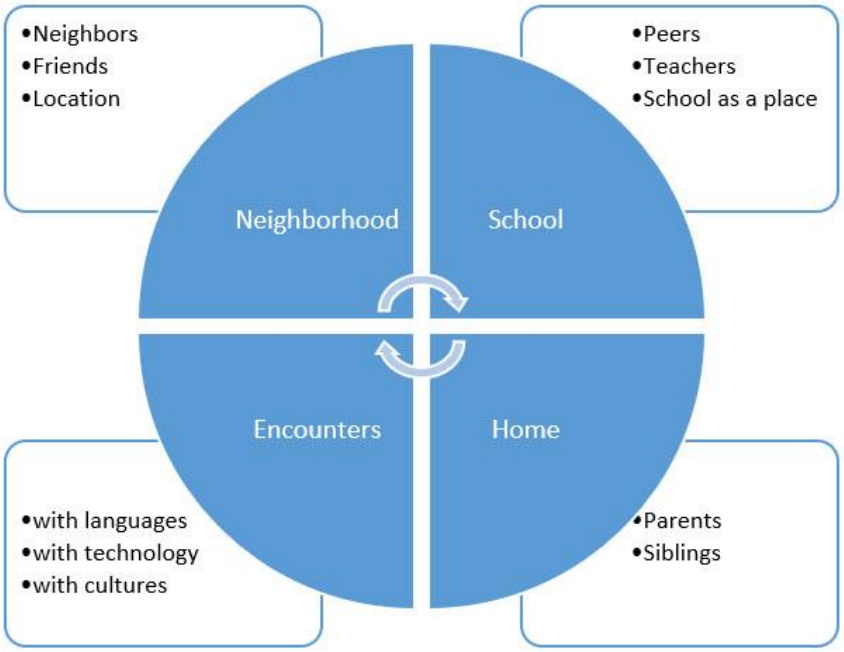


Figure 23. The thematic display of the affordances that interact with learner identities of young learners in their ecological systems

Firstly, school seems to provide the learners with many affordances at micro level except one. The codes in this theme were classified as 'peers' (*n*=11), 'teachers' (*n*=2), and 'school as a place' (*n*=4). Peers have the largest share among the codes. Many learners tend to consider having a lot of friends as an affordance for their learner identities. The results show that peers help the learners to feel safe at school, to practice languages, and to foster positive feelings towards learning. Furthermore, the positive feelings that the learners foster for their teachers motivate them to get an education at that school. School as a place also seems to be important for the learners. They like the building because of its big garden, the activities organized by the headmaster, and its education policy. One learner stated that she likes that school because it is a religious school which can be considered as an affordance for the learner at a macro level.

The theme labelled as 'Encounters' refer to the affordances in the learners' personal encounters in their daily lives. The data in this unit were coded as follows: 'Encounters with languages' (*n*=9), 'Encounters with technology' (*n*=2), and 'Encounters with cultures' (*n*=1). The learners find several affordances in their everyday encounters with languages which clustered at the micro level. They switch between the languages in accordance with their

needs (*n*=3). They (want to) speak certain languages to communicate with their elder relatives because they do not know the official language (*n*=2). They learn English to communicate with tourists (*n*=2). Some non-Turkish learners find the dominance of Turkish at school and in social life as an affordance to practice their language skills. With respect to technology, a learner stated that she uses a language application to learn a new language (Korean) while one noted that she makes use of English for international online shopping. The encounters with cultures are also another affordance. One learner (I-10) mentioned the positive effects of Korean culture on her motivation to learn Korean by saying "*There have been some Korean singers that I have been listening to since I was little. I want to watch their live concerts. I have been influenced by Korean since then".*

Home, at a micro level, offers affordances to the learners through parents (*n*=4) and siblings (*n*=3). The learners learn languages from their parents, parents help their children with the languages, or their active use of more than one language motivates their children to learn or speak those languages. Siblings are also sources of affordances with language and educational assistance or giving the sense of confidence at school. The dynamics of language choices at home closely affect the language learner identity of young learners.

Neighborhood is another sphere of life to provide the learners with affordances at micro and macro level. This theme was explored through three codes: 'Neighbors' (*n*=2), 'Friends' (*n*=2), and 'Location' (*n*=1). The good neighbors and friends in the neighborhood give the learners the feeling of safety and belonging. The friends also help them with the languages. In addition to these affordances at micro level, the location of the neighborhood is also important in terms of its safety. When referring to the reason why he likes his neighborhood, one Syrian learner (I-14) said: *"there are weapons and war in Syria. All the houses are damaged. I hope we won't go back there again".* It apparently shows the impacts of politics and ideological structures at macro level on the learner identities of young learners.

Another line of content analysis was done to explore the challenges that interact with the learner identities of young learners at the micro, meso, and macro levels of their ecological systems. As a result of through analyses, many challenges (*N*=56) were noted under four major themes. As displayed in Figure 24, the themes that emerged with

affordances and challenges were found to be same including ‘School’ (*n*=26), ‘Home’ (*n*=10), ‘Encounters’ (*n*=10), and ‘Neighborhood’ (*n*=10).

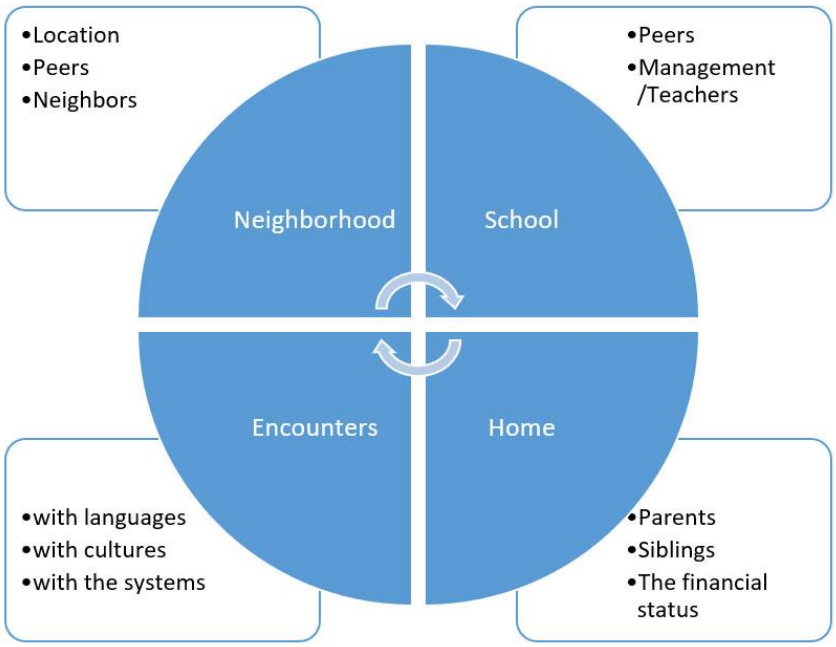


Figure 24. The thematic display of the challenges that interact with learner identities of young learners in their ecological systems from their own perspective

Although the learners tend to feel challenges in all levels, micro-levelled challenges seem to dominate all as Figure 25 shows. In that, the dynamics in their immediate environment imply some hindrances in different social spheres of learners’ lives.

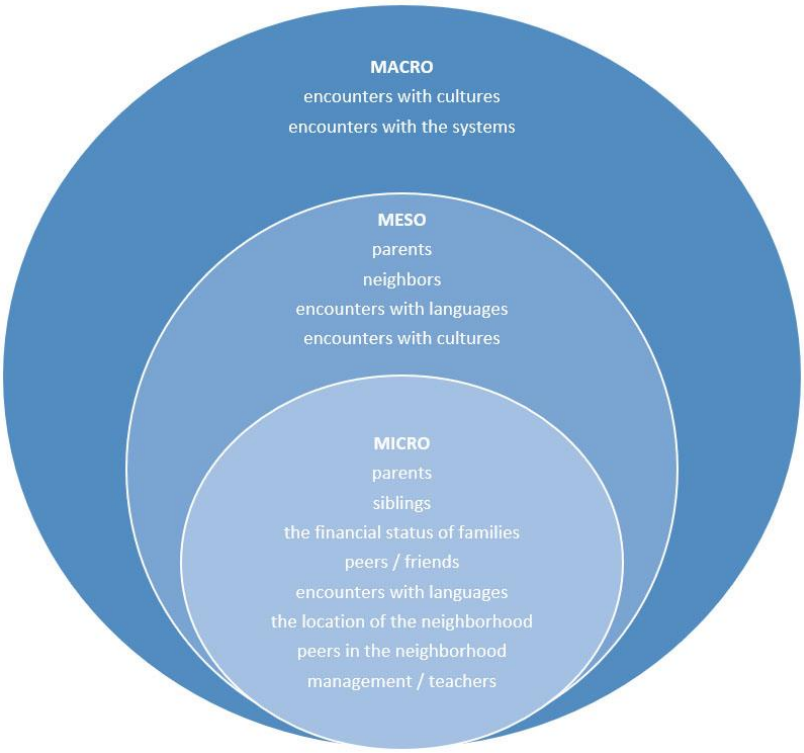


Figure 25. The challenges that interact with the learner identities of young learners in their ecological systems from their own perspective

The largest group of challenges seem to cluster around the theme called 'School'. Whilst one challenge in this theme is related to the school management, the rest is about peers. Peers pose challenges to young learners in terms of 'bullying' (*n*=12), 'language barrier' (*n*=10), 'manners' (*n*=2), and 'distraction' (*n*=1). The young learners are bullied for their ethnic/racial background (*n*=10) or physical appearance (*n*=2). The quotes in Table 5 show the reasons why they are bullied. Those are bullied have reported to either Kurdish or Syrian origin. Once the reasons behind bullying are grouped, the results suggest that they are bullied in three major ways: (a) devaluing their language (I-10, I-12, I-13, I-16), (b) ostracizing (I-12, I-16, I-17), and (c) physical harm (I-16, I-18). Another important cause of challenge is language barrier. Once the peers speak a language that the learners do not know, they feel uncomfortable because they feel that their peers may be talking behind them or swearing at them. Some (I-13, I-19, I-22) avoid contacting with their peers because they think that they are naughty and swear a lot. In addition, one interviewee (I-2) referred to the distraction caused by some of his peers. They distract him by talking while he eagerly tries to learn English during the class. All in all, all challenges associated with the school were found to be at the micro level of their ecological system.

Table 5

The reasons why the respondents are bullied by their peers

No	Peers' bullying
	because of ethnic/racial background (n = 10)
I-2	"They questioned my friendship with Turkish students. They said 'Why don't you play with Syrians? You are Syrian'. And I say 'I was born in Antep'".
I-7	"They call me 'Suri bom'. They always make fun of me and I always ask myself why I am Syrian. I am ashamed of being Syrian."
I-10	"I have a friend called Hamza in our classroom. He is Syrian, but he makes fun of the language I speak (Kurdish) and where I come from (Muş, Türkiye)".
I-12	"Some of my classmates ask me why I came to Türkiye. I say "It is not your business', but it hurts me inside".
I-12	"My friends say 'Don't speak Turkish. It doesn't sound good on you'".
I-13	"Sometimes when I speak Kurdish, some of my friends say 'Don't speak Kurdish. Speak Turkish' and it bothers me".
I-16	"Some of my friends say 'you are Syrian. You can't play with us'. And they sometimes beat me, too".
I-16	"When I was 5th grader, some friends came to me and said 'Don't speak Arabic here'. And I said 'It's not your business. I can speak whichever language I want'. I didn't talk to anyone about it because I was ashamed".
I-18	"When I just left the school, a boy came and hit my elder sister. I argued with him. Now he always teases me".
I-18	"I love my classmates, but there are some boys they beat us once we leave the school".
	because of physical appearance (n = 2)
I-7	"Everyone in my classroom calls me 'scabies'. I was allergic on my skin, but everyone thought I got scabies".
I-10	"They call me 'tubby' or 'specky-four-eyes'".

The results show that home is also another source of challenge. This theme has three main codes including 'parents' (*n*=6), 'the financial status of families' (*n*=3), and 'siblings' (*n*=1). The data analysis displays that parents can be challenges rather than affordances to young learners (I-1, I-2, I-3, I-7, I-8, I-9, I-10, I-11, I-12, I-13). Parents' linguistic repertoires

(*n*=2), deeds (*n*=2), and perspectives (*n*=2) interact with the learners' identity as challenges. The learners' relations with certain languages are shaped by their parents' linguistic repertoires as follows: *"My mother knows Arabic only, and I like speaking Arabic because I don't understand Turkish much."* (I-9); *"I don't like learning English much because nobody in my family knows English"* (I-11). Parents' deeds also interact with the learners' identities at micro and meso levels. A learner (I-10) stated that they moved from Muş to Bursa as his father was in prison because of drugs in a city close to Bursa. As a micro-levelled challenge, the same learner also stated: *"I feel sad because I see that when I go to my friends' home to study, their fathers kiss and hug their daughters. Everyone has a father except me"* (I-10). In addition, parents' perspectives also impact on the identities of young learners at micro level. One learner (I-12) noted that she does not feel like a plurilingual and pluricultural person because her parents do not let her do what she wants. The same learner said that she does not have any friends in her neighborhood as her parents do not let her spend time outside except on her way to school. Besides parents, the financial status of families poses challenges to the learners' identities because they work, or they want to contribute to the family, or their only caregiver works full time. Siblings can be also seen as a micro-levelled challenge by young learners as one learner (I-13) notes because he has six siblings, the crowd in his home is a disadvantage rather than an advantage.

The theme labelled as 'Encounters' has three sub-divisions as follows: Encounters 'with languages' (*n*=5), 'with cultures' (*n*=3), and 'with the wider systems' (*n*=2). Encounters with languages refer to the learners' relationships and experiences with the languages and they cause challenges at both micro and meso levels. One learner referred to his loss of language skills in Kurdish once he and his family moved from their hometown which caused him to have less contact with his mother tongue. Another learner said "I do not speak Kurdish out of my home. I only speak it at home because people may get me wrong when I speak Kurdish" which highlights his hesitation to speak his mother tongue. Whilst one learner, who was communicating with me in Turkish, said that he would build a better rapport with me if we communicated in Kurdish (his mother tongue), another learner stated that she likes Turkish more rather than her mother tongue (Kurmanci, a dialect of Kurdish) as the latter "sounds bad" to her because some people do not understand this language. In addition to these micro-levelled challenges, one was grouped in the meso level as it is related

to the relationship of the learner's parents with their community. The learner said that his parents do not prefer talking to him in Kurdish. If they do, which is rare, they speak "quietly".

Encounters with cultures, on the other hand, are intertwined with stereotypes which are grouped in the meso and macro levels. Meso and macro levels refer to sociocultural institutions and communities as well as ideological structures. The conditions in these levels shape the learners' engagements with languages and cultures which indirectly impacts on their language learning processes through investment and agency. Macrosystem, on the other hand, manifests itself via ideologies (Bronfenbrenner, 1977) which are closely related to the perpetuation of stereotypes and othering. In the case of the current study, *"Kurdish Syrians are so naughty. They are the ones who always fight"* (I-1) and *"I am Syrian, but I mostly have Turkish friends rather than Syrians. Syrians always ask for money."* (I-18) are the stereotypes that two learners mentioned. In addition to these macro-levelled stereotypes, a meso-levelled stereotype refers to a Syrian learner's (I-8) attitude along with her parents' as follows: *"In our neighborhood, there is another Syrian family, but they are not 100% Syrian. I mean, they are Kurdish. We do not contact with them as they are into bad habits. For example, they do not get dressed properly"*. Furthermore, the challenges labelled as "the encounters with the wider systems" were grouped in the macro level of the learners' ecosystem. One challenge refers to the financial system as follows: *"I do not have any friends here because they all work and do not come to school"* (I-1). Another challenge is rooted in politics and war. A learner (I-14), while he was talking about the difficulties he had in Türkiye because he is Syrian, said that *"Nobody in our neighborhood likes us. Not only the kids but also the adults say 'You are Syrian. Go home." And my father says "How can we go home?". If we go to Syria now, I must be enrolled in the army and fight. I am just twelve now".*

Neighborhood was considered among the challenges by some learners. The challenges in this theme were sub-grouped as "Location" (*n*=6), "Peers in the neighborhood" (*n*=3), and "Neighbors" (*n*=1). The location of neighborhood poses challenges to young learners in terms of safety at micro level. The learners do not find their neighborhood as a safe location for the following reasons as stated by the learners themselves:

Previously, my father used to take me to school by his motorbike, but they stole it in front of our house. Now I walk to school for about half an hour" (I-7).

I walk to school every morning for long, but it is difficult because the streets are dark (I-10).

I don't like my neighborhood because it is not safe. Once there was a man who used to follow me to school every morning (I-10).

I don't like where I live because the men in the neighborhood give girls a very bad look (I-12).

There are some boys in my neighborhood who harass me. They scare me and try to beat me. Not only me but also all Syrians in my neighborhood are afraid of these boys (I-18).

My home is close to school, but I come by bus every morning. Because I am the youngest at home, my father does not want me to walk to school alone. There are also some dogs on the street that scare me (I-20).

Peers in the neighborhood can also be micro-levelled challenges for some learners due to bullying and bad manners. One interviewee (I-14) said that some peers in his neighborhood fight with him and make fun of him by calling him "Suri bom" although they are Syrians, as well. Another interviewee (I-16) also stated that some boys do not become friends with him because he is Syrian. And one interviewee (I-18) noted that he does not like his neighborhood and make friends there as his peers in the neighborhood have bad manners. The only meso-levelled challenge in this theme is about the neighbors who don't like an interviewee (I-14) and his family because they are Syrian.

The affordances and challenges that interact with the learner identities of young plurilingual and pluricultural learners were also handled from the perspective of the school through the data that were collected via the interviews conducted with the two English teachers and the school principal. Accordingly, the data were analyzed, the reliability process was successfully completed with three coders, and the final framework of themes was achieved. The results display that whilst the affordances are more teacher-centered, the challenges are caused by several reasons. Additionally, as Figure 26 shows, the affordances as well as challenges were found to be in micro and macro levels only.

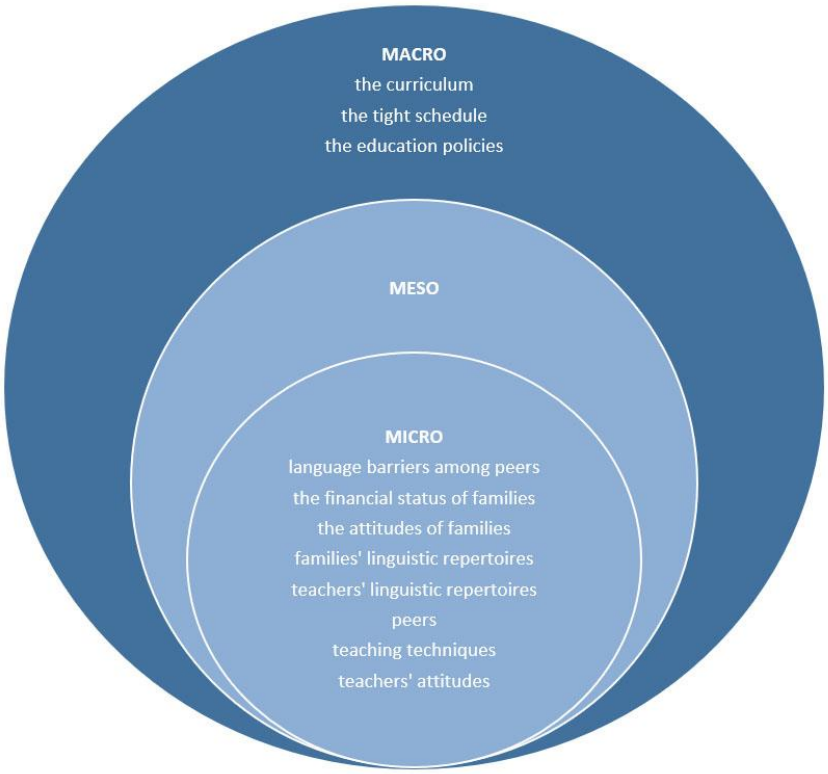


Figure 26. The affordances and challenges that interact with the learner identities of young learners in their ecological systems from the school's perspective (black symbolizes challenges and red symbolizes affordances)

On one hand, the two English teachers informally foster the young learners' identities with affordances including their teaching techniques and attitudes. One teacher is not aware of the terms of plurilingualism and pluriculturalism whereas the other seems to know them by theory and by experience. However, both try to nurture the learners' plurilingual and pluricultural identities to varying degrees by giving them *"the feeling of belonging by implying 'You belong here, too'"* (Defne). While Defne does not plan her lessons earlier, she sometimes teaches the target vocabulary to her non-Turkish students through extra description and explanation to overcome the language barrier spontaneously. However, Sitare, is more experienced and seems to make use of the diversity in her classrooms. She states that she teaches through multimodality *"by making use of videos while teaching"* and draws on the linguistic and cultural diversity as richness to arouse curiosity among learners by saying:

For example when the unit is about festivals, we talk about different festivals that people celebrate around the world. The students also give examples from their personal lives. It really catches their attention, and they are more involved in the class.

She further adds that:

In our school, there is cultural diversity, as well. I try to close the gaps among the students who come from culturally diverse backgrounds by raising curiosity about their culture. I am curious about different cultures, too. For instance, in the Unit 'Cooking' we talk about giving a recipe and I ask my Syrian students to give a recipe of a Syrian dish. At that point I notice that they get more engaged in the class and like talking about their culture. Thus, it is good to make use of their own cultural richness.

Besides her teaching techniques, her attitudes also embrace the learners' identities. She leaves space for the learners to use their mother tongues when needed and believes in the enriching contribution of diversity in her classrooms.

On the other hand, the teachers also believe that their learners are surrounded by several challenges in micro and macro levels. Firstly, both Sitare and Defne think that the socioeconomic status of the learners' families impacts on their learner identities. Due to the low socioeconomic profile of their families, learners' academic performance is not promising. They also mentioned that some of their Syrian students work which ends up with adaptation problems. Defne, for instance, talked about one of her students who *"is a bit aggressive and unfriendly. He is antisocial and can't get on well with his friends, possibly because of the burden of working at an early age".* Secondly, Sitare touched upon the misunderstandings among her students owing to the language barriers by saying:

Sometimes Syrian students talk to each other in Arabic which causes non- Syrian students to think that they might be swearing at them. I actually don't know what they say because I don't know Arabic. Of course, if they swear, I warn them not

to do so. However, if not, I have no right to forbid them from speaking in their mother tongues. I can just ask kindly.

She also noted that her linguistic repertoire sometimes causes classroom management problems. That is to say, she knows Kurdish, yet she does not speak it at school and her students do not know that she speaks Kurdish, as well. She said if the students know that the teacher knows Kurdish, they are so enthusiastic to talk to her in that language which causes distraction and classroom management problems in English lessons. Therefore, she refrains from sharing this with her students. In addition to these challenges, the school principal touched upon the micro-levelled challenges related to the students' peers and families. He stated that although they witness fights among students from all age groups, especially the conflicts among 8th graders in Imam Hatip school are race-based. In other words, some nationalist Turkish students show aggression towards the Syrian students. However, he also said that Kurdish students do not show racism towards the Syrians and added that *"after the Syrians came, the conflict between Turks and Kurds ended. The nationalist groups seem to have forgotten their fights with Kurds. Their new target is Syrians".* Another challenge to the students is family-based. The principal noted that the students learn racism at home or in their neighborhood as the families of racist students are racist, as well. Furthermore, he underlined the poor academic performance of a considerable number of Syrian students. According to the principal, these students cannot speak Turkish because their families do not know and learn Turkish. He said that:

there are some families who have been in Türkiye for 10 years possibly; yet they do not know Turkish. For example, the father collects paper and cardboards, so he can survive with limited Turkish like 'money, paper, kilo,etc. and does not feel the need to communicate with Turkish people. Thus, nobody speaks Turkish at home.

As macro-levelled challenges, both teachers referred to the curriculum and their schedules. They noted that the curriculum does not support plurilingual pedagogy by saying *"there is nothing related to plurilingualism in the units"* (Defne) and *"personally I don't think there are pedagogical applications of pluriculturalism"* (Sitare). Also, their tight

schedule does not let them adapt the content and exploit the diversity in their classrooms. The school principal, on the other hand, highlighted the significance of learning Turkish for the students whose mother tongue is not Turkish. He stated that if it is the school where the students meet Turkish for the first time, they experience great problems in learning which never end throughout their educational life.

> *Those who have low academic success due to their mother tongue (non- Turkish) tend to be unsuccessful in the following years, as well. They keep carrying this 'burden'. Then we question why they can't be successful in Turkish classes even when they are 8th graders.*

Therefore, he thinks that the first graders who have failed to learn Turkish should not be allowed to pass the class.

The last perspective adopted to explore the affordances and challenges was the researcher's point of view. Within this perspective, the data that were collected via classroom observation sheets were analyzed by the researcher. The researcher made a detailed analysis of the classroom observation items and the notes that she took during observations. As it is displayed in Figures 26 and 27, the affordances and challenges were classified in accordance with the levels of learners' ecological systems.

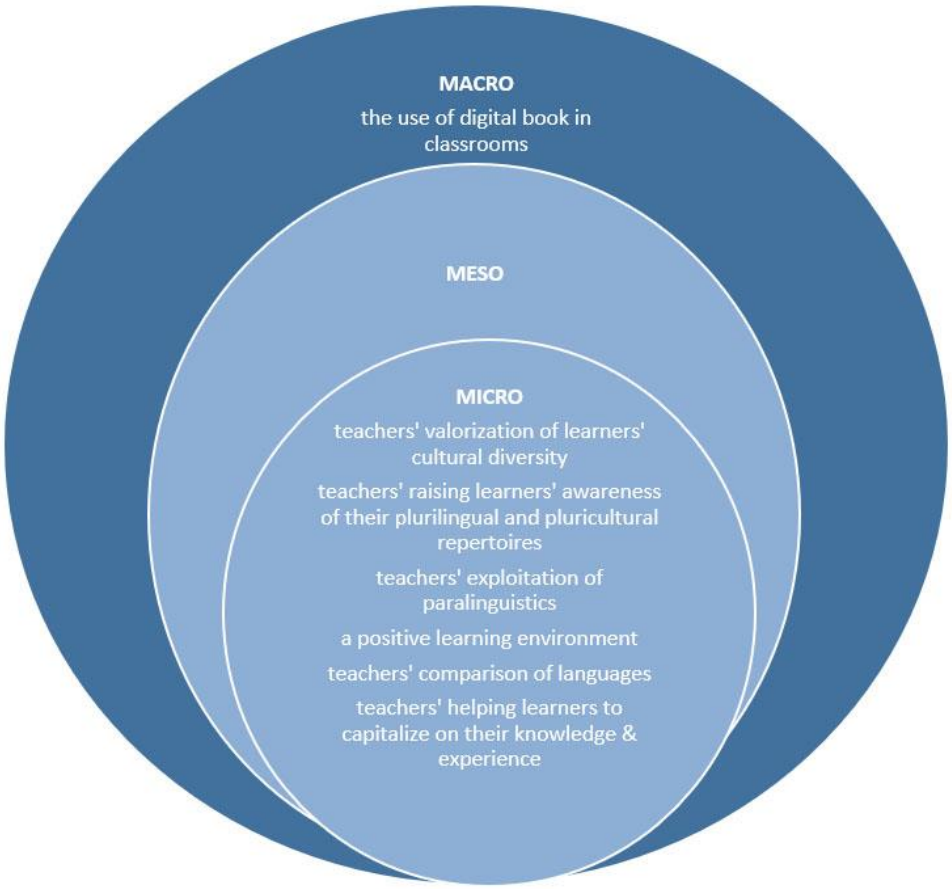


Figure 27. The affordances that interact with the learner identities of young learners in their ecological systems from the researcher's perspective

As shown in Figure 27, affordances were found to be in micro and macro levels of the young learners' ecological systems. The results illustrate that the teachers value cultural and linguistic diversity in their classrooms. They praise their students' linguistic repertoires and encourage them to learn English, as well. In one of her classes, Defne said to the classroom: *"You know what I learned from your friend Muhammed Acuz? I learned that his surname 'acuz' means 'wolf' in English"*. Afterwards, that student smiled and got more involved in the class. Additionally, teachers raise learners' awareness of the plurality of their linguistic and cultural experiences beside exploiting all available linguistic and cultural resources to communicate. While Defne was pre-teaching vocabulary on games and hobbies, she asked one of her Syrian students *"Do you have a game like 'dodgeball' in Syria?"*. She also tries to exploit the linguistic resources in the classroom. For instance, when she was trying to teach the phrase 'Calm down!' in English, she asked her Syrian and Kurdish students *"How do you say 'Calm down!' in Arabic and Kurdish?"*.

Another affordance for young learners is the positive environment in the classroom to learn English. The teachers motivate their students individually or as the whole class. They call each student by their names and look into their eyes while they are talking. Once the learners make mistakes, the teachers mind giving positive corrective feedback. Besides the positive learning environment, the teachers exploit paralinguistics (mime, gesture, facial expressions, etc.). For instance, Sitare used her body language when she was teaching directions. Likewise, while Defne was pre-teaching vocabulary on health problems, she showed them on her body one by one. Furthermore, the teachers tend to apply the translation method in their classes. When they teach vocabulary and grammar, they compare the languages. However, the comparison is only between the two languages: Turkish and English. As an affordance in the macro level, it was observed that the young learners seem to favor following the book through the digital books set up on the boards. The only learning material that the learners have is their English books provided by the school as well as the digital version of the same book. Depending on the unit, the learners sometimes watch the videos, listen to the tracks, and do the exercises on the digital book. Obviously, there is multimodality; yet it is limited with auditory and visual senses only. Multimodality refers to orchestrating different resources including gestures, movements, written/oral language, visuals, and so on that are employed in communication for the purpose of meaning construction (Adami, 2017; Jewitt and Kress, 2003; New London Group, 2007). With respect to its connection with learning and teaching, it is widely held that knowledge is "multimodal" and "co-constructed" (Miller, 2007, p. 65). Once applied to English language teaching classes, multimodality can be used in several ways as follows: to scaffold learning, to reinforce previous knowledge, to make learners personalize the content, etc. (Choi and Yi, 2016) which supports language learning and identity development.

Other affordance refers to the use of prior knowledge and experiences. The teachers, particularly Defne, help their students to capitalize on their knowledge and experiences while they are learning English. She, especially in vocabulary teaching, resorts to the learners' knowledge in various spheres of life including the social media, sports, food, shopping, and so on. The words she was trying to teach and the references / associations she made are as follows: "follow" (the social media), "city" (the football team Manchester City), "emotions"

(emojis), “first” (First Chewing Gum), “mint” (the aroma in chewing gums), “skateboard” (flat like a board), and “dentist” (like ‘dent’ in dental clinics).

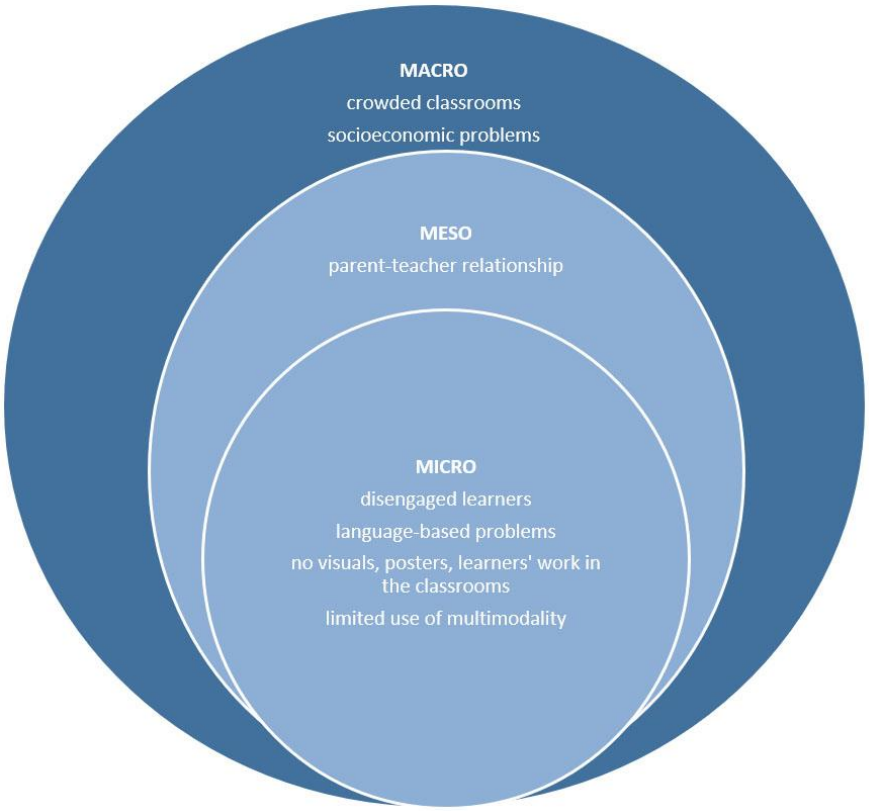


Figure 28. The challenges that interact with the learner identities of young learners in their ecological systems from the researcher’s perspective

It can be seen from the data in Figure 28 that the challenges were identified to be in micro, meso, and macro levels. The micro challenges were identified to be disengaged learners, language-based problems among the peers, lack of visuals or posters in the classrooms, and the limited use of multimodality. There are many disengaged learners in the classrooms. They are mostly distracted which causes noise in the learning environment. Based on the classroom observations, it can be noted that there are unignorable number of Syrian students who are disengaged and sitting at the back of the classroom. In addition, the linguistic diversity in the classrooms sometimes causes challenges to the learners. For instance, in one class the teacher asked a Syrian student with Kurdish background to say his name in English. He answered by mixing English and Kurdish. His response caused laughter in the classroom, yet he got angry and sad. Moreover, in another class when the teacher asked her students an Arabic equivalent for a word in English, one of the students in the

classroom reacted by saying “Are we all going to learn Syrian?”. In terms of the physical learning environment, two challenges were observed. Firstly, there are no visuals, posters, or learners’ works on the pinboards to cherish the diversity in the classrooms. Secondly, as mentioned earlier, the learning materials do not seem to appeal to all senses of learners. Instead, the classes are teacher-centered and move in a monotonous pace.

The meso-levelled challenge refers to the parent-teacher relationships. As stated earlier, there is a great number of disengaged learners in English classrooms. The teachers are aware of this situation and come up with some ways to grapple with it. They either motivate the learners or threaten them with low scores *(“I think I will take out my notebook to give performance scores”*, Defne) or having serious meetings with their parents. They warn the learners that if they do not apply themselves, they will talk to their parents about their low performance during the classes.

In macro level, crowded classrooms and socioeconomic problems were classified as the challenges to the young learners. Because the classrooms are crowded (there are over 20 students in each although the classrooms are small), it leads to classroom management problems for teachers. The teacher spends much of her time energy on managing the class rather than teaching. It also affects the type of interaction in the classroom. There is no group work activity and interaction among the peers. Instead, the interaction is either between the teacher and the whole class or between the teacher and the student. Another macro-levelled challenge refers to the socioeconomic problems. Considering the socioeconomic class of the neighborhood, the learners mostly happen to come from a poor background. In the classroom, it causes personal hygiene problems. As confirmed by the teachers, the learners often have this kind of problems. For example, in one of the classrooms, there was a student who was itchy during the whole class. The teacher handled the issue and directed him to the administration.

c- How do young learners make use of their plurilingual and pluricultural repertoire for learning English?

In order to explore how the young learners in this study make use of their plurilingual and pluricultural repertoire for learning English, the body of data collected through several

data collection tools including interviews with students and teachers, classroom observations, and diaries was analyzed. One among the interview questions with students (Q11) aimed to explore the benefits and drawbacks of being plurilingual in their social and academic lives (particularly in English classes). Parallelly, one among the interview questions with teachers (Q5) aimed to discover if the English teachers consider plurilingual learners as an asset or a hindrance in the classroom. Furthermore, a prompt in learner diaries (Q4) intended to investigate how the learners use their plurilingual repertoire at school. Through classroom observations, the researcher also tried to capture how the learners use their repertoires while learning English.

The body of data clearly shows that as the medium of instruction is Turkish, the dominant language among young learners is Turkish. Besides their use of English during the classes, the learners do not tend to use the other languages in their repertoires (Arabic, Kurdish, Zazaki) for learning. In other words, their plurilingual repertoire does not offer benefits to their academic lives but to their social lives. They use those languages to communicate with their elders who do not know Turkish and with their peers for short talks during the breaks. However, there are only a few learners who stated that they help their peers and siblings in their studies because they are not competent in Turkish. On the other hand, one English teacher (Sitare) who the researcher interviewed noted a positive link between performance in learning English and competency in Kurdish considering her teaching experience with the young learners in Eastern cities of Türkiye. She stated that while she was teaching in a city in Eastern Türkiye, she observed that her students who were competent in Kurdish could do well in English as well. She was not sure if that was the case because English and Kurdish are both Indo-European languages, yet according to the teacher the students could see the connections between the two languages as an advantage for learning. However, she added that

> *I can't make the same comments for my students here. Because the students in this school come from a socio-economically disadvantaged backgrounds, they have poor academic performance as well as low language awareness. Thus, there are only few students with Kurdish background who can use their linguistic repertoire as a benefit while learning English*.

The classroom observations also show that in English classes there is limited room for other languages except Turkish. Every now and then, the teachers refer to the learners' repertoires while they teach vocabulary in English.

4.2.3. Results for RQ3

RQ3. *How do the way(s) young plurilingual learners learn inform teaching and material design in EFL classes?*

The last research question intended to investigate how the ways young plurilingual learners learn inform teaching and material design in EFL classes. In order to provide an answer to this question, the data collected through several tools including interviews with teachers (Q6 and Q8) and learners (Q10), diaries (Q1, Q5, Q6, Q7, Q8), and classroom observations were analyzed. Although the researcher utilized the data collected through various tools to address the research question, it was majorly answered by the learners' responses and reflections in their diaries regarding their foreign language learning experiences. In order to analyze the data, the researcher carried out macro and micro analyses. Initially, the researcher applied the macro analysis to become familiar with the data and understand the issues with a holistic perspective. The macro analysis was followed by the micro analysis to explore the commonalities as well as divergences in data sets. Upon a thorough analysis and the achievement of agreement with external coders, the researcher reached a final coding system. As presented in Table 6, ten broad themes emerged that were labelled as (1) motivation, (2) music, (3) teaching style, (4) the learning atmosphere, (5) arts, (6) games, (7) vocabulary learning, (8) doing tests, (9) speaking English, (10) translation.

Table 6

How the respondents learn English

		N	%
They learn	by motivation.	31	19.4
	by music.	27	16.87
	by a good teaching style.	24	15
	in a positive learning atmosphere.	15	9.37
	by arts.	15	9.37
	by games.	14	8.75
	by vocabulary learning.	13	8.12
	by doing tests.	12	7.5
	by speaking English.	6	3.75
	by translation.	3	1.87

The data analysis displays that almost a fifth of the target population of young plurilingual learners (19.4%) learn English better if they are motivated (*n*=31). Once they achieve high scores on the exams (*n*=11) or can participate in the class (*n*=10), they feel more eager to learn English. The teacher's rewards or praising (*n*=6) or giving them responsibilities (*n*=2) also have a positive influence on their learning. Their English learning process also seems to be accelerated by competition (*n*=2).

According to the learners (*n*=27, 16.87%), music seems to play a key role in learning English. The responses show that they enjoy listening to English songs. They also favor the activities that require the completion of song lyrics. Another major influence on their English learning process is the way the teacher teaches the class (*n*=24). 15% of the learners reported that they learn English well when their teacher "teaches well". Interestingly, the learners do not seem to put themselves at the center of their own learning. They are rather accustomed to teacher-directed learning. Thus, they do not manage their learning, yet they leave it in the hands of their teacher through the way s/he teaches.

The learning atmosphere has also a major influence on the way they learn English (*n*=15, 9.37%). Their responses in the diaries highlight the significance of class management and an effective learning environment. They noted that when their classmates make noise or

interrupt the teacher, they cannot learn English because they are distracted. They wrote that they didn't understand the class because *"a boy was shouting"* (D-5), *"my [his] friend disturbed me [him]"* (D-7), *"my [her] friends made noise"* (D-8), *"a boy called Muhammed was yelling"* (D-10), *"the classroom was so crowded and noisy"* (D-16), *"my [her] friends made so much noise"* (D-25). In addition to the issue of class management, the two English teachers also touched upon the dynamics of the learning environment during the interviews. They strongly believe in the power of inclusive classrooms in which the learners have the feeling of belonging and have positive attitudes towards linguistic and cultural diversity.

Besides, the learners learn English through arts (*n*=15, 9.37%) and games (*n*=14, 8.75%). The arts refer to any kind of creative activity related to learning English including coloring, drawing, sketching, preparing posters, and so on. Surprisingly, a common view among the learners was that they enjoyed the language portrait activity that the researcher conducted with them. The learners also learn by playing games. They reported that they learn well when they play games in English classes.

Other things that influence the learners' English language learning process positively are reported to be vocabulary learning (*n*=13, 8.12%), doing tests (*n*=12, 7.5%), speaking English (*n*=6, 3.75%), and translation (*n*=3, 1.87%). The learners enjoy the English classes when they learn the new target vocabulary in the units or do tests online or in the English book. They also like trying to speak English during the lessons and translation activities. The translation (Turkish-English or English-Turkish) can be written or oral depending on the nature of the activity.

CHAPTER FIVE
DISCUSSION AND CONCLUSIONS

5.1. Results of RQ1

How do young learners express their plurilingual and pluricultural repertoires?

The first research question aimed to explore how young learners express their plurilingual and pluricultural repertoires. In order to address the question, the language portraits and language questionnaires with open-ended questions were content analyzed in terms of three angles including the divisions of the portraits; that is, according to (1) body parts, (2) the learners' color choices, and (3) the languages placed. Above all, the results point out the potential of language portraits to get a deeper understanding of young learners' perceptions of themselves as plurilingual and pluricultural learners. By unpacking the meanings attached to the portraits, it is possible to explore how the young learners "individually negotiate their plural identities and internalize language hierarchies within their school and wider society" (Prasad, 2014, p. 68). Whilst the language portraits set the learners free to represent their learner identities creatively, the language questionnaire data revealed further details behind their choices of language placement and color. Once the language portraits were analyzed in terms of body parts, the results were clustered around four major body parts: (1) head, (2) heart, (3) upper limbs (arms and hands), (4) lower limbs (legs and feet). Upon the inductive analysis of each body part along with a thorough intercoder agreement processes, five themes emerged and were labelled as follows: (a) Feelings and perceptions, (b) Functions of the body parts, (c) Nationality and mother tongue, (d) Language competence, and (e) Aspirations.

One of the issues that emerged from the results of the data analysis based on the division by body parts was that the young learners seemed to value their mother tongues as well as their favorite languages because they were placed at the center of learners' bodies: head and heart. This result can be attributed to the feelings and language competence of learners. The languages placed in head and heart refer to the languages that the learners can speak well or confidently. With respect to language competence, learners tend to place the languages in their repertoires according to a spatial metaphor (Busch, 2018). In other words,

learners, by employing an up-down structure, seem to place the languages they know more in the upper parts of the portrait whilst they place those they know less in the lower parts. This pattern is consistent with that of Soares et al.'s (2021) who also found out this recurring pattern in how the participants (multilingual children aged 6 to 13) structured the languages in their portraits. In addition to the given reasons for their choices of language placement, the languages that are placed in head and heart are also the ones that the learners enjoy speaking most. In relation to the valorization of their mother tongues, some tend to embrace their ethnic identities as follows *"My mother tongue is my motherland" (L-91), "It is the language of my hometown" (L-40),* and so on. The statements underline how languages and ethnic identities are intertwined. As Soares et al. (2021) highlights, it constitutes crucial information for English teachers to develop empathy to their plurilingual and pluricultural students whose mother tongues are often invisible at school.

When the data of the present study were analyzed in terms of the division by the learners' color choices, they revealed that colors, as signifiers, are notable affordances for young learners. As in the study of Burkitt, Barrett, and Davis (2003) that was carried out with 330 children of 4-11-year-olds, children use colors systematically in accordance with their emotional significance. However, it is worth noting that these affordances make sense when they are supported with written or oral explanation because it is usually unlikely for the visuals to speak for themselves (Riessman, 2007). Accordingly, based on the learners' written explanations, it can be suggested that their choice of colors is guided by their feelings, world knowledge and personal experiences, and national flags. The learners' feelings all have positive connotations, and they tend to associate the languages they like most with their favorite colors. These results reflect those of Soares et al.'s (2021) who also discovered the direct link between positive emotions and colors behind their participants' choices of colors for languages that they placed in the portraits.

However, their reasoning behind the associations between the languages and colors based on world knowledge and personal experiences vary as the learners, unsurprisingly, establish different relationships with languages. It also shows a significant level of self-reflection (Melo-Pfeifer and Schmidt, 2012) considering the connection they form between the languages and experiences (Busch, 2012). These connections bear symbolic and affective meanings for learners as they enable the production and interpretation of the associations

(Kress and van Leeuwen, 2002). According to Kress and van Leeuwen (2002, 2006), colors make meaning based on their associative and distinctive features. Whilst association refers to "where" the particular color is originated in that sociocultural context, distinctive features are concerned with the values on a scale of saturation or desaturation and lightness and darkness. In other words, association refers to the lived experiences of learners in their contexts whereas distinction is about the features of colors based on a scale. The results are found to be clustered around four colors including red, green, blue, and brown. With respect to the distinctive features of colors on the scale of lightness and darkness (Kress and van Leeuwen, 2002, 2006), the first three colors are mostly associated with positive feelings such as love and enjoyment as they are bright. However, because it is a dark color, brown refers to negative feelings such as lack of interest and lack of sympathy. For instance, one respondent (L-118) colored his mother tongue (Kurdish) in dark brown because he thinks that people do not like it whereas he colored Turkish in many bright colors because he believes that Turkish is a colorful language. In terms of associative meanings that the four colors hold for learners, it is not surprising to see the learners choosing the colors based on their life experiences. Accordingly, red, as the most popular color among the four, refers to heart, blood, and captivity while green is associated with nature, peace, kindness, religion (Islam), the German money, and the soldiers' uniform. And blue refers to the sky, the world, and the English teacher's clothes. It thus becomes important for the English teachers to explore such associations during the classes and make use of them to nurture learner identities as well as English language learning/teaching.

In line with those of previous studies (Melo-Pfeifer, 2015; Soares et al., 2021), the colors of national flags also guide the learners' color choices for the languages that they placed in the language portraits although it is not quite common. The responses dominantly cluster around coloring Turkish in red because of the colors of national Turkish flag while only one response (L-47) refers to Kurdish in yellow as one of the colors in Kurdish flag. The attachment of one language (Turkish) to one single country (Türkiye) may hint how the learners form the relationship between the countries and languages. This idea of linguistic homogeneity may be perpetuated by the school, the social environment, home, or the media (Marchessou, 2013). However, it is highly important for English teachers to deconstruct the nation-language interdependence through the exploration of their learners plurilingual and pluricultural repertoire and awareness-raising activities.

In line with the results of the data analysis of the portraits according to the languages placed, the most popular languages in the young learners' repertoires were found to be Turkish, English, Arabic, Kurdish, and other languages respectively. Not surprisingly, Turkish is the most popular language in the young learners' repertoires since Turkish is not only the language of education and the mother tongue of many but also tends to be the dominant language in the learners' social environment. Around half of the respondents placed Turkish in the head in their portraits. Following Turkish, the second most popular language was found to be English. Unlike in Turkish, over the half of the respondents have placed English in arms and legs rather than the central part(s) of the body. In that, less than a quarter of the respondents have placed English in head. A possible explanation for this may be the passive role of English as a foreign language. In other words, the young learners have minimum contact with English (3 hours per week) that restrains English from holding a central position in the learners' linguistic repertoires and also English has a very limited use out of school in Türkiye because it is an EFL country). The first two popular languages (Turkish and English) among the young learners are followed by Arabic and Kurdish. Surprisingly, over the half of the respondents placed Arabic in arms and legs rather than in central parts whilst there is a tendency among the respondents to place Kurdish in the central parts of the body including head, heart, and torso. Only a third of them have placed it in arms and legs. These results may hint how Kurdish speaking learners position their mother tongue in the center of their lives whereas Arabic seems to have of secondary importance for its speakers.

In addition to these four languages, the respondents also placed several different languages/dialects in their portraits which are as follows: German, Italian, French, Russian, Chinese, Korean, Syrian, Japanese, Quran, American, Zazaki, Lazca, Spanish, Greek, Erzurumca, and Romanca. Among those, the most popular languages are found to be French, German, Chinese, Russian, Korean, and Syrian. Obviously, whilst some are official or known languages or dialects (German, Italian, Lazca, etc.), some (Syrian, Quran, American, etc.) are not accepted to be languages/dialects, indeed. For instance, the language of the Quran is what we call Fasih Arabic which is very different from the Modern Arabic language. It is a totally separate variety. Or there is no language called Syrian or American. This also accords with the findings of Soares et al. (2021) in which the respondents tend to term 'country-based languages', in that they name the language with the name of the country

such as “American” instead of “English”. However, what concerns in the portraits is not how the respondents name the languages but how and where they feel the languages. The reasons behind the respondents’ placement of these languages in the portraits have been found to be their background, the popular culture (music, movies, etc.), and the social media (YouTube, Instagram, Facebook, etc.). They seem to be influenced by their social environments, the popular culture through music, games, dance, movies, etc., and the social media which gives them the motivation to speak or learn that language. At this point, it is crucial for the English teachers to be aware of the learners’ motivations for the languages in their repertoires and embrace their learner identities and foster them as resources for further learning in English classes.

The young learners’ representations of their plurilingual and pluricultural selves along with their linguistic engagements are also noteworthy to comprehend the relationship between language and identity from a deconstructivist approach to identity. Language and identity are interwoven (Norton, 2013) and learners position their identities through language learning practices (Pavlenko and Lantolf, 2000). Thus, in this framework of identity conceptualization, linguistic engagements involve the learners’ investment and conception of imagined communities. Investment, as a sociological alternative to the construct of “motivation” does not have the same meaning with the latter. Whilst the first has a static nature, the latter, with its dynamic and non-unitary nature, refers to the learners’ reasons to learn certain languages as well as their shifting identities (Norton, 2014). In parallel, language, as a capital, enables learners to construct and develop their identities (Pavlenko and Blackledge, 2004). Based on Bourdieu’s (1986) conceptualization of capital, language can provide the learners with symbolic and material resources. While the feeling of belonging, communication, and friendship are acknowledged to be symbolic resources, money and capital goods are grouped under material resources. From this perspective, the aspirations of young learners stated in their language portraits may unshadow their investment in certain languages. Accordingly, the results of the data analysis show that the aspirations of learners reveal their investment in language learning. Interestingly, the young learners tend to place the languages they want to learn in the extremities of the portraits (upper limbs and lower limbs) rather than in the central parts (head, heart, and torso). Moreover, the reasons behind their wishes to learn certain languages imply their conceptualization of language as a capital. Their investment in languages is guided by their

wishes “to learn more about the language”, “to fulfill their dream”, “to be a hafiz (A Muslim person who knows Koran by heart), “to go to the UK”, “to visit Italy”, and “to learn the language to communicate with some relatives who live in the country where this language is spoken” which all refer to symbolic resources. To sum, young learners’ investment in languages is molded by their perceptions of languages as capitals with symbolic resources. As an application to English language teaching, English teachers should also consider to what extent their students invest in learning English as well as their reflections on how motivated the students are to learn it (Norton, 2013). Thus, understanding young learners’ investment in learning English requires a comprehensive examination of how the learners’ perceptions of languages and cultures shape their choices and desires, investment, and learner identities.

In addition to the construct of investment, imagined communities offer a sense of understanding to identity conceptualization. Anderson’s (1991) term of imagined communities refers to the sense of communities to connect with through imagination. With her application of the construct into language learning and teaching, Norton (2001) has highlighted the interdependency between imagined communities and learner identities. The (in)visibility and (de)valorization of languages influence how the learners picture the imagined communities and their involvement with them. Therefore, the young learners’ perceptions of languages and nations are likely to reveal their connections with imagined communities. Accordingly, their responses labelled under the themes of “Feelings and perceptions” and “Nationality and mother tongue” may imply how they conceptualize imagined communities. The results suggest that imagined communities through the associations that the learners make between the languages and nations influence language placements in the portraits. In other words, the young learners tend to place the languages of imagined communities in which they desire to be involved in the upper and central parts of the body whilst the lower parts are occupied by the languages of the less desired imagined communities. Their imaginations, somehow, reflect how they envision their social futures (Darvin and Norton, 2016). Thus, the learners’ connections with the imagined communities are closely related to their investment in learning a language.

To conclude, young learners are mostly aware of their own plurilingual repertoire, but not pluricultural repertoire. It is somewhat surprising that the participants of this study did not reflect on their pluricultural repertoires in the portraits and language questionnaires. A possible explanation for this may be the learners' lack of knowledge on what constitutes one's culture and cultural repertoire. Compared to the concept of culture, language seems more tangible which may have led the learners to focus on the latter. It may also suggest that the participants may be plurilingual, but not pluricultural. Although plurilingualism involves the concept of pluriculturalism, pluricultural competence does not necessarily coexist with plurilingual competence (Lüdi and Py, 2009). Thus, the learners may be speaking a language, but may not know the cultures of the people who speak that language; or they may not have the feeling of belonging in that community. On the other hand, the mother tongues of the participants, no matter how visible they are at school, constitute a notable place in their self-representations of their repertoires through strong metaphors and associations (e.g. mother tongue as the motherland). In a similar vein, language awareness promotes tolerance to the existence of multiple languages and cultures in the school environment and in the wider world. This awareness not only fosters the attitude of sensitivity and openness to linguistic and cultural diversity but also enables the learners to develop metalinguistic skills that contributes to foreign language learning (Frijns et al., 2011). Additionally, young learners value their mother tongues as well as their ethnic identities. These components seem to be among the core elements of their learner identities that are also connected with the learners' investment and conceptualization of imagined communities. With respect to their investment in learning, the participants are connected to language learning practices to gain symbolic resources.

In a nutshell, colors are significant affordances for young learners with their symbolic and affective meanings. How the learners associate colors with the languages in their portraits inform a lot about their life experiences, world views, attitudes to languages and cultures, and so on. Thus, colors can be utilized as practical tools to explore about the learner identities. The languages placed in the portraits also imply how the languages are positioned in the young learners' lives. The languages in more central parts of the body silhouette occupy a wider sphere in their educational and social lives whilst the languages placed in the extremities of the body silhouette are not actively used by the learners in the various spheres of their lives. The reasons behind their choices of languages may hint at the dynamics

in the learners' ecological environments at micro, meso, and macro levels, which will be explained and discussed under the next research question.

5.2. Results of RQ2

How do the learner identities of young plurilingual and pluricultural learners interact with the micro, meso, and macro levels of their ecological system?

a-What are the affordances/ opportunities?

b-What are the challenges?

c-How do young learners make use of their plurilingual and pluricultural repertoire for learning English?

The second research question aimed to seek the interaction between the learner identities of young plurilingual and pluricultural learners and their ecological system (in the three micro, meso, and macro levels). According to Bronfenbrenner (1977), the micro level, as the first and immediate level in human development, refers to the learners' social activities where they are engaged in regularly. The meso level, on the other hand, hints the interactions among microsystems. And the macro level, with its indirect influence on human development, implies ideological structures. The first two sub-questions aimed to investigate the interaction between the learner identities and their ecological system through the exploration of the affordances and challenges that the young learners experience in these three levels. And the third sub-question addressed how these young learners make use of their plurilingual and pluricultural repertoire for learning English. According to the dynamic systems or complexity theory (Larsen-Freeman and Cameron, 2008), which guides the current study, affordances and challenges hold significance in the process of learning. The learners, in their ecological environment (Bronfenbrenner, 1977) are provided with affordances and challenges in several nested levels that promote or hinder their learning as well as learner identities. While affordances are acknowledged to be opportunities to be used by agents (Larsen-Freeman and Cameron, 2008), challenges hamper the potentials of learners. It is also worth noting that affordances are not the properties of a particular setting nor of the learners; yet it is rather a relationship formed between the two (Larsen-Freeman and Cameron, 2008). It is, thus, important to consider the changing dynamism in the

learners' interactions. Considering the significance of affordances and challenges for the learner identities of young plurilingual and pluricultural learners, the current study attempted to picture them in the three levels of their ecological environment. Accordingly, the data collected through several tools including interviews, learner diaries, and classroom observations were content analyzed and displayed from a triangulation of views: the perspectives of young learners themselves, of the school (their English teachers and the school principal), and of the researcher.

The researcher aimed to capture the perspectives of the participants regarding the affordances and challenges they experience while learning via the interviews with 22 young learners who were randomly selected among the participants. The researcher analyzed all interviews through the content analysis and achieved the intercoder agreement. Afterwards, the affordances and challenges in micro, meso, and macro levels were all noted and labelled under four major themes as follows: School, Home, Neighborhood, and Encounters.

The results of the analyses show that the school, with peers and teachers, seem to offer several affordances to the young learners. Peers, with the largest share, provide the young learners with the feeling of safety, the opportunity to practice languages, and the motivation for learning. Furthermore, English teachers nourish the positive feelings towards learning among the learners. The school policy (as a religious school), also, seems to be an affordance for the learners in a macro level. A possible explanation for this may be the popularity of Imam-Hatip schools among conservative or religious families (Pak, 2004) besides Syrians in Türkiye. On the other hand, the results also suggest that peers pose challenges to young learners through bullying, language barriers, manners, and distraction. Among the challenges caused by the peers, bullying has the largest share. The young learners have reported to be bullied for their ethnic/racial background and/or physical appearance. Once the two causes of bullying are compared, the first outweighs the latter. Those who are bullied have reported to have either Syrian or Kurdish origin. Their peers bully them in several ways including (a) devaluing their language, (b) ostracizing (c) physical harm. Their languages are devalued; they are isolated by their peers; or they are hurt occasionally.

Another important challenge by peers is the language barrier. The interviewees reported that when their peers speak a language that they do not know, they do not feel comfortable. They think that their peers switch to another language in order to talk behind them or swear at them. A possible explanation for this might be about the way they see the functions of languages for communication. They are not likely to be acquainted with the terms of code-switching, translanguaging, and so on. Thus, from their perspective, once a speaker switches to another language, s/he does it in order not to be understood by the third parties. It seems like they do not tend to see the languages as practical means of communication which people use in accordance with their needs and convenience. Thus, it bears significance to raise the learners' awareness regarding the richness of languages and linguistic diversity through English language teaching. As one of the goals of plurilingual education (CoE, 2007), these awareness-raising activities, with the primary aim of more effective and inclusive education, should focus on welcoming the linguistic and cultural diversity, developing the learners' unique repertoires, and fostering intercultural education to live together in multilingual societies.

As the results suggest, the participants have sadly witnessed several instances of bullying by their peers which challenges their feeling of belonging. Another significant finding that stands out from the results is that the participants feel ashamed of their own identity rather than embrace it *("I always ask myself why I am Syrian. I am ashamed of being Syrian."; "… I didn't talk to anyone about it because I was ashamed."; "…they said 'you are Syrian'. And I say 'I was born in Antep'")*. Identity, as a power-laden concept (Block, 2007), seems to be a controversial issue among young learners, as well. Not all the languages and cultures are endowed with the same value and visibility (Hawkins, 2004), but the value they hold is rather determined by the dominant group(s) with the definition of others (Block, 2007). In this case, the identities of the young learners who seem to be in minority situation (Syrians, Kurds, etc.) are defined by the dominant group (Turks) which in turn may influence the way the non-dominant groups see themselves. These results are in accord with the studies (Genishi and Dyson, 2009; Reyes and Azura, 2008; Reynolds and Orellana, 2009; Van Ausdale and Feagin, 2001) indicating that regardless of their young age, children can notice the social positionings in societies and come to see their places accordingly. In other words, young learners construct, deconstruct, and reconstruct their identities in interaction with the actors involved in micro, meso, and macro levels of their ecological environments (Brooker

and Woodhead, 2008). Thus, identity development is dynamic and reciprocal; and it is based on the interplay between the learners and their surroundings.

Unlike the previous studies that acknowledged adolescence as the critical period for identity negotiations (Erikson, 1968; Mead, 1934), the recent views (Compton-Lilly, 2017; Corenblum, 2014; Holland et al., 1998) highlight the significance of childhood for identity development. Identity development, as the assemblages of becoming, also holds a significant value for young learners in English language learning because learning a foreign language enables them to negotiate their identities. Learning English offers them an opportunity to experience new future possibilities. Even though they learn English, which is a foreign language to them, they do not live their first language(s) behind. They indeed develop together and affect one another. Thus, the (in)visibility or (un)acceptance of the young learners' first language(s) may leave a significant mark on their English language learning process. Consequently, it is important for English teachers to welcome diversity first and explore which identities are considered desirable (McKinney and Norton, 2008) by the young learners. Accordingly, English classrooms can be significant platforms for awareness-raising activities regarding the richness of linguistic and cultural diversity among learners.

Home, as one of the close surroundings of young learners, plays a key role in the young learners' identity construction. Based on the results, the theme 'home' refers to the young learners' everyday interactions with their parents and/or siblings at home. Home accommodates affordances and challenges for young learners although the latter outweighs the first. The linguistic repertoires of parents motivate the young learners to learn languages whilst they can limit the learners, though. That is to say, the learners may easily learn the languages that their parents speak; yet the parents' insistence on or preference for speaking a certain language may hinder their children learning or practicing the others. This is commonly the case among Syrian students as I-9 states she likes speaking Arabic and does not understand Turkish because her mother knows Arabic only. The parents' linguistic competence and/or attitudes to languages also influence the young learners' motivations for learning English, as well. As I-11 notes, the reason why she does not like learning English is the fact that nobody at her home knows English. Siblings, on the other hand, may offer affordances with language and educational support or giving the feeling of confidence at school whereas they can also cause challenges as a crowd at home depending on how large

the family is. The results suggest that the learning processes and learner identity development of the young learners are not independent from the dynamics at home. It is, thus, important for teachers and school management to be in connection with learners' families to encourage parents to be involved in their children's learning journeys.

Neighborhood is another sphere of the young learners' lives with affordances and challenges in micro, meso, and macro levels. Whether the learners consider their neighborhoods as a challenge or affordance depends on three major factors including the peers, neighbors, and the location which all inform the feeling of belonging and safety for young learners (Sheldon, 2007). What stands out from the results is that there is no nurturing environment for the participants' identity development. That is, several interviewees have reported that they do not feel safe in their neighborhoods due to the negative attitudes and manners of their peers and neighbors. This is also related with the socioeconomic status of the people who reside in the neighborhood. As stated in the previous chapters, these young learners come from a disadvantaged background considering the financial status of their families as some students work or feel that they need to work to contribute to their families. Undoubtedly, the poor neighborhood brings about some challenges that interact with their identity construction. That is why, it holds great significance to explore their learner identities by considering all dynamics in their ecological environments because they cannot be thought independent of one another. Therefore, one requires to adopt a wholistic approach to investigate learner identities as learners do not leave their experiences behind when they are at school.

The theme labelled as 'Encounters' refers to the young learners' linguistic and cultural engagements in their ecological environments. Whilst their linguistic and cultural engagements as affordances refer to their use of agency, those as challenges hint stereotypes and prejudices in micro, meso, and macro levels. The interviewees have reported how they use their linguistic repertoires as affordances as active agents. The concept of agency which is defined as "the socioculturally mediated capacity to act" (Ahearn, 2001, p. 112) is interwoven with identity. Language, in this sense, is accepted to be a space for sociocultural practices (Ahearn, 2001) and learner agency plays a key role in language learning and identity construction (van Lier, 2008). The results indicate that learners use the languages in their repertoires in accordance with their needs, which includes communication with the

elders who do not know Turkish, communication with tourists, or shopping online. Consistent with the literature, this finding shows that children are not passive 'luggage' of adults (Orellana et al., 2001), but rather active agents regardless of their young age. It seems possible that these results are the reflections of the learners' awareness of flexible use of their plurilingual repertoire. Thus, the positionings of young learners in the language classrooms are to be changed by considering them as active agents who can make meaning rather than passive empty vessels to be filled with knowledge (Prasad, 2015).

On the other hand, some interviewees have mentioned how prejudicious people treat them owing to their sociocultural backgrounds. What is more worrying is that some even internalize these prejudices and come to see their identities accordingly. That is, the results point out the young learners disliking their mother tongues because they sound bad to other people or speaking their mother tongues quietly because people around him may misunderstand them. The view of languages/cultures radically influence how young learners develop their identities and connect with the wider society (Berry, 1996). These noted experiences underscore the cruciality of the valorization of languages and cultures besides the acceptance of diversity in multilingual and multicultural societies. The development of positive identities is hindered when they are not supported by the surrounding (Hu, 2022). Consistent with the findings of a previous study (Demirci and Kleiner, 1999), the results illustrate the impacts of societal perceptions on the mental representations of people. The invisibility and devalorization of the learners' language(s) turns them into disadvantaged 'others' in educational settings (Ünal-Gezer, 2019). Parallelly, the results also show the necessity for teachers to leave the monolingual habitus (Gogolin, 2013) and adopt a plurilingual/pluricultural mindset by embracing the learners' repertoires/capitals for integrative education.

The researcher also aimed to explore the affordances and challenges that interact with the learner identities of plurilingual and pluricultural learners from the perspective of the school. Accordingly, the researcher interviewed the two English teachers of the participating young learners as well as the school principal. Following the content analysis of the interviews and the completion of reliability process, the affordances and challenges noted by the interviewees were classified in three levels (micro, meso, and macro). Whilst the

affordances and challenges seem to cluster in micro and macro levels, neither an affordance nor a challenge is found in meso level.

The results of the data analysis show that the two English teachers foster the young learners' identities and welcome diversity in their classrooms. Even though they are not pedagogically knowledgeable about the plurilingual education, they support the learners' plurilingual and pluricultural identities to varying degrees. In contrast to the findings of some earlier studies (Hu, 2022; Pauwels, 2014), they both consider the diversity in their classrooms as a richness rather than a hindrance to learning. However, they have noted that the curriculum and tight schedules do not let them adapt the content and exploit the learners' repertoires during the classes.

According to the school's perspectives, the challenges including (a) the socioeconomic status of the learners' families, (b) the language barrier among learners, (c) conflicts among peers, and (d) families overshadow the affordances. Both teachers believe that the poor background of learners influence their identities adversely. They end up in low academic performance and adaptation problems to the school due to the lack of familial support or the obligation to work. Furthermore, as mentioned by the learners themselves, the teachers also touch upon the misunderstanding among the peers once they do not speak Turkish only. Peers and families are also other sources of challenge to the learners' identities. According to the school principal, they witness conflicts among the students (especially 8th graders) owing to racism which can be rooted in families' attitudes. The families' limited linguistic repertoires also cause problems to the learners in terms of academic performance and social adaptation. The principal has stated that especially Syrian students have serious problems in learning and adaptation if their families do not know Turkish. Indeed, the challenges highlight the cruciality of adaptation in multilingual and multicultural societies along with the changing needs of educational systems to respond to the diversity among learners.

In the triangulation of perspective, the third one is of the researcher's regarding the affordances and challenges that interact with the learner identities of plurilingual and pluricultural learners. Upon the analysis of the classroom observation sheets, the affordances and challenges are classified in the learners' ecological systems. The affordances seem to

cluster in micro level and they are teacher-sourced. The affordances are found to be as follows: a positive learning environment, teacher's valorization of learners' cultural diversity, teacher's awareness-raising activities regarding the plurilingual/cultural repertoires, teacher's exploitation of paralinguistics, teacher's comparison of languages, and teacher's support for learners to capitalize on their previous knowledge/experience. The teachers provide the learners with a positive learning environment by motivation, praise, and positive corrective feedback. The teachers also raise the learners' awareness regarding the linguistic and cultural richness they have and valorize it. While the teachers try to teach target vocabulary or grammar, they compare the languages, use paralinguistics to support learning, and encourage the learners to link their previous knowledge/experiences with the new ones. Last but not least, there are digital books in every classroom and the teachers follow the course through the digital resources including videos, songs, etc. This is another affordance to learners as this multimodality seems to attract the learners' attention though it is limited with auditory and visual senses only. The teachers' endeavors grouped as affordances seem to be in accord with the pedagogical suggestions of plurilingualism by CEFR (2020). Taking the non-linearity of the ecological systems, even "small perturbations (teacher interventions) can make a big difference" (Larsen-Freeman and Cameron, 2008, p. 200). However, it is unquestionably an urgent need for policy makers to embrace plurilingual pedagogy in the country wide and change the teacher-training programs accordingly with an updated consideration of competences and corresponding pedagogical applications to fulfill the changing needs of plurilingual and pluricultural learners (Garcia, 2008).

On the other hand, the results also draw the attention to challenges in micro, meso, and macro levels. The challenges in micro-level were found to be disengaged learners, language barriers among peers, lack of visuals/posters in the classrooms, and limited use of multimodality. The presence of disengaged students signals distraction for other learners (as noise and classroom management problems) and lack of engagement among Syrian students who tend to sit at the back of the classroom. Language barriers among peers, as mentioned earlier, cause misunderstanding among peers. Moreover, the lack of visuals and the limited use of multimodality cause more teacher-centered and monotonous learning.

The challenges in meso and macro levels were identified to be parent-teacher relationships, crowded classrooms, and socioeconomic problems. The teachers deal with the disengaged learners in two ways: they either motivate them or threaten them with low scores or having serious talks with their parents. It eventually gives the parents a punisher role, rather than a cooperative one. In that, parents are given the authority to 'fix the things' rather than the partnership to be involved in their children's learning process constructively. However, as the previous studies suggest (Hoover-Dempsey et. al, 2005; Sheldon, 2007), in the meso system the partnership and healthy relationships between the teachers/school and parents bear significance in terms of the learners' academic success. Thus, it is noteworthy to train/assist the teachers to share accountability and build strong relationships with families that may come from different sociocultural backgrounds (Stanley and Kuo, 2022). What is more, the crowded classrooms lead to classroom management problems for teachers which causes the teachers to spend most of their time and energy on managing the class rather than teaching. It also affects the learners adversely because they cannot concentrate on the lesson due to noise and they cannot have group work because of the classroom population. The poor background of learners also leads to common personal hygiene problems (that cause infectious skin diseases according to the teachers' reports) among the learners. The adverse conditions in the learning environment naturally impact on the well-being of learners besides the learning performance.

In order to address the third sub-question which aimed to explore how the young learners make use of their plurilingual and pluricultural repertoire for learning English, the body of data related to the use of repertoires that the researcher collected via interviews (Question-5, Question-11), classroom observations, and learner diaries (Question-4) were analyzed. The results clearly show that the fact that Turkish is the medium of instruction makes Turkish as the dominant language among all. Except the learners' use of English in classes, they do not use the other languages in their repertoires (Arabic, Kurdish, Zazaki) for learning. In other words, the participants do not employ their repertoires for the benefit of their academic performance, yet for communication with their peers and elders to a certain extent. The teachers also confirm this situation by stating that the learners do not make connections between English and their first language(s) due to their lack of language awareness and low academic performance caused by their poor socioeconomic backgrounds. The results reported here suggest that the learners' first languages are not centralized in their

learning process unless it is the official language (Turkish). Whilst the learners' mother tongues have a notable place in their identities as displayed in their language portraits, the languages seem to have a passive role in learning due to their invisibility in education life. Not only the learners but also the teachers tend to separate the languages in different segments of the mind rather than understanding them as a unique competence to which all languages/dialects contribute, which causes the languages to be separated as home languages and the school language(s). Considering all, in order to avoid the perpetuation of the existing linguistic and cultural hegemonies and the impairment of the learning processes with systematic educational inequalities (Bonnet and Siemund, 2018), it is important to embrace diversity and employ it to nurture learners' identities and improve learning through educational policies and practices. In this sense, English language teaching classes can welcome the plurilingual approach to education and unveil the richness in linguistic and cultural diversity while teaching a new language to young learners.

5.3. Results of RQ3

How do the way(s) young plurilingual learners learn inform teaching and material design in EFL classes?

The purpose of the final research question was to investigate how the ways young plurilingual and pluricultural learners learn inform teaching and material design in EFL classes. Aiming to provide an answer to this question, the researcher analyzed the relevant data that were collected through various tools including interviews with the learners (Question-10), with the English teachers (Questions 6 and 8), learner diaries (Questions 1, 5, 6, 7, and 8), and classroom observations. The data analysis has revealed ten broad themes about the ways that support their learning as follows: (a) motivation, (b) music, (c) teaching style, (d) the learning atmosphere, (e) arts, (f) games, (g) vocabulary learning, (h) doing tests, (i) speaking English, and (j) translation.

According to the results, the most salient ways of learning seem to be through motivation, music, and a good teaching style. The positive influence of motivation and music on learning has been a recurring pattern among the respondents. With music, they refer to the English songs they listen or lyrics completion activities they do during the classes. The

learners have also reported that if their English teacher “teaches well”, they can learn well. What is striking about the data is that the learners do not see themselves at the center of their learning, yet their learning performance is rather outsourced. It clearly shows that they are accustomed to teacher-directed learning, where teacher is positioned as the only source of knowledge for meaning-making. The learners, thus, do not seem to have the agency to manage English learning process, but it is left at the hands of the English teachers. In order to address this critical issue, the classrooms should be more learner-centered and the learners should be involved in the decision-making processes as active social agents.

A positive learning environment free of noise, distraction, and judgment as well as arts and games enable the young learners learn effectively. The learners have reported that they enjoy more and learn well when they are involved in arts (by referring how much they liked the completion of language portraits) and games that they sometimes play in English classes. According to the respondents, other ways that have a positive impact on learning English are vocabulary learning, doing tests, speaking English, and translation activities. All in all, what helps the young learners learn English better may inform the teachers with respect to the content, design, and the style of teaching English. Doubtlessly, the limited data presented here need further support to inform countrywide pedagogical applications with further studies.

5.4. Limitations and Suggestions for Future Research

Doubtlessly, the present research study is not independent of limitations that may be addressed in future research studies. First, with respect to methodology, the researcher utilized different modes of data collection with a purpose of compensation for the limitations of each tool. Although several language portraits were completed by the young learners, the researcher could only interview a limited number of them for further exploration regarding their responses. In order to have a more comprehensive and detailed data, further research studies should aim to interview each learner upon the completion of the language portraits. This will also enable the young learners to express themselves better orally as they are not good at expressing their feelings and thought by writing because of their age groups and poor academic performance.

Another possible limitation can be the fact that the data regarding the learners' language background that were collected via language questionnaires may be subjective or inaccurate as it was based on their reporting only. Because they are young and may not have thorough knowledge regarding their family background besides their linguistic competences, it is advisable to verify the shared information by the families. Therefore, adding a questionnaire or interview with parents to data collection tools could provide more accurate data for future research studies.

Regardless of great contribution of diaries as the tools to reflect on the participants' experiences and perspectives, they are not independent of limitations. Within the framework of the current study, there may be three main limitations of learner diaries including self-reflection bias (Cohen et al., 2018), social desirability bias (Cohen et al., 2018), and waning response depth (Mittelmeier et al., 2021). First, although diaries provide the participants with the opportunity to reflect on their learning experiences as well as perceptions, it is undoubtedly open to the diarists' subjectivity. In other words, while writing their diaries, the participants may tend to select what to include and exclude. This may naturally distort the reality in the participants' accounts in diaries. Second, the participants know that the researcher will read the diaries for data analyses. They, thus, may aim to please the reader (the researcher) rather than presenting the reality accurately. Additionally, the participants are informed about the privacy of their data at the very beginning of the data collection; yet they may still hesitate to write their negative experiences because they may think that their English teachers will read their diaries, as well. Third, the depth of responses in diaries may wane over time. The participants may lose their interest, tend to repeat the entries, or find nothing interesting or new to write about. It may eventually lead to deterioration in data quality in diaries. Considering all potential limitations, the researchers may triangulate the findings from the diaries with other methods in order to explore the emerged issues in detail. For instance, the researchers are suggested to employ the diary-interview method (Harvey, 2011) which refers to the utilization of the preliminary findings of diaries to create interview questions.

Another limitation is caused by the observer's paradox (Labov, 1972) in classroom observations. The sociolinguistic term 'the observer's paradox' refers to the possible changes in the observed participants' manners and behaviors once they are aware of being

observed by the researcher. Although the researcher aimed not to disturb the natural flow of the classes by sitting at the back of the class, it does not guarantee the recording of the data accurately. The suggestion for reducing the effects of the observer's paradox may be increasing the number of classroom observations which will enable the researcher to go invisible during observations over time.

Additionally, the documentation of data collection process can be strengthened by keeping an audit trail as a validation strategy (Creswell and Poth, 2018). An audit trail is a documentation of the detailed record of the researcher's steps and decisions taken from the very beginning of the formation of research questions to the final conclusions (Lincoln and Guba, 1985). It may help the researchers to establish the confirmability of research findings by showing that they are the participants' responses rather than the researchers' biases and preconceptions. All in all, an audit trail holds significance as a means to offer a transparent and rigorous record of the whole research process, to establish the accuracy and the credibility of the data, and to ease the replication process for further studies by other researchers.

Furthermore, considering the nature of the study, longitudinal studies or studies with much larger groups would yield more fruitful information regarding the exploration of linguistic and cultural repertoires as well as their impacts on the construction of learner identities. The current research study was carried out in a year with the researcher's contact with the participants as much as possible. Because the researcher had a full-time job at the time of conducting the study, she could not reach larger groups or adopt an ethnographic study although that was her dream. Thus, the results of future research studies designed accordingly will possibly provide richer data with more implications.

5.5. Conclusion

The present study aimed to investigate how the young leaners express their plurilingual and pluricultural repertoires, how their learner identities interact with the affordances and challenges in their ecological systems, and how they learn inform teaching and material design in EFL classes. The results of the current study have yielded valuable information regarding the young learners in multilingual classroom through the answers to

the research questions. First, the results have displayed that the participants seem to value their mother tongues as well as their favorite languages. It can be attributed to their linguistic competence and feelings towards the languages. The participants not only valorize their mother tongues but also their ethnic identities which hints the link between the language and identity. Considering the significance of their first languages and ethnic identities to the participants, English teachers may encourage the development of empathy towards the linguistic and cultural diversity in the classrooms through raising the participants' awareness of plurilingual and pluricultural repertoires. English language learning process can be a means for the young learners to capitalize on their existing knowledge and repertoire regardless of their sociocultural background.

Second, colors are important affordances for the participants as a tool of self-reflection. The participants' use of colors for the language placements in the portraits reveal their feelings, world knowledge, and personal experiences. In addition to the participants' association of their favorite colors with their favorite languages, the language-color associations also unveil the connections the participants form between the languages and their personal experiences. By making use of the associative and distinctive features of colors, the participants highlight the importance of personal experiences in the (de)valorization of languages. Whilst the positive feelings (love and enjoyment) towards languages are shown with bright colors, the negative feelings (lack of sympathy and lack of interest) to languages are associated with dark colors. The use of the colors of flags for language placements is also a common pattern among the participants. These attachments, however, signals an important issue related to the construction to nation-language interdependence. The participants tend to match one country with one language only which reveals the linguistic homogeneity which needs to be deconstructed by the English teachers through the exploration of linguistic and cultural diversity of the learners in the classrooms. Colors, also, may be utilized as a practical tool to investigate the conceptions of young learners related to languages and cultures.

Third, the most popular languages in the participants' repertoires are Turkish, English, Arabic, and Kurdish. Although they are the languages mostly placed in the language portraits, where they are placed imply a lot about the significance of these languages in the participants' lives. Turkish, as the most popular language among the four, is placed in the

head in the portraits which shows the centrality of Turkish in the learners' lives. It makes sense considering the official language of Türkiye, the medium of instruction, and the relatively dominant position of Turkish in the participants' social lives. English, however, as the foreign language for the participants, is placed in the extremities of the portraits rather than the central parts. It implies the passive and limited role of English in the participants' educational and social lives. Similarly, Arabic is also positioned in the extremities of the body with secondary importance whilst Kurdish seems to have a central position in the participants' repertories. In addition to the most popular languages, the participants have also placed several other languages/dialects in the portraits which illustrates the influence of the popular culture and the social media on their perceptions of languages/cultures. The participants' choices of languages/dialects along with their placements in the portraits may hint the learners' investment and conceptions of imagined communities. Considering the interdependency between the language and identity, the exploration of investment and imagined communities may unshadow the learner identity construction. As an application to English language teaching, the teachers may aim to increase the learners' commitment to foreign language learning through understanding the learners' investment in languages along with their motivations first.

From the perspective of the dynamics system theory (Larsen-Freeman and Cameron, 2008), the learner identities of young plurilingual and pluricultural learners interact with the dynamics in their ecological system. This ecological system provides them with affordances as well as challenges that nurture or hinder the development of their learner identities in the nested levels of micro, meso, and macro systems (Bronfenbrenner, 1977). The home (especially parents), the school (especially peers), and the neighborhood (especially peers and neighbors) seem to constitute the key dynamics in these interactions. Home is where the participants experience more challenges than affordances for their identity development. Whilst parents' linguistic repertoires may motivate the participants for further language earning, it commonly limits them due to the parents' insistence on or preference for speaking a certain language. Therefore, the participants (particularly Syrian students) tend to speak the languages of their parents only rather than developing their repertoires. The peers, on the other hand, provide the participants with the feeling of safety, the motivation for learning, and the opportunity to practice languages. However, the peers also pose challenges to the participants majorly through bullying. The participants (especially those with Syrian and

Kurdish origin) are commonly bullied for their ethnic/racial background. It threatens their feeling of belonging as the participants are ashamed of their identities rather than embracing them. Likewise, the neighborhood of the participants does not seem to be a nurturing environment for their identity construction. They encounter the negative attitudes and manners of their neighbors and peers. As opposed to the previously held idea regarding adolescence as the critical period for the identity negotiations, young learners can also notice the social positionings in societies and come to shape their identities accordingly. The societal perceptions also shape the learners' mental representations of themselves and others. Considering all affordances and challenges in the micro level of their ecological systems, it is important for young learners to be accepted by their peers and communities for the construction of positive identities. Adopting a wholistic approach to explore learner identities, English teachers need to raise the learners' awareness regarding the richness of diversity by valorizing their languages and cultures regardless of their backgrounds.

The English teachers, despite the lack of pedagogical knowledge about the plurilingual education, support the participants' plurilingual and pluricultural identities to a certain extent. They believe in the richness of diversity in their classrooms, try to provide the learners with a positive learning environment, attempt to valorize their linguistic and cultural repertoires, and so on. However, the teachers' efforts are not supported by the curriculum and the policies; they are rather limited with tight schedules and rigid curriculums. Furthermore, the lack of cooperation between the teachers and the participants' families impairs the academic performance of the participants. All in all, it is an urgent need for the policy makers to adopt the plurilingual education in the country-wide and make the necessary changes in the teacher-training programs in accordance with the changing needs of the diverse classrooms and societies.

The current study illustrates that the participants do not make use of their plurilingual and pluricultural repertoires for the purpose of foreign language learning, but for communication with their peers and elders to varying degrees. While the participants value their mother tongues for their learner identity construction, the languages do not seem to play a key role in their educational environment. They are rather separated as home and school languages which causes the invisibility of non-official languages at schools. In order to challenge the linguistic and cultural hegemonies, it is noteworthy to embrace diversity

and use it to foster the learning identities via pedagogical practices and education policies while teaching a foreign language to young learners. With respect to the ways the participants learn in EFL classes, the results of the study show motivation, music, games, and a good teaching style as the most salient ways of learning among the participants. Whilst the first three ways make sense considering the age group of the participants, a good teaching style as a way of efficient learning hints how teacher-oriented learning the participants have on their minds. Now that the young learners are acknowledged to have agency while learning, the inclusion of these learners in the decision-making processes hold significance to foster autonomous learners and enable them to take control of their own learning process.

5.6. Implications

In spite of all limitations, from a pedagogical perspective the current study contributes to the research of plurilingual and pluricultural repertoires of young learners with diverse backgrounds. It underlines the significance of the exploration of the learners' repertoires for better learning in inclusive classrooms in multilingual settings which is a common phenomenon in many parts of the world. A thorough analysis of the context and needs is critically important to provide plurilingual students along with their diverse background with the best educational practices to serve their needs. These analyses will enable policy makers to adopt bottom-up decisions. Otherwise, the decisions of street level bureaucrats (teachers), the routines they establish, and the devices they invent to cope with uncertainties and work pressures, effectively become the public policy they carry out (Lipsky, 1980). Although the English teachers are cognizant of the significance of social inclusion and migration in their classrooms, they are not knowledgeable enough regarding the application of this approach into English language teaching (Bayyurt et al., 2019). However, English as a lingua franca (ELF) can be utilized as an opportunity to employ other languages in the context besides (varieties of) English to foster the language learning process. Accordingly, with the inclusion of ELF perspective in the English language teaching curriculum and practice, the young learners' repertoires can easily be used as an affordance in English language teaching classrooms with an adoption of an intercultural approach.

However, once the English books of 5th and 6th graders were analyzed with respect to their content, it was obvious that there are only few units (Unit 1 'Hello' and Unit 10 'Festival' for 5th graders and Unit 10 'Democracy' for 6th graders) to foster interculturalism among the learners. While the content in the 5th graders' book attempts to raise the learners' awareness regarding the linguistic and cultural diversity around the world, it misses a crucial point: the ignorance of learners' available repertoires. In other words, the units refer to several countries including their languages and cultures such as several European countries, the UK, the USA, China, Japan, Türkiye, Russia, Egypt, etc. whereas there is no mention of things related to Syrian or Kurdish students. Whilst it is more natural to go from the local to the global, it ignores the diversity in the classrooms by alienating the learners as 'others'. On the contrary, if the learners can find some things related to their lives, it may help them to internalize the content and accelerate the language learning process. Similarly, for the 6th graders the content of Unit 10 (Democracy) focuses on the child rights that consists of equality, respect, speech, protection, and so on through a writing task, a song, and reading comprehension. However, it is so superficial with no concrete applications to be used perfectly in such diverse classrooms. For instance, the book could have provided the teachers with an authentic task that would require the learners to come up with their opinions and solutions regarding the cases given on the violation of child rights in social and educational environments. This would raise the learners' awareness regarding the rights and the responsibilities they have towards others including respect, empathy, etc. through English language teaching. Additionally, it may serve as a means for the integration of learners with diverse backgrounds as they may feel that they belong to the school and the society.

From a pedagogical perspective, teachers can easily utilize the language portraits to raise the learners' awareness and exploit their repertoires for better and meaningful learning (Dressler, 2015). Once their plurilingualism is visible (Prasad, 2014), the learners' attitudes and motivations towards languages may be influenced positively (Hélot et al., 2018) and their linguistic competences may be considered from a heteroglossic perspective rather than from monolingual ideologies (Melo-Pfeifer, 2017). This will also enable the learners to construct their identities in a nurturing environment free from judgment, prejudices, and ostracization which will encourage them to embrace their identities with no condition. Accordingly, parallel to the growing number of multilingual and multicultural classrooms around the world, it is vitally important to pursue research studies on learners' plurilingual

and pluricultural repertoires as the learner identities cannot be thought independent of their attitudes and motivations towards languages (Pavlenko and Blackledge, 2004).

Furthermore, the current data highlight the importance of linguistic diversity of learners as an asset rather than a hindrance as opposed to the monolinguistic ideology (Cummins, 2007). As Martin's (2012) study suggests the lack of support and awareness for the students' mother tongues within schools influences the students' learner identities negatively as it hinders them from thinking objectively and divergently. From a dynamic ecological systems theory, identity is shaped in interaction with its surrounding. It thus requires the schools and the education systems to see all languages as resources to foster learning. English classrooms, where the learners meet an additional language, can function as a bridge between the learners' existing knowledge and further learning.

From a methodological perspective, the language portraits provide the researchers with rich data regarding the young learners' plurilingual and pluricultural identities and experiences (Prasad, 2014). As a data collection tool, the portraits also enable the collection of data though visuals which helps the learners express their feelings and experiences with an alternative way in a creative engagement (Krumm, 2011). However, it is advisable to complement the language portraits with other data collection tools to have a more comprehensive sense of language practices (Bristowe et al., 2014). The study also highlights the significance of triangulation to have more consistency in results (Patton, 1999) by triangulating data and perspectives/participants. Therefore, it is suggested for further studies to triangulate the data through multiple sources and participants to gain more accurate results. All in all, the current study contributes to the comprehension of a multimodal approach towards the representations of plurilingual and pluricultural repertoires of young learners in diverse classrooms.

REFERENCES

Abiria, D. M., Early, M., and Kendrick, M. (2013). "Plurilingual pedagogical practices in a policy-constrained context: A northern Uganda case study". *TESOL Quarterly, 47*(3), 567-590.

Adami, E. (2017). Multimodality. In O. Garcia, N. Flores, and M. Spotti (Eds.), *The Oxford Handbook of Language and Society* (pp. 451-473). Oxford: Oxford University Press.

Adams, P. C., Hoelscher, S., and Till, K. E. (2001). "Place in context: Rethinking humanistic geographies. In P. C. Adams, S. Hoelscher, and K. E. Till (Eds.), *Textures of place: Exploring Humanistic Geographies* (pp. xiii-xxxiii). University of Minnesota Press: Minneapolis.

Ahearn, L. M. (2001). "Language and agency". *Annual Review of Anthropology*, *30*, 109-137. http://www.jstor.org/stable/3069211.

Aitken, S. C. (1994). *Putting Children in their Place*. Association of American Geographers: Washington, DC.

Ali, N. (2022). Re-conceptualizing teacher and learner identities for a paradigm shift towards a cosmopolitan English curriculum. In P. C. Miller, J. L. Watzke, and M. Mantero (Eds.), *Language and Identity* (pp. 461-483). The USA: Information Age Publishing Inc.

Alpaydın, Y. (2017). "An analysis of educational policies for school-aged Syrian refugees in Turkey". *Journal of Education and Training Studies, 5*(9), 36-44.

Altıok, B., and Tosun, S. (2018). "How to co-exist? Urban refugees in Turkey: Prospects and challenges". *Policy Brief, 4*, 1-9.

Amaç, Z., and Yaşar, M. R. (2017). "Temporary education centers for Syrian asylum-seekers: opportunities and challenges". *International Symposium on the Middle East*, Kilis, Turkey.

Anderson, B. (1991). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (rev. edn.). Verso: New York.

Anderson, J. (2011). “Reshaping pedagogies for a plurilingual agenda”. *Language Learning Journal, 39*(2), 135-147. https://doi.org/10.1080/09571736.2011.573683

Aronin, L., and Jessner, U. (2015). "Understanding current multilingualism: What can the butterfly tell us? In U. Jessner and C. Kramsch (Eds.), *The Multilingual Challenge: Cross-disciplinary perspectives* (pp. 271-291). Berlin: Mouton de Gruyter. http://dx.doi.org/10.1515/9781614512165-013

Aydin, H., and Kaya, Y. (2019). “Education for Syrian refugees: The new global issue facing teachers and principals in Turkey”. *Educational Studies, 55*(1), 46-71. DOI: 10.1080/00131946.2018.1561454

Aydın, H., and Koc, D. F. (2017). From empire to republic: Citizenship, pluralism, and diversity in Turkey (pp. 351-375). In J. A. Banks (Ed.). *Citizenship Education and Global Migration: Implications for Theory, Research, and Teaching*. Washington, DC: American Educational Research Association.

Aydın, H., Gundogdu, M, and Akgul, A. (2019). “Integration of Syrian refugees in Turkey: Understanding the educators’ perception”. *Journal of International Migration and Integration, 20*, 1029-1040. https://doi.org/10.1007/s12134-018-0638-1

Bailey, K. (1990). The use of diary studies in teacher education programs. In J. Richards, and D. Nunan (Eds.), *Second Language Teacher Education* (pp. 215-226). Cambridge, Cambridge University Press: UK.

Bamberg, M., De Fina, A., and Schiffrin, D. (2011). Discourse and identity construction. In S. J. Schwartz, K. Luyckx, and V. L. Vignoles (Eds.), *Handbook of Identity Theory and Research* (pp. 177- 199). New York: Springer.

Barbour, R. S. (1998). “Mixing qualitative methods: Qualitative assurance or qualitative quagmire?”. *Qualitative Health Research, 8*(3), 352-361. DOI: 10.1177/104973239800800306

Barbour, R. S. (2001). “Checklists for improving rigour in qualitative research: a case of the tail wagging the dog?”. *BMJ, 322*, 1115-1117.

Barkhuizen, G. (2004). Social influences on language learning. In A. Davies, and C. Elder (Eds.), *The Handbook of Applied Linguistics* (pp. 552-557). Oxford: Blackwell.

Bassetti, B., and Cook, V. (2011). Relating language and cognition: The second language user. In V. J. Cook and B. Bassetti (Eds.), *Language and Bilingual Cognition* (pp. 143-190). Oxford, UK: Psychology Press.

Bayyurt, Y., Kurt, Y., Öztekin, E., Guerra, L., Cavalheiro, L., and Pereira, R. (2019). "English language teachers' awareness of English as a lingua franca in multilingual and multicultural contexts". *Eurasian Journal of Applied Linguistics, 5*(2), 185-202.

Behr, D. (2016). "Assessing the use of back translation: the shortcomings of back translation as a quality testing method". *International Journal of Social Research Methodology, 20*(6), 573-584.

Benson, P., Chik, A., Gao, X., and Wang, W. (2009). "Qualitative research in language teaching and learning journals, 1997-2006". *Modern Language Journal, 93*(1), 79-90.

Berry, J. W. (1996). "Immigration, acculturation and adaptation". *Applied Psychology: An International Review, 46*(1), 5-68. doi:10.1111/j.1464- 0597.1997.tb01087.x

Block, D. (2006). Identity in applied linguistics. In T. Omoniyi and G. White (Eds.), *Sociolinguistics of Identity* (pp. 34-49). Continuum: London.

Block, D. (2007). *Second Language Identities.* Continuum: London

Blommaert, J., and Backus, A. (2013). Superdiverse repertoires and the individual. In I. de Saint-Georges and J. J. Weber (Eds.), *Multilingualism and Multimodality: Current Challenges for Educational Studies* (pp. 11-32). Sense Publishers: Rotterdam.

Bogdan, R. C., and Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods.* Allyn and Bacon: Boston.

Bonnet, A. and Jacob, L., Schafer, A., and Schmidt, T. (2018). The acquisition of English as an L3 from a sociocultural point of view: the perspective of multilingual learners. In A. Bonnet and P. Siemund (Eds.), *Foreign Language Education in Multilingual Classrooms* (pp. 255- 281). Hamburg: John Benjamins Publishing Company.

Bonnet, A. and Siemund, P. (2018). Introduction. In A. Bonnet and P. Siemund (Eds.), *Foreign Language Education in Multilingual Classrooms* (pp. 1- 32). Hamburg: John Benjamins Publishing Company.

Bouma, G. D., and Atkinson, G. B. J. (1995). *A Handbook of Social Science Research* (2nd ed.), Oxford University Press: Oxford.

Bourdieu, P. (1977). "The economics of linguistic exchanges". *Social Science Information, 16*(6), 645-668.

Bourdieu, P. (1986). The forms of capital. In J. F. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). Greenwood Press: New York.

Bourdieu, P. (1991). *Language and Symbolic Power* (J. B. Thompson, ed.; G. Raymond and M. Adamson, trans.). Polity Press. (Original work published in 1982): Cambridge, UK.

Boyatzis, C. J., and Varghese, R. (1994). "Children's emotional associations with colors". *The Journal of Genetic Psychology, 155*(1), 77-85.

Brey, P. (1998). Space- shaping technologies and the geographical disembedding of place. In A. Light and J. M. Smith (Eds.), *Philosophy and Geography III: Philosophies of Place* (pp. 239-263). Lanham, MD: Rowman and Littlefield.

Bristowe, A., Oostendorp, M., and Anthonissen, C. (2014). "Language and youth identity in a multilingual setting: A multimodal repertoire approach". *Southern African Linguistics and Applied Language Studies, 32*(2), 229-245. doi:10.2989/16073614.2014.992644.

Bronfenbrenner, U. (1974). "Developmental research, public policy, and the ecology of childhood". *Child Development, 45*, 1-5.

Bronfenbrenner, U. (1977). “Toward an experimental ecology of human development”. *American Psychologist, 32*(7), 513- 531.

Bronfenbrenner, U. (1986). “Ecology of the family as a context for human development: Research perspectives”. *Developmental Psychology, 22*(6), 723-742.

Bronfenbrenner, U. (2005). *Making Human Beings Human: Bioecological Perspectives on Human Development.* Thousand Oaks, Sage Publications: California.

Brooker, L. (2001). Interviewing children. In G. Mac Naughton, S. A. Rolfe, and I. Siraj-Blatchford (Eds.), *Doing Early Childhood Research: International Perspectives on Theory and Practice* (1st ed.) (pp. 162-177). Crows Nest: Allen and Unwin.

Brooker, L., and Woodhead, M. (Eds.) (2008). *Developing Positive Identities: Diversity and Young Children. Early Childhood in Focus*. Milton Keynes, Open University: United Kingdom.

Burkitt, E., Barrett, M., and Davis, A. (2003). “Children’s colour choices for completing drawings of affectively characterised topics”. *Journal of Child Psychology and Psychiatry, 44*(3), 445-455.

Busch, B. (2006). Language biographies- Approaches to multilingualism in education and linguistic research (pp. 5-18). In B. Busch, A. Jardine, and A. Tjoutuku (Eds.), *Language Biographies for Multilingual Learning*. Cape Town: PRAESA.

Busch, B. (2010). “School language profiles: Valorizing linguistic resources in heteroglossic situations in South Africa”. *Language and Education, 24*(4), 283-294.

Busch, B. (2012). “The linguistic repertoire revisited”. *Applied Linguistics, 33*(5), 503-523. doi:10.1093/applin/ams056

Busch, B. (2015). “Expanding the notion of the linguistic repertoire: On the concept of *Spracherleben*- the lived experience”. *Applied Linguistics, 36*(4), 1-20.

Busch, B. (2018). “The language portrait in multilingualism research: Theoretical and methodological considerations”. *Working Papers in Urban Language and Literacies, 236*, 1-13.

Butler, J. (1997). *Excitable Speech: A Politics of the Performative*. Routledge: New York.

Canagarajah, S. (2011). "Translanguaging in the classroom: Emerging issues for research and pedagogy". *Applied Linguistics Review, 2*, 1-28. https://doi.org/10.1515/9783110239331.1

Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. Richards and R. Schmidt (Eds.), *Language and Communication* (pp. 2-27). Longman: London, UK.

Canale, M., and Swain, M. (1980). "Theoretical bases of communicative approaches to second language teaching and testing". *Applied Linguistics, 1*(1), 1-48.

Carrasquillo, A. L., and Rodriguez, V. (2002). *Language Minority Students in the Mainstream Classroom*. (2nd ed.), Multilingual Matters: Clevedon.

Castellotti, V., and Moore, D. (2002). *Social Representations Of Languages And Teaching: Guide For The Development Of Language Education Policies In Europe From Linguistic Diversity To Plurilingual Education*. Council of Europe: Strasbourg.

Castellotti, V., and Moore, D. (2010). *Capitalising On, Activating and Developing Plurilingual And Pluricultural Repertoires For Better School Integration*. Council of Europe Language Policy Division: Geneva, Switzerland.

Celce, M. M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcon Soler and M. P. Safont Jorda (Eds.), *Intercultural Language Use and Language Learning* (pp. 41-57). Amsterdam, Netherlands: Springer.

Celce, M. M., Dörnyei, Z., and Thurrell, S. (1995). "Communicative competence: A pedagogically motivated model with content specifications". *Issues in Applied Linguistics, 6*(2), 5-35.

Çelik, C., and Erdogan, S. (2017). *How To Organize Schools for Integration Of Syrian Children In Turkey: Constructing Inclusive And Intercultural Institutional Habitus In Schools*. MiReKoc Policy Brief Series: İstanbul.

Çelik, S. (2013). "Plurilingualism, pluriculturalism, and the CEFR: Are Turkey's foreign language objectives reflected in classroom instruction?". *Procedia- Social and Behavioral Sciences, 70*, 1872-1879.

Cenoz, J. (2013). "Defining multilingualism". *Annual Review of Applied Linguistics, 33*, 3-18. doi: 10.1017/S026719051300007X

Central Intelligence Agency. (2020). Turkey. in the world facebook. Retrieved from: https://www.cia.gov/the-world-factbook/countries/turkey-turkiye/

Choi, J., and Yi, Y. (2016). "Teachers' integration of multimodality into classroom practices for English language learners". *TESOL Journal, 7*(2), 304-327.

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Harvard University Press: Cambridge, MA.

Cohen, L., Manion, L., and Morrison, K. (2018). *Research Methods In Education.* Routledge: London.

Cole, A. L., and Knowles, J. G. (2008). Arts-informed research. In J. G. Knowles and A. L. Cole (Eds.), *Handbook of the Arts in Qualitative Research* (pp. 55-71). Thousand Oaks, Sage Publications: California.

Coleman, J. S., and Hoffer, T. (1987). *Public and Private High Schools: Impact of Communities*. (1st ed.) Basic Books: New York.

Compton, L.C., Papoi, K., Venegas, P., Hamman, L., and Briana Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research, 49*(1), 115-140. DOI: https://doi.org/10.1177/1086296X16683

Conteh, J., and Meier, G. (2014). Introduction. In J. Conteh and G. Meier (Eds.), *The Multilingual Turn: Opportunities and Challenges* (pp. 1-14). Multilingual Matters: Bristol, UK.

Conteh, J., Copland, F., and Creese, A. (2014). Multilingual teachers' resources in three contexts: Empowering learning. In J. Conteh and G. Meier (Eds.), *The Multilingual Turn: Opportunities and Challenges* (pp. 158-178). Multilingual Matters: Bristol, UK.

Cook, T., and Campbell, D. (1979). *Quasi-Experimentation: Design And Analysis Issues for Field Settings*. Houghton Mifflin: Boston.

Cook, V. (1999). "Going beyond the native speaker in language teaching". *TESOL Quarterly, 33*(2), 185-209. https://doi.org/10.2307/3587717

Cook, V. (2016). "Where is the native speaker now?". *TESOL Quarterly, 50*(1), 186-189. http://www.jstor.org/stable/43893809

Corcoll, C. (2013). "Developing children's language awareness: switching codes in the language classroom". *International Journal of Multilingualism, 10*(1), 27-45. http://dx.doi.org/10.1080/14790718.2011.628023

Corenblum, B. (2014). "Relationships between racial-ethnic identity, self-esteem and in-group attitudes among First Nation children". *Journal of Youth and Adolescence, 43*, 387-404.

Corsaro, W. A. (2005). *The Sociology of Childhood* (2nd ed.). Pine Forge Press: Thousand Oaks, CA.

Coşkun, İ., Ökten, C. E., Dama, N., Barkçin, M., Zahed, S., Fouda, M., and Özsarp, H. (2017). *Engelleri Aşmak: Türkiye'deki Suriyeli Çocukları Okullaştırmak [Overcoming the Barriers: Schooling Syrian Children in Turkey]*. SETA Publications, No.93.

Coste, D., and Simon, D. L. (2009). "The plurilingual social actor: Language, citizenship and education". *International Journal of Multilingualism, 6*(2), 168-185. DOI: 10.1080/14790710902846723

Coste, D., Moore, D., and Zarate, G. (2009). *Plurilingual and pluricultural competence: Studies towards a Common European Framework for language learning and teaching.* Strasbourg, France: Council of Europe Publishing. Retrieved from https://www.coe.int/t/dg4/linguistic/Source/SourcePublications/CompetencePlurilingue09 web_en.pdf

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Council of Europe Publishing: Strasbourg.

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment- Companion Volume.* Council of Europe Publishing: Strasbourg.

Council of Europe. (2006). Plurilingual education in Europe. Strasbourg, France: Language Policy Division. Retrieved from http://www.coe.int/t/dg4/linguistic/Source/PlurinlingalEducation_EN.pdf

Council of Europe. (2007). *Guide for the development of language education policies in Europe: From linguistic diversity to plurilingual education*. Strasbourg, France: Language Policy Division. Retrieved from http://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp - TopOfPage

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment-Companion volume with new descriptors.* Strasbourg, France: Council of Europe Publishing. Retrieved from https://rm.coe.int/cefr-companion- volume-with-new-descriptors-2018/1680787989

Craith, M. N. (2006). *Europe and the Politics of Language: Citizens, Migrants and Outsiders*. Palgrave Macmillan: New York.

Crang, M. (1998). *Cultural Geography*. Routledge: New York.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Sage: Thousand Oaks, CA.

Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed.). Sage: Thousand Oaks, CA.

Creswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative approaches to research* (3rd ed.). Upper Saddle River, NJ: Merrill/Pearson Education.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research.* (4th ed.). Pearson: Boston, MA.

Creswell, J. W. and Miller, D. L. (2000). "Getting good qualitative data to improve educational practice". *Theory into Practice, 39*(3), 124-130.

Creswell, J. W. and Plano Clark, V. L. (2011). *Designing and conducting mixed methods research.* (2nd ed.). Sage: Thousand Oaks, CA.

Creswell, J. W., and Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing among Five Approaches.* (4th ed.) Sage: Thousand Oaks, CA.

Culbertson, S., and Constant, L. (2015). *Education of Syrian Refugee Children*. RAND Corporation: Santa Monica.

Cummins, J. (2007). Foreword. In M. Carder (Ed.), *Bilingualism in international schools* (pp. viii-xi). Multilingual Matters: Clevedon.

Cummins, J. (2007). "Rethinking monolingual instructional strategies in multilingual classrooms". *Canadian Journal of Applied Linguistics (CJAL), 10*(2), 221-240.

Cummins, J. (2017). Teaching for transfer in multilingual school contexts. O. Garcia, A. M. Y. Lin, and S. May (Eds.), *Encyclopedia of Language and Education: Bilingual and Multilingual Education* (3rd ed.) (pp. 103-117). Springer: Cham, Switzerland.

Dagenais, D. (2003). "Accessing imagined communities through multilingualism and immersion education". *Journal of Language, Identity, and Education, 2*(4), 269-284.

Darvin, R., and Norton, B. (2015). "Identity and a model of investment in applied linguistics". *Annual Review of Applied Linguistics, 35*, 36-56. doi: 10.1017/S0267190514000191

Darvin, R., and Norton, B. (2016). "Investment and language learning in the 21st century". *Langage et Société, 157*(3), 19-38.

De Angelis, G. (2011). “Teachers’ beliefs about the role of prior language knowledge in learning and how these influence teaching practices”. *International Journal of Multilingualism, 8*(3), 216-234.

De Bot, K., Lowie, W., and Verspoor, M. (2007). “A dynamic systems theory approach to second language acquisition”. *Bilingualism: Language and Cognition, 10*(1), 7-21. http://dx.doi.org/10.1017/S1366728906002732

Deane, S. (2016). “Syria’s lost generation: Refugee education provision and societal security in an ongoing conflict emergency”. *IDS Bulletin, 47*, 35-52. doi:10.19088/1968-2016.143

Demirci, M., and Kleiner, B. (1999). The perception of Turkish dialects. In D. Preston (Ed.), *Handbook of Perceptual Dialectology, Vol.1*, 263-281. Philadelphia: John Benjamins.

Denzin, N. K., and Lincoln, Y. S. (Eds.) (2018). *The SAGE Handbook of Qualitative Research.* (5th ed.). Thousand Oaks, CA: Sage.

Derrida, J. (1998). *Monolingualism of the Other or the Prosthesis of Origin* (Translated by Patrick Mensah). Stanford University Press: Stanford, California.

Doğançay, A. S. (1998). “The spread of English in Turkey and its current sociolinguistic profile”. *Journal of Multilingual and Multicultural Development, 19*(1), 24-39.

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press: Cambridge.

Dovchin, S. (2018). *Language, Media, And Globalization In The Periphery: The Linguaspaces Of Popular Music In Mongolia*. Routledge: New York.

Dressler, R. (2015). “Exploring linguistic identity in young multilingual learners”. *TESL Canada Journal, 32*(1), 42-52. doi:10.18806/tesl.v32i1.1198.

Duarte, J., and Kirsch, C. (2020). Introduction. Multilingual approaches for teaching and learning. In C. Kirsch and J. Duarte (eds.), *Multilingual Approaches for Teaching and Learning: From Acknowledging to Capitalizing on Multilingualism in European Mainstream Education* (pp. 1-11). Routledge.

Eisenhart, M. A., and Howe, K. R. (1992). Validity in educational research. In M. D. Lecompte, W. L. Millroy, and J. Preissle (Eds.), *The Handbook of Qualitative Research in Education* (pp. 643-680). Academic Press: San Diego, CA.

Ellis, E. (2016). *The plurilingual TESOL teacher: The hidden language lives of TESOL teachers and why they matter*. Berlin, Germany: de Gruyter.

Ellis, J. (2005). "Place and identity for children in classrooms and schools". *Journal of the Canadian Association for Curriculum Studies, 3(*2), 55-73.

Emin, M. N. (2016). *Türkiye'deki Suriyeli Çocukların Eğitimi: Temel Eğitim Politikaları. [Education of Syrian Children in Turkey: Basic Educational Policies]*, SETA Publications, No.153, İstanbul.

Erdoğan, M. M. (2014). *Syrians in Turkey: Social Acceptance and Integration Research. Executive Summary and Report*. Hacettepe University Migration and Politics Research Center: Ankara.

Eren, A., and Çavuşoğlu, Ç. (2021). "Stigmatisation and othering: The case of Syrian students in Turkish schools". *International Journal of Inclusive Education*. DOI: 10.1080/13603116.2021.1900422

Erikson, E. (1968). *Identity, Youth, and Crisis.* W. W. Norton: New York.

Eyles, J. (1989). The geography of everyday life. In D. Gregory and R. Walford (Eds.), *Horizons in Human Geography* (pp. 102-117). Macmillan: London.

Fisher, L., Evans, M., Forbes, K., Gayton, A., and Liu, Y. (2020). "Participative multilingual identity construction in the languages classroom: A multi-theoretical conceptualization". *International Journal of Multilingualism, 17*(4), 448-466. https://doi.org/10.1080/14790718.2 018.1524896

Foucault, M. (1972). *The Archeology of Knowledge and The Discourse on Language*. Pantheon Books: New York.

Freeman, M., and Mathison, S. (2009). *Researching children's experiences*. Guilford Press: New York.

Frijns, C., Sierens, S., Van Gorp, K., Van Avermaet, P., Sercu, L., and Devlieger, M. (2011). '*t Is goe, juf, die spreekt mijn taal! Wetenschapellijk rapport over talensensibilisering in de Vlaamse onderwijscontext [It is okay, miss, he speaks my language! A scientific report on language awareness in the Flemish educational context]*. University of Leuven and Ghent University: Leuven and Ghent.

Galante, A. (2018). *Plurilingual or monolingual? A mixed methods study investigating plurilingual instruction in an EAP program at a Canadian university* [Unpublished doctoral dissertation]. University of Toronto.

Gao, Y. H. (2007). "Legitimacy of foreign language learning and identity research: Structuralist and constructivist perspectives". *Intercultural Communication Studies XVI* (1), 100-112.

Garcia, O. (2008). Multilingual language awareness and teacher education. In J. Cenoz and N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (2nd ed.) Volume 6: Knowledge about language (pp. 385-400). Springer: New York.

Garcia, O., and Wei, L. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan: New York.

Garcia, O., Barlett, L., and Kleifgen, J. (2007). From biliteracy to pluriliteracies. In P. Auer and W. Li (Eds.), *Handbook of Multilingualism and Multilingual Communication* (pp. 207-228). Berlin, New York: De Gruyter Mouton.

Gaskell, G. (2000). Individual and group interviewing. In M. W. Bauer and G. Gaskell (Eds.), *Qualitative Researching with Text, Image and Sound: A Practical Handbook* (pp. 38-56). Sage.

Genishi, C., and Dyson, A. H. (2009). *Children, Language and Literacy: Diverse Learners in Diverse Times.* Teachers College Press: New York.

Gibbs, G. R. (2007). *Analytic quality and ethics.* London: Sage Publications. https://doi.org/10.4135/9781849208574

Giroux, H. (2001). *Theory and Resistance in Education: Towards a Pedagogy for the Opposition.* Westport, CT: Bergin and Garvey.

Göbel, K., and Vieluf, S. (2014). The effects of language transfer as a resource in instruction. In P. Grommes and A. Hu (Eds.), *Plurilingual Education: Policies, practices, language development* (pp. 181-198). Philadelphia, PA: John Benjamins.

Gogolin, I. (2013). "The "monolingual habitus" as the common feature in teaching in the language of the majority in different countries". *Per Linguam, 13*(2), 38-49.

Greene, J. (1992). "Objectivity in educational research: The practitioner's perspective". *Curriculum Inquiry, 22,* 39-45.

Guba, E. G. (1981). "Criteria for assessing the trustworthiness of naturalistic inquiries". *Educational Communication and Technology Journal, 29,* 75-91.

Gumperz, J. J. (1964). "Linguistic and social interaction in two communities". *American Anthropologist, 66*(6/2), 137-153.

Gün, F., and Atanur Başkan, G. (2014). "New education system in Turkey (4+4+4): A critical look". *Procedia- Social and Behavioral Sciences, 131,* 229-235.

Günay, R., and Aydın, H. (2015). "Inclinations in studies into multicultural education in Turkey: A content analysis study". *Education and Science, 40*(178), 1-22. DOI: 10.15390/EB.2015.3294

Gürsoy, E., Korkmaz, S. Ç., and Damar, A. E. (2013). "Foreign language teaching within 4+4+4 education system in Turkey: Language teachers' voice". *Egitim Arastirmalari- Eurasian Journal of Educational Research, 53/A,* 59-74.

Hall, S. (1992). The question of cultural identity. In S. Hall, D. Held, and T. McGrew (Eds.), *Modernity and its Features* (pp. 273-325). Polity Press: Cambridge, UK.

Hall, S. (2000). Who needs identity? In P. du Gay, J. Evans, and P. Redman (Eds.), *Identity: A Reader* (pp. 15-30). Sage: London.

Halliday, M. A. K. (1978). *Language as Social Semiotic*. Edward Arnold: London.

Halliday, M. A. K. (1993). "Towards a language-based theory of learning". *Linguistics and Education, 5*, 93-116.

Harklau, L. (2011). Approaches and methods in recent qualitative research. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 175-189). Routledge: New York.

Harklau, L., and Moreno, R. (2019). The adolescent English language learner: identities lost and found. In X. Gao (Ed.), *Second Handbook of English Language Teaching* (pp. 601-621). Springer: Cham, Switzerland.

Harvey, D. (1993). From space to place and back again: Reflections on the condition of postmodernity. In J. Bird, B. Curtis, T. Putnam, G. Robertson, and L. Tickner (Eds.), *Mapping the futures: Local cultures, global change* (pp. 3-29). London: Routledge.

Harvey, L. (2011). "Intimate reflections: private diaries in qualitative research". *Qualitative Research, 11*(6), 664-682.

Hawkins, M. (2004). "Researching English language and literacy development in schools". *Educational Researcher, 33*(3), 14-25.

Hawkins, M. R. (2005). "Becoming a student: Identity work and academic literacies in early schooling". *TESOL Quarterly, 39*(1), 59-82.

Hawkins, M. R. (2019). Plurilingual learners and schooling: A sociocultural perspective. In L. C. de Oliveira (Ed.), *The Handbook of TESOL in K-12* (pp. 11-24). Hoboken, NJ: Wiley-Blackwell.

Hay, R. (1988). "Toward a theory of a sense of place". *Trumpeter, 5*(4), 159-164.

Hayward, M. (2017). "Teaching as a primary therapeutic intervention for learners from refugee backgrounds". *Intercultural Education, 28*(2), 165-181. doi:10.1080/14675986.2017.1294391

Hélot, C., Van Gorp, K., Frijns, C., Sierens, S. (2018). Introduction: Towards critical multilingual language awareness for 21st century schools. In *Language Awareness in Multilingual Classrooms in Europe: From Theory to Practice*. C. Hélot, C. Frijns, K. Van Grop, S. Sierens (Eds.). (pp. 1-20) De Gruyter Mouton: Boston, MA.

Holland, D., Lachicotte, W., Skinner, D., and Cain, C. (1998). Identity and Agency in Cultural Worlds. Harvard University Press: Cambridge, MA.

Holloway, S. L. and Valentine, G. (2000). Children's geographies and the new social studies of childhood. In S. L. Holloway and G. Valentine (Eds.), *Children's Geographies: Playing, Living, Learning* (pp. 1-26). Routledge: New York.

Hoover, D. K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., and Closson, K. (2005). "Why do parents become involved? Research findings and implications". *The Elementary School Journal, 106*(2), 105-130. https://doi.org/10.1086 /499194

Hornberger, N. (2000). Multilingual literacies, literacy practices and the continua of biliteracy. In M. Martin-Jones and K. Jones (Eds.), *Multilingual Literacies* (pp. 353-367). Amsterdam, John Benjamins: The Netherlands.

Hu, A. (2018). Plurilingual identities: On the way to an integrative view on language education? In A. Bonnet and P. Siemund (Eds.), *Foreign Language Education in Multilingual Classrooms* (pp. 151- 172). John Benjamins Publishing Company: Hamburg.

Hu, A. (2022). Building a plurilingual identity. In A. Stavans and U. Jessner (Eds.), *The Cambridge Handbook of Childhood Multilingualism* (pp. 491- 514). Cambridge university Press: Cambridge.

Hymes, D. (1972). On communicative competence. In J. Pride and J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Harmondsworth, UK: Penguin.

Ireson, J., and Hallam, S. (2005). "Pupils' liking for school: Ability grouping, self-concept and perceptions for teaching". *British Journal of Educational Psychology, 75*, 297-311.

Irvine, J. T. (2012). “Keeping ethnography in the study of communication”. *Langage et société, 1*(139), 47-66.

Ivankova, N. V., and Creswell, J. W. (2009). Mixed methods (pp. 135-161). In J. Heigham. and R. A. Croker (Eds.). *Qualitative Research in Applied Linguistics: A Practical Introduction*. Palgrave Macmillan: New York.

Jenkins, J. (2009). “English as a lingua franca: interpretations and attitudes”. *World Englishes, 28*(2), 200-207. https://doi.org/10.1111/j.1467-971X.2009.01582.x

Jessner, U., Allgäuer-Hackl, E., and Hofer, B. (2016). “Emerging multilingual awareness in educational contexts: From theory to practice”. *Canadian Modern Language Review, 72*(2), 157-182. https://doi.org/10.3138/cmlr.274600

Jewitt, C., and Kress, G. (Eds.) (2003). *Multimodal Literacy*. Peter Lang: New York.

Johnson, D. W., and Johnson, R. (2003). Student motivation in cooperative groups: Social interdependence theory. In R. Gillies and A. Ashman (Eds.), *Cooperative Learning: The Social and Intellectual Outcomes of Learning in Groups* (pp. 136- 176). Routledge Falmer: New York.

Kamhi, S.L.D., and Osipova, A. V. (2019). Preparing multicultural and multilingual teachers to work with diverse students (pp. 387-403). In L. C. de Oliveira (Ed.). *The Handbook of TESOL in K-12*. Wiley Blackwell: Oxford.

Kellett, M. (2014). Images of childhood and their influence on research. In A. Clark, R. Flewitt, M. Hammersley, and M. Robb (Eds.), *Understanding Research with Children and Young People* (pp. 15-33). Sage Publications: London.

Kendrick, M., and Mckay, R. (2004). “Drawings as an alternative way of understanding young children’s constructions of literacy”. *Journal of Early Childhood Literacy, 4*(1), 109-128.

Kim, H. J. (2015). “A qualitative analysis of rater behavior on an L2 speaking assessment”. *Language Assessment Quarterly, 12*(3), 239-261.

Kirdar, M. G., Koç, İ., and Dayıoğlu, M. (2022). *School Integration of Syrian Refugee Children in Turkey*. Discussion Paper Series CDP 17/22. London: CReAM (Centre for Research and Analysis of Migration).

Kirişçi, K. (2014). *Syrian Refugees and Turkey's Challenges: Going Beyond Hospitality*. Brookings: Washington, DC.

Kırkgöz, Y. (2005). English language teaching in Turkey: challenges for the 21st century. In G. Braine (Ed.) *Teaching English to the World: History, Curriculum, and Practice* (pp. 159-175). Lawrence Erlbaum Associates: Mahwah.

Kırkgöz, Y. (2007). "English language teaching in Turkey: policy changes and their implementations". *RELC Journal, 38*(2), 216-228. https://doi.org/10.1177/0033688207079696

Kırkgöz, Y. (2009). "Globalization and English language policy in Turkey". *Educational Policy*, *23*(5), 663-684. https://doi.org/10.1177/0895904808316319

Kolbe, R. H., and Burnett, M. S. (1991). "Content-analysis research: An examination of applications with directives for improving research reliability and objectivity". *Journal of Consumer Research, 18*, 243-250. http://www.jstor.org/stable/2489559

KONDA (2006). Toplumsal yapı araştırması: biz kimiz? Erişim adresi: https://konda.com.tr/uploads/2006-09-konda-toplumsal-yapi-e06eae581afa97f4a6acc01606f55f9f4f8a3a44797a2401c11b16aca4f34aec.pdf

Koser, A.S., and Simsek, D. (2018). "The politics of Syrian refugees in Turkey: a question of inclusion and exclusion through citizenship". *Social Inclusion, 6(*1), 176-187. DOI: https://doi.org/10.17645/si.v6i1.1323

Kramsch, C. (2000). Social discursive constructions of self in L2 learning. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 133-154). Oxford University Press: Oxford.

Kramsch, C. J. (2013) "Afterword", in B. Norton, *Identity and Language Learning: Extending the Conversation* (2nd ed.) (pp. 192- 201). Multilingual Matters: Bristol.

Kress, G. and van Leeuwen, T. (2002). “Colour as a semiotic mode: Notes for a grammar of colour”. *Visual Communication, 1*(3), 343-368. doi:10.1177/147035720200100306.

Kress, G., and van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*. Routledge: London.

Krippendorff, K. (2013). *Content Analysis: An Introduction to its Methodology* (3rd ed.). Sage: Los Angeles.

Krumm, H. J. (2011). Multilingualism and subjectivity: language portraits by multilingual children (pp. 101-104). In G. Zarate, D. Lévy, and C. Kramsch (Eds.). *Handbook of Multilingualism and Multiculturalism* Archives Comtemporaines: Paris.

Krumm, H-J., and Jenkins, E-M. (2001). *Kinder und ihre sprachen- lebendige mehrsprachigketi: Sprachenportraits [Children and their language- living multilingualism: Language Portraits]*. Wiener Verlags Werkstatt für Interkulturelles Lernen und Deutsch als Fremdsprache: Vienna.

Kubota, R. (2016). “The multi/plural turn, postcolonial theory, and neoliberal multiculturalism: Complicities and implications for applied linguistics”. *Applied Linguistics, 37*(4), 474-494. https://doi.org/10.1093/applin/amu045

Küppers, A., and Yağmur, K. (2014). *Why Multilingual Matters: Alternative Change Agents in Langauge Education Policy*. Policy Center and Sabancı University, Stiftung Mercator Initiative: İstanbul.

Kurasaki, K. S. (2000). “Intercoder reliability for validating conclusions drawn from open-ended interview data”. *Field Methods, 12*, 179-194. https://doi.org/10.1177/1525822X0001200301

Kymlicka, W. (2001). *Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship*. Oxford University Press: Oxford.

Labov, W. (1972). *Sociolinguistic Patterns*. University of Pennsylvania Press: Philadelphia.

Lakoff, G., and Johnson, M. (1980). *Metaphors We Live by*. University of Chicago Press.

Lakoff, G., and Johnson, M. (1999). *Philosophy in the Flesh: The Embodied Mind and its Challenge to Western Though.* Basic Books: New York.

Lamb, T. E. (2011). "Fragile identities: exploring learner identity, learner autonomy and motivation through young learners' voices". *Canadian Journal of Applied Linguistics, 14*(2), 68-85.

Landis, J. R., and Koch, G. G. (1977). "The measurement of observer agreement for categorical data". *Biometrics, 33*, 159-174. https://doi.org/10.2307/2529310

Langer, S. (1948). *Philosophy in a New Key. A Study in the Symbolism of Reason, Rite, and Art.* New American Library: New York.

Langhout, R. D. (2003). "Reconceptualizing quantitative and qualitative methods: A case study dealing with place as an exemplar". *American Journal of Community Psychology*, *32*(3/4), 229-244.

Larsen-Freeman, D., and Cameron, L. (2008). *Complex Systems and Applied Linguistics*. Oxford University Press: Oxford.

Lawshe, C. H. (1975). "A quantitative approach to content validity". *Personnel Psychology, 28*, 563-575.

Leeman, J. (2015). "Heritage language education and identity in the United States". *Annual Review of Applied Linguistics, 35,* 100-119. https://doi.org/10.1017/S0267190514000245

Lew, S., Yang, A. H., and Harklau, L. (2018). Qualitative methodology (pp. 79-103). In A. Phakiti, P. de Costa, L. Plonsky, and S. Starfield (Eds.). *The Palgrave Handbook of Applied Linguistics Research Methodology*. Palgrave Macmillan: London, UK.

Lincoln, Y. S., and Guba, E. A. (1985). *Naturalistic inquiry*. Sage: Beverly Hills, CA:

Lipsky, M. (1980). *Street Level Bureaucracy: Dilemmas of the Individual in Public Service.* New York: Russell Sage Foundation.

Lombard, M., Snyder-Duch, Bracken, C.C. (2002). "Content analysis in mass communication: Assessment and reporting of intercoder reliability". *Human Communication Research, 28*(4), 587-604.

Lüdi, G., and Py, B. (2009). "To be or not to be … a plurilingual speaker". *International Journal of Multilingualism, 6*(2), 154-167. DOI: 10.1080/14790710902846715

Lujic, R. (2019). I participate; therefore, I am (and I learn): researching learners' multilingual identity in the multilingual school context. *Sustainable Multilingualism, 19*, 1-18.

Luke, A. (2009). Race and language as capital in school: A sociological template for language-education reform. In R. Kubota and A. M. Y. Lin (Eds.), *Race, Culture, and Identities in Second Language Education: Exploring Critically Engaged Practice* (pp. 286-308). London, England: Routledge.

Mackey, A., and Gass, S. M. (2005). *Second Language Research: Methodology and Design.* Mahwah, Lawrence Erlbaum Associates, Inc: New Jersey.

Marchessou, A. (2013). Bilingual Children's Identity Formation In The Context Of A Bilingual Primary School. Master's thesis. The University of Melbourne, Faculty of Arts, Melbourne.

Markus, H., and Nurius, P. (1986). "Possible selves". *American Psychologist, 41*(9), 954-969. https://doi.org/10.1037/0003-066X.41.9.954

Marshall, C. (1990). Goodness criteria: Are they objective or judgment calls? In E. G. Guba (Ed.), *The paradigm dialog* (pp. 188-197). Sage: Newbury Park, CA.

Marshall, S., and Moore, D. (2013). 2B or not 2B plurilingual? Navigating languages literacies, and plurilingual competence in postsecondary education in Canada. *TESOL Quarterly, 47*(3), 472-499. doi: 10.1002/tesq.111

Martin, B. (2012). "Coloured language: identity perception of children in bilingual programmes". *Language Awareness, 21*(1-2), 33-56.

Martin, J.M., and Heller, M. (1996). "Education in multilingual settings: Discourse, identities, and power". *Linguistics and Education, 8*, 3-16.

Maxwell, J. A. (1992). “Understanding and validity in qualitative research”. *Harvard Educational Review, 62*, 279-299.

Maxwell, J. A. (2010). “Using numbers in qualitative research”. *Qualitative Inquiry, 16*(6), 475-482.

May, S. (2014). Introducing the “Multilingual Turn”. In S. May (Ed.), *The Multilingual Turn: Implications for SLA, TESOL and bilingual education* (pp. 1-6). Routledge: New York.

Mayring, P. (2000). “Qualitative content analysis”. *Forum: Qualitative Social Research, 1*(2), 1-10.

McKinney, C., and Norton, B. (2008). Identity in language and literacy education. In B. Spolsky and F. Hult (Eds.), *The Handbook of Educational Linguistics* (pp. 192-205). Blackwell: London.

Mead, G. H. (1934). *Mind, Self, and Society: From the Standpoint of a Social Behaviorist*. Chicago, IL: The University of Chicago Press.

Melo, P. S. (2015). “Multilingual awareness and heritage language education: Children’s multimodal representations of their multilingualism”. *Language Awareness, 24*(3), 197-215. doi:10.1080/09658416.2015.1072208.

Melo, P. S. (2017). “Drawing the plurilingual self: how children portray their plurilingual resources”. *International Review of Applied Linguistics in Language Teaching, 55*(1), 41-60. doi:10.1515/iral-2017-0006.

Melo, P. S. (2021). From TESOL to TOLSE: Plurilingual repertoires at the heart of language learning and teaching. In K. Raza, C. Coombe, and D. Reynolds (Eds.), *Policy Development in TESOL and Multilingualism: Past, Present and the Way Forward* (pp. 245-256). Singapore: Springer.

Melo-Pfeifer, S., and Schmidt, A. (2012). Linking 'Heritage Language' education and plurilingual repertoires development: Evidences from drawings of Portuguese pupils in Germany. In *L1-Educational Studies in Language and Literature*. Vol. 12, Contribution to plurilingual and intercultural education, a special issue guest-edited by Mike Byram, Mike Fleming, and Irene Pieper, 1-30. doi:10.17239/L1ESLL-2012.02.11.

Merleau, P. M. (1962). *Phenomenology of Perception*. Routledge and Kegan Paul: London.

Mey, J. (1986). *Whose Language?* John Benjamins: Amsterdam.

Miller, S. M. (2007). "English teacher learning for new times: digital video composing as multimodal literacy practice". *English Education*, *40*(1), 64-83.

Mittelmeier, J., Rienties, B., Zhang, K. Y., and Jindal-Snape, D. (2021). Using diaries in mixed methods designs: Lessons from a cross-institutional research project on doctoral students' social transition experiences. In X. Cao and E. F. Henderson (Eds.) *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges* (pp. 15-29). London: Routledge.

Moore, D., and Gajo, L. (2009). "Introduction-French voices on plurilingualism and pluriculturalism: theory, significance, and perspectives". *International Journal of Multilingualism, 6*(2), 137-153. DOI: 10.1080/14790710902846707

Morgan, B. (2007). Poststructuralism and applied linguistics: Complementary approaches to identity and culture in ELT. In J. Cummins and C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 1033-1052). Springer: New York.

Nasir, N. S. and Cooks, J. (2009). "Becoming a hurdler: how learning settings afford identities". *Anthropology and Education Quarterly, 40*(1), 41-61. doi:https://doi.org/10.1111/j.1548-1492.2009.01027.x.41

Neuendorf, K. A. (2017). *The content analysis guidebook.* (2nd ed.) Sage: Thousand Oaks, CA.

New London Group. (1996). "A pedagogy of multiliteracies: designing social futures". *Harvard Educational Review, 66,* 60-92.

North, B. (2014). *The CEFR in Practice.* Cambridge University Press: Cambridge, UK.

Norton, B. (2001). Non-participation, imagined communities, and the language classroom. In M. Breen (Ed.), *Learner Contributions to Language Learning: New Directions in Research* (pp. 159-171). Pearson Education Limited: London, UK.

Norton, B. (2010). Language and identity. In N. H. Hornberger and S. L. McKay (Eds.), *Sociolinguistics and Language Education* (pp. 349-369). Multilingual Matters: Bristol, UK.

Norton, B. (2013). *Identity and Language Learning: Extending the Conversation* (2nd ed.). Multilingual Matters: Bristol.

Norton, B. (2014). Identity, literacy, and the multilingual classroom. In S. May (Ed.), *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education* (pp. 103-123). Routledge: New York.

Norton, B. (2017). Learner investment and language teacher identity. In G. Barkhuizen (Ed.), *Reflections on Language Teacher Identity Research* (pp. 80-86). Routledge: New York.

Norton, B. (2018). Identity and investment in multilingual classrooms. In A. Bonnet and P. Siemund (Eds.), *Foreign Language Education in Multilingual Classrooms* (pp. 237-254). John Benjamins Publishing Company: Hamburg.

Norton, B., and Pavlenko, A. (2019). Imagined communities, identity, and English language learning in a multilingual world. In X. Gao (Ed.), *Second Handbook of English Language Teaching* (pp. 703-719). Springer: Cham, Switzerland.

Norton, B., and Toohey, K. (2001). "Changing perspectives on good language learners". *TESOL Quarterly, 35*(2), 307-322.

Norton, B., and Toohey, K. (2011). "Identity, language learning, and social change". *Language Teaching, 44*(4), 412-446. DOI: https://doi.org/10.1017/S0261444811000309

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge University Press: Cambridge, UK.

O'Byrne, B. (2003). "The paradox of cross-age, multicultural collaboration". *Journal of Adolescent and Adult Literacy, 47*, 50-63.

O'Connor, C., and Joffe, H. (2020). "Intercoder reliability in qualitative research: Debates and practical guidelines". *International Journal of Qualitative Methods, 19*, 1-13. DOI: 10.1177/1609406919899220

Olson, J. D., McAllister, C., Grinnell, L. D., Gehrke Walters, K., and Appunn, F. (2016). "Applying constant comparative method with multiple investigators and inter-coder reliability". *The Qualitative Report, 21*(1), 26-42. https://doi.org/10.46743/2160-3715/2016.2447

Öpengin, E. (2012). "Sociolinguistic situation of Kurdish in Turkey: Sociopolitical factors and language use patterns". *International Journal of the Sociology of Language, 217*, 151-180. DOI: https://doi.org/10.1515/ijsl-2012-0053

Orellana, M. F., Thorne, B., Chee, A., and Lam, W. S. E. (2001). "Transnational childhoods: The participation of children in processes of family migration". *Social Problems, 48*, 572-591.

Ozer, Y., Komsuoglu, A., and Atesok, Z. O. (2017). "One common future, two education systems: The case of Syrian children of Istanbul". *European Education, 49*, 114-132. doi:10.1080/ 10564934.2017.1328268

Paat, Y. (2013). "Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory". *Journal of Human Behavior in the Social Environment, 23*, 954-966. DOI: 10.1080/10911359.2013.800007

Pak, S. (2004). "Articulating the boundary between secularism and Islamism: The Imam-Hatip schools of Turkey". *Anthropology and Education Quarterly*, 35(3), 324-344.

Patton, M. Q. (1999). "Enhancing the quality and credibility of qualitative analysis". *Health Service Research, 34*(5 Pt 2), 1189-1208.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). Sage: London.

Pauwels, A. (2014). "The teaching of languages at university in the context of super diversity". *International Journal of Multilingualism, 11*(3), 307-319.

Pavlenko, A., and Blackledge, A. (2004). Introduction: New theoretical approaches to the study of negotiation of identities in multilingual contexts. In A. Pavlenko and A. Blackledge (Eds.), *Negotiation of Identities in Multilingual Contexts* (pp. 1-33). Multilingual Matters: Clevedon.

Pavlenko, A., and Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 155- 178). Oxford University Press: Oxford.

Pennycook, A. (2001). *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum: Mahwah, NJ.

Pennycook, A. (2010). *Language as a local practice.* Routledge: London, England.

Phillips, D. C. (1987). "Validity in qualitative research: Why the worry about warrant will not wane". *Educational and Urban Society, 20*, 9-24.

Phillipson, R. (2018). Linguistic imperialism. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1-7). John Wiley and Sons, Ltd. DOI: 10.1002/9781405198431.wbeal0718.pub2

Piccardo, E. (2013). "Plurilingualism and curriculum design: Towards a synergic vision". *TESOL Quarterly, 47*(3), 600-614. https://doi.org/10.1002/tesq.110

Piccardo, E. (2018). Plurilingualism: Vision, conceptualization, and practice. In P. P. Trifonas and T. Aravossitas (Eds.), *International Handbook on Research and Practice in Heritage Language Education* (pp. 207-226). Springer: Toronto.

Piccardo, E., and Puozzo Capron, I. (2015). "Introduction. From second language pedagogy to the pedagogy of 'plurilingualism': a possible paradigm shift?". *The Canadian Modern Language Review, 71*(4), 317-323.

Pickel, T., and Hélot, C. (2014). “Because it is my life, and I’m the one who makes choices”- Newcomers in the French education system and career guidance. In P. Grommes and A. Hu (Eds.), *Plurilingual Education: Policies, practices, language development* (pp. 161-180). John Benjamins: Philadelphia, PA.

Piller, I. (2016). *Linguistic Diversity and Social Justice.* Oxford University Press: Oxford.

Pinho, A. S., and Andrade, A. I. (2009). “Plurilingual awareness and intercomprehension in the professional knowledge and identity development of language student teachers”. *International Journal of Multilingualism, 6*(3), 313-329.

Popay, J., Rogers, A., and Williams, G. (1998). “Rationale and standards for the systematic review of qualitative literature in health services research”. *Qualitative Health Research, 8*, 341-351.

Popping, R. (1988). On agreement indices for nominal data (pp. 90-105). In W. E. Saris and I. N. Gallhofer (Eds.) *Sociometric Research: Volume 1, Data Collection and Scaling*. St Martin’s: New York.

Porto, M. (2007). “Learning diaries in the English as a foreign language classroom: A tool for accessing learners’ perceptions of lessons and developing learner autonomy and reflection”. *Foreign Language Annals, 40*(4), 672-696.

Prasad, G. (2014). “Portraits of plurilingualism in a French international school in Toronto: Exploring the role of visual methods to access students’ representations of their linguistically diverse identities”. *The Canadian Journal of Applied Linguistics, 17*(1), 51-77.

Prasad, G. (2015). The Prism Of Children’s Plurilingualism: A Multi-Site Inquiry With Children As Co-Researchers Across English And French Schools In Toronto And Montpellier [Unpublished Doctoral Dissertation]. University Of Toronto.

Qaddour, K. (2017). *Educating Syrian Refugees in Turkey.* Carnegie Endowment for International Peace: Washington, DC.

Refugees Association (2023). Number of Syrians in Turkey. Access date: 05.05.2024, https://multeciler.org.tr/eng/number-of-syrians-in-turkey/.

Relph, E. C. (1993). Modernity and the reclamation of place. In D. Seamon (Ed.), *Dwelling, Seeing, and Designing: Toward a Phenomenological Ecology* (pp. 25-40). State University of New York Press: New York.

Reyes, I., and Azuara, P. (2008). "Emergent biliteracy in young Mexican immigrant children". *Reading Research Quarterly, 43*, 374-398.

Reynolds, J. F., and Orellana, M. F. (2009). "New immigrant youth interpreting in white public space". *American Anthropologist, 111*, 211-223.

Ricento, T. (2005). Considerations of identity in L2 learning. In E. Hinkel (ed.) *Handbook of Research on Second Language Teaching and Learning* (pp. 895-911). Mahwah, NJ: Lawrence Erlbaum Associates.

Richardson, L. (2000). Writing: A method of inquiry (pp. 923-943). In N. K. Denzin and Y. S. Lincoln (Eds.) *Handbook of Qualitative Research (2nd ed.)*. Thousand Oaks, CA: Sage Publications.

Riessman, C. K. (2007). *Narrative Methods for the Human Sciences.* Sage Publications: Thousand Oaks, CA.

Ruiz, R. (1984). "Orientations in language planning". *NABE Journal, 8*(2), 15-34. https://doi.org/10. 1080/08855072.1984.10668464

Rutgers, D., Michael, E., Fisher, L., Forbes, K., Gayton, A., and Liu, Y. (2021). Multilingualism, multilingual identity and academic attainment: Evidence from secondary schools in England. Journal of Language, Identity and Education. DOI: https://doi.org/10.1080/15348458.2021.1986397

Salomone, R. C. (2010). *True American: Language, Identity, and the Education of Immigrant Children*. Harvard University Press: The USA.

Sandelowski, M. (1993). "Rigor or rigor mortis: The problem of rigor in qualitative research revisited". *Advances in Nursing Science, 16*,1-8.

Seidlhofer, B. (2001). "Closing a conceptual gap: the case for a description of English as a lingua franca". *International Journal of Applied Linguistics, 11*, 133-158.

Sheldon, S. B. (2007). “Improving student attendance with school, family, and community partnerships”. *The Journal of Educational Research, 100*(5), 267-275. https://doi.org/10.3200/JOER.100.5.267-275

Shenton, A. K. (2004). “Strategies for ensuring trustworthiness in qualitative research projects”. *Education for Information, 22*, 63-75.

Simard, D. (2004). “Using diaries to promote metalinguistic reflection among elementary school students”. *Language Awareness, 13*, 34-48.

Singletary, M. W. (1993). *Mass communication research: Contemporary methods and applications*. Addison-Wesley: Boston.

Skutnabb, K.T. (2000). *Linguistic Genocide in Education or Worldwide Diversity and Human Rights?* Erlbaum.

Slavin, R. E. (1994). *Educational Psychology.* Allyn and Bacon: Boston.

Slootman, M. (2018). *Ethnic Identity, Social Mobility and the Role of Soulmates*. IMISCOE: Springer.

Soares, C. T., Duarte, j., and Günther-van der Meij, M. (2021). “Red is the colour of the heart’: making young children’s multilingualism visible through language portraits”. *Language and Education, 35*(1), 22-41. DOI: 10.1080/09500782.2020.1833911

Stanley, K., and Kuo, N. (2022). “It takes a village”: Approaching the development of school-family-community partnerships through Bronfenbrenner’s socio-ecological perspectives. *Journal of Human Sciences and Extension, 10*(1), 1-14. https://doi.org/10.54718/CQBW6379

Storto, A. (2022). “To be multilingual means…’: exploring a participatory approach to multilingual identity with schoolchildren”. *International Journal of Multilingualism*. https://doi.org/10.1080/14790718.2022.2082441

Stratilaki, S. (2012). “Plurilingualism, linguistic representations and multiple identities: Crossing the frontiers”. *International Journal of Multilingualism, 9*(2), 189-201. http://dx.doi.org/10.1080/14790718.2011.644559

Suarez, O. C., and Suare, O. M. M. (2002). *Children of Immigration*. Harvard University Press: Massachusetts.

Szente, J., Hoot, J., and Taylor, D. (2006). “Responding to the special needs of refugee children: Practical ideas for teachers”. *Early Childhood Education Journal, 34*(1), 15-20. doi:10.1007/s10643-006-0082-2

Tabouret, K.A. (1997). "Language and identity. In F. Coulmas (Ed.), *The Handbook of Sociolinguistics* (1st ed.) (pp. 315-326). Blackwell Publishing: Oxford.

Tashakkori, A., and Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches.* Applied social research methods series, 46. Sage Publications: Thousand Oaks, CA.

Taşkın, P., and Erdemli, Ö. (2018). “Education for Syrian refugees: Problems faced by teachers in Turkey”. *Eurasian Journal of Educational Research, 75*, 155-178. DOI: 10.14689/ejer.2018.75.9.

The Douglas Fir Group (2016). “A transdisciplinary framework for SLA in a multilingual world”. *The Modern Language Journal, 100*, 19-47. DOI: 10.1111/modl.12301

Thomson, P. (Ed.) (2008). *Doing Visual Research with Children and Young People.* Routledge: New York.

Thorne, S. (1997). The art (and science) of critiquing qualitative research. In J. M. Morse (Ed.), *Completing a Qualitative Project: Details and Dialogue* (pp. 117-132). Sage: Thousand Oaks, CA.

Tösten, R., Toprak, M., and Kayan, M. S. (2017). “An investigation of forcibly migrated Syrian students at Turkish public schools”. *Universal Journal of Educational Research, 5*(7), 1149-1160. doi:10.13189/ujer.2017.050709

TÜİK (Turkish Statistical Institute). (2023). *Gross Domestic Product by Provinces, 2022*. Retrieved from data.tuik.gov.tr.

Ünal, G. M. (2019). “Looking through the multicultural glass: Re-examination of Syrian refugee children education in Turkey”. *Eurasian Journal of Applied Linguistics, 5*(2), 303-322. DOI: 10.32601/ejal.599275

Ünal, G. M., and Dixon, L. Q. (2021). An overview of Turkey’s policy development in TESOL and multilingualism. In K. Raza, C. Coombe, and D. Reynolds (Eds.), *Policy Development in TESOL and Multilingualism: Past, Present and the Way Forward* (pp. 257-270). Singapore: Springer.

UNESCO. (2024). World Atlas of Languages. Retrieved February 1, 2024 from https://en.wal.unesco.org/countries/türkiye.

UNHCR. (2023). *Global Trends Report 2022.* Retrieved from https://www.unhcr.org/global-trends.

UNHCR. (2024). Retrieved February 1, 2024, from https://www.unhcr.org/tr/en.

Van Ausdale, D., and Feagin, J. R. (2001). *The First R: How Children Learn Race and Racism.* New York, NY: Rowman and Littlefield.

Van Lier, L. (2008). Agency in the classroom. In J. P. Lantolf and M. E. Poehner (Eds.) *Sociocultural Theory and the Teaching of Second Languages* (pp. 163-186). London: Equinox.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Harvard University Press: Cambridge, MA.

Weedon, C. (1987/1997). *Feminist Practice and Poststructuralist Theory* (2nd ed.). Blackwell: London.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

Whittemore, R., Chase, S. K., and Mandle, C. L. (2001). “Validity in qualitative research”. *Qualitative Health Research, 11*(4), 522-537.

Young, A. (2014). Looking through the language lens: Monolingual taint or plurilingual tint? In J. Conteh and G. Meier (Eds.), *The Multilingual Turn: Opportunities and Challenges* (pp. 89-109). Multilingual Matters: Bristol, UK.

APPENDICES

APPENDIX 1

THE LANGUAGE PORRAIT



retrieved from heteroglossia.net

APPENDIX 2

THE LANGUAGE QUESTIONNAIRE

Anket **Öğrenci no: …… Sınıf: …….**
1 Hangi dili veya dilleri konuşabiliyorsun?
2 Hangi dilde kendini en iyi ifade edebiliyorsun?
3 Ailendeki herkesin karşısına konuşabildikleri tüm dilleri sıralar mısın? Sen…….. Annen…….. Baban…….. Kardeş(ler)in…….. Varsa diğer aile üyeleri……..…
4 Okulda birisi olumsuz bir şey söylediği için, konuştuğun dil yüzünden hiç kendini kötü hissettin mi?
5 Konuşabildiğin diller arasından, en sevdiğin dil veya diller hangisi? Neden?
6 Özellikle çok sevdiğin bir dil var mı? Hangisi? …… Neden? ……..
7 Dil portesi çalışmasında, bildiğin ya da öğrenmek istediğin dilleri hangi renklerle boyadın? Ve vücudun hangi bölgelerine yerleştirdin? Neden? Açıklar mısın? Eklemek istediğin başka bir şey var mı? …… ……

Martin (2012)'den adapte edilmiştir.

APPENDIX 3

THE INTERVIEW QUESTIONS WITH ENGLISH TEACHERS

Part 1. Demographic information:

1 Age:

2 Gender:

3 What is your mother tongue?

4 Which languages do you know? How would you define your competency in those?

5 Where were you born? In which cities have you lived so far? For how long?

6 How long have you been teaching English? Where have you worked so far?

7 Which graders do you teach this year? Which graders have you taught so far?

Part 2. Interview questions for English teachers

1 Are you familiar with the terms 'plurilingualism' and 'pluriculturalism'? If so, how would you define them?

2 Do you think the curriculum you follow promote plurilingualism/pluriculturalism? Elaborate on it please.

3 Do you promote plurilingualism/pluriculturalism as a teacher in your classes? Elaborate on it please.

4 Do you create or modify your lessons in consideration of diversity* /non-Turkish students in your classes? If yes, how? If no, why not?

5 In your English classes, is having plurilingual students an asset or hindrance? Elaborate on it please.

6 Do you think plurilingualism/pluriculturalism is

a) necessary
b) applicable

in your context? Why (not)?

7 Have you ever experienced a critical incident caused by diversity* in your classes? Give details please.

8 What would be your advice to a new graduate of ELT who will have plurilingual students in his/her classroom?

**'Diversity' in the classroom refers to differences in social identities including gender, nationality, ethnicity, religion, socioeconomic status, etc.*

APPENDIX 4

THE INTERVIEW QUESTIONS WITH STUDENTS

A. Demographic information:

1. Where are you from? Where were you born?
2. Where are your mother and father from? What do they do? Do they work? If yes, where? Which language(s) do they know?
3. How many siblings do you have? Where were they born? Details regarding age, education level, language competency, etc.
4. Is there anyone else who live with you? Details regarding age, relationship, occupation, language competency, etc.
5. Where do you live? How long have you been living there?
6. Do you like where you live? Why(not)?

B. Languages :

7. Which language(s) do you know? In which language can you express yourself best? Which language do you like most? Why?
8. Would you like to speak Kurdish or Arabic? Why(not)?
9. How do you feel when/if people around you speak a language that you do not know?

C. Languages and English:

10. Do you like learning English? Why(not)? What is your favorite activity in English classes? Why?
11. What are the advantages and disadvantages of knowing a different language except Turkish? Do you feel its advantages or disadvantages in English classes?

D. Plurilingualism and pluriculturalism:

12. Do you feel yourself as a plurilingual/pluricultural person?
13. As a non-Turkish student,
    a. in this school and
    b. in English classes

    what kind of opportunities and challenges do you experience?

E. Relationships:

14. Do you have Turkish/non-Turkish friends? Do you get on well with students from different backgrounds?
15. Have you ever experienced a language-based problem in or out of school? Explain please.

F. Language portraits and diaries:

16. Further questions specific to the student's language portrait and/or diary.

Is there anything that you want to ask or add?

Thank you for your participation.

APPENDIX 5

THE CLASSROOM OBSERVATION SHEET

Date:	**Classroom:**	**Subject/Topic/Skill:**
Time:	**Observee:**	

KEY: NO (not observed) O (observed) PO (partially observed)

NO	**ITEMS**	**NOTES**
	STUDENTS	
1	Students appear engaged with the lesson.	
2	Students show respect to the teacher.	
3	Students show respect to their friends.	
4	Students can follow the teacher's instructions.	
5	Students use translanguaging.	
6	Students learn about their classmates' cultural and linguistic background.	
7	Students use their mother tongues while working in groups.	
8	Students use their mother tongues when they pose a question to the teacher.	
	TEACHER	
9	Teacher monitors the class.	
10	Teacher shows respect to each student.	
11	Teacher provides a positive learning environment.	
12	Teacher uses multiethnic photos, pictures, and props.	
13	Teacher encourages students to draw on their linguistic repertoire/resources.	
14	Teacher encourages students to draw on their cultural repertoire.	
15	Teacher compares the languages/cultures.	
16	Teacher uses translanguaging.	
17	Teacher asks students to make connections with their lives.	
18	Teacher values cultural diversity.	
19	Teacher uses multimodalities while teaching.	
20	Teacher mediates between students.	
21	Teacher exploits paralinguistics (mime, gesture, facial expressions, etc.)	
22	Teacher exploits all available linguistic and cultural resources to communicate.	
23	Teacher raises students' awareness of the plurality of their linguistic and cultural experiences.	
24	Teacher develops practical ways of integrating pluralistic approaches into the classroom.	
25	Teacher helps students to capitalize on their knowledge and experiences when learning English.	
	LEARNING ENVIRONMENT	

26	The images/pictures and resources used in the classroom appear to represent a diversity of people, cultures, and perspectives.	
27	There is an inclusive learning environment in which all languages, including all home languages, are valued.	

APPENDIX 6

THE LEARNER DIARY

1- Bugün İngilizce dersinde işlenen konuyu anladın mı? Cevabın hayır ise, neden?
2- Bugün derste kültür (kutlamalar, gelenek, görenekler, vs gibi) ile ilgili bir şeyler öğrendin mi? Ne öğrendin?
3- Bugün derste hiç İngilizce konuştun mu? Nasıldı?
4- Bugün okulda Türkçe veya İngilizce dışında başka hangi dilleri kullandın? Anlatır mısın? Neden, kiminle ve ne kadar süreyle bu dili kullandın?
5- Bugün okulda hoşuna giden bir şeyler oldu mu? Açıklar mısın?
6- Bugünkü İngilizce dersini sevdim çünkü…
7- Bugün İngilizce dersi eğlenceliydi/ilgi çekiciydi çünkü…
8- Bugün İngilizce dersinde en çok sevdiğim aktivite…

APPENDIX 7

ETHICS COMMITTEE APPROVAL

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma Etik Kurulu

Sayı : E-84026528-050.01.04-2200250256 21.10.2022
Konu : Başvuru İncelenmesi

Sayın Leyla DENİZ ERTAŞOĞLU

Yürütücülüğünüzü yapmış olduğunuz 2022-YÖNP-0782 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 20.10.2022 tarih ve 17/14 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 14- Sorumlu yürütücülüğünü **Dr. Öğr. Üyesi Mustafa TEKİN**'in yaptığı ve proje araştırmacısı **Leyla DENİZ ERTAŞOĞLU** tarafından gerçekleştirilen "Çocukların çokdilli kimlik portreleri: Dil repertuarlarının cesaretlendirilmesi/zenginleştirilmesi" başlıklı araştırmanın, ilgili **kurumun ve veli izninin alınması**, Bilimsel Araştırmalar Etik Kuruluna sunulması koşulu ile Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.