REPUBLIC OF TÜRKİYE

ÇANAKKALE ONSEKİZ MART UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

THE PERCEPTIONS AND CLASSROOM PRACTICES OF EFL INSTRUCTORS AND STUDENTS REGARDING TRANSLANGUAGING

PhD DISSERTATION

SENANUR ÇINAR

Supervisor

PROF. DR. DİNÇAY KÖKSAL

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T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Senanur ÇINAR tarafından Prof. Dr. Dinçay KÖKSAL yönetiminde hazırlanan ve 26/08/2024 tarihinde aşağıdaki jüri karşısında sunulan "The Perceptions and Classroom Practices of EFL Instructors and Students Regarding Translanguaging" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı'nda DOKTORA TEZİ olarak oy birliği ile kabul edilmiştir.

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ETHICAL STATEMENT

In this dissertation, which I prepared in accordance with the Çanakkale Onsekiz Mart University Graduate Education Institute Thesis Writing Rules; I have obtained the data, information and documents that I 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 rules of scientific ethics and morality, I have cited all the studies I have referred in the dissertation with the appropriate references, I have not made any changes in the data used. I hereby declare that the work that I present in this dissertation is original, and I undertake and declare that I accept any loss of rights that may arise against me.

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(İmza)

Senanur ÇINAR

26/08/2024

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Senanur ÇINAR

Çanakkale, August 2024

ÖZET

İNGİLİZCE ÖĞRETİM ELEMANLARI VE ÖĞRENCİLERİNİN DİLLER ARASI GEÇİŞLİLİK KONUSUNDA ALGILARI VE SINIF UYGULAMALARI

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Dil eğimi bağlamındaki dinamik yapı ile birlikte, yeni paradigmalar artık dil çeşitliliğini benimsemeye başlamıştır. Özellikle yabancı dil olarak İngilizcenin küreselleşmesiyle, modern sınıflar artık geleneksel dil eğitimindeki yaklaşımların yeniden gözden geçirilmesini gerektiren çok dilli ve çok kültürlü yaklaşımlarla nitelendirilmektedir. Tek dilli ideolojilerin bu bağlamlardaki dil çeşitliliğini kısıtlamış olduğu gerçeği ise giderek daha da belirgin hale gelmiştir (Garcia, 2009). Yeni bir pedagojik yaklaşım olarak 'diller arası geçişlilik', öğrencilerin sınıflara getirdiği kendi dil repertuarlarını benimseyip bunu bir öncelik haline getirerek dil öğrenimini geliştirmek için onların çok dilli altyapısından yararlanır. Bu doğrultuda, bu çalışmanın temel amacı, yükseköğretim seviyesindeki İngilizce öğretmen ve öğrencilerin diller arası geçişlilik kavramını nasıl algıladıklarını ve bu kavramı nasıl kullandıklarını ortaya koymaktır. Bunun için, çalışmada hem nitel hem de nicel araştırma yöntemleri yoluyla sınıf gözlemleri, yarı yapılandırılmış görüşmeler ve kapalı uçlu anketler kullanılmıştır. Sınıf gözlemleriyle başlayan bu çalışmanın sonucuna göre öğretmen ve öğrenciler dil geçişliliği pedagojisini ödevleri netleştirmek, birbirlerine yardımcı olmak, üstdile ait anlayışlarını dile getirmek, dilleri belli bir söylemde bir arada kullanmak ve yazı taslağı hazırlarken ana dilden yararlanmak için kullanmaktadır. Anket sonuçlarına göre ise, her ne kadar az sayıda katılımcı gerekli görse de, çoğu öğrenci sınıflarda sadece İngilizce kullanmaya olumlu bakmadı ve İngilizcenin kullanılma miktarının dil gelişimine bağlı olmadığını dile getirmişlerdir. Üstelik görüşmelerde

öğrenciler diller arası geçişliliğin bir kolaylık hissi, iletişimin anlaşılması, kültürler arası bir köprü, dil esnekliğine destek, kaygı hafifletme, otantik bir öğrenme süreci ve kapsayıcı bir öğrenme ortamı olarak işe yaradığını da belirtmişlerdir. Ayrıca, öğrenciler sınıflarda, özellikle birlikte çalışırken, gerektiğinde ana dillerinin kullanılmasına izin verilerek birden fazla dil kullanmayı tercih etmişlerdir. Öğrencilere göre başka dillerin de kullanıldığı kaynaklardan yararlanıldığında, bu uygulamalar ile birlikte yeni bir konuyu açıklamak, not almak ve anladıklarını kontrol ederken ders içeriği daha iyi anlaşılmaktadır. Öğrencilere benzer olarak, öğretmenler de diller arası geçişliliği çok dilliliği benimseyen, yenilikçi ve işbirliğiyle öğrenilen sınıf ortamlarını mümkün hale getiren bir pedagoji olarak algılarken çok küçük bir azınlık öğretmen İngilizce derslerinde sadece İngilizce konuşulmasının önemine değinmiştir. Bu nedenle, bu çalışmada İngilizce derslerinde diller arası geçişlilik pedagojisinin kullanımı ile ilgili daha fazla tartışma ve sonuca yer verilmiştir.

Anahtar Kelimeler: Dillerarası Geçişlilik, Yabancı Dil Olarak İngilizce, İngilizce Öğretmeni, Dil İdeolojisi, İki Dillilik

ABSTRACT

THE PERCEPTIONS AND CLASSROOM PRACTICES OF EFL INSTRUCTORS AND STUDENTS REGARDING TRANSLANGUAGING

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With the dynamic nature of language education contexts, new paradigms have recognized the diversity in languages within these contexts. Especially with the globalization of English as a Foreign Language (EFL), contemporary classrooms are characterized by multilingual and multicultural views, requiring a reconsideration of traditional language education approaches. It has become increasingly evident that monolingual ideologies tend to limit diversity within these contexts (Garcia, 2009). As a recent pedagogical approach, translanguaging recognizes and prioritizes the linguistic repertories that students bring into the classrooms, benefitting from their multiple linguistic backgrounds and resources to enhance language learning. Accordingly, the primary purpose of the present study is to reveal how EFL instructors and students at the tertiary level perceive and engage with translanguaging. To achieve this, the study employed a mixed-methods research design, including classroom observations, and semi-structured interviews, and close-ended questionnaires, which were analyzed using both qualitative and quantitative means. The study, which started with classroom observations, indicated that students and instructors used translanguaging for clarification of tasks, scaffolding, metalinguistic reflections, mixing languages in discourse, and drafting in L1. According to the questionnaire results, although a minority of them found it necessary for their language improvement, a great majority of students were not positive about adopting an English-only policy stating that the extent of English did not solely depend on their language development. In the interviews, moreover, students stated that translingual practices provided a sense of ease, mediation of

communication, bridge between cultures, promotion of linguistic flexibility, a way of alleviating anxiety, and created an authentic and inclusive learning environment. Furthermore, students preferred using multiple languages in their EFL classes, especially when working together in the classroom, and appreciated being allowed to use their L1 when needed. They found class content easier to understand when using multilingual sources, perceiving these practices as useful to explain a new point, taking notes, and checking their understanding. Similarly, instructors considered translanguaging as a pedagogical innovation and an embrace of multilingual pedagogy, enabling collaborative learning communities whereas minority of them advocated the English-only policy in EFL classrooms. Therefore, the present study provides further discussions and implications for the use of translanguaging pedagogy in EFL classrooms accordingly.

Keywords: Translanguaging, English as a Foreign Language, EFL Instructor, Language Ideology, Bilingualism

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ABBREVIATONS

EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
L1	First Language/Mother Tongue
L2	Second Language
ESL	English as a Second Language
NS	Native Speaker
NNS	Non Native Speaker
SLA	Second Language Acquisition

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CHAPTER 1
GENERAL INTRODUCTION

This section provides the rationale within the present study referring to the related literature. Firstly, the background information of the study is indicated followed by the problem statement thoroughly. Then, the purpose and the rationale of the study is followed by the significance of the study. The chapter then goes on with the research questions designed in accordance with the topic of the study. Next, assumptions of the study are presented along with the justifications followed by research gap referring to what is missing within the related literature. Finally, this chapter of the study ends with the terms that are used throughout this study in line with the topic.

1.1. Background of the Study

Language education has progressed significantly in recent decades, embracing new paradigms that recognize the dynamic nature of diversity in languages in educational contexts. One prominent concept that has emerged within the realm of English as a Foreign Language (EFL) teaching and learning is translanguaging. This chapter initiates a comprehensive exploration into the perceptions and classroom practices of EFL instructors and students concerning translanguaging, drawing upon a thorough body of literature to contextualize and guide the study.

Contemporary classrooms are characterized by multicultural and multilingual aspects, necessitating a reevaluation of traditional language teaching and learning approaches. English, as a global lingua franca, functions not only as a subject of study but as a tool for communication across diverse linguistic backgrounds. The limitations of monolingual ideologies in accommodating this diversity have become increasingly evident (García, 2009). Translanguaging, as a pedagogical approach, acknowledges the linguistic repertoire that students bring to the classroom, benefitting these resources to enhance learning. Moreover, first language (L1) of a person is known to be affected by language practices employed daily which is called as ‘metalinguistic discourse’ referring to their explicit spoken communication regarding language as well as implicit use of language via ‘contextualisation cues’ as Gumper (1972) puts forward. Accordingly, the primary focus of

this study is to depict dissimilar and contradictory perspectives on the first language use within the context of bilingualism, influenced by translanguaging practices. This involves exploring how the participants perceive the use of translanguaging in their prospective teaching as well as learning methods and their implicit and explicit thoughts about language.

The emergence of translanguaging is rooted in the works of influential scholars. García's (2009) seminal work on bilingual education has paved the way for a deeper understanding of translanguaging, emphasizing its potential to transform language teaching practices. Canagarajah (2011) has argued for the inclusion of students' entire linguistic repertoires in the learning process, advocating for a more inclusive approach that enriches the language learning experience.

1.2. Problem Statement

The role EFL education has been undergoing significant transformations in response to the dynamic and diverse linguistic backgrounds of learners. However, within this evolving context, a noticeable gap exists in the understanding of the application and impact of translanguaging—a pedagogical approach that embraces the fluid use of multiple languages—in EFL classrooms (Sanchez, vd., 2017). Despite the increasing recognition of translanguaging in bilingual and multilingual education, its exploration within the specific realm of EFL instruction remains limited.

The current pedagogical role in EFL settings often depends on traditional monolingual approaches, neglecting the potential benefits that translanguaging may offer (Garcia, 2009; Otsuji and Pennycook, 2019). As English continues to serve as a global lingua franca, the classroom becomes a dynamic space where learners bring a rich range of linguistic resources. However, the extent to which EFL instructors and students perceive and engage with translanguaging, as well as the implications of such practices for language learning outcomes, remains an unexplored within the related literature.

This research problem is combined by the fact that the existing literature on translanguaging predominantly originates from bilingual and multilingual contexts, leaving a noticeable gap in the understanding of its relevance and efficiency in EFL settings. Furthermore, while the theoretical foundations of translanguaging have been discussed

extensively, the practical implementation and perceptions of EFL instructors and students regarding translanguaging practices in the classroom have yet to be expansively examined.

The lack of clarity on the role of translanguaging in EFL education poses a substantial challenge to educators seeking to create inclusive and effective language learning environments. Current literature, as evidenced by studies such as Li (2018) and Canagarajah (2013), highlights the transformative potential of translanguaging in multilingual educational settings, emphasizing its positive impact on student engagement and language development. However, the application of translanguaging principles within the specific context of EFL instruction remains underexplored. Consequently, there is a pressing need to investigate the perceptions and classroom practices of EFL instructors and students regarding translanguaging. Insights gained from such research, as suggested by Li Wei (2011) and García and Sylvan (2011), can play a pivotal role in informing pedagogical strategies, curriculum development, and teacher training initiatives, ensuring that EFL education aligns with the diverse linguistic repertoires of learners and fosters a more inclusive and effective language learning experience. By addressing these gaps in the literature, this study aims to contribute to a more nuanced understanding of translanguaging in EFL contexts, fostering pedagogical practices that align with the linguistic diversity of learners and promoting a more inclusive and effective approach to English language education.

1.3. Purpose and Rationale of the Study

Having tackled the aforementioned concerns related to the topic of the present dissertation, this study has several objectives to be achieved. To begin with, by conducting this mixed-methods study along with both qualitative ad quantitative methods, it was aimed to reveal the perceptions of EFL instructors and students at the preparatory school of a university in Istanbul, Türkiye. Secondly, the study aimed to examine their actual classroom practices of translanguaging in their own classrooms in accordance with the use of their full linguistic reportoire. Thirdly, having gathered the related data regarding the students and instructors' perceptions and classroom practices of translanguaging, the study made an analysis of the distinction between; a) students's perceptions and practices, b) instructors' perceptions and practices, c) students' and instructors' actual practices. Additionally, having

collected the related data from the participants, the researcher of the current study presented the findings of the study to the administrators of the institution where the study was conducted.

The study was carried out with the EFL instructors and A1 and A2-level students at a university's English preparatory school. The reason why they were chosen as the research sample is that they had a lower English level compared to the other levels which means that they were in need of using their mother tongue more when learning a foreign language. The researcher of the present study, therefore, aimed to gather data from these students as well as their instructors regarding their translanguaging perceptions and practices through observations, close-ended questions, and open-ended questions. The researcher of the present study ultimately intended to reveal the extent of overlap between the aforementioned points.

1.4. Significance of the Study

In a program in which 'English-only' policy is pursued, EFL students and instructors are obliged to use only English within their English lessons even in low English levels. From group discussions to comprehension-check questions both students and instructors are not allowed to use a language besides English. However, the emphasis of translanguaging is on the dynamism of the real compound interaction among the interlocutors through numerous semiotic resources (Garcia and Wei, 2014). Taking this into account, this study employed a mixed-methods design with the purpose of data gathering and analysis followed by making deductions via the use of qualitative and quantitative data collection and analysis methods (Tashakkori and Creswell, 2007). Through the administration of two questionnaires to both student and instructors, semi-structured interviews, and classroom observations, the researcher of the present study aimed to reveal both students and instructors' perceptions and actual classroom practices regarding translanguaging. The questions within the semi-structured interviews were developed by the researcher prior to the research followed by the piloting. Accordingly, it can be asserted that this study is significant as it contributes to the existing literature by designing self-developed questions for the participants of the study. The questions, consequently, can be used and adapted in future studies which will make use of the same and/or different topic. Additionally, it is noteworthy that to the best of the

researcher's knowledge, there is no study investigating EFL students and their instructors' perceptions as well as actual classroom practices through both quantitative and qualitative research methods. In light of this, it may be posited that this study is of importance since it is the first study employing mixed methods research design to reveal EFL students' and instructors' perceptions and classroom practices regarding translanguaging particularly in the tertiary level Turkish EFL context. Finally, the study is significant since it helps illuminate the perceptions and classroom practices of EFL both students and instructors regarding the use of translanguaging in their EFL classrooms.

1.5. Research Questions

In line with the purpose of the current study discussed above, the main research question of the study is "What are the perceptions of EFL students and instructors regarding translanguaging in their EFL classrooms at a tertiary level?" The question, then, is divided into specific questions as follows:

1. What are the perceptions of;
    a. EFL students towards translanguaging in their EFL classrooms?
    b. EFL instructors towards translanguaging in their EFL classrooms?
2. How do;
    a. EFL students make use of translanguaging in their classrooms?
    b. EFL instructors make use of translanguaging in their classrooms?
3. To what extent do the quantitative findings overlap with the qualitative findings regarding;
    a. EFL instructors' translanguaging perceptions?
    b. EFL instructors' translanguaging practices?
    c. EFL students' translanguaging perceptions?
    d. EFL students' translanguaging practices?

1.6. Assumptions of the Study

The present study proposes the following assumptions.

1. It is assumed that the preferred sample represents the target population.

2. It is assumed that all of the participating volunteers accept to participate in the study.
3. It is assumed that all of the participants honestly and accurately respond to the questionnaires as well as the questions in the interview.
4. It is assumed that all of the participants show their natural performances during the classroom observations.
5. It is assumed that all of the participants demonstrate a full understanding of each item in the questionnaire.
6. It is assumed that there is a coherence between the perceptions and actual classroom practices of all of the participants regarding the use of translanguaging.
7. It is assumed that the instructors give precise and honest responses to the questions in the interviews, knowing that the institution supports the research and the findings that will be derived from the data collection from them.

1.7. Research Gap

Even though there have been numerous studies which attempt to theorize the notion of translanguaging in EFL contexts (Creese and Blacledge, 2010), most of the studies have examined the concept of translanguaging as part of bilingual classroom practices (Küçük, 2018; Özkaynak, 2020; Öztürk and Çubukçu, 2022; Karabulut, 2019; Küçükali, 2021) and attitudes (Özer, 2021; Sezer, 2022; Oğuz, 2023; İnci Kavak, 2021; Yüzlü, 2021; İlhan, 2022; Küçükali and Koçbaş, 2021; Öztüfekçi, 2023; Bozbıyık, 2023) in the Turkish EFL higher education context. Likewise, there have been international studies investigating translanguaging from a sociolinguistic (Gort and Sembiante, 2015), psycholinguistic (Wei, 2011), and digital-based corpus (Mısır, 2023) perspectives. Therefore, studies on translanguaging in tertiary-level EFL contexts have mostly focused on the attitudes or practices of either students or instructors, rather than investigating both. This study, however, focused on revealing the perceptions regarding translanguaging as well as their classroom practices of both EFL students and instructors at tertiary level through mixed-method research. This study, therefore, sets off to contribute to the investigation of how tertiary level EFL students and instructors perceive the use of multiple languages in classes,

also known as translanguaging, through the administration of both questionnaires and semi-structure interviews after the classroom observations. Moreover, the present study intends to contribute to the field of bilingual education by arguing that English-only policy in classes should no longer be a must and both instructors and learners should embrace multilingual approaches in language education contexts. Since the participating students and instructors had the opportunity to voice their ideas about language preferences, bilingualism, and eventually translanguaging through the tools adopted, the current study intends to suggest a framework and theoretical model focusing on a specific monolingual EFL context where bilingual instructors are respectively allowed to adopt bilingual approaches as language facilitators within the classes. Subsequently, the current study aims to provide educators, researchers, administrators, and teacher trainers with pedagogical implications in relation to multilingual pedagogy.

1.8. Definitions of the Key Terms

Bilingualism: the ability of an individual to proficiently use two languages in various domains of life, encompassing communication, reading, and writing (Baker, 2011; Grosjean, 2010).

EFL: EFL (English as a Foreign Language) refers to the learning and use of the English language by individuals in a non-English-speaking environment, where English is not the primary language of communication (Smith, 2015)

ELF: English as a Lingua Franca (ELF) is described as the use of English for communication between speakers of different native languages (Jenkins, 2007).

Linguistic repertoire: the range and variety of linguistic resources, including languages, dialects, registers, and communication styles, that an individual possesses and can deploy in various social contexts (Gumperz, 2001; Blackledge and Creese, 2009)

Monolingualism: the condition where individuals or communities predominantly use and are proficient in a single language (Crystal, 2003; Grosjean, 2010).

Multilingualism: the ability of individuals or communities to use and interact with more than one language, often involving varying degrees of proficiency in each language (Wei, 2018; Grosjean, 2010).

Translanguaging: "a language practice where individuals proficient in multiple languages draw on their linguistic resources, blurring traditional language boundaries for effective communication and meaning construction (Garcia, 2009).

CHAPTER 2
LITERATURE REVIEW

This chapter involves two different sections including a comprehensive overview of translanguaging in compliance with its theoretical underpinnings followed by the related research within the domains of conducted studies existing the field of English Language Teaching. The studies presented within the chapter consist of research that are conducted both in the Turkish and international contexts in accordance with the topic of the current study which tackles the perceptions and classroom practices of both students and instructors regarding translanguaging in their EFL classrooms in a private university in Türkiye.

2.1. Theoretical Framework

In the present study, the theoretical framework is demonstrated with key concepts regarding translanguaging embracing an interdisciplinary approach. This framework, therefore, aims to obtain a detailed understanding of the both perceptions and classroom practices of EFL instructors and students concerning translanguaging.

2.1.1. Language Policy in Education

Language policy in education has a fundamental place in shaping the linguistic dynamics within classrooms, especially within the setting of English as a Foreign Language. The complex relationship between language policy and pedagogical practices is clarified by Ricento, whose influential work delves into the multifaceted dimensions of language policy, highlighting the coexistence of explicit rules and implicit norms within educational settings (Ricento, 2006). Ricento's framework provides a lens through which the current study seeks to understand the impact of language policies on the perceptions and instructional approaches of both EFL instructors and students concerning translanguaging.

In navigating the setting of language policy, the exploration extends to Tollefson's insights into language-in-education policies in multilingual contexts (Tollefson, 2012). Tollefson's comprehensive analysis enriches the understanding of how language policies shape the diverse experiences of instructors and students within EFL contexts. By

considering the complexity of language policies, the present section aims to disclose the nuanced ways in which formal policies either facilitate or hinder the incorporation of translanguaging practices in EFL instruction. In accordance with these, within the realm of educational language policy, the present study endeavors to uncover the underlying tensions and synergies between explicit policy directives and implicit language practices.

In line with the EFL context, a language policy functions within the confines of a speech community, characterized by distinctive features regardless of the group's size. Spolsky (2005) contends that language policy engages in a multifaceted ecological relationship involving various linguistic and non-linguistic aspects, variables, and factors. Discrepancies may arise between the intended implementation of language policies and their actual outcomes. Shohamy (2006), additionally, draws attention to the significance of language policies that lack explicit documentation and are subject to diverse interpretations within a community.

Taking these into consideration, policymakers employ diverse instruments to regulate language practices, collectively termed as policy mechanisms. These mechanisms accordingly encompass rules and regulations, educational rules, language exams, the language in public space and ideologies, myths, propaganda as well as coercion (Shohamy, 2006). Such mechanisms play an important role in forming people’s insights of language and affecting their language-related behaviors. They serve as instruments for translating ideologies into practical application and vice versa. The participants in this study constitute a distinctive speech community subject to an official language policy of the setting where the study is conducted. Their perceptions and linguistic practices are inevitably influenced by the mechanisms and orientations associated with this policy. Notably, within this context, English assumes the role of the language of instruction as mandated by the institution, thereby constituting a prerequisite for student success in higher education.

2.1.2. Monolingual Orientation in L2 Settings

In the dynamic landscape of learning a language setting, the prevailing influence of a monolingual orientation has historically shaped language education approaches (Cook, 2016). This orientation, emphasizing exclusive focus on the target language, inadvertently overlooks the inherent multilingualism that learners bring to the educational context. In line

with the emphasis of this study, the understanding the dominance of monolingualism becomes crucial in unraveling the complexities within L2 settings.

Among the historical dominance of monolingual approaches, discussions on language learning outcomes have gained prominence. For instance, Cenoz and Gorter (2011) draw attention to the potential drawbacks associated with exclusive monolingual practices, emphasizing the need to recognize and leverage students' different linguistic competencies, which seeks to explore how prevailing language orientations impact the integration of translanguaging practices and shape the linguistic experiences of EFL participants.

However, scholars like Cummins (2007) have challenged the monolingual paradigm, proposing a transformative reconceptualization of language pedagogy. This shift is of particular relevance to this study, which aims to provide insights into innovative pedagogical approaches that transcend the limitations of monolingual orientations. Cummins advocates for an inclusive perspective that values and utilizes the distinct linguistic backgrounds of students, aligning with a more comprehensive goal for creating language learning environments that accommodate and support linguistic diversity.

Yet, in the dynamic context of L2 settings, a monolingual orientation may pose challenges to the continuous integration of translanguaging practices. Li (2018) and García (2009), for instance, highlight the potential clash between monolingual ideologies and the dynamic, multilingual reality of learners. Similarly, for Grosjean (1989), the monolingual aspect in bilingualism is restrictive, contending that a bilingual person is, or should be, two monolinguals in one person. In other words, to be identified as bilingual, a person must attain proficiency levels in two different languages comparable to the native speakers of different languages. Similar to the monolingual ideology, according to Grosjean (1985), the assessment and characterization of bilinguals for linguistic competence and the distribution of languages that is used have resulted in the creation of various labels such as *balanced*, *unbalanced*, *semilingual*, *dominant*, and *alingual*. However, this categorization has faced criticism for oversimplifying the complex nature of bilingualism. It is argued that it falls short in capturing the dynamic and fluid aspects inherent in the language usage of bilingual individuals. Consequently, there is a growing call to reconsider how bilingual language

competence is assessed and described to better reflect the complex and evolving reality of bilingual experiences.

From a monolingual standpoint, bilinguals are perceived as exceptional, suggesting distinct cognitive and developmental characteristics compared to monolinguals due to the perceived positive or negative implications of bilingualism on people (Grosjean, 2012). In essence, like monolinguals, a bilingual individual is expected to exhibit two different and isolable language skills (Grosjean, 1985). This division is clarified through two monoglossic bilingual perspectives: *subtractive* and *additive* bilingualism. According to Lambert (1973), subtractive bilingualism means the degeneration or shift of linguistic attributes in one's native language due to the influence of other languages. Within this bilingualism model, a speaker initially speaks a single language as their primary language, but upon the introduction of a second language, there is a cessation of the use of the mother tongue (García, 2010). Subtractive bilingualism is frequently observed within educational contexts for immigrants and is often advocated as a transitional bilingual education model. This model permits the provisional utilization of a minor's first language, which is eventually entirely switched with the dominant language (García and Wei, 2014). Consequently, subtractive bilingualism is closely linked to the decline or extinction of numerous indigenous languages, corruption of cultural identity, the sense of dependency influenced by the dominating language, also the ongoing transition to monolingualism in people (Baker, 2001).

Ghobadi and Ghasemi (2015) assert that the debate surrounding the tolerability or integration of a student's first language, L1, in conjunction with L2 during L2 learning has been a highly contested issue within the realm of foreign language education. Historically, L2 instruction predominantly adhered to the grammar-translation method, emphasizing written scripts and mechanical analysis emphasizing linguistic and grammatical forms through the use of first language until the late 19th century.

A gradual but steady shift was highlighted commencing in the 1990s, towards contemplating incorporation of first language in language education (Hall and Cook, 2012). In review by Hall and Cook significantly contribute to various pedagogical considerations, advocating for the pragmatic use of first language in classroom settings. The researchers

defend the notion that these research were rooted in diverse theoretical contexts, including cognitive and psycholinguistic concepts (Cummins, 2007), sociocultural methods (Antón and DiCamilla, 1999), as well as multilingual competence (Cook, 2008). The bilingual approach in teaching L2, consequently, was aligned with the perspectives of the scholars.

2.1.3. English Medium Instruction

In recent years, universities in the whole world have rapidly embraced internationalization, with a notable surge in the use of English as the academic lingua franca (ELF). This trend has intensified due to globalization and the competitive dynamics among universities (Dearden, 2014). While the roots of ELF can be traced back to the 1960s, factors such as post-World War II American influence, British colonialism, and technological advancements contributed to its development. However, a pivotal event in the widespread adoption of English as a Medium of Instruction (EMI) in higher education was the signing of the Bologna Declaration by 29 European Ministers of Higher Education in 1999. The primary goal of the Bologna Process was to enhance competition among European universities, facilitate student mobility across different countries, and better prepare students for the professional world. This initiative expanded to include 47 countries additionally to the Council of Europe. Within the European Higher Education Area, these countries revamped their higher education cycles into three layers—bachelor's, master's, and doctoral degrees—aiming to establish a common system. Concurrently, the adoption of EMI allowed students to seamlessly move between countries with their educational qualifications (Salomone, 2015).

Therefore, advancements in socio-economic, political, and technological domains have brought about substantial transformations in internationalization and globalization. Those shifts pursue, in turn, impacted the language policies of higher education institutions, prompting universities to adopt EMI. This strategic move is designed to foster a globally-oriented academic environment, aligning with their internationalization-related objectives (Dearden and Macaro, 2016; Lasagabaster, 2022). English, serving as a lingua franca, facilitates communication among lecturers, learners as well as administrators hailing from diverse linguistic and ethnic backgrounds. Dearden (2014) defines EMI language policy as the use of the English to teach academic topics in countries or authorities in which the L1 of

the majority of the people is not English, which is a widely recognized description signifying that educational contexts are delivered in English for teaching and learning purposes within higher education institutions situated in expanding circle countries of Kachru (1986).

The implementation of the EMI language policy provides diverse benefits for higher education institutions and their stakeholders, including enhanced international visibility, competitiveness in the global education market, attraction of international students, and substantial revenue generation (Wächter and Maiworm, 2014; Muthanna andMiao, 2015). Moreover, EMI policies contribute to the professional development of lecturers and students, preparing them for global educational and professional opportunities. The mobility facilitated by EMI institutions not only fosters language and communication skills development but also provides access to English-language resources. However, challenges associated with the English Medium Instruction (EMI) language policy have been underscored, highlighting adverse consequences for stakeholders, universities, and local culture and society. Lecturers face additional workloads when teaching content in a foreign language, and many EMI universities lack particular professional development opportunities for them. Additionally, students, whether local or international, may possess inadequate English proficiency levels, negatively impacting content teaching and learning processes (e.g., Macaro et al., 2018). Finally, Bradford (2013) contends that international classrooms, comprising both local and international students, can give rise to cultural conflicts related to classroom management and assessment procedures. Despite criticisms regarding its impact on participants, universities, and socio-cultural dimensions, EMI remains pivotal in content teaching and offers more benefits than constraints for higher education institutions (Smith, 2010).

Having reviewed the related literature thoroughly, Macaro et al. (2018) identified four primary areas requiring further investigation. These areas encompass: a) a limited understanding of knowledge and proficiency development in EMI activities; b) a dearth of research on interactions within EMI tertiary level contexts; c) the prevalence of one case studies and a scarcity of multi-site research in EMI research; and d) insufficient emphasis on content teaching and learning in EMI studies. According to these challenges, this dissertation intends to examine the process of building content knowledge through translanguaging in diverse classroom contexts in Türkiye.

In Türkiye, as a result of global demands, Turkish higher education, like other countries worldwide, is increasingly adopting EMI. Therefore, English initially served as the language of the classes at Robert College, an American college, during the 19th century. Then, The Middle East Technical University was the first Turkish university mandated by law to use English as a medium of instruction in 1956, implementing it across undergraduate and graduate levels. Subsequently, in 1971, Boğaziçi University was established to provide EMI activities at all levels. Bilkent University, established as the first private university with EMI education in Türkiye, contributed to the formation of the first generation of EMI tertiary level institutions (Karakaş, 2019). Since the year 2000, the acceptance of the Bologna process and increased student mobility between Türkiye and further European countries have directed to a rise in EMI institutions, theorized as the second and/or new generation of EMI. Consequently, EMI policies have been embraced by 207 higher education institutions offering 1737 undergraduate majors in Türkiye. As being a country in the expanding circle (Kachru, 1992), Türkiye has achieved a more widespread internationalization reporting via EMI applications all tertiary level institutions via globalized means of education in Türkiye.

2.1.4. Bilingual Education

Over the years, diverse interpretations of bilingualism have emerged differently. For instance, Bloomfield's (1933) definition reflected a rigorous monolingual perspective, characterizing bilingualism as possessing complete command of two distinct languages. On the other hand, some argue that minimal competency in two languages qualifies as bilingualism (Diebold, 1961; Haugen, 1956). Edwards (1994) exemplified an alternative viewpoint by suggesting that everyone is bilingual, contending that there is no individual worldwide devoid of a basic understanding of words in languages beyond their first language. Positioned between these contradictory perspectives, Myers-Scotton (2005) defines bilingualism as the ability to proficiently utilize two or more languages for limited casual conversations. As the conceptualizations of bilingualism have evolved, each reflecting several bilingual or translingual practices in the classroom (Anderson, 2018) influenced by codeswitching/codemixing (Myers-Scotton, 1993), languaging (Swain et al., 2009), and translanguaging (Garcia, 2009; Baker, 2011) in order to have the models of bilingualism transitioned from traditional models—subtractive, additive—to contemporary models—recursive and dynamic (Garcia, 2009).

On the other hand, bilingualism and multilingualism pertain to the coexistence and interplay of diverse languages in social or individual level (Wei, 2013). Furthermore, bilingualism specifically delves into the understanding and utilization of two languages, while multilingualism explores proficiency and engagement with more than two languages. With the surge in globalization and migration, the acquisition of additional languages has become a focal point of research. Notably, debates in the ESL context have unfolded since the 1950s concerning the most effective approach to teaching a second language to circumstantial bilinguals, individuals who require a second language for survival (Baker, 2001). Similarly, the initial discussions primarily embraced a monolingual-fractional perspective of individual bilingualism, reflecting the Saussurean notion that languages function as self-contained systems of structures (Garcia and Li Wei, 2014). In this fractional view, assessing learners' language proficiency involved establishing native-like competence as the ultimate goal, aligning with assimilationist views in language education that encouraged the abandonment of native languages in favor of acquiring only the target language (Baker, 2001). Speakers' using L1 was strongly dejected during this period.

During the mid-1970s, accordingly, Cummins introduced the Thresholds Hypothesis, positing that bilingual learners could reap cognitive benefits once they achieved a certain proficiency level in a second language (Cummins, 1976). This hypothesis, influential in the implementation of ESL bilingual programs, implied that without reaching a specific proficiency level, the educational journey in a second language would be formidable. Building on this, the Developmental Interdependence Hypothesis was delineated in 1978, suggesting that a child's competence in a second language is partially liable on proficiency in the first language of the child. Subsequently, the early 1980s witnessed the emergence of two influential models: The Common Underlying Proficiency (CUP) and the Separate Underlying Proficiency Model of Bilingualism, proposed by Cummins in 1980 and 1981, respectively. Whereas the former contends that languages are interconnected in the cognitive system and interact, the latter posits the existence of two distinct systems.

In a similar vein, The Iceberg Analogy was employed to illustrate the concept that, on the surface, two languages may appear different, especially when heard in conversation. However, beneath the surface, they operate through the same processing system, and

languages are interconnected rather than functioning separately. According to the Common Underlying Proficiency (CUP) model of bilingualism proposed by Baker (2001), regardless of the language a speaker uses, thoughts related to the four language skills originate from the same central engine. This interconnectedness enables individuals to function in more than two languages with relative ease, facilitating multilingualism. In the realm of educational achievement, making use of one or two languages contributes to the development of the same cognitive system. To achieve educational goals, learners should attain a particular proficiency level in the language used in the classroom. Failure to reach this proficiency may result in a decrease in the quality of education. Baker (2001) suggests that when the first and second languages do not function optimally, cognitive operating and academic act might adversely get influenced. In 1984, similarly, Cummins expanded on these ideas by introducing the Interdependence Theory, positing that competence in the native language serves as a requirement for competence in L2. This concept underscores interconnected nature in language proficiency and its impact on cognitive and academic abilities.

Cummins introduced a transformative shift in bilingual education of students of diverse nationalities. Before the 1980s, ESL was predominantly taught with a monoglossic perspective, adopting either a subtractive or additive view (Garcia, 2007). In this approach, learners' native languages were often perceived as obstacles to acquiring a second language, with the crosslinguistic influence of the native language on English seen as interference. This approach was grounded in the mistaken belief that swiftly eliminating L1 would enhance the acquisition of L2, a notion challenged by Beardsmore (2003), who stated that, contrary to this assumption, the opposite might be true. During this period, teaching ideas were primarily shaped by first language acquisition theories. Nevertheless, research indicated that it impossible for L2 acquisition to be an exact copy of L1 acquisition just because it is the second one (Edwards, 2003). This revelation underscored the need for a reevaluation of the prevailing monoglossic approaches in English language education.

A perspective delineating two contrasting views of bilingual individuals was presented by Grosjean in 1985. The fractional view perceives a bilingual individual as essentially two monolinguals within one person, striving for native-like competence in both languages. On the other hand, the holistic view of individual bilingualism posits that a

bilingual does not merely refer to combination of two perfect or imperfect languages; rather, they pursue an exceptional linguistic profile (Grosjean, 1985). Grosjean criticized the practice of assessing bilinguals using the same criteria as monolinguals, asserting that bilingual or multilingual evaluation should be based on communicativeness criteria rather than form and use. In 1989, thereafter, Grosjean published a critical article as a cautionary message to linguists, drawing the attention of numerous researchers. Three years later, Grosjean introduced the concept of the monolingual mode and the bilingual mode for bilingual language use (Grosjean, 1992). Many bilinguals do not rigidly separate their languages; instead, they alternate among the monolingual and bilingual means. These means of language use can be viewed as two extremes on a continuum. When conversing with a monolingual, bilinguals exclusively use one of their languages. However, in a bilingual mode, they may mix or switch languages based on the situation. It was proposed that even in the monolingual mode, bilinguals may blend their languages, demonstrating that they do not employ their languages uniformly across all contexts. Depending on the circumstances, they may engage in the continuum's medium by blending languages (Grosjean and Li, 2013). Grosjean (1992) makes a respective and also assertive claim regarding this issue stating that bilinguals do no refer to monolinguals in single identity. In subsequent years, the Complementarity Principle emerged by Grosjean (1997) suggesting that bilinguals generally learn and make use of languages for distinct aims, in diverse areas of life, among diverse people. Diverse facets in life often necessitate diverse languages according to his view.

Cook further developed Grosjean's ideas through the introduction of the concept of Multicompetence (Cook, 1995; 2016). This notion encompasses proficiency in the first language, interlanguage, and second language. Multicompetence posits that individuals using a second language possess a unique perspective on both their first and second languages, fostering a distinct metalinguistic awareness and processing system compared to monolinguals (Jessner, 2017). Consequently, the competence in multiple languages inherent in multicompetence cannot be equated to monolingual competence in each language. Aligning with Grosjean's holistic view, Cook advocates for a multilingual shift, challenging traditional monolingual norms used in EFL classrooms. Cummins (2017) proposes that the current dialogues on dynamic bilingualism and translanguaging have been significantly shaped by two pivotal studies: the linguistic interdependence hypothesis (Cummins, 1984)

and the dynamic systems vision of multilingualism (Herdina and Jessner, 2002). Cummins integrates the aforementioned concepts as consistent along with a common fundamental proficiency. This proficiency paradigm was referred to the justification of diverse set of topics and obviously they do not intend to create a thorough cognitive model of multilingualism and bilingualism which are all related in multifaceted ways of increasing characteristics of development in general language and literacy. These approaches are devoted to minimize and hinder the probability of mutual language interactions (Cummins, 2017)

Before the incorporation of dynamic systems theory into the realm of bilingualism, numerous classifications were suggested to define various scopes of bilingualism. These classifications encompassed categories such as balanced and dominant bilinguals (related to language proficiencies), receptive and productive bilinguals (based on functional ability), simultaneous, sequential, and late bilinguals (categorized by age of acquisition), compound, coordinate, and subordinate bilinguals (reflecting the organization of linguistic codes), elite/elective, folk/circumstantial bilinguals (corresponding to language status), additive, subtractive bilinguals (considering the effect of L2 on L1), L1 monocultural, L2 accultural, and deculturated bilinguals (pertaining to cultural identity). However, these categories were found to be insufficient in capturing the dynamic nature of multilingualism (Butler, 2013). The interaction related to the dynamic nature among different languages has prompted researchers to question the insistence on using only the target language in multilingual education contexts (Garcia and Lin, 2013). Given that many learners today are proficient in more than two languages, terms such as multilingualism and plurilingualism have started to be used instead of bilingualism. The Council of Europe (2001) employed plurilingualism to describe the vigorously combined and interconnecting environment of, bilingual as well as plurilingual people's linguistic repertoires. This involves unequally settled capabilities of various registers, and dialects (Cummins, 2017).

Despite the valuable concepts' contributions to bilingualism as well as multilingualism to bilingual language education, they adopt an additive perspective. In this viewpoint, language learning is perceived as the addition of whole autonomous languages to existing ones. When a person is described as bilingual or multilingual, it implies the capability of speaking more than one languages with each language seen as separate and

additive in these perspectives (Garcia and Li Wei, 2014). However, these perspectives do not adequately capture the dynamic interaction between all known languages. In line with the existing dynamics within bilingual education, translanguaging originated and has been referred to by various names with nuanced meanings, such as polylanguaging/polylingual languaging (Jorgensen, 2008), metrolingualism (Otsuji and Pennycook, 2010), translingual practices (Canagarajah, 2013), as well as translanguaging (Blackledge and Creese, 2010; Garcia, 2009; Garcia and Li Wei, 2014; Otheguy, Garcia, and Reid, 2015). The core idea behind translanguaging is to underscore the importance of allowing multilingual individuals to utilize all their language repertoires for learning and communication purposes. Although it emerged in the ESL context, its applicability to EFL context holds promise. Before delving into a detailed exploration of this new perspective under its various titles, referring to the following quote by Cummins (2017) will provide a concise and clear definition of the concept.

2.1.5. The Concept of Translanguaging

The theory of translanguaging offers a foremost reconsideration of the usual nature of interactional communication between multilingual people. Hence, it theorizes that, multilingual people select and make use of different linguistic resources from their own linguistic repertoire rather than tackling with distinct languages as a separate as well as similar mental units (Vogel and Garcia, 2017). It is a theoretical framework that challenges traditional views of language separation. Originally presented by Cen Williams (1994) and later Ofelia Garcia (2009) developed it, translanguaging refers to multilingual individuals draw on their entire linguistic repertoire, blurring the lines between languages in communicative acts. In order to define it, translanguaging goes beyond a mere combination of languages; it involves the integrated use of linguistic resources to facilitate effective communication (García and Wei, 2014). It encompasses not only spoken languages but also various modalities such as writing, gestures, and visual elements (García, 2017). Furthermore, it highlights the dynamic nature of language practices, emphasizing the fluidity with which individuals switch between languages based on context and communicative needs (García and Li Wei, 2014). As a way of breaking language binaries, the concept of translanguaging challenges the binary view of languages as separate entities and suggests that individuals construct meaning by freely moving between their linguistic repertoires

(García, 2009). This challenges the traditional view of maintaining rigid language boundaries in educational settings. As for educational implications, translanguaging has significant implications for education, promoting inclusive language practices in multilingual classrooms. It supports the idea that students should be encouraged to use all their linguistic resources to deepen their understanding and express complex ideas (García andSylvan, 2011). For Baker (2001), translanguaging refers to making meaning, forming experiences as well as recognizing the understanding and knowledge by using two languages. Popularization of translanguaging can be attributed not only to Baker (2001, 2011) but also to other scholars who have extended and popularized the term, including Blackledge and Creese (2010), Garcia (2009), Hornberger and Link (2012), and Lewis, Jones and Baker (2012). Baker (2001) conceptualizes translanguaging as the process of making meaning using multiple languages, while Garcia and Wei (2014) clarify that there is no use of two different languages or a combination of different language uses; instead, it transcends them by navigating various linguistic structures, systems, and modalities (Wei, 2011). Garcia (2009) describes translanguaging as follows:

> "an approach to bilingualism that is centered not on languages as has often been the case, but on the practices of bilinguals that are readily observable. These worldwide translanguaging practices are seen here not as marked or unusual, but rather taken for what they are, namely the normal mode of communication that, with some exceptions in some monolingual enclaves, characterizes communities throughout the world" (p. 44).

Similarly, it is characterized as the representation of language uses combined with distinct characteristics already-existing freely, limited by dissimilar backgrounds (Garcia and Wei, 2014). These features are practices within speakers' interactions not separately, but as a whole entity. It was also described by Canagarajah (2011) as the multilingual speakers' ability shift between multiple languages, using different languages shaping their linguistic repertoire as a structured system. Garcia and Wei (2014) elaborated the concept as follows:

> "Translanguaging is an approach to the use of language, bilingualism and the education of bilinguals that considers the

> language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages" (p. 2).

Similarly, it was introduced an alternative concept, defining translanguaging as the practices of discourse uttered by bilinguals, and pedagogical methods which use the whole linguistic repertoire of bilingual learners' flexibly to deliver both difficult content as well as language for academic purposes. When analyzing the concept's etymology, Li Wei (2011) uses the prefix 'trans-' to show three dimensions of flexible and dynamic multilingual uses (Li and Zhu, 2013). To begin with, the first one involves transcending the limits of specific structures and systems to include the linguistic repertoire of bilinguals by not favoring any language over the other. As the second dimension suggests, it is transformative, emphasizing the integration of a student's social skills, attitudes, and beliefs, resulting in the shaping of an integrated new identity. The third dimension refers to the social systems as well as connections depending on and they are linked with the speaker's creativity and criticality (Li, 2011). Accordingly, Garcia and Wei (2014) opposed that creativity includes the capability to make decisions if they follow or reject the rules and norms of any behavior involving language practice. Also, criticality refers to the use of existing evidence of showing one's observed cultural, political, social, and linguistic views and to express them effectively via situations that are considerate. Therefore, these perspectives can be interrelated: they push the boundaries of a language usually asking for a critical dimension, also it is believed that creativity is usually indicative when criticizing. Emphasizing the pedagogical dimension, García and Wei (2014) underlined that as students critically and creatively respond to situations now and in the past, translanguaging makes them construct and constantly regulate their sociocultural characteristics as well as ethics as part of a socio-educational process. Therefore, the framework of translanguaging might be identified as a phenomenon that happens naturally (Canagarajah, 2011), used to facilitate learners in constructing meaning within second language classrooms. Additionally, translanguaging can be applied to aid learners in gaining a deeper comprehension of content, fostering enhanced communication flow, and creating a secure teaching and learning context.

As language ideology that is associated with translanguaging, there is structural language ideology that pursues the belief of ‘one language, one person’ (Makoni and Pennycook, 2007) which elevated the dominance and impact of certain languages over others, establishing language hierarchies. Consequently, esteemed languages were acknowledged as standard and highly esteemed by language learners globally. According to Vogel and Garcia (2017), there are there major hypotheses of the concept of translanguaging as follows:

1. Speakers choose and employ elements among their own linguistic repertoire to communicate.
2. Speakers' evolving linguistic and semiotic performances need to receive greater emphasis in comprehending bilingual behavior, rather than focusing on the designated languages of nations and states.
3. Nevertheless, it acknowledges the tangible impact of the designated languages developed by communities; furthermore, it considers the effect of structural method to language

As an approach of translanguaging, ‘separate underlying proficiency’ suggests that there are two separate language systems in the human brain. According to this theory, the existence of a singular repertoire, comprising features chosen and effectively utilized in various contexts (Otheguy, Garcia and Reid, 2015). It posits that language systems are standardized with clearly defined boundaries. This model also postulates that exposure to a second language is the sole means of enhancing proficiency in L2 for learners (Cummins, 1980). Heller (1999) terms this division "Parallel Monolingualism," while Cummins (2005) refers to it as "Two Solitudes," akin to "Separate Underlying Proficiency." According to this theory, the linguistic systems of bilinguals remain distinct, with no interconnection between them, each representing a different language. However, this theory faced opposition from the "Linguistic Interdependence Theory," also put forth by Cummins, which contends that languages should be taught separately to prevent interference that could complicate the learning of both (or more) languages. This interference might lead learners to logically mix languages, resulting in the development of a language that is a composite of both systems mixed haphazardly. Some of the assumptions established in this model have been subject to ongoing challenges. Cummins (2005) refers to this approach by summarizing as; a)

classroom instruction needs to be given in the second language only, b) translation in both ways should be banned, and c) both languages need to be taught separately in the dual education environment. However, the foundational principles of this perspective lacked substantial support from comprehensive studies in the literature, relying primarily on intuitive reasoning, yet it endured for an extended period (Jacobson and Faltis, 1990). This separatist ideology had a notable impact on educational policies across various countries, with a particularly widespread adoption of monolingual education in America and Canada during the 1960s (Cummins, 2005).

As another approach of translanguaging, 'linguistic interdependence' was introduced by Cummins in 1981 as a theory which promotes the idea that linguistic and metalinguistic practices in one language can be transferred to another. This novel perspective challenges the notion that languages are entirely isolated in different compartments of the brain without any connections. Instead, this theory posits that bilingual speakers possess dual linguistic systems with transferable competencies (Garcia and Kleyn, 2016). According to this theory, bilinguals maintain two distinct linguistic systems, yet there is an intersection where certain linguistic elements overlap. This theory suggests that remnants of the first language are evident in the interactions of bilingual speakers and as individuals acquire additional languages, they engage in comparisons and contrasts to assess similarities and differences. This process brings about awareness of the connections between their languages, fostering accuracy and metalinguistic awareness in students. Consequently, learners can proficiently apply previously acquired rules in the target language. This heightened awareness of linguistic distinctions and similarities enables learners to experiment more confidently in the target language.

An approach named 'dynamic model and translanguaging' was suggested by Herdina and Jessner in 2002 which challenging the previous ones as it embraces a favorable outlook on the blending of languages for communication, recognizing its potentially beneficial impact on learning. The approach values minority languages and promotes individuals to express their identity without feeling compelled to forsake their mother tongue for the sake of acquiring another language. The Dynamic Model, which underpins translanguaging, advocates for a more comprehensive understanding and appreciation of bilingualism and multilingualism, ensuring equal opportunities for all speakers in their educational journeys.

This model signifies a significant departure in educational policies. Otheguy et al. (2015) assert that individuals possess a singular and distinct cognitive space. Within this space, the entire array of linguistic repertoire, encompassing vocabulary, rules, and phonemes, is utilized without delineation between designated languages. Various components of these personal repertoires consist of linguistic and verbal resources, visual elements, gestures, and engaged knowledge systems (Garcia and Kleifgen, 2019). According to this model, speakers don't switch between languages; instead, they function akin to a "shuttle," utilizing their integrated linguistic collection (Canagarajah, 2011, p. 401). Consequently, this perspective contrasts with the Separate Underlying Proficiency approach, which adopts a monolingual standpoint and posits that languages are compartmentalized in distinct parts of the brain. On the other hand, Garcia (2009) contends that speakers' linguistic repertoires are not isolated units devoid of connections; rather, they form a continuum—an integrated set of competencies with a web of interconnections (Cummins, 2007). To conclude, all these three models refer to the different uses of languages by the speakers when communicating with others and they differ from each other in terms of the extent and areas of linguistic repertoire that are used by the speakers.

While it has gained popularity, criticisms about translanguaging have been inevitable. Some argue that it might undermine the efforts to maintain proficiency in specific languages (Li, 2018). However, proponents emphasize its potential to enhance overall language development and cognitive skills (García, 2017). Therefore, the concept of translanguaging offers a valuable framework for understanding and promoting multilingual communication, challenging conventional language ideologies.

2.1.6. Translanguaging as a Pedagogy

The practice of translanguaging for method of instructions in the educational setting has given rise to a comprehensive theoretical and empirical framework, shedding light on translanguaging's significance, particularly in second and foreign language classrooms. Bilingual or multilingual learners engage not only with multiple languages but also with diverse cultures. Embracing such diversity in language and culture within the classroom environment can enhance students' self-confidence, support the preservation of their identities, and establish bilingualism and multilingualism as commonplace in second

language classrooms. In this context, Prilutskaya (2021) has clarified that translanguaging in language instruction plays a pivotal role in fostering the normalization of bilingual language practices. For García et al. (2006), schools that embrace multilingualism employ educational strategies that leverage the varied languages and literacy practices of their students. Using translanguaging in classrooms not only encourages the acknowledgment and tolerance of learners' first languages but also fosters the development of languages through their application in teaching and learning. Baker's insights (2001, 2006, and 2011) identify four prospective educational benefits of employing translanguaging. Firstly, translanguaging in education can facilitate a more profound and comprehensive understanding of subjects for learners. Second of all, translanguaging is of helpful to the enhancement of learners' proficiency in the "weaker language," referring to the second or foreign language. Thirdly, translanguaging has the potential to improve "home-school links and cooperation," making them more seamless. Lastly, the translanguaging pedagogy proves beneficial for the incorporation of speakers that are fluent with early language learners. Moreover, incorporating translanguaging for pedagogical tool purposes enhances understanding in both reading and communication in the second or foreign language, leading to increased proficiency in both the L2 and the learners' L1 (Ledwaba, 2020). According to Ledwaba (2020), translanguaging is now recognized as a pedagogical approach addressing the issue of low reading literacy among bilingual and multilingual learners. It can be adopted by instructors of second and foreign languages to expand multilingual learners' comprehension of texts, fostering students' confidence and promoting critical metalinguistic awareness. García et al. (2019) contend that scholars in translanguaging have reported that this pedagogy enables bilingual and multilingual learners to integrate their linguistic, cultural, and historical background information with texts.

In the Turkish higher education settings, certain public and private universities adopt EMI to enhance academic prestige and establish an internationally competitive teaching environment. Translanguaging is a prevalent practice in classrooms in which the students' first language is not the language of instruction. It encourages learners to actively participate, elaborate on ideas, and ask questions through scaffolding (Lewis, et al., 2012). Additionally, it enhances inclusion, participation, and understanding in the process of learning, fostering less formal relations among parties and facilitating the conveyance of ideas (Ellis,

McCartney and Bourne, 2011). In essence, translanguaging pedagogy emphasizes the "linguistics of participation" (Wei, 2018, p. 17) in the classroom, there is a collaboration between instructors and students when co-constructing knowledge (Garcia, 2019). Similarly, Maillat and Serra (2009) assert that strategic use of the first language alongside the second language by students can lead to simultaneous improvement in language skills and content mastery.

2.1.7. Code-Switching versus Translanguaging

There is a significant correspondence among the concept of translanguaging and code-switching. To exemplify, Garcia (2009) claims that while the former encompasses the latter and other forms of bilingual language use and contact, it surpasses the confines traditionally associated with code-switching. Additionally, there is an ideological shift wherein code-switching was linked to language separation. To elaborate, translanguaging embraces as well as endorses flexibility in the use of language. For Chitera (2009) and Kamwangamalu (2010), translanguaging seems closely connected to the historical construct of code-switching. For them, both instructors and students commonly use both languages when interacting with each other. Conversely, Wei (2011) argues that code-switching does not refer to a combination of two languages but rather creative strategies employed by language users. Although this statement can look similar to translanguaging, Jones and Lewis refer to the examples of unintentional code-switching in which instructors respond to students' language use no matter what the planned language policy of the lesson was. The original concept of translanguaging primarily referred to intentional and deliberate use of two languages. However, in their study based on field research, Lewis et al. (2012) suggest recurrent spontaneous translanguaging, observed when students were using both their languages for language proficiency and understanding. Additionally, in bilingual classrooms, scaffolding is employed as a technique to make the second language more comprehensible. According to De Beer et al. (2001), "responsible" code-switching means planned code-switching of the instructor aimed to enhance learners' cognitive skills as well as clarifying or highlighting classroom material. When using this way of scaffolding in bilingual environments, instructors need to assess the amount and value of their code-switching. Furthermore, Garcia (2009) suggests that by doing so, it is possible to cultivate learners' metalinguistic understandings and metacognitive awareness.

Moreover, in a broad sense, code-switching involves combining aspects of two languages. For instance, Cook (2001) associates code-switching with a distinctive means of using the second language taking place as the bilingual way of language in which both languages are utilized at the same time. Conversely, Grosjean (2010) highpoints that code-switching makes it possible for bilingual learners to express themselves more accurately instead of attempting to come up with the same expression in the other language. Nevertheless, Gumperz (1977) contends that code-switching cannot be justified by intelligibility or clarity of the conversation, as, in many cases, speakers can convey the code-switched output of a different code almost as efficiently. Thus, code-switching serves as an umbrella term encompassing two linguistic phenomena: code-switching and code-mixing (Bokamba, 1988). While some scholars use these terms interchangeably, others highlight their distinctions (Sridhar and Sridhar, 1980). This perspective provides a more comprehensive view of altering or blending codes. Conversely, Sridhar and Sridhar (1980) reserve code-switching for occurrences involving the embedding or mixing of words, phrases, and sentences, while they define code-mixing as the embedding or mixing of smaller linguistic units such as affixes, words, or phrases. Bokamba (1988) asserts that the distinction between code-switching and code-mixing is both convenient and necessary due to their different linguistic and psycholinguistic assumptions. Specifically, these two phenomena differ in how bilingual speakers employ them, yet both involve alternation between languages resulting in mixed forms of language (Crystal, 2008). According to Garcia (2009), the concept of translanguaging includes code-switching too; nonetheless, even if they have similar characteristics, Garcia and Wei (2014) illustrate more details about their difference as follows:

> Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages, but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire. (p. 22)

Nevertheless, the conventional understanding of code-switching involves the act of changing or moving among two languages. It is acknowledged as a theoretical validation of

the notion that, despite the bilingual individual's adept manipulation, they are dealing with two distinct linguistic systems (Otheguy, et al., 2015). Hence, code-switching refers to bilingualism and/or multilingualism's fractal conceptualization unlike translanguaging. Therefore, code-switching is rooted in the monolingual ideology that advocates the segregation of different codes or modes. In contrast, translanguaging rejects the notion of switching between two distinct linguistic systems. According to the translanguaging theory, bilinguals, when engaging in code-switching, draw upon their integrated linguistic repertoire rather than toggling between separate language codes in use.

2.1.8. Translation versus Translanguaging

Translanguaging and translation are both processes which involve the involvement of multiple languages, however they serve different purposes and operate within distinct linguistic contexts. To elaborate, translanguaging is a pedagogical and sociolinguistic practice that highlights the flexible, dynamic, and strategic use of multiple languages by bilingual or multilingual speakers (García and Li Wei, 2014). It includes seamlessly moving between languages to convey meaning effectively, rather than tackling languages as separate and dissimilar entities (García, Johnson, and Seltzer, 2017). In educational contexts, translanguaging promotes learners to use their full linguistic repertoire to understand, learn, and express themselves, thus encouraging deeper understanding and engagement (García, 2009). On the contrary, translation is the process of altering text or speech from one language to another while keeping its original meaning and intent as accurately as possible (Bassnett and Lefevere, 1998). Contrasting with translanguaging, which takes place dynamically within dialogues or tasks, translation typically involves completed products or texts in which loyalty to the original message is essential (Venuti, 2008). It deals with ensuring that the translated text preserves coherence and adheres to linguistic norms of the target language (Baker, 2018).

Translanguaging shapes the boundaries between languages and integrates linguistic resources from other languages to improve communication and learning experiences (García, 2009; Canagarajah, 2011). It highlights the interaction and integration of multiple languages in actual communication to scaffold comprehension, clarify concepts, and express complex ideas that might be challenging in a single language (Canagarajah, 2011).

Moreover, in educational settings, translation is frequently used to link linguistic barriers in written texts or formal communication in which accuracy and loyalty to the original text are of importance (Pym, 2010). It includes a more intentional and controlled approach to convey meaning across languages, confirming that the translation precisely reflects the content and refinements of the original text (Baker, 2018).

In conclusion, while translanguaging and translation both include the interaction and integration of multiple languages, they serve distinct functions and operate within different linguistic contexts. Translanguaging highlights the dynamic, deliberate, and integrated use of languages to communicate and learning, encouraging flexibility and deeper engagement. On the other hand, translation refers to transferring meaning between languages in written or formal contexts while preserving loyalty to the source text.

2.2. Research Related to Translanguaging

Even though it is a recent concept that has been studied since the late 20th century despite its recent emergence, researchers and educators began to observe and study instances where bilingual speakers fluidly and purposefully have used their full linguistic repertoire for communication and make meaning according to Garcia and Wei (2014). As for its growth and recognition, during the 1990s and in the early 2000s, scholars such as Ofelia Garcia and many others contributed remarkably to defining and conceptualizing translanguaging with a focus on how bilinguals creatively and strategically used their languages in various contexts to enhance communication and understanding (Garcia, 2009). Regarding the mainstream acceptance of translanguaging, consequently, it gained broader recognition and acceptance within applied linguistics, education, and sociolinguistics during the 2000s and 2010s. Then, it became increasingly studied not only in bilingual education settings but also in diverse linguistic and educational contexts worldwide. Finally, from 2010s to the present day, research on translanguaging has expanded to explore its implications beyond bilingual education, including its role in second language acquisition, classroom practices, sociolinguistic contexts, and professional communication. The concept remains to evolve as scholars refine its theoretical underpinnings and practical applications. Overall, while the term ‘translanguaging’ has gained prominence relatively recently, its roots can be traced

back to earlier explorations of bilingual and multilingual practices in various educational and social settings.

2.2.1. Instructors' Perceptions

Several studies regarding translanguaging have been conducted focusing on distinct variables including distinct stakeholders. in EFL contexts. To begin with, as for the lecturers' perceptions towards translanguaging, Macaro (2009) suggested a continuum model to practice in EFL classes along with three featuring positions of translanguaging. In the first one, which is called 'virtual position', lecturers assume the using L2 exclusively in class and asking students to do the same as the best practice. The second position is called 'maximal' in which lecturers believe that they do not teach in the best classroom circumstances to realize their 'English only' dream; therefore, they use L1 as long as it is required, and feel guilty about it (Doiz and Lasagabaster, 2017). The last position is 'optimal' through which lecturers use both languages purposefully and rationally with an aim to foster and improve language learning. According to the last one, therefore, stakeholders are concerned to pursue multilingual perspectives, also they employ an embracing attitude regarding translanguaging practices. Therefore, the attitude of lecturers regarding translanguaging depend on the way they practice it in relation to their perception. Wang and Kirkpatrick (2012), for instance, investigated teachers' attitudes towards language preferences by utilizing Macaro's model in four different universities in Beijing. The findings of the study indicate that teachers show a positive approach towards the use of L1 even though the school firmly asks them to use Chinese only. Similarly, Mendez and Pavon (2012) examined the L1 use in a classroom in which CLIL was employed in Spain. In their study, all stakeholders including language teacher, content teacher and language assistant were interviewed in primary and secondary levels. The findings of that study showed that L1 is used to assist learners understand challenging concepts. The participating teachers were highly positive towards flexible language uses as they were not trained for their use of L1 which occurred randomly and spontaneously.

In a similar vein, Raman and Yiğit (2015) carried out research at a tertiary level in Cyprus regarding the functions of code-switching through the investigation of classroom practices in EMI classes. Their study demonstrated that code-switching contributes to

significant functions like expressing feelings, creating a sense of relatedness, and amplifying teachers' inner thoughts. Another research which was conducted in 2016 by Karakaş examined lecturers' approaches in three different universities with English-only policy. Participating lecturers in the study were found to pursue positive attitudes towards their students' intentional use of L1 since they were prone to appreciate the content proficiency more compared to language preference. The lecturers with negative attitudes provided a rationale for their position with their institution's language policy as well as students from different nationalities. Similarly, Yuvayapan (2019) investigated English teachers' perceptions of translanguaging through a questionnaire followed by classroom observations as well as semi-structured interviews to compare their translanguaging practices and perceptions at three different private schools in Türkiye. The results showed that the participants' perceptions were inconsistent with their practices. Even though they pursued positive views towards translanguaging for some specific occasions, they were not observed to be using this pedagogy because of the expectations of their institutions, students' parents, and colleagues.

In his doctorate study in 2021, similarly, reference Yüzlü explored the identity reconstruction of EFL teachers during and after the training which introduced translanguaging as an English language teaching pedagogy as in form of a case study in Türkiye. The study included 12 in-service teachers at different K-12 contexts and data were collected via reflective journals, field notes of classroom observations, and semi-structured interviews. Findings indicated that those trainings had made some changes on the teachers' identities since the EFL teachers who were inner force motivated and had expertise were revealed to have had greater potential to grow translanguaging-driven identity.

Another her doctorate dissertation in the Turkish context in 2021 was conducted by Özer investigating college composition instructors' and students' perceptions regarding translanguaging in writing through online surveys. The results indicated that instructors had translingual tendencies to multilingualism and differences. Also, the results suggested pedagogical implications for the classes of writing within the curriculum such as adopting a more diverse attitude and incorporating language rights into the curriculum with an aim of establishing pluralistic attitudes in college writing classes. the study also suggested that

instructors should welcome translanguaging pedagogy to challenge learners' monolingual ideological views and make them aware of their rights to use their L1 in writing.

In another study in Türkiye, Özyer (2021) explored EFL teachers' attitudes and perspectives regarding translanguaging in different levels and schools through an online questionnaire and two-open ended questions at the end it. In her master thesis, she made a comparison between how teachers perceived translanguaging according to the type of school they worked. The results showed that state school teachers gave much more importance to translanguaging than private schools teachers. In other words, they were more dependent on students' L1. As for the level that the teachers were teaching, high school and secondary school teachers were in favor of adapting translanguaging pedagogy more, and they used it in their classroom more frequently than the teachers working in primary and university teachers. Furthermore, it was higlighted by the majority of teachers at state schools that translanguaging should be employed whereas it was highlighted that it should be avoided as stated by the majority of private school teachers.

2.2.2. Instructors' Practices

As for the translanguaging practices of lecturers, it can be stated that classroom practices are still typically based on unplanned and random uses and how it can be adapted within the present curricula is a challenge. At this point, lecturers' role when making a decision, managing the tasks and evaluation of accomplishments become critical. Therefore, the lecturers turn into decision-makers as "giving voice, clarifying, reinforcing, managing the classroom and asking questions" (Wang, 2019, p.3). Thus, the traditional approaches towards first language or the flexible use of other linguistic repertoires need to be redesigned as these attitudes may contribute to pedagogical achievement as Canagarajah (2011) claim regarding translanguaging in educational environments. As an example for former studies focusing on lecturers' use of translanguaging, Polio and Duff (1994) investigated lecturers' L1 use at an American university classroom. The findings indicated that the lecturers used L1 for disciplinary matters, clarifying grammatical subjects, vocabularies, complex issues and building student-teacher rapport. Similarly, in a study of Lasagabaster (2013), 35 teachers' attitudes towards the use of L1 were investigated at a university in Colombia. The

findings brought about different reasons such as better understanding, comparison of L1 and L2, comforting students, promoting participation and sustaining classroom management.

Pujol-Ferran et al. (2016) examined translanguaging pedagogies of four professors in different courses at tertiary level with Latino students. The participants practiced translanguaging practices like translation, code-switching, L1 use, and cross-linguistic analysis. They stated they these practices were motivating for the improvement of minority students in their education as they facilitated students' engagement, cooperation, linguistic diversity, and cultural experiences. Furthermore, according to these professors, these translanguaging pedagogies developed more in-depth content, contributed to their metalinguistic and academic knowledge through promoting comparisons between languages and links among existing and personal experiences. Another study in 2019 (Deroo and Ponzio) examined teachers' perceptions of translanguaging after their practices in classes. According to the study, their perceptions mostly referred to challenges and limitations of translanguaging as they had concerns about not knowing the students' each language and about institutional restrains as it is not included within the curriculum.

Another study in which lecturers' practices of translanguaging were investigated was conducted by Garcia and Wei (2014) whose study indicated that those practices were employed to promote social and linguistic homogeneity or equivalence in the classroom since the proficiency levels were not the same. The same study also revealed that the lecturers thought that using L1 activated learners' background knowledge. Furthermore, those lecturers were making meaning more relevant and purposeful particularly for the students who pursued low English level. Another objective was to foster deeper comprehension and promote new knowledge, awareness, and critical thinking. These roles of translanguaging were found to have helped students increase their metalinguistic awareness, cross-linguistic flexibility, and recognize investment and viewpoint. Consequently, the lecturers used multiple languages in a flexible and knowledgeable way to help their students by making the class equal and democratic socially and linguistically.

As an example for a study investigating translanguaging practices of lecturers, Wang (2016) investigated scaffolding strategies within three sub-categories explanatory, managerial, and interpersonal strategy. The first one was related with providing

metalinguistic scaffolding students for meaning- meaning through elaboration on grammar, clarification of a topic and interpretation. The second one was about giving operational strategies like giving instructions and feedback, approving and/or disapproving and checking comprehension. The third one was interpersonal strategy which is related to strategies about multilingual interaction among class members. Finally, it demonstrates that translanguaging practices enabled some reserved students from different levels to negotiate meaning.

In 2019, another study was conducted on how translanguaging made understanding deeper and fostered the awareness at a primary school in Africa (Makalela). The results indicated that translanguaging practices in that context were in a close relationship with an African value system of which motto was "I am because you are." The study also made suggestions on how translanguaging had the possibility to universally improve content accessibility and identity situations in multilingual environments. In the same year, Gynne carried a study investigating translanguaging practices through micro-analysis of classroom interactions of three classrooms in Sweden. It was indicated that students and teachers engaged in multilingual interactions through translanguaging with an aim of serving objectives like scaffolding, associating understanding of key points, adding on background knowledge and so on. Furthermore, it had practical implications about the ways of achieving learning and teaching via translanguaging in multilingual contexts.

2.2.3. Students' Perceptions

Extensive and detailed research is existing on students' perceptions towards translanguaging pedagogy within the EFL context. For instance, in Rolin-Ianziti and Varshney's (2008) study, they investigated the approaches towards the use of L1 in their French class, in which the lecturers allowed them to use both languages. Their study revealed that students were of the opinion that the pressure to use L2 as beneficial, while frequent L1 use negatively impacts their pronunciation and fluency. Nevertheless, they also acknowledged that L1 aided in learning L2 grammar and vocabulary. Similar to their study, Al Shareai (2012) carried out a study on students' perceptions towards L1 use in EMI context and the study showed that students preferred to follow the English-only policy of their institution. They expressed no negative views towards using L1 in the classroom but asserted

that their proficiency in L2 improved with increased use. When struggling to find the correct word in L2 while explaining something, they acknowledged resorting to L1 for assistance.

Unlike those studies, Shifidi (2014) demonstrated that translanguaging practices had positive effects on students' understanding of content and complex concepts in Namibian schools. His research indicated that these practices enhanced classroom participation and interaction. Similarly, within the same year Madiba (2014) conducted a study regarding translanguaging in Cape Town and it revealed that students utilized bilingual practices to create personalized bilingual glossaries for understanding concept literacy. Translanguaging methods were found effective in enhancing students' grasp of scientific concepts and procedures within an academic curriculum.

In 2016, similarly, Ngcobo et al investigated students' beliefs on translanguaging practices through written reflections and found that they pursued a positive view towards it which allowed them to share knowledge and skills among languages. Additionally, it revealed that translanguaging created linguistic equality within the classroom. As an example to comparison of L1 use and translation from the perspectives of EFL students, Xhemaili (2017) investigated how students previously transferred recognition, description, and explanation patterns from their L1 into their written tasks. Therefore, students reported benefiting from translanguaging through negotiating meaning, inquiring about unfamiliar words, and addressing communication breakdowns. They also indicated that unrestricted L1 use boosted their self-confidence and improved their understanding of lecture content. However, they acknowledged that their attention waned more quickly during English-only instructions.

In a more recent study, Prada (2019), explored the impact of translanguaging on student attitudes, examining how exposure to translanguaging practices influenced their views on monolingual teaching ideologies. The findings suggested that translanguaging challenged traditional teaching approaches by offering flexibility in linguistic practices. This supported the importance of translanguaging in fostering acceptance and inclusivity of diverse language practices among learners. In the same year, Fallas Escobar examined bilingual translanguaging practices recorded in an EFL classroom at a Costa Rican university. In this study, students were prompted to utilize their entire linguistic repertoire

to freely discuss a chosen task. During post-task interviews, students expressed enjoyment of the activity, noting that interaction flowed smoothly. Despite students' positive reception of these flexible practices for diverse purposes, entrenched beliefs in monolingualism prevented effective integration of these practices into the curriculum.

2.2.4. Students' Practices

In terms of students' translanguaging practices, several studies have been conducted through various methods within EFL contexts. For instance, within the Turkish context, Karabulut (2019) examined the implementation of translanguaging pedagogy of which aim was to improve EFL students' writing skills in L2. In this quasi-experimental research design including two experimental and one control group through questionnaires and-semi structured interviews, students' perceptions were investigated and it was found out that students found this pedagogy reasonably, mostly, and extremely useful for their English writing classes. Furthermore, they believed that it helped them develop some aspects such as organization, planning, and thinking skills, grammar, vocabulary, group work, linkers and so on. The data coming from the writing assignments, on the other hand, statistically significant differences between their scores of all groups were found. Herewith, translanguaging group's scores were found to outperform the other groups. Another result showed that the scores of the group with translanguaging pedagogy were higher than those with English-only policy. Furthermore, the first experimental group completed their tasks in a shorter time than the other groups.

A more recent study with the Turkish context was conducted by İnci Kavak (2021) to explore and reveal translanguaging practices in different EMI classes at tertiary level. The study's aim was to classify the extent and types of translanguaging used within these classes, to define the purposes of translanguaging, and to discuss the attitudes of both students and lecturers regarding these practices through audio-recordings, close-ended questionnaire, face-to-face interviews, and classroom observations. The study revealed that translanguaging practices are common within the academic setting through the use of lecturers. As commonly used practices, there was a repetitive use of L1 in the discussions of resources in L2, addressee words in L2 as well as the employment of L2 for non-existing vocabularies in L1. Nevertheless, the study revealed that there were some practices and

functions unique to different academic fields. Students used translanguaging as a means and end as well as to master the class contents in L2. The majority of the students, on the other hand, made use of translanguaging for commenting, (dis)agreeing, and persuasion purposes. Furthermore, the participants perceived translanguaging practices as a context-sensitive practice.

Researchers commonly believe that students employ translanguaging in a student-directed way (Wang, 2019) for particular purposes such as participation, elaboration of opinions and posing a question. To this end, Garcia and Kleifgen (2010) assert that there are other translanguaging strategies as follows:

- Utilizing a transcript in one language while engaging in discussion in the other language
- Transitioning between languages during textual analysis and discussion
- Verbal exchange in one language, followed by understanding verification in another language
- Reading in one language while writing in another, or vice versa
- Discussion in one language while writing expression in the other one, or vice versa
- Incorporating all linguistic resources of students
- Flexible use of multiple languages in a dynamic alternation mode

In a study conducted by Martin-Beltran (2014), for instance, students utilized translanguaging effectively for comparing, contrasting, and commenting to address language-related challenges. Similarly, teachers engaged in translanguaging by constructing, conveying, and negotiating meaning. Similarly, in 2019, Jonsson conducted an ethnographic study exploring how translanguaging was employed as a pedagogical resource in a 5th-grade Swedish bilingual school, aiming to generate knowledge. The study confirmed that translanguaging was actively used by both teachers and students inside and outside the classroom. However, despite its apparent use, there was a lack of reflection on its pedagogical functions. Consequently, Jonsson advocated for the explicit integration of translanguaging practices into the curriculum. This integration, according to Jonsson, would enable students and teachers to obtain and co-construct knowledge and competencies in new languages, as well as negotiate linguistic as well as semiotic sources. Ultimately, learners

would create connections between and across their linguistic repertoires by integrating and intertwining them.

Research in the Turkish higher education context has been very limited to date. A recent postgraduate thesis at Adana Science and Technology University examined translanguaging practices in the classroom (Küçük, 2018). The study explored the challenges students faced and the attitudes of both lecturers and students towards translanguaging practices. It found that students and lecturers used translanguaging strategically for "instructional" reasons, such as scaffolding, translation, use of bilingual materials, negotiating meaning, clarifying complex points, and taking notes in L1. They also used it for "affective" reasons, like encouraging, comforting students, and building rapport. Additionally, the study revealed that lecturers had an optimal position for translanguaging practices while students had a maximal position. This means that, lecturers in this study used both languages decisively and rationally to foster and improve the language learning whereas students used them as long as it was required.

Overall, there have been several studies investigating perceptions and/or practices of students and/or instructors regarding translanguaging in various levels and contexts. However, to the best of the researcher's knowledge, no study has been conducted examining both students and instructors' perceptions and practices regarding translanguaging at the tertiary level.

CHAPTER 3
METHODOLOGY

This chapter consists of methodological information used to gather and analyze data related to the perceptions of EFL learners and instructors regarding translanguaging in their EFL classes. To achieve this, information about the research design, setting and participants is given first followed by data collection tools and reliability and validity. Finally, information regarding the research procedure and data analysis is illustrated thoroughly.

3.1. Research Design

This study aims to investigate the perceptions and classroom practices of EFL instructors and students regarding translanguaging and to profoundly examine the insights, attitudes and practices of EFL learners and instructors. Accordingly, mixed-methods research was adopted to investigate the research questions comprehensively.

Throughout the years, two prevailing methodologies held their ground as primary focal points in language research. Researchers pursuing correlations or causality between variables adhered to the experimental tradition, employing quantitative data collection and analysis methods. Meanwhile, those inclined towards narrative, description, and interpretation favored the qualitative tradition. Even though each approach possesses its own strengths and weaknesses, no definitive superiority of one over the other can be pointed out. To decide on the approach, research questions serve as the guiding light, directing the researcher towards the type of data to be collected and the methods for analysis (Nunan andBailey, 2009). Recently, there has been a growing trend towards mixed-methods research, which involves gathering and analyzing data and drawing conclusions by using both qualitative and quantitative methods within a single study (Tashakkori and Creswell, 2007). Taking the implementation of both qualitative and quantitative methods into consideration, mixed-methods research has been recognized as the third methodology in social sciences research (Doyle et al., 2009). In other words, this research method alternates the traditional qualitative and quantitative research methods (Halcomb and Hickman, 2015). Several different terms have been used when referring to mixed-methods research such as multi-method research, multi-trait research, combined research, integrated research, multi-

methodological research, and mixed-model studies within the literature (Dörnyei, 2010; Mackey and Gass, 2016). This method is preferred since it uses both methods by providing a more complete understanding of research problems (Fraenkel and Wallen, 2009) which is in accordance with the holistic approach of the present study to translanguaging which incorporates languages for linguistic, cognitive and social assistance in education. Consequently, mixed-methods research design may offer a more comprehensive response to the nuances of the current educational landscape, particularly where multiple languages are involved. It also suggests that relying solely on single-method means renders a study more susceptible to criticism because of the inherent limitations of that specific approach.

Rather than constraining the investigation with a particular method, researchers should employ a diverse array of tools to address the complexities of the research problem. Providing that results stemming from various data sources and methods align, the validity of the results can be strengthened. Furthermore, the strengths of one method can cover the weaknesses of another (Fraenkel and Wallen, 2009). Hence, mixed-methods research design entails the integration of two different research methods within one research. Quantitative research follows a deductive approach, utilizing numerical data and statistical methods to either support or challenge a hypothesis or theory whereas qualitative research adopts an inductive approach, deriving theories deriving from particular stances and qualitative sources like narratives and interviews. Figure 1 below indicates the major dissimilarities among qualitative and quantitative research means.

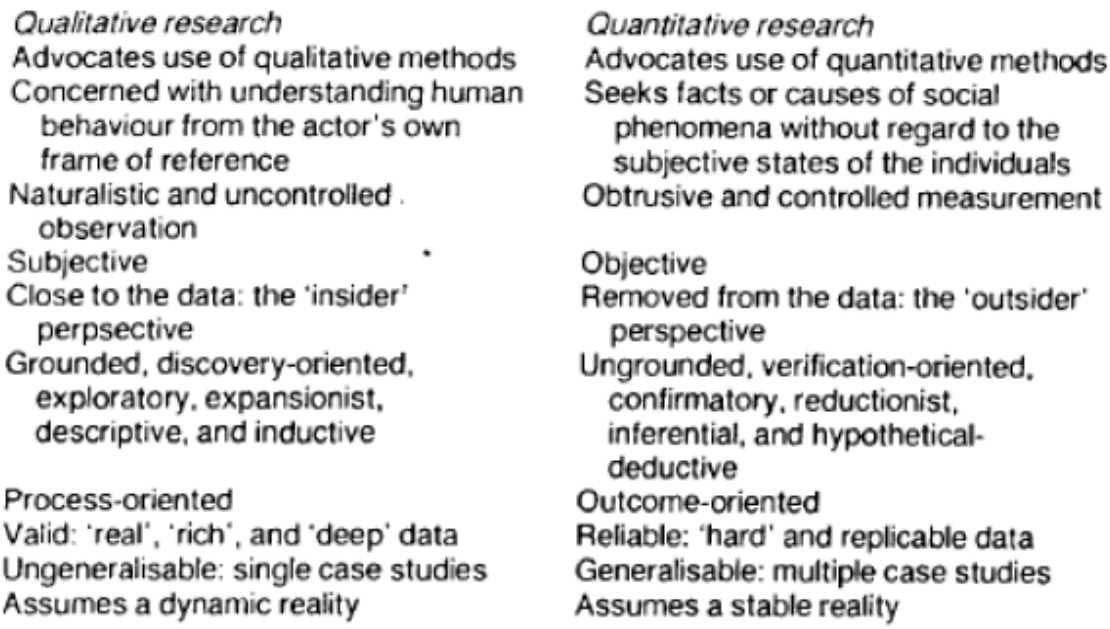


Figure 1. Expressions linked with qualitative and quantitative research methods

As seen in Figure 1 above, mixed-methods research blends two contrasting and seemingly incompatible paradigms to shed light on a research problem. Some researchers, known as purists, view this as a concern, arguing that these paradigms cannot be effectively integrated. On the other hand, other researchers, known as situationists, advocate for the adaptation of methods to suit specific situations. The group called *pragmatists* thought that it was possible to use multiple paradigms in a single study. Also, pragmatism is considered as the ethical cornerstone of mixed-methods research. The essence of pragmatism lies in the notion that researchers should opt for "whatever works" (Fraenkel and Wallen, 2009, p. 559) to address their research question. This means that the chosen method could be quantitative, qualitative, or a blend of both. Pragmatists harmonize divergent methods by separating them from their methodological origins. They perceive methods solely as mechanisms for data collection, freeing them from their epistemological contexts. This implies that the same instrument could be employed by two distinct approaches, however, in varying ways and for different objectives. Qualitative tools like observation as well as interviews can also find utility in quantitative research endeavors (Fraenkel and Wallen, 2009). As for the

comprehensive addressing of the study's problem, it falls upon the researcher to determine the approach for data gathering and analysis.

A mixed-methods research approach can decrease the limitations of a single method while connecting the strengths of multiple approaches. The quantitative method yields numerical and factual outcomes that can be generalized for broader research applications. However, relying solely on statistical data may obscure specific details such as behaviors, emotions, or personality traits of individuals or groups. A mixed-methods research design was used in this study accordingly to enable a more inclusive examination of the study's purpose. This design can change in accordance with the means of data collection and the analysis. The present study, therefore, adopted convergent parallel mixed method which is process of simultaneous data collection through both quantitative and qualitative means. The aim of this method is to analyze and compare these two data collection ways and to determine if their results they complete each other (Creswell, 2014). Within the current study, the quantitative and qualitative data collection methods are given importance to the extent in order to answer the research questions.

In the present study, the researcher was able to validate and confirm the quantitative data results through numerical evidence while the qualitative data provided more in-depth understanding of the phenomenon through qualitative data collection methods. Therefore, the current study, with its convergent parallel mixed-methods design, provided the researcher with the opportunity to employ both qualitative and quantitative methods during data collection and analysis, enabling the integration of their findings for data interpretation. Therefore, in this method, both qualitative and quantitative data are collected simultaneously, but they are analyzed independently. Subsequently, the results are compared to ensure the reliability of the multiple datasets, and the findings are evaluated and justified accordingly. Figure 2 below demonstrates how the research is designed in a convergent parallel mixed method.

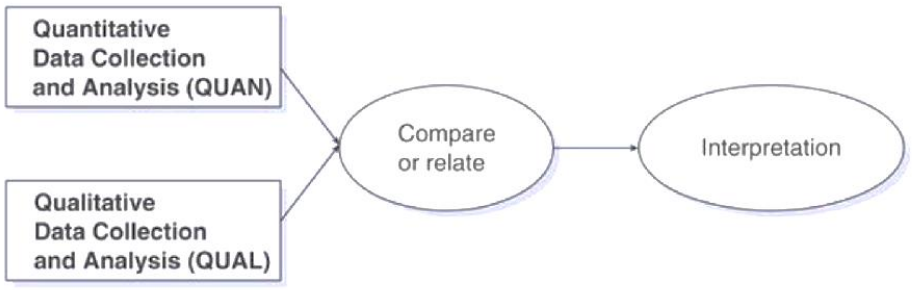


Figure 2. Convergent parallel mixed-methods

As for quantitative research tool, a questionnaire was used to gather and track the students and instructors' perceptions about translanguaging in the classroom as well as the extent of their practice of language within the EFL classes. The data that was collected from interviews and observation thus were analyzed using qualitative approach. Utilizing the results of data collected through various research tools to answer the research questions increases the validity and reliability of the research. For the analysis of the data coming from students' and instructors' interviews and classroom observations, inductive content analysis was used (Creswell, 2014). In other words, general and open-ended questions were asked in the interviews rather than leading ones of which answers were analyzed only according to the responses coming from the participants. As for the classroom observations, on the other hand, the researcher observed whatever experienced regarding translanguaging within the classroom and analyzed the data according to the practices of the participants. The steps, therefore, include gathering information, asking participants open-ended questions, taking field notes followed by the study of data so as to classify themes or categories in search of comprehensive patterns, and finally making generalizations by comparing the findings with the related research within the literature.

As for the philosophical approach of the research, a constructivist approach has been adopted in the analysis of the qualitative data since it provides the researcher with the opportunity to understand the experience of human world (Cohen et al., 2011). According to Wilson (1996), the key points of constructivism are:

1. Knowledge is created, not transmitted,
2. Existing knowledge influences the process of learning,

3. First comprehension is local, not global,
4. Constructing beneficial knowledge structures necessitates demanding as well as intentional activity (p. 23)

Moreover, mixed-methods research design serves as a valuable tool for cross-validating study findings. When results from multiple methods meet to provide a unified phenomenon comprehension, the validity and reliability of the findings are anticipated to strengthen. This cross-validation, or triangulation of methods, can be applied within one method and among the two methods to investigate the same research question. To exemplify, quantitative tools like questionnaires and their outcomes on correlations or individual differences can be compared with qualitative insights into similarities or differences between individuals. Additionally, the findings obtained from qualitative tools such as interviews and field notes are examined for internal consistency. Ultimately, it is possible to analyze through both quantitative and qualitative ways for qualitative data derived from transcribed version of the interviews. The coherence among all these findings enhances the validity of the research. In accordance with the quantitative surveys, the qualitative component of the research involves semi-structured interviews (Appendix 3, Appendix 4, Appendix 5) with both students and instructors. Through open-ended questions, participants are encouraged to provide deeper insights into their perspectives, experiences, and interpretations regarding translanguaging. Specifically, participants are prompted to reflect on their attitudes towards translanguaging, their motivations for engaging in translanguaging practices, and the contextual factors influencing their use of translanguaging in the classroom. In addition, the classroom observations conducted by the researcher of the study function as an additional qualitative data gathering method which ultimately enable researcher to have deeper understanding of the translanguaging practices in the education environments. The researcher took field notes when observing the classes to note on the examples of translanguaging occurrences indicating the dynamics, and interactions among instructors and students. Therefore, the present study employed mixed-methods research design as for its numerous benefits. To begin with, thanks to its complementarity feature, mixed-methods research design helps to triangulate the findings with the other type of findings which are both quantitative and qualitative. By doing so, the researcher employing mixed-methods research design can expand quantitative findings with qualitative findings. This will

eventually provide the researcher with more in-depth understanding of the phenomena. It becomes possible for the researcher to indicate to what extent the quantitative findings overlap with qualitative ones as well as showing the negative and positive relationships between each type of data coming from different sources (Johnson and Onquegbuzie, 2004) The findings of both can illustrate in what way findings differ from each other which can be concluded by the researcher. Upon having used quantitative tools followed by qualitative tools, the researcher can make significant comparisons between the two.

In this study, the researcher makes use of classroom observations, followed by quantitative questionnaires and semi-structured interviews to understand the complexities about translanguaging perceptions and practices of the participating students and instructors. The reason why the researcher made use of translanguaging is that there was an aim to explore the nature of translanguaging among these participants, which eventually demonstrate the findings through different perspectives of quantitative and qualitative methods. As for the present study, therefore, two different close-ended questionnaires were used for the quantitative part which were designed to explore participants' perceptions and practices regarding translanguaging. These questionnaires were administered to both students and instructors. For the students who were studying English in preparatory school to master in their undergraduate departments in the following year the questionnaire (Appendix 1) included items examining their perceptions towards the use of only English in EFL classes as well as perceptions and practices regarding translanguaging. Students were asked to complete this questionnaire online through the link provided by their researcher instructor.

Likewise, the participating instructors were administered a questionnaire (Appendix 2) with an aim to gain insights about how they perceive and practice translanguaging in their EFL classes. The qualitative part of the study for the interviews was piloted by the researcher to the all participants so that the researcher can test the interview questions developed by herself. As it is a mixed-methods research design, both qualitative and quantitative methods were used through the means above and after this stage, the study started with classroom observations followed by questionnaires and interviews. In the following sections, the setting, participants of the pilot study and study phases will be illustrated in detail.

3.2. Setting of the Study

The present study takes place in the School of Foreign Languages at a private university in Istanbul, Türkiye, in which the students major English language in during a year in the Preparatory Programs in order to start their respected undergraduate programs which mostly have English Medium of Instruction (EMI) depending on the percentage of English instruction. The programs include academic courses in English which requires students to have at least B2 level of English to master before and during these academic courses. The English preparatory program is the main focus of the present research. In the beginning of every year at university, students are administered a proficiency exam. The passing score for this exam varies depending on the department of the students with a minimum score of 60. Consequently, the students who fail in this proficiency exam are required to take a placement test to be distributed to an appropriate level according to their level showed by their exam score. The levels covered in this preparatory program range from A1 to B2 according to the Common European Framework of Reference (CEFR).

Each level, which is called as 'module', lasts 9 weeks in which students have 22 hours of synchronous and 4 asynchronous English classes. The 22-hours of classes consist of 6 hours of Writing and 18 hours of Integrated Skills classes in which students learn other 3 skills. For each class, Writing and Integrated Skills, a different instructor teaches. The preparatory program in this study integrates a hybrid education system, with 3 days of face-to-face classes and 2 days of online instruction. Apart from the synchronous classes, students are assigned with online asynchronous daily tasks on the online platform called 'ItsLearning' (https://itslearning.com/index.aspx). These daily tasks are assigned with a specific deadline every day to be completed outside the classes as an individual study for the students. These daily tasks include contents from the weekly contents covered that week or day. Other than that, students in the present study are required to take three tests in total in each module which are called 'Weekly Test'. These tests consist of grammar, vocabulary, listening, and reading. Students take these tests face-to-face in every weeks and get individual feedback from their instructors. Participating students within this study are also required to complete a task called 'Collaborative Task' in which they do role-plays as groups upon getting ready for their performances within the class hours. Therefore, students in this task collaborate with their peers by interacting, negotiating, and discussing within an allotted

time so that they can perform what they have prepared after speaking to each other. The purpose of this task is to provide students with an opportunity to practice speaking L2 during both preparation and performance stages. As for the main aim of the present research, it is of significance to emphasize at this point that students are implied that they are not allowed to make use of their L1 both in the preparation and performance stages of the task. In this stage of preparation, they are strictly asked to speak English during these stages; otherwise they are warned that they will be deducted points as specifically stated in the criteria of the task. Therefore, students are aware of the 'English-only policy' when getting ready for their performances in groups. The instructor, at this point, gives special attention and meticulously listens to students' interaction with each other whilst they are practicing their upcoming performances and warns them when they make use of their L1 and L2 at the same time. This act of restricting students in one language in fact is in contrast with translanguaging as Garcia (2009) states in her book that goes as follows:

> "*Translanguaging is the process whereby multilingual speakers use their languages as an integrated communication system. Rather than keeping languages separate, translanguaging blurs the boundaries between languages and draws on the speaker's entire linguistic repertoire to make meaning*."

Similar to the quotation above, the respected use of translanguaging suggests that learners use various languages in different modes such as speaking in one language and writing in another or the vice versa (Garcia, 2009). The participants of the current study, on the other hand, are banned from this use of various languages in their EFL classes by some instructors whereas they are encouraged to do so by some instructors as the institution does not hold a strict English-only policy for the instructors. The institution, therefore, allows its instructors to make the decision of translanguaging in their EFL classrooms. At this point, it is of importance to note that these students who participated in the present study were asked to express their perceptions regarding translanguaging taking their own classroom practices into consideration both in quantitative and qualitative way.

Other than their Weekly Test and Collaborative Tasks, the participating students of the present study are also asked to complete a Speaking Task in which they are asked to describe pictures that the instructor shows them. During their classes, they practice the task

both individually and as a whole class; however, at the last week of the module they randomly pick a number and describe the picture they see in L2. During the practice and performance of this task, students are implicitly banned from speaking or writing in L1 before they start speaking; on the contrary, they directly start speaking about what they see on the screen. As for another grading of students during the module, students are weekly assessed according to how they have performed in that week out of 50 points of which other 50 consists of the Daily Tasks that has been referred above. Instructors give performance grades after observing each students in terms of their attendance, participation, preparedness, and use of English during the classes. Instructor, consequently, can deduct points from students' weekly performance grades in case there is an ongoing attempt to use L1 in the EFL classes.

At the end of each module, students are required to take an end of module (EOM) exam of which passing score varies depending on the department of the students. However, the minimum score to pass the exam is 60 out of 100. The ultimate goal of the preparatory students to start their respected undergraduate degree is to pass the proficiency exam if they fail to do so in the beginning of the academic year. The passing score for the undergraduate students and associate degree students considering vertical transfer must score minimum 60 points out of 100 to pass this English proficiency exam. The passing score for students of the Faculty of Pharmacy and Dentistry is at least 70 points out of 100 points. Finally, the passing score for students of the Faculty of English Language Teaching and Medicine is at least 80 out of 100 points in the English proficiency exam.

3.3. Participants of the Study

3.3.1. Participants of the Pilot Study

The participants of the pilot study of the interviews were A1 level students in two different classes as well as their instructors at the preparatory program at a private university in Istanbul, Türkiye. Firstly, Table 1 illustrates instructor's age, gender, education status, and teaching experience as follows.

Table 1

Demographic information of the instructor in the pilot study

	Instructor 1	Instructor 2
Age	34	30
Gender	Female	Female
Education status	Master's degree (in ELT)	Master's degree (in ELT)
Teaching experience	11	8

Table 1 shows that two instructors participated in the pilot study and both of their gender and education status are the same. The reason why these two instructors were chosen is that they are the EFL instructors of the students who participated in both the pilot and the main study and teaching students with a low beginner level of English. The interview questions that were prepared by the instructor were revised and changed to some extent after the pilot study. For instance, the aim of the first and second research question was to gather information about the participants' perceptions and classroom practices regarding translanguaging and the research questions were; "*How do EFL students and instructors make use of translanguaging in their classrooms?"* and "*What are the perceptions of EFL students and instructors towards translanguaging in their EFL classrooms*?" Therefore, the researcher included the term 'translanguaging' in the interview questions for the EFL instructors assuming that the term would make sense for the participants. However, upon asking the question with the term 'translanguaging' within the interview questions, one of the participants (Instructor 1) stated that she did not have enough knowledge about the term 'translanguaging', so she hesitated to answer the questions due to the lack of knowledge about the term itself. Accordingly, the researcher revised the questions and changed the questions by excluding the term 'translanguaging' from the questions and specifying it as 'using more than one language' (Garcia, 2009). Therefore, the related questions were changed from "*What are your opinions about translanguaging in English classes*?" to "*What are your opinions about allowing students to use more than one language in English classes*?" and from "*Do you think students' understanding of the target content improves when you make use of translanguaging*?" to "*Do you think students' understanding of the*

target content improves when you use more than one language?". Finally, the final version of the semi-structured interview questions was formed according to the experiences within the pilot study with the participants.

Table 2

Demographic information of the students in Group 1 of the pilot study

	Student 1	Student 2	Student 3	Student 4
Age	19	18	18	19
Gender	Male	Female	Male	Male
Department	Law	Architecture	Software Engineering	Economy
Nationality	Turkish	Turkish	Iraq	Turkish
High School type	State	Private	Private	Private
Level	A1	A2	B1	B2

The participants in Group 1 were all preparatory students with a low beginner English level who were expected to start their undergraduate degrees after completing B2 level in that preparatory program. All students except for one were Turkish students who were expected to start different undergraduate degrees.

Table 3

Demographic information of the students in Group 2 of the pilot study

	Student 5	Student 6	Student 7	Student 8
Age	18	18	19	18
Gender	Female	Female	Male	Female
Department	Mechanical Engineering	Law	Biomedical Engineering	Pharmacy
Nationality	Turkish	Turkish	Turkish	Turkish
High School type	Private	Private	State	Private

Similar to Group 1, participants from Group 2 were also the preparatory students with a low beginner level of English who were expected to start their degrees after completing B2 level. The reason why these type of students was chosen is that these students had very little knowledge in English and were in a constant attempt to make use of their L1 in their EFL classrooms. The researcher of the present study aimed at revealing how they used their L1 in their EFL classrooms so that the research questions regarding students' use of translanguaging could have been answered. Consequently, the interview questions prepared by the researcher were administered to these participants to pilot and reveal if the responses to these questions achieve answering the research questions. The questions were originally prepared in English (Appendix 4) by the researcher; however, due to the low English level of the participants, the researcher translated these questions into the first language of the participants, Turkish (Appendix 5), and asked for an expert from the field to check the translated version for the validation of the questions (Creswell, 2014). According to the piloting of the interview questions for the students, the questions were found to be clear for the participants, and the researcher was able to gather the data regarding students' perceptions and use of translanguaging in their EFL classrooms.

3.3.2. Participants of the Main Study

Selecting participants is of great importance for the generalizability of the results; hence, the population and sample need to be planned thoroughly for the efficiency of the study (Dörnyei, 2007). As Dörnyei (2007) states, the population is considered as the group of people whom the research is about while the sample refers to the group of people whom the researcher of the study investigates. Therefore, the population of the current study is the beginner level English as foreign language learners studying in preparatory classes at a Turkish university and the instructors working at this university. The sample is 82 for instructors and 207 for students. The sampling method employed in the research is purposive sampling as it involves selecting individuals or cases that are considered typical or representative in relation with each research question being investigated, thereby allowing researchers to gather in-depth insights into the phenomenon under study. (Creswell, 2014). Purposive sampling is also defined as judgmental sampling which is considered to be a non-random sampling method, where the participants or cases are deliberately depending on specific criteria that is accordance with the research objectives. Unlike random sampling

methods, purposive sampling technique allows the researcher to focus on individuals, groups, or cases that have the anticipated characteristics or experiences about the research questions, thus optimizing the depth and richness of the collected qualitative data. Similarly, according to Jenson (2012), a purposive sampling is associated with the method of selecting groups in a way which would confirm the chosen groups cooperatively exhibit a comparable average or proportion as the whole population, concerning characteristics that are already known statistically.

Taking the characteristics of purposive sampling into consideration, the present study employs the purposive sampling technique as the researcher deliberately selected students with low level of English learners and their instructors as they are more prone to use L1 in their EFL classes compared to higher levels which is an observed and experienced situation within the institution of the researcher and is in line with the research questions. Accordingly, purposive sampling was chosen as the sampling method for this study due to its alignment with the specific research purposes as well as the nature of the target population. Given the focus on exploring the perceptions and classroom practices of EFL instructors and students regarding translanguaging, purposive sampling allows for the intentional selection of participants who possess the relevant experiences, knowledge, and perspectives necessary to address the research questions effectively. By purposefully selecting participants from a private university's preparatory program, where translanguaging practices are likely to be prevalent, the study can capture a diverse range of insights and experiences related to translanguaging in the EFL classroom. Additionally, purposive sampling enables the researcher to target specific subgroups within the population, such as instructors with varying levels of experience or students with differing proficiency levels, thereby increasing the richness and extensiveness of the data. In general, purposive sampling provides a strategic and targeted approach to participant selection, ensuring that the research's findings are based in the perspectives and experiences most relevant to the research objectives. For these reasons, the participants of the present study complied with the research questions.

The instructors within this study consist of full-time and part-time EFL instructors who all have 22 teaching hours consisting of Writing and Integrated Skills classes for two different groups. Within this institution, two instructors become teaching partners and share

the same classes. The instructor of the Integrated Skills class is considered as the 'main teacher' of that class and responsible for teaching reading, speaking, listening, grammar and vocabulary in 22 hours of weekly classes. As for the number of participants, 8 instructors were interviewed individually face-to-face while 82 instructors completed the questionnaire. The demographic information of the instructors (*N = 8*) who were interviewed is illustrated in Table 4.

Table 4

Demographic information of the interviewed instructors

	Gender	Native language	Second language	Teaching experience	Education status
Instructor 1	Female	Turkish	English	10 years	MA
Instructor 2	Male	Turkish	English	8 years	MA
Instructor 3	Female	Turkish	English	12 years	MA
Instructor 4	Male	Turkish	English	13 years	BA
Instructor 5	Female	Turkish	English	11 years	BA
Instructor 6	Male	Turkish	English	6 years	BA
Instructor 7	Female	Turkish	English	3 years	BA
Instructor 8	Female	Turkish	English	10 years	BA

The participating instructors were teaching within the context of the study which is the School of Foreign Languages of a private university in Türkiye. Table 4 indicates that all instructors who were interviewed by the researcher were native speakers of Turkish whose second language was English. Among the participants, 3 of them had MA degree in English Language Teaching while the others had BA degrees in different fields such as English Language Teaching, English Language and Literature. These instructors voluntarily took part in the interview upon having completed the questionnaire. Creswell and Plano

Clark (2018) describe this procedure as *sequential explanatory mixed-methods design* in which quantitative data collection precedes qualitative data collection. This approach involves collecting quantitative data first through surveys or questionnaires to gather broad insights into the research topic. Consequently, qualitative data collection methods, such as interviews or focus groups, are used to provide deeper understanding and context to the quantitative findings. Although the sequence starts with qualitative methods, the key point of the study is the integration and explanatory nature of the qualitative phase, which ensures the qualitative data help to explain the quantitative results. This sequential process, hence, allows the researcher to triangulate the data from different sources, enhancing the validity and comprehensiveness of the study's results. The researcher of the current study, therefore, enables a deeper exploration and understanding of the topic which is the participants' perceptions and classroom practices of translanguaging. Similarly, Teddie and Tashakkori (2019) describe this process of research as combining quantitative and qualitative data in a sequential manner, and researchers are able to gain a more inclusive comprehension of the research topic and increase the validity.

All participating instructors within the current study were teaching English in this university. Therefore, the procedure of selecting these instructor participants is also called as purposive sampling as it is a "method in which cases are selected based on specific purposed or criteria relevant to the study" (Patton, 2014, p.230). In his book, Patton defines purposive sampling in four different categories as; 1-maximum variation sampling, 2-criterion sampling, 3- snowball sampling, and 4- expert sampling. For him, maximum variation sampling refers to capturing a wide range of perspectives or experiences within a population by selecting participants who represent different features such as age, gender, socioeconomic status, or geographic location with an aim to provide an inclusive understanding of the range and diversity of perspectives on a particular phenomenon. Criterion sampling, on the other hand, means choosing participants who meet specific criteria or features for each research question to identify and recruit individuals based on predetermined criteria like a diagnosis of a particular medical condition, years of experience in a profession, or level of proficiency in a language with an aim to ensure that participants have the necessary characteristics or experiences to contribute evocatively to the study. The third type of purposive sampling, snowball sampling, is associated with the identification

and recruit of participants who may be difficult to reach or locate through traditional sampling methods to recruit initial participants who then refer or “snowball” further participants from their social networks or societies. The purpose of this technique is to allow the researcher to access hidden or marginalized populations and eases the recruitment of participants with specialized knowledge or experiences. The last type is called expert sampling and it refers to selecting participants who are known as experts in a particular field or domain. In this type, researchers identify individuals who have specialized knowledge, skills, or expertise relevant to the research topic, usually with professional recognition, publications, or professional associations. The purpose of this type of sampling is to enable researchers to collect in-depth insights and viewpoints from individuals with a high level of expertise, contributing to the credibility and validity of the research findings.

Accordingly, among the types of purposive sampling, the researcher of the present study employs maximum variation sampling for the instructor participants since these selected participants represent specific diverse characteristic such as A1 and A2 level instructors within a specific context which is the School of Foreign Languages of a private university in Türkiye. The researcher, consequently, aims to provide a comprehensive insight of the range and difference perceptions on a particular phenomenon which is translanguaging within the present study.

As for the questionnaire, all instructors within the institution were administered in order to reveal their perceptions regarding translanguaging. Table 5 indicates the demographic characteristics of the instructors who were administered the questionnaire.

Table 5

Demographic information of the instructors in the questionnaire

		n	*%*
Gender	Female	50	61.0
	Male	32	39.0
Native Language	Turkish	78	95.1
	English	4	4.9
Teaching Experience	0-1 year	5	6.1
	2-5 years	22	26.8
	6-9 years	32	39.0
	≥ 10 years	23	28.0
Highest Level of Degree Earned	BA	32	39.0
	MA	46	56.1
	PhD	4	4.9
	Total	82	100.0

When the results of the above findings are analyzed, most of the participants (61.0 %) are female. Most of them (95.1 %) have Turkish as their mother tongue. The majority of the years of teaching experience are 6-9 years (39.0 %), The highest degree earned by most of them (56.1 %) is MA.

As for the students who participated in the study, 10 students voluntarily took part in the interview whereas 207 students completed the questionnaire online through a link. All students who participated in the questionnaire had low level of English studying either A1 or A2 level at the preparatory school of the university. These students had not previously succeeded in the proficiency exam prior to the academic year, took the placement test and then were distributed to the classes according to their English level. They had 22 hours of synchronous and 4 hours of asynchronous English classes every week with 2 different instructors as Integrated Skills and Writing instructors. The number of students in the classes was maximum 25 with the same level of English. For their Integrated Skills class, they were using a course book which was developed by the university itself. The book has contents in

fully English consisting of 7 units in total with 5 chapters including all four skills; reading, writing, listening and speaking. All contents within the book, therefore, are introduced in English with English explanations for the grammar subjects. As for the Writing classes, on the other hand, there is a booklet prepared by the university's material development unit itself including English explanations and exercises about how to write a sentence as well as a paragraph. Exercises in the booklet include sentence and paragraph completion, word order, finding mistakes, picture description, matching headings, and finding synonyms and antonyms. In accordance with the focus of the current study, it is of importance to emphasize that the participating students are provided with classroom materials only in English.

The number of students who were administered the semi-structured interviews upon completing the close-ended questionnaire was 10, and their demographic information is illustrated in Table 5 as follows.

Table 6

Demographic information of the interviewed students

	Gender	Native language	Second language	Department	High School
Student 1	Male	Turkish	English	Biomedical engineering	State
Student 2	Female	Turkish	English	Architecture	Private
Student 3	Male	Turkish	English	Electric Engineering	State
Student 4	Male	Turkish	English	Artificial Intelligence Engineering	Private
Student 5	Male	Turkish	English	Molecular Biology and Genetics	State
Student 6	Male	Turkish	English	Computer Engineering	State
Student 7	Female	Turkish	English	Law	State
Student 8	Female	Turkish	English	Medicine	State
Student 9	Female	Turkish	English	International Trade	Private
Student 10	Male	Turkish	English	Political Science and International Relations	Private

As Table 6 indicates, the interviewed students comprised both male and female individuals whose native language was Turkish and who were studying English as their second language in the English preparatory school of the university in which the study was conducted. The researcher aimed to make a comparison between the students from these two different types of high school and their translanguaging perceptions as well as practices, therefore, the type of their high school as state or private was given. This was because in Türkiye, the extent and class hours of English in these state and private schools differ from each other. Students are exposed to English to a greater extent in the latter compared to the former. In line with the purpose of the study, the researcher selected the student interviewees among the ones who had low level of English and studying in A1 and A2 modules within the preparatory program of the university.

As stated in the previous paragraphs, participants of the current study were selected purposefully in line with the research questions, which refers to purposive sampling. Among the types of purposive sampling for the student participants, the researcher employed criterion sampling type since they were selected based on their English level which was A1 and A2 with a low level of English. According to Creswell (2013), criterion sampling is a purposive sampling technique where participants are selected based on specific prearranged criteria or features that are applicable to the research question or objectives. For him, criterion sampling allows the researcher to target people being able to providing unique perceptions and thorough insights regarding the phenomenon of the research. In light of this, the researcher of the present study aims at gathering unique perceptions and in-depth insights into the phenomenon of the study which includes A1 and A2 level students' perceptions towards translanguaging. As for the students' questionnaire, all students within the A1 and A2 level were administered in order to reveal their perceptions regarding translanguaging. Table 7 indicates the demographic characteristics of the students who were administered the questionnaire.

Table 7

Demographic information of the students in the questionnaire

		n	%
Gender	Female	123	59.4
	Male	84	40.6
Mother tongue	Arabic	11	5.3
	English	1	0.5
	French	1	0.5
	Kurdish	1	0.5
	Persian	13	6.3
	Russian	3	1.4
	Turkish	174	84.1
	Turkmen	2	1.0
	Uzbek	1	0.5
Foreign Language	English	200	96.6
	Turkish	6	2.9
	French	1	0.5
High School	State	87	42.0
	Private	120	58.0
Experience of Being Abroad	Yes	111	53.6
	No	96	46.4
English Level	Low beginner	41	19.8
	High beginner	32	15.5
	Low intermediate	92	44.4
	High Intermediate	42	20.3
	Total	47	100.0

When the results of the above findings are analyzed, most of the participants (59.4 %) are female. Most of them (84.1 %) have Turkish as their mother tongue. Most of them

(96.6 %) have English as their foreign language. Most of them (58.0 %) attended high school in a private school. Most of them (53.6 %) have not travelled abroad, and finally most of them (44.4 %) have a low intermediate level of English.

3.4. Data Collection Tools

3.4.1. Questionnaires

As Fowler (2013) claims, surveys are research tools that include the systematic data collection through a sample of individuals or groups by the use of structured questions. Also, surveys characteristically use close-ended questions with fixed response options, allowing the researcher to conduct a standardized data collection and analysis. They can be administered through different modes such as paper-and-pencil, telephone, internet, or mixed-mode approaches based on the research objectives and target population. Similarly, Creswell (2014) defines surveys in educational research as systematic data collection methods including administration of standardized questionnaires or interviews to a sample of students, teachers, administrators or other stakeholders in the educational context. By using close-ended questions and predetermined response options, surveys allow researchers to quantify and analyze patterns, tendencies and relationships in the educational setting. As Cohen et al. stated earlier in 2017, questionnaires within studies in education, likewise, are regular tools that are utilized in order to gather data coming from different stakeholders and they usually consist of series of organized questions with pre-planned answers consisting of options. Also, they enable researchers to gather efficient data regarding various topics about education as in learners' perspectives, approaches, practices, strategies, and educational environments. These tools have an outstanding importance for the researchers within various disciplines. Therefore, researchers can successfully be suggested with useful and measurable means of data collection stemming from large samples, and at the same time these data collection means can be widely utilized in studies within the field of education with an aim to refer to the policies, performances as well as decision making. Thus, in accordance with the data collection tools within research, the current study adopted quantitative method through two different questionnaires in accordance with the research questions.

In the present study, the researcher used questionnaires for the students and the instructors delivered through online platform that is Google forms. The questionnaire was

adopted from Kayaoğlu's study in the year 2012. In his study, he investigated the use of first language in foreign language education through teachers' insights. The aim of his study was in accordance with the present study's research questions seeking for information regarding instructors' perceptions and practices regarding the use of L1. Reliability means consistency, stability, or repeatability stemming from results of the research tool according to DeVellis (2016). This research process is usually associated with quantitative research methods in which reliability indicates how the researcher gathers the same results when the process of measuring takes places more than once in similar situations. Taking all these into consideration, the level of accuracy within the process while the researcher of the study is provided with confidence in terms of consistency of the results. At this point, this degree of accuracy is of great help for the researcher. Likewise, it is claimed by Fraenkel et al. (2019) that it is reliability refers to a pivotal characteristic of research in education in line with the consistency as well as dependability of the whole research procedure. Furthermore, reliability evaluates the extent of which the findings are collected when the process of measuring takes place again under similar situations within educational research. In other words, reliability is identified as an ensuring way of tools such as questionnaires or observation protocols enabling consistent and constant. This makes it possible for researchers to come up with significant conclusions and decide based on the collected data. Therefore, in this study reliability was achieved for the instructors' questionnaire followed by the pilot study.

The questionnaire involves 35 items, a 5-point Likert-type scale, and the analysis of the data was conducted through statistical methods. The items consist of Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5). The Cronbach alpha coefficient of the questionnaire was .80 which is considered to be acceptable for reliability as it is above .70 (Nunnally and Bernstein, 1994). In short, in the study, the reliability was assessed with the Cronbach's Alpha coefficient and found as acceptable as it is above .70. The questionnaire was originally developed from the research of Rolin-Ianziti and Varshney (2008), Tang (2002), and Kayaoğlu et al. (2010) and used in Kayaoğlu's (2012) study with necessary modifications and adaptations to appeal to the Turkish context. The questionnaire included 35 items with 5 point Likert-type scale starting with demographic information of the participants such as gender, native language, second language, years of teaching

experience and educational background of the instructors. The questionnaire then continues with three categories as teachers' perspectives about the learners' use of Turkish, teachers' uses of Turkish in EFL classes, finally the reasons of using Turkish. As for the context of the present study, the word 'teachers' was changed to 'instructors' as the participants work as instructors at the university. The categories within the questionnaire were found relatable to the research questions which are about the perceptions as well as uses of translanguaging in EFL classes. Thus, instructors of this School of Foreign Languages at this university completed the questionnaire voluntarily.

The present study employed another questionnaire which was adapted from the study of Küçük (2018) for the aforementioned characteristics of questionnaires in light of the research questions. The second questionnaire was administered to the students and it was used to measure perceptions of translanguaging in EMI classes. The questionnaire starts with students' demographic information such as gender, first language, second language, high school type, experience in abroad, department, and English language level. The second part of the questionnaire mostly includes 5-point Likert-type items as Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5). The questionnaire has 22 items that investigate how the students perceive L1 use of their instructors, peers, or themselves, and how they perceive the use of L2 in their EFL classrooms. The items in the questionnaire were divided into three categories as: 1-students' perceptions towards monolingual classroom, 2- students' perceptions towards translanguaging, and 3- students' translanguaging practices. The researcher took the necessary approval of the ethics committee to conduct this study (Appendix 6). As stated within the previous sections, among the types of purposive sampling, criterion sampling method was used for the administration of the questionnaire since only EFL students with A1 and A2 level of English were included with respect to the aim of the research questions. For the reliability of the students' questionnaire, the Cronbach alpha coefficient was found to be .825 for the *English only policy* section, .846 for the *translanguaging* section, and .638 for the *frequency of translanguaging in classroom* section. Therefore, overall the reliability of the questionnaire was acceptable for the Cronbach's alpha coefficient threshold level.

3.4.2. Interviews

The current study employs a mixed-method research design including both mixed-methods as quantitative and qualitative data collection and analysis methods. As for one of the qualitative data collection instruments, semi-structured interviews were utilized. According to Merriam (2009), interviews are a qualitative research method used to collect data via direct verbal interaction between the researcher and participants. The participants' perspectives, practices, and insights were elicited through semi-structured interview questions that were developed by the researcher of the present study. It is widely believed that interviews within educational research are esteemed tools used to investigate the complexities of experiences and attitudes in educational environments (Creswell and Poth, 2017).

Through the engagement in dialogues with participants, researchers are able to reveal comprehensive, balanced, and detailed data that can eventually enable a deeper comprehension of the targeted phenomena. There are two types of interviews as structured and semi-structured interviews. The former is a quantitative research method associated with a standardized set of pre-planned questions administered to the interviewees. Researchers strictly follow a predetermined format within structured interviews rather than asking random and undetermined questions during the dialogues through which they confirm consistency and comparability of responses among participants. Through these structured interviews, the researcher can have generalizable conclusions (Fraenkel et. Al., 2018) by gathering the data systematically and analyzing it statistically.

The latter, semi-structured interviews, on the contrary, is a qualitative research method which is associated as a flexible yet guided means of data collection through which researchers pre-determine a list of open-ended questions. Nevertheless, researchers can explore additional topics through follow-up and unpremeditated questions during the interviews. This method allows participants to express their perspectives and experiences using their own words by providing researchers with a framework of data gathering (Merriam, 2009). Moreover, semi-structured interviews prompt participants to elaborate on their answers, share personal experiences, and provide rich, in-depth data that extend understanding of the research focus (Bogdan and Biklen, 2006). In short, structured

interviews are categorized by the severe adherence to a predetermined set of questions asked to participants in a standardized manner, typically obtaining quantitative data whereas semi-structured interviews offer flexibility to a greater extent by allowing the researcher to explore additional topics and follow-up questions tailored to the answers of the participants.

Moreover, Dörnyei (2007) stated that interviewing, besides having social acceptance, is a natural way of gathering data. Among the interview types, semi-structured interviews are one of the most common qualitative method that the researchers utilize (Bryman, 2006). According to Galletta (2013), semi-structured interview is adequately structured to tackle specific topics regarding the phenomenon of research by allowing participants to offer new meanings to the study focus. The researcher of the present study followed Rubin and Rubin's (2012) recommendations as for interview manners. They emphasize the importance of establishing rapport with participants, actively listening to their responses to the questions, and maintaining a nonjudgmental and emphatic manner during the interview process. Furthermore, they suggest researchers to avoid leading questions or imposing predetermined notions, and to allow participants to freely express their ideas and experiences. By sticking to these principles, the researcher of the present study aimed to create a supportive and conducive environment for participants to share their insights and contribute to the research endeavor by enriching the depth and breadth of the study's findings.

In accordance with the framework above, the researcher developed and arranged a number of questions side by side upon having reviewed the related literature. The first draft of the interviews was reviewed by an expert (Köksal, debriefing) and revised. Consequently, in accordance with the aim of the current study, semi-structured interviews were employed as one of the qualitative modes of data collection to explore the perceptions and classroom practices of both EFL students and instructors. As for the instructors, the interview consisted of four sections as demographic information, perceptions towards translanguaging, practices of translanguaging, and final remarks on translanguaging. The same revision procedure was conducted for the students' interviews and final version was generated by the researcher. Students' interviews questions consisted of three sections as demographic information, English language learning, and translanguaging.

During both instructors and students' semi-structured interviews, the researcher used inclusive interview guide structured into these four major parts. While the interview guide provided an outline for the discussion, it is notable to state that the interviews were not pre-planned or leaning in nature. The interview sessions with the participants took place in a natural way in which the researcher asked general questions before directing the ones related to the main purpose of the research. Instead, in the study, an open-ended approach was used, enabling unprompted exploration of participants' experiences, perceptions, and practices regarding translanguaging which fostered in-depth and nuanced discussions, with participants encouraged to express their thoughts freely and in their own words. The process of interviews, moreover, remained flexible in the interviews, welcoming the chance to direct follow-up questions. It allowed the conversation to go on organically based on participants' responses in the interviews.

The researcher of the study made sure that the interviews were flexible for the participants when being responsive to their own unique insights and experiences. The aim of doing so was to understand the complexity and richness of both instructors and students. This eventually provided the depth and validity of the results for the researcher. In terms of credibility and trustworthiness of interview findings, a transcribed data was shared with the participated students and instructors, which refers to the act of *member checking*. Member checking involves the researcher' sharing the findings with the participants so that both parties confirm their accuracy and make sure that their responses have been accurately indicated in the study (Lincoln and Guba, 1985). The credibility and the trustworthiness of the findings were validated by the researcher when the participants were allowed to review and confirm the transcribed data. Also, this act of member checking illustrates a respect for participants' voices and contributions within the process of research.

3.4.3. Observation

As another data collection method for the investigation of the translanguaging practices, the present study observed two instructor's class via minute-by-minute observation through field notes. The classroom observation processes took place in online and face-to-face classes for seven weeks. Hammersley and Atkins (2007) state that classroom observation is associated with a significant part of educational research and by

doing so, researchers can have firsthand insights into the real classroom environment. Within classroom observations, moreover, researchers are able to obtain in-depth understanding of participants' interactions among each other, instructional strategies, and behaviors as well as the complex dynamics of the educational contexts (Merriam and Tisdell, 2016). For the present study, therefore, the researcher aims to obtain data regarding students and instructors' in-depth understanding of translanguaging.

According to Denzin and Lincoln (2018), through classroom observations, researchers can explore the educational policy implementations, effectiveness of teaching and learning methods as well as the effect of classroom setting on learning outcomes. Accordingly, there are several types of observation methods commonly used in educational research and they all have their own unique characteristics and purposes. They are respectively naturalistic observation, participant observation, structured observation, and systematic observation (Creswell and Creswell, 2017). Among them, naturalistic observation refers to unobtrusive observation of naturally happening behaviours in their unique context, with no intervention or manipulation of the researcher. In the second one, participant observation, the researcher immerses themselves in what is being observed, vigorously participating in and observing the interactions and behaviours. In the third one, structured observation, the systematic recording of predetermined behaviours or occasions grounded on the predefined coding scheme, whereas systematic observation refers to gathering systematic data gathering over time in order to recognize the occurring patterns or trends (Merriam and Tisdell, 2016). Taking these distinct types of observation into consideration, the present study employed participant observation strategy since the classroom interactions between students and instructors were observed to document the extent and occasions of other languages use during the English classes. By doing so, the researcher was able to explore translanguaging practices within the educational setting in a naturalistic and unobtrusive way. The researcher took field notes when performing participant observation to document and analyze the classroom interactions in real time. These field notes function as detailed written accounts of observations, obtaining data about the observed phenomena (Emerson et al., 2011). Since the classroom observations were silently observed by the researcher, these field notes were recorded systematically to document the extent and particular uses of L1 use during the classes. The researcher was

able to gain rich and descriptive narrative of the participants' behaviors, interactions, and contextual factors affecting their language use (Maxwell, 2013). Through the immersion in the natural environment of the classroom, it was possible for the researcher to capture the authentic dynamics of translanguaging practices by gaining a comprehensive understanding of the study. The classes in the institution where the study took place were hybrid, which means that some classes were held online. Therefore, in addition to the face-to-face classes, the researcher observed online classes on Microsoft Teams in which the online classes are held within the current institution two days in a week. The observed classes belonged to one A1 and one A2 level instructor whose lessons were observed twice a week for each as both face-to-face and online.

Table 8

Summary of the classroom observations

Week	Group	Face-to-face Class Observation	Online Class Observation	Field Notes
Week 1	Group 1	45 minutes	45 minutes	280 words
	Group 2	45 minutes	45 minutes	295 words
Week 2	Group 1	45 minutes	45 minutes	222 words
	Group 2	45 minutes	45 minutes	314 words
Week 3	Group 1	45 minutes	45 minutes	185 words
	Group 2	45 minutes	45 minutes	312 words
Week 4	Group 1	45 minutes	45 minutes	321 words
	Group 2	45 minutes	45 minutes	298 words
Week 5	Group 1	45 minutes	45 minutes	290 words
	Group 2	45 minutes	45 minutes	277 words
Week 6	Group 1	45 minutes	45 minutes	326 words
	Group 2	45 minutes	45 minutes	345 words
Week 7	Group 1	45 minutes	45 minutes	276 words
	Group 2	45 minutes	45 minutes	258 words
Total		630 minutes (10.50 hours)	630 minutes (10.50 hours)	4119 words

As the table indicates the researcher observed two groups of EFL classes consisting of an A1 and A2 level groups. The observed classes were the Integrated Skills and writing

classes in which the instructor were teaching grammar, vocabulary, reading, listening and speaking.

3.5. Research Procedure

In the beginning of the 2023-2024 academic year, upon having received the necessary approval from the institution (Appendix 7), the research started with classroom observations followed by questionnaires, and finalized with semi-structured interviews with the participants. Table 9 illustrates the research procedure, detailing how each research question was addressed through various stages within the current study.

Table 9

Overall research procedure

Research question	Instrument	Methodological Approach	Data Analysis
1. What are the perceptions of; a- EFL students towards translanguaging in their EFL classrooms? b- EFL instructors towards translanguaging in their EFL classrooms?	Questionnaire & Interview	Quantitative & Qualitative	Descriptive statistics through Statistical Methods & Thematic Analysis
2. How do; a- EFL students make use of translanguaging in their classrooms? b- EFL instructors make use of translanguaging in their classrooms?	Classroom observation	Qualitative (Field Notes)	Thematic Analysis through open coding (Grounded Theory)
3. To what extent do the quantitative findings overlap with the qualitative findings regarding; a- EFL instructors' translanguaging perceptions? b- EFL instructors' translanguaging practices? c- EFL students' translanguaging perceptions? d- EFL students' translanguaging practices?	Comparison of the gathered data	Mixed-methods	Quantitative and Qualitative means

Prior to the completion of the questionnaires and semi-structured interviews, the researcher conducted the classroom observation to minimize the potential changes in their

behaviors or ideas. In order not to cause any possible changes in these aspects, the researcher started the research with observations. This performance of the researcher aligns with pre-observation or non-reactive observation which is a common qualitative research method (Webb et al., 1966).

It is aimed to decrease the extent of effect on the responses of the participants. The aim here is to increase the reliability and validity of the results. The study, therefore, includes the following stages accordingly:

1) Pre-Observation: Prior to the administration of the questionnaires and interviews, the participants were observed in their real classroom environment with no interfering or referring to the research topic. This way, they had no prior knowledge about the content of the research. By doing so, the researcher was able to obtain former insights into the participants' natural behaviours, and factors caused by the context about the research. Therefore, it was possible to observe them in their natural setting.
2) Questionnaire and Interview Administration: Upon having completed the pre-observation stage, questionnaires and interviews took place, which aimed to minimize the possible change within the participants' responses regarding being observed or affected by the process of research. When the participants are affected by the research, it is associated with *social desirability* or *demand characteristics*. These two concepts allow participants to have an idea about the content of the study and arrange their attitudes and responses accordingly (Orne, 2017). When they arrange these accordingly, it can cause participants' conforming to biased expectations or changing the way they normally do, which fails to reflect their real attitudes, insights, or feelings genuinely. As it is of great importance in research to ensure the validity and reliability of the findings, the researcher attempts to minimize these possibilities. Furthermore, prior to the interview sessions both with students and instructors, the researcher gave background information of the concept 'translanguaging' in detail and discussed the whole concept with them through definitions and examples. This act of the researcher is associated with 'pre-interview briefing' which refers to the discussion of relevant concepts,

and clarification of any potential misconceptions before administrating the interviews (Smith, 2010). This process of pre-interview briefing assisted the researcher to ensure that the students and the instructors who participated in the study had a clear understanding of the research aims and could provide well-informed responses to the interview questions.

3) Data Analysis: Data collected from questionnaires, interviews, and observational field notes were analyzed using appropriate qualitative or mixed-methods approaches. Researcher, then, compared and triangulated findings from different data sources so that the researcher can obtain in-depth comprehension regarding the research's topic.
4) Interpretation and Reporting: The researcher interpreted the findings in light of the research objectives and theoretical framework by considering the insights gained from pre-observation, questionnaires, and interviews to draw conclusions and implications.

To sum up, the purpose of the pre-observation employment, the researcher was able to minimize the potential for reactivity or response bias, thereby strengthening the trustworthiness of the research findings. Additionally, this approach allowed the researcher to capture more authentic and nuanced data that reflect participants' natural behaviors and perspectives regarding translanguaging in their real-life classroom environments. The observation Figure 3 indicates the overall research steps in the order that the study was conducted.



Figure 3. Overall research steps of the study

The illustrated in Table 8, the observations took 7 weeks in total consisting of the observation of two groups as A1 and A2 level EFL classes. In Week 1, the researcher visited both groups twice in their both online and face-to-face classes. As a participant observer of the face-to-face classes, the researcher adopted a non-intrusive stance, occupying a seat within the corner of the classroom environment while reaming unobtrusive to the ongoing activities. Positioned discreetly, the researcher silently observed the interactions between

students and instructors, refraining from any form of participation or intervention that could potentially influence the natural flow of classroom dynamics. From this point, detailed field notes were taken meticulously taken, capturing the nuances of language use and instructional practices without disrupting the organic rhythm of the classroom environment. This unobtrusive observational practice facilitated the collection of rich and authentic data, allowing for a comprehensive exploration of translanguaging practices in the EFL classrooms. As for the online class observations, the researcher visited the classes on Microsoft Teams and watched the classes online, again silently and unobtrusively. The researcher followed the same procedure for A1 and A2 level groups for seven weeks.

Upon conducting the questionnaires which took one week in total, the research went on with the administration of the interviews one week later than so that participants could forget the content of the questions and give independent answers to the questionnaire, because the theory of Forgetting Curve claims that people can continually reduce their memory when they learn something new in a few days or weeks if they do not actively repeat the learnt content (Ebbinghaus, 1964). According to this theory, memory and time are strongly correlated, therefore the process to forget takes place rapidly at first, then slows down. By allowing one week to elapse between the questionnaire and the interview administration, participants were afforded the opportunity to naturally disengage from the memory of items, thus reducing the likelihood of response bias. This approach aligns with best practices in research methodology, particularly in qualitative studies where participant responses are susceptible to the Hawthorne effect, in which individuals alter their behavior or responses due to the awareness of being observed (Franke and Kaul, 1978). His theory of Forgetting Curve, furthermore, enabled a theoretical framework for the decision-making process, emphasizing the data collection tools' reliability and validity (Hockenbury andHockenbury, 2010). The researcher aimed to ensure the integrity and rigor of the study through the acknowledgement and addressing of the potential effect of questionnaire, which eventually enhances the trustworthiness of the research findings. The reliability and validity of the research findings are verified accordingly (Denzin, 2017). Accordingly, this study triangulated the data by using different sources and methods as both quantitative and qualitative by incorporating quantitative questionnaires followed by the itnerviews. The researcher, therefore, aimed to gain compressive and multi-dimensional insights into

participants' perceptions and practices. The researcher was able to corroborate and validate findings through multiple data sources through this triangulation of data. By doing so, the overall credibility and validity of the study's conclusions were strengthened. Through Google Forms, the questionnaires were shared with the participants which took one week in total until the researcher delivered them to all instructors and A1 and A2 level students.

The researcher was able to gain several advantages of conducting face-to-face interviews with participants individually since in-depth findings were gathered. This step highlights the comprehensive investigation of personal ideas, experiences as well as understandings (Seidman, 2006). These conducted face-to-face interviews as in form of one-on-one also enabled the researcher to build rapport with the interviewed participants and generate a comfortable and confidential atmosphere in which they can voice their real insights freely and openly (Patton, 2014). They also made it possible for the researcher to have personalized inquisitive and follow-up questions tailored to each participants' responses, facilitating a deeper understanding of their unique perspectives and insights (Rubin and Rubin, 2011). The overall process of the study in order is presented in Table 10 as follows.

Table 10

Chronological order of the study

Activity	Date
Week 1	02-6.10.2023
Permission was taken from the administrator of the School of Foreign Languages	
The researcher observed classes & took field notes	
Week 2	09-13.10.2023
Instructor observed classes & took field notes	
Week 3	16-20.10.2023
The researcher observed classes & took field notes	
Week 4	23-27.10.2023
The researcher observed classes & took field notes	
Week 5	30.10-3.11.2023
The researcher observed classes & took field notes	
Week 6	06-10.11.2023
The researcher observed classes & took field notes	
Week 7	13-17.11.2023
The researcher observed classes & took field notes	
Week 8	27.11-01.12.2023
Participants completed the questionnaires	
Week 9	11-15.12.2023
Participants were administered the semi-structured interviews	

3.6. Data Analysis Procedure

The data analysis process involves both quantitative and qualitative approahces to comprehensively investigate the perceptions and classroom practices of EFL instructors and students regarding translanguaging. For the quantitative part of the study, responses from the administered questionnaires were analyzed through statistical methods. Descriptive statistics which include means frequencies, percentages, and standard deviations, were calculated to summarize participants' responses and provide an overview of key variables. Simultaneously, the qualitative data obtained from semi-structured interviews with participants and classroom observations were analyzed through thematic analysis which is a commonly used mean to analyze qualitative data, particularly for exploratory research where the aim is to determine patterns, themes, and meanings within the dataset (Braun and Clarke, 2006). It is likely defined as an approach to analyzing qualitative data that involves identifying and interpreting recurring patterns or themes that emerge from the gathered data (Joffe and Yardley, 2003). As for the present study, the occurred themes were reviewed, defined, and named, with attention to their coherence, relevance, and significance in relation to the research questions.

As the last step, the researcher interpreted and contextualized the gathered data through a broader theoretical framework context by enabling insights and identification into the research phenomenon. The thematic analysis that the researcher conducted, thereby, created flexibility and adaptability to different research contexts. Eventually it was possible to explore and understand the phenomena to make use of this valuable tool.

3.7. Chapter Summary

As Chapter 3 indicates, the methodology employed in the study is presented to provide a detailed understanding of the research design, context, participants, tools, procedure, and data analysis. By using mixed-methods research design, the researcher aimed to examine the participants' perceptions and classroom practices regarding translanguaging. To sum up, the study took place at a university's preparatory school in Istanbul, Türkiye and it involved both EFL students and instructors being asked to reflect their perceptions about the use of multiple languages in their EFL classes, also known as translanguaging. For the sampling, the researcher adopted purposive sampling when selecting student participants

who had A1 and A2 level of English. Data, accordingly, were gathered through respectively classroom observations, close-ended questionnaires, and semi-structured interviews including both students and instructors. The data coming from these tools were analyzed qualitatively through thematic analysis whereas it was analyzed quantitatively through descriptive statistics. Finally, the chapter concludes by ensuring the vigor and consistency of methodological approach. This, eventually confirms the research questions' in-depth exploration and yields comprehensive, elaborate insights into the investigated phenomenon. As the present study aims to reveal the participants' existing perceptions ongoing practices of translanguaing, it can be associated with interpretivist paradigm within educational research. In other words, interpretivist paradigm views reality as a product of subjective experience and it is socially constructed (Guba and Lincoln, 1994) similar to the present study in which the reality is dependent on the individuals' constructed knowledge in terms of its ontological view.

CHAPTER 4
FINDINGS

This chapter presents the findings of the study in accordance with each research question, which were mainly about the perceptions and practices of EFL students and instructors regarding translanguaging. Each research question was addressed using various research methods, including both qualitative and quantitative data collection tools and illustrated with a separate section herewith the data gathered by the researcher of the present study. In the following section, the findings of the classroom observations, questionnaires, and interviews regarding EFL students and instructors' perceptions and practices are provided respectively. Therefore, this section presents the findings that reveal the perceptions of both EFL students and instructors regarding translanguaging. Accordingly, the first research question was addressed as "What are the perceptions of; a) EFL students towards translanguaging in their EFL classrooms? and b) EFL instructors towards translanguaging in their EFL classrooms?" Prior to the administration of the data collection tools, necessary permission was taken from the School of Foreign Languages in the beginning of 2023-2024 academic year (Appendix 7). As for the perceptions of the participants, the data were collected through mixed-methods research tools, including closed-ended questionnaires, and semi-structured interviews. This approach facilitated triangulation of quantitative and qualitative data, enhancing the validity and reliability of the research findings (Denzin, 1978). The perceptions of both EFL students and instructors were found out through separate questionnaires and semi-structured interview questions as in form of online surveys for the former, and one-to-one interviews for the latter. Within this section, the perceptions of EFL students and instructors are presented individually along with responses and excerpts derived from the data. The following table indicates how each research question was answered herewith the data gathered in the study.

Table 11

Overall findings through research questions & tools

Research question	Means of data collection	Finding(s)
1. What are the perception of;		
a- EFL students towards translanguaging in their EFL classrooms?	Semi-structured Interviews	1. Sense of Ease 2. Mediation of Communication 3. Authentic Process of Learning 4. Alleviating Anxiety 5. Bridging Between Cultures 6. Promoting of Linguistic Flexibility 7. Inclusive Learning Environment
b- EFL instructors towards translanguaging in their EFL classrooms?	Semi-structured Interviews	1. Pedagogical Innovation 2. Collaborative Learning Communities 3. Embrace of Multilingual Pedagogy 4. Language Policy Advocacy
2. How do; a- EFL students make use of translanguaging in their classrooms? b- EFL instructors make use of translanguaging in their classrooms?	Classroom observations	1. Task Clarity 2. Scaffolding 3. Metalinguistic Reflections 4. Language Mixing Discourse 5. Drafting in L1
3. To what extent do the quantitative findings overlap with the qualitative findings regarding; a- EFL instructors' translanguaging perceptions? b- EFL instructors' translanguaging practices? c- EFL students' translanguaging perceptions? d- EFL students' translanguaging practices?	Comparison of the gathered data	Convergent

4.1. Findings Regarding the Research Question 1a

RQ1a: What are the perceptions of EFL students towards translanguaging in their EFL classrooms?

4.1.1. Students' Responses to Questionnaire

The first part of the first research question was investigated through close-ended questionnaires by means of quantitative methods. Students with A1 and A2 level English were asked to complete the questionnaire via a Google Forms link anonymously. The questionnaires were administered in English and verbally back-translated to Turkish by the instructor when the students were completing it. For the word 'Turkish' written as the first language in the questionnaire items, the international participant students were asked to consider it as their own native language.

The statistical analysis for this study was conducted utilizing the SPSS 27 software. Initially, the reliability of the scales was assessed through Cronbach's alpha coefficients, revealing values exceeding 0.60 (Kılıç, 2016). Subsequently, a thorough examination was carried out to determine whether the scales demonstrated a normal distribution. Throughout this evaluation, it was observed that the kurtosis and skewness coefficients of the scales aligned with the recommended reference range of -2 to +2 by Hahs-Vaughn and Lomax (2020) as indicated in Table 12. Independent Groups t-test and ANOVA test were used to investigate the differences in the scales based on demographic variables. All statistical analyses were performed at 95% confidence interval and significance level was set as $p < 0.05$.

Table 12

Normality test for the students' questionnaire

	n			*(α)*	*M*	*SD*	*Min*	*Max*	*Score Range*
		Kurtosis	*Skewness*						
English Only Policy	207	-0.61	0.15	0.85	21.31	7.35	8	39	(8-40)
Translanguaging	207	-0.62	0.22	0.90	21.90	7.84	8	40	(8-40)
Frequency of Translanguaging in Classroom	207	-0.43	0.43	0.81	14.95	5.29	6	28	(6-30)

When the results of the above findings are analyzed, English Only Policy subscale mean score is 21.31±7.35, minimum score is 8, maximum score is 39, kurtosis value is -0.61, skewness value is 0.15, Cronbach's alpha coefficient is 0.85. Translanguaging subscale mean score is 21.90±7.84, minimum score is 8, maximum score is 40, kurtosis value is -0.62, skewness value is 0.22, Cronbach's alpha coefficient is 0.90. Frequency of Translanguaging in Classroom subscale mean score is 14.95±5.29, minimum score is 6, maximum score is 28, kurtosis value is -0.43, skewness value is 0.43, Cronbach's alpha coefficient is 0.81.

The following table indicates the comparison of students' questionnaire scores according to the gender which was analyzed through Independent Samples t-test.

Table 13

Comparison of the scores according to the gender of the students

Dependent Variables	Female (n=123)		Male (n=84)				
	M	*SS*	*M*	*SD*	*t*	*df*	*p*
English Only Policy	22.02	7.23	20.26	7.42	1.70	205	0.090
Translanguaging	21.85	7.56	21.96	8.28	-0.10	205	0.921
Frequency Of Translanguaging in Classroom	14.17	4.80	16.08	5.78	-2.59	205	0.010**

****p<.001, **p<.01, *p<.05*

When the results of the above findings are analyzed, according to gender, no statistically significant difference is found between the compared groups *(p>.05).* When the scores obtained from Frequency of Translanguaging in Classroom subscale were analyzed according to gender, a statistically significant difference was found between the compared

groups *(t (205) =-2.59, p<.05).* When the average scores obtained from the scales were evaluated, it was observed that the scores of male were higher than those of female.

Table 14, on the other hand, indicates the comparison of students' questionnaire scores according to high school type that they had graduated from before they started the preparatory school. The comparison of the scores was made through the use of Independent Samples t-test as follows:

Table 14

Comparison of the scores according to the high school type of the students

	Private High School (n=87)		Government High School (n=120)				
Dependent Variables	*M*	*SS*	*M*	*SD*	*t*	*df*	*p*
English Only Policy	22.13	7.30	20.72	7.35	1.37	205	0.173
Translanguaging	21.24	8.16	22.38	7.60	-1.03	205	0.306
Frequency Of Translanguaging in Classroom	14.91	5.23	14.98	5.36	-0.09	205	0.929

****p<.001, **p<.01, *p<.05*

When the results of the above findings are analyzed, English Only Policy, Translanguaging, Frequency of Translanguaging in Classroom according to high school type, no statistically significant difference was found between the groups compared *(p>.05).*

Consequently, further test was conducted through ANOVA to compare the participating students' scores according to their English level as Table 15 illustrates.

Table 15

Comparison of the scores according to English level of the students

	English Level										
	Low beginner [1](n=41)		High beginner[2] (n=32)		Low intermediate[3] (n=92)		High Intermediate[4] (n=42)				
Dependent Variables	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*F(3,203)*	*p*	*Difference*
English Only Policy	24.24	9.58	21.09	7.88	20.71	6.44	19.93	5.58	2.98	0.033 *	1>3,4
Translanguaging	19.49	9.57	22.81	8.66	21.92	7.04	23.50	6.62	2.05	0.108	-
Frequency Of Translanguaging in Classroom	12.56	6.13	14.63	5.68	15.28	4.53	16.79	4.98	4.89	0.003 **	3,4>1

****p<.001, **p<.01, *p<.05*

When the results of the above findings were analyzed, no statistically significant difference was found between the groups when the scores of Translanguaging were evaluated according to English level. *(p>.05)*.

When the scores obtained from the English Only Policy subscale were analyzed according to English level, a statistically significant difference was found between the groups compared (F (3,203) = 2.98, p<.05). When the Tukey test result was analyzed, it was seen that the scores of the group whose English level was low beginner were higher than the scores of the group whose English level was low ıntermediate and high ıntermediate.

When the scores obtained from the Frequency of Translanguaging in Classroom subscale were analyzed according to English level, a statistically significant difference was found between the groups compared (F (3,203) = 4.89, p<.01). When the Tukey test result was analyzed, it was seen that the scores of the group whose English level was low

intermediate and high intermediate were higher than the scores of group whose English level was low beginner.

Furthermore, when the Independent Samples t-test was conducted for the comparison of students' questionnaire scores according to their experience abroad, and a statistically significant difference was found between the compared groups as Table 16 indicates below:

Table 16

Comparison of the scores according to students' experience abroad

	Yes (n=111)		No (n=96)				
Dependent Variables	*M*	*SD*	*M*	*SD*	*t*	*df*	*p*
English Only Policy	19.58	6.88	23.31	7.39	-3.76	205	<.001***
Translanguaging	23.28	8.03	20.30	7.34	2.77	205	0.006**
Frequency Of Translanguaging in Classroom	15.77	5.57	14.00	4.82	2.42	205	0.016*

****p<.001, **p<.01, *p<.05*

When the scores obtained from the English Only Policy subscale were analyzed according to the experience of being abroad, a statistically significant difference was found between the compared groups (t (205) =-3.76, p<.001). When the average scores obtained from the scales were evaluated, it was seen that the scores of those who were not abroad were higher than those who were abroad.

When the scores obtained from the Translanguaging subscale were analyzed according to the experience of being abroad, a statistically significant difference was found between the compared groups (t (205) = 2.77, p<.01). When the average scores obtained

from the scales were evaluated, it was seen that the scores of those who were abroad were higher than those who were not abroad.

When the scores obtained from Frequency of Translanguaging in Classroom subscale were analyzed according to the experience of being abroad, a statistically significant difference was found between the compared groups ($t(205) = 2.77$, $p<.05$). When the average scores obtained from the scales were evaluated, it was seen that the scores of those who were abroad were higher than those who were not abroad.

As for the questionnaire results, the total number of students who took the questionnaire was 207 and the results of the questionnaire were obtained through statistical methods as mentioned above. The following table indicates the frequency of statistics according to students' responses to each item regarding translanguaging within the questionnaire.

Table 17

Frequency statistics of students' questionnaire

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students' Attitudes Towards English Only Policy						
1. I think my English content class should have an "English Only Policy." (This means only English is allowed in the classroom.)	n	22	57	31	25	72
	%	10.6%	27.5%	15.0%	12.1%	34.8%
2. I believe the more English students use in the classroom the more their English will improve.	n	8	52	26	23	98
	%	3.9%	25.1%	12.6%	11.1%	47.3%
3. I believe that in order to master English students must use English a great deal in the classroom.	n	18	57	30	87	15
	%	8.7%	27.5%	14.5%	42.0%	7.2%
4. I believe that there are no situations in which the first language should be used in the classroom.	n	40	41	48	44	34
	%	19.3%	19.8%	23.2%	21.3%	16.4%
5. I believe that the students should use only English when working together on a task in the classroom.	n	38	51	36	56	26
	%	18.4%	24.6%	17.4%	27.1%	12.6%
6. Lecturer spends too much time when switching from English to Turkish in the classroom.	n	48	44	48	51	16
	%	23.2%	21.3%	23.2%	24.6%	7.7%
7. It confuses me when the lecturer switches from English to Turkish (or vice versa) in lectures.	n	30	28	39	53	57
	%	14.5%	13.5%	18.8%	25.6%	27.5%

Table 17 (Continued)						
8. Using more than one language (translanguaging) in the classroom leads to the weakness of my English.	n	27	39	47	48	46
	%	13.0%	18.8%	22.7%	23.2%	22.2%
Students' attitudes towards Translanguaging						
9. I want to be able to use my first language in English content class when I feel I need to.	n	69	59	37	30	12
	%	33.3%	28.5%	17.9%	14.5%	5.8%
10. It's not important to use only English in class as long as I am completing the course tasks.	n	62	41	41	23	40
	%	30.0%	19.8%	19.8%	11.1%	19.3%
11. Speaking my first language with my classmates between and during class activities should be okay.	n	46	50	43	46	22
	%	22.2%	24.2%	20.8%	22.2%	10.6%
12. It helps me when the lecturer uses English and my first language simultaneously in lectures	n	48	55	52	32	20
	%	23.2%	26.6%	25.1%	15.5%	9.7%
13. It helps me when the lecturer uses study materials both in my first language and English.	n	56	59	37	34	21
	%	27.1%	28.5%	17.9%	16.4%	10.1%
14. I will derive more benefit from classes if the lecturer provides a bilingual subject glossary (both in my first language and English) beforehand.	n	41	60	53	33	20
	%	19.8%	29.0%	25.6%	15.9%	9.7%
15. Using more than one language in the classroom (translanguaging) increases my understanding of class content.	n	45	50	48	46	18
	%	21.7%	24.2%	23.2%	22.2%	8.7%
16. Using more than one language in the classrooms strengthens my English.	n	40	47	46	39	35
	%	19.3%	22.7%	22.2%	18.8%	16.9%
Translanguaging Practices						
17. I make notes in my first language irrespective of the language used by the lecturer or used on the transparencies.	n	41	58	58	35	15
	%	19.8%	28.0%	28.0%	16.9%	7.2%
18. I make notes in English and Turkish, depending on the language used by the lecturer at that stage	n	53	69	32	34	19
	%	25.6%	33.3%	15.5%	16.4%	9.2%
19. I see in my class notes that I've switched from English to Turkish (or vice versa) without noticing.	n	46	56	56	21	28
	%	22.2%	27.1%	27.1%	10.1%	13.5%
20. I speak my first language in English class because I am explaining a new point in the lesson to classmate.	n	56	52	51	32	16
	%	27.1%	25.1%	24.6%	15.5%	7.7%
21. I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me.	n	53	70	48	28	8
	%	25.6%	33.8%	23.2%	13.5%	3.9%
22. I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson.	n	70	58	45	21	13
	%	33.8%	28.0%	21.7%	10.1%	6.3%

According to Table 17, the participating students mostly (34.8 %) strongly disagreed with the statement 'I think my English content class should have an "English Only Policy" (this means that only English is allowed in the class)'. They mostly (47.3 %) strongly

disagreed with the item ‘I believe the more English students use in the classroom the more their English will improve' and mostly (42.0 %) disagreed with the belief ‘I believe that in order to master English students must use English a great deal in the classroom’. Also, students were mostly (23.2 %) neutral for the statement ‘I believe that in order to master English students must use English a great deal in the classroom'. Participants mostly (27.1 %) disagreed with the item ‘I believe that the students should use only English when working together on a task in the classroom’. Also, most of them (24.6 %) disagreed with the item ‘Lecturer spends too much time when switching from English to Turkish in the classroom’ and they (27. 5 %) strongly disagreed with the item ‘It confuses me when the lecturer switches from English to Turkish (or vice versa) in lectures’. Finally, students (23.2 %) strongly disagreed with the belief ‘Using more than one language (translanguaging) in the classroom leads to the weakness of my English’.

Moreover, Table 17 indicates that participating students mostly (33.3 %) strongly agreed with the item ‘I want to be able to use my first language in English content class when I feel I need to’. They mostly (30.0 %) strongly agreed with the item ‘It’s not important to use only English in class as long as I am completing the course tasks’ and mostly (24.2 %) agreed with the item ‘Speaking my first language with my classmates between and during class activities should be okay’ Also, they mostly (26.6 %) agreed with the item ‘It helps me when the lecturer uses English and my first language simultaneously in lectures’ and mostly (28.5 %) agreed with the question ‘It helps me when the lecturer uses study materials both in my first language and English’. According to the results, students mostly (29.0 %) agreed with the item ‘I will derive more benefit from classes if the lecturer provides a bilingual subject glossary (both in my first language and English) beforehand’ and they (24.2 %) agreed with the question ‘Using more than one language in the classroom (translanguaging) increases my understanding of class content’. Finally, they (22.7 %) agreed with the item ‘Using more than one language in the classrooms strengthens my English’.

Lastly, students mostly (28.0 %) agreed and also were neutral (28.0 %) with the item ‘I make notes in my first language irrespective of the language used by the lecturer or used on the transparencies’ and mostly (33.3 %) agreed with the item ‘I make notes in English and Turkish, depending on the language used by the lecturer at that stage’. Students mostly (27.1 %) agreed with the item ‘I see in my class notes that I’ve switched from English to

Turkish (or vice versa) without noticing' and they (27.1 %) strongly agreed with the item 'I speak my first language in English class because I am explaining a new point in the lesson to classmate'. According to the results, they (33.8 %) agreed with the item 'I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me'. Finally, they (33.8 %) strongly agreed with the item 'I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson'.

Derived from the analysis of the questionnaire responses from 207 students using statistical methods, the results reveal perceptions towards translanguaging within EFL classrooms. The majority of students expressed strong disagreement with the implementation of an "English Only Policy" (34.8 %), referring to a preference for linguistic flexibility in the classroom. Likewise, most students disagreed that extensive use of English alone is pivotal for improving language skills (47.3 %) and mastering English (42.0 %). Interestingly, a significant number agreed that the instructor's frequent switching between English and Turkish can be time-consuming (24.6 %) and confusing (27.5%). Regarding translanguaging practices, while there was reluctance towards using only English during collaborative tasks (24.6 %), students accepted potential benefits in using multiple languages simultaneously for better understanding of class content (22.7 %). Particularly, there was a discrepancy in attitudes towards personal translanguaging practices. While some students were open to using their mother tongue for explanations (27.1 %), others strongly preferred using English fully (33.8 %) during such interactions.

Overall, the students did not believe that their EFL classes should have an English-only policy stating that the extent of English use does not merely depend on their language improvement. Similarly, they preferred using not only English when working together in the classroom stating that they would like to use their own language as well in their English classes when needed. According to them, it is of more importance to complete the tasks than the use of English believing that speaking their own language with their classmates between and during class activities should be okay. As for the translingual practices in their classes, students stated that they do not feel confused when their instructor switches between languages and uses materials in their own language believing that it even helps them with their learning process rather than weakening their English nor wasting their time. Also, not

only their understanding of language itself, but also their understanding of class content was considered to be increasing through translanguaging practices by students. Accordingly, they indicated their classroom practices of translanguaging as taking notes in L1 irrespective of the language used by the instructor, speaking L1 when explaining a new point, and checking the meaning of a word or concept in the lesson.

4.1.2. Students' Responses to Semi-Structured Interviews

As for the triangulation of the quantitative data, the researcher conducted semi-structured interviews with the students who had previously completed the questionnaire and volunteered to participate in the interviews. Since this study has a quantitatively driven mixed-methods design, it intended to seek answers to the research question in the quantitative paradigm and support the findings through qualitative data collection and analysis techniques. In this way, it aimed both to explore perceptions of the students in a quantitative manner and to have a more in-depth understanding of the nature of the problem through qualitative techniques. The individually-conducted semi-structured interviews consisted of pre-prepared guided questions and prompts; however, it was as in form of is open-ended questions, and the participants were encouraged to elaborate on the issues occurred in an exploratory manner. Table 18 illustrates the overall findings about the perceptions of students regarding translanguaging.

Table 18

Patterns from the students' interviews

Pattern		Frequency	Total
1.	sense of ease	8	10
2.	alleviating anxiety	8	
3.	mediation of communication	7	
4.	authentic process of learning	7	
5.	bridging between cultures	6	
6.	promotion of linguistic flexibility	6	
7.	inclusive learning environment	6	

4.1.2.1. Sense of Ease

When the students were asked about their opinions regarding the use of more than one language in their English classes, most of them (*N=7*) expressed their feeling of comfort when they hear languages other than English being used. Student 5, for instance, stated that he feels much alienated when everyone in the classroom acts as if they only speak English by claiming that it seems 'fake'. Similarly, Student 7 claimed that she has a sense of security when she sees, hears or uses her own language without any limitation in English classes. In this regard, most of the participants were found to feel highly comfortable with the use of L1 in their English classes by saying:

> *Actually it's better when we don't only speak English in our English classes. It's like being my real self; you know? When everyone acts like English is the only language we speak, it feels fake to me. I feel more connected to the class materials and to my classmates when we can use our own language without any language restrictions… It just makes me feel more comfortable and at ease in class*. (Student 3, A2 level, 22.11.2023)
>
> [Tr. *İngilizce derslerimizde sadece İngilizce konuşmamak daha iyi bence. Yani şey gibi, sanki daha kendim oluyorum. Herkes sanki sadece İngilizce biliyormuş gibi konuşunca bana biraz 'fake' geliyor. Herhangi bir dil sınırlaması olmayınca kendimi hem derste kullandıklarımıza hem de sınıftaki kişilerle daha uyumlu hissediyorum. Böyle olunca daha rahat, yani işte rahatlamış hissediyorum*.]

Similar to Student 7 and Student 3, majority of the students expressed their opinions about the use of more than one language in their English classes when they were asked the interview question; "*What do you think about being able to use more than one language in your English classes*?" Upon having heard that their instructor allowed them to use their L1 especially in the speaking activities, they claimed that they feel like they are in a more comfortable learning environment as illustrated in the excerpt below:

> *… In our English classes, using other languages just makes things easier. It's like having a safe place. For example, when I am free to get ready for an exercise in my own language, I can quickly switch to Turkish to express myself without feeling*

challenged. It's a relief knowing that I can do that, especially when discussing complex topics or trying to explain something in detail... (Student 6, A2 level, 18.11.2023)

[… *İngilizce derslerimizde diğer dilleri kullanmak işleri kolaylaştırıyor. Şey gibi sanki bir güvenlik gibi. Mesela, kendi dilimde bir egzersize hazırlanırken kendimi zorlanmış hissetmeden hemen Türkçeye geçebiliyorum. Böyle bir şey olması büyük rahatlık, özellikle de İngilizceyi anlamakta zorlandığımda. Düşüncelerimi Türkçe ifade etmek öğrenmem için daha iyi oluyor ve daha az stresli oluyorum*...]

Similar to Student 6, another student stated to feel much more comfortable once he was asked the interview question; "*What do you think about your instructors' using your native language in your English classes*?" He stated that rather than avoiding English, the student appreciates the opportunity to use their native language as a supportive tool to navigate through difficult concepts and discussions, making the learning process less daunting and more enjoyable as follows:

I actually feel more comfortable when my instructors use our native language in our English classes. It's like a comfort zone for me, especially when I struggle to express complex things in English. Knowing that I can fall back on my native language when needed makes my learning less tense and more enjoyable. It's not about avoiding English actually; it's about feeling relieved knowing that I am allowed to use Turkish to help me through challenging things and discussions in class. (Student 1, A1 level, 23.11.2023)

[Tr. *Aslında, İngilizce derslerinde hocaların ana dilimizi kullanması beni daha rahat hissettiriyor. Özellikle karmaşık şeyleri İngilizce ifade etmekte zorlandığımda, konforlu alan gibi geliyor bana. İhtiyaç duyduğumda ana dilimi kullanabilmek, öğrenmemi daha az gergin ve daha keyifli hale getiriyor. Bu, İngilizceyi kullanmak kaçınmak değil aslında; sınıfta zor şeyler ve tartışmalar yaparken Türkçeyi kullanabilmek iyi oluyor*.]

Unlike Student 1, two out of ten students stated that they were not in favor of instructor's using their native language in their English classes as it makes them feel like the

instructor has lack of trust in them in terms of their English proficiency. In line with this perspective Student 4 responded to the interview question as follows:

> *I don't really like it when instructors use Turkish in English classes. It makes me feel like they don't believe in our ability to learn English without relying on Turkish. It also disrupts the flow of the class and can be confusing when they switch back and forth between languages. I feel lost, not comfortable. (*Student 4, A1 level, 24.11.2023)
>
> [Tr. *Ben çok sevmiyorum hocanın derste Türkçe konuşmasını. Böyle olunca sanki hoca İngilizceyi Türkçeye bağlı kalmadan öğrenemeyiz sanıyor gibi düşünüyorum. Bir de, dersin akışını bozuyor bence sürekli hoca dilden dile geçince. Dersi takip etmem zor oluyor ve rahatsız oluyorum*.]

Moreover, the same student who pursued the idea of discomfort with the instructors' use of L1 in English classes responded to the interview question; "*How do you feel when your instructor does not allow you to use your native language in your English classes*?" as follows:

> *I don't think it's helpful when instructors allow us to use our native language in English classes. It just makes things more confusing, and I feel like it takes away from the whole point of learning English. I'd rather they stick to English only so we can focus on improving our language skills without thinking in Turkish all the time*. *(*Student 4, A1 level, 24.11.2023)
>
> [Tr. *Bence hocaların derste ana dilimizi kullanmamıza izin vermesi iyi bir şey değil. Daha da kafa karışıyor ve İngilizce öğrenmemiz amacından şaşıyor. Sadece İngilizce konuşulmalı ki sürekli Türkçe düşünmeden dilimizi geliştirmeye odaklanabilelim diye düşünüyorum*.]

The other student who was against translingual practices in their EFL classrooms believed that it is ineffective and incomprehensible to make use of L1 between both their instructor and peers. Therefore, when asked the interview question; "*What are your opinions about using only English in your classes*?", Student 8 replied as follows:

I find it not functional when instructors allow us to use our native language in English classes. It feels like taking the easy way, and I worry that it hinders our progress in learning English. I prefer when the class is conducted entirely in English because it forces us to immerse ourselves in the language and figure things out without relying on translations. (Student 8).

[Tr. *Hocaların İngilizce derslerinde bizim kendi dilimizi kullanmamıza izin vermesi işe yaramıyor bence. Kolaya kaçmak gibi oluyor ve bence İngilizce gelişimimizi de yavaşlatıyor. Dersin komple İngilizce olmasını tercih ederim çünkü öyle olunca derse daha da yoğunlaşıyoruz ve çevirmeden daha iyi anlıyoruz.*]

As positive perceptions and beliefs from students regarding the use of multiple languages in EFL classes seemed to be have outperformed the negative ones in terms of sense of ease. Student 9, to exemplify, made comments as follows:

I believe that being able to use more than one language in our English classes can be incredibly beneficial. It creates a sense of comfort and relaxation knowing that we have the possibility to switch between languages as needed. Also, being able to draw on Turkish when I'm struggling to express myself in English makes the learning much smoother. It's like having a backup to catch me if I stumble, allowing me to communicate more effectively and confidently. When we're able to access information in Turkish, it enhances our comprehension. I mean, I think being able to use Turkish in our English classes promotes a better and easier learning environment. As students, we feel allowed to be closer the content in a way that feels natural to us. (Student 9, A1 level, 22.11.2023).

[Tr. *Bence İngilizce derslerimizde başka diller kullanabilmek bayağı faydalı. Daha rahat hissettiriyor gerektiğinde başka dil kullanabilme imkânı. Bir de İngilizcede kendimi ifade edemediğimde Türkçeye dayanmak benim için öğrenmeyi çok daha kolaylaştırıyor. Aradığım şeyi Türkçe bulunca anlamamız kolaylaşıyor. Yani İngilizce dersinde Türkçe konuşulabilince daha iyi ve kolay bir ortam oluyor. Öğrenciler olarak, dersin konusuna daha yakın hissediyoruz, daha doğal oluyor bu şekilde.]*

4.1.2.2. Mediation of Communication

Upon having transcribed, translated, member-checked, and analysis the transcribed data through conductive analysis which is interchangeably used with thematic analysis and involves systematically coding and categorizing the date to uncover underlying meanings, concepts, or phenomena (Braun and Clarke, 2006). The researcher of the current study, similarly, reduced the recurring data coming from the responses to the interview questions which aimed to find out students' perceptions of translanguaging in their EFL classes, and found out that majority of the students referred to the mediation of communication when they were asked about their perceptions.

This pattern emerged from the majority of students (*N= 7*) summarizes the pivotal role of utilizing multiple languages to facilitate effective communication and understanding. In this pattern, students expressed their perceptions on how the use of translanguaging strategies serves as a mediator in their language learning process, helping comprehension and interaction in their classroom. Through various linguistic tools and techniques, such as code-switching, translation, and clarification, students navigate and negotiate meaning, fostering a collaborative and inclusive learning environment. In relation to mediation of communication students pursued positive attitudes towards translanguaging as follows:

> *I think it's really good when the teacher speaks Turkish occasionally during the lessons. We can understand much better, especially when discussing complex topics or difficult things. Sometimes when everything is in English, I don't understand anything, but when the teacher explains in Turkish, it clicks in my mind and I think, 'Oh, I got it right.' I pay more attention to what is being done at that moment in class, and because I understand, I feel confident and participate, especially in discussions. So yes, I believe that not speaking only in English in class facilitates communication and helps everyone understand each other better, both with the teacher and among the classmates.* (Student 7, A1 level, 17.11.2023)

> *[Tr. Derslerde hoca arada Türkçe konuşunca çok iyi oluyor bence. Çok daha iyi anlaşabiliyoruz, özellikle böyle karışık konuları ya da işte zor şeyleri konuşurken. Bazen İngilizce konuşulunca hiçbir şey anlamıyorum mesela, ama hoca Türkçe açıklamasını yapınca kafamda o zaman oturuyor, "Haa, tamam doğru anlamışım"*

diyorum. Derste o an yapılan şeyle daha çok ilgileniyorum, anladığım için güveniyorum yani kendime, derse katılıyorum özellikle işte konuşmalarda. O yüzden, evet bence yani derste sadece İngilizce konuşulmaması iletişimi kolaylaştırıyor ve herkesle daha iyi anlaşıyoruz, hem hoca hem sınıftakilerle.]

Similar to Student 7, other students perceived translanguaging in their English classes as a way to mediate communication between both their instructor and peers. Student 10, to illustrate with an example, responded the interview question regarding their opinions about using more than one language in their English classes as follows:

I really appreciate it when our instructors use Turkish somehow in our English classes and allows us to use it. Well, of course it is not good to use it all the time, but sometimes it is necessary. It just makes classes so much clearer and easier to understand. For example, when we're discussing complex grammar rules or vocabulary, having the option to check Turkish meaning or give examples from Turkish or discussing with my classmate in Turkish for clarification really helps Sometimes it feels like a check when I don't understand anything. Also, I feel more inclined to participate in the class because I can express myself comfortably. (Student 10, A2 level, 20.11.2023)

[Tr. *Benim çok hoşuma gidiyor hocalar derste Türkçeyi bir şekilde kullanıp bizim kullanmamıza da izin verince. Yani, tabii ki her zaman kullanmak da iyi değil, but bazen gerekli oluyor. Dersler daha anlaşılır ve anlaması kolay oluyor. Mesela, bazen zor gramer konuları ya da kelimeler olduğunda onu Türkçede kontrol etmek, ya da Türkçeden örnekler vermek, ya da işte arkadaşımla onu Türkçe tartışmak çok yardımcı oluyor. Şey gibi, bazen hiçbir şey anlamayınca kontrol ediyor gibi oluyor. Bir de, daha çok katılasım geliyor derse, kendimi rahatça ifade ettiğim için.*]

I think it is very beneficial for everyone to use the language they want in English classes. When I think about it, it leads to better communication, and we understand both the teachers and each other better, especially when dealing with difficult topics. For instance, during the Collaborative Tasks, we prepare and work as a group. Then, being forced to use only English, in my opinion, makes us less successful. If we could freely use our native language, we would write, talk, produce more, and understand

each other better, making everything easier. Problems are solved with a common language, I think, but of course, we still use English when we want to. However, without using a Turkish dictionary, using zero Turkish is more difficult, in my opinion. One of our teachers did that, and I couldn't speak at all, because I did know nothing. Well, not being limited to one language encourages learning more and supports us better in the lessons, I think. (Student 6, A2 level, 18.11.2023)

[Tr. *İngilizce derslerinde başka herkesin istediği dili kullanması çok faydalı bence. Düşününce yani, daha iyi iletişim oluyor, daha iyi anlıyoruz hem hocaları hem birbirimizi, özelikle bazen zor konular olduğunda çok iyi oluyor. Mesela, Collaborative Task'lerde grup olarak hazırlanıyoruz, çalışıyoruz. O zamanlar özellikle sadece İngilizce kullanmak zorunda olmak bence daha az başarılı olmamıza sebep oluyor. Ana dilimizi de özgürce kullansak ama o zaman işte daha çok şey yazarız konuşuruz, üretiriz, birbirimizi daha iyi anlarız, her şey daha kolay olur. Ortak bir dille sorunlar çözülür bence, ama istediğimizde tabii ki yine İngilizceyi kullanıyoruz, ama Türkçe sözlük kullanmadan, sıfır Türkçe kullanarak daha zor oluyor bence. Bir hocamız mesela öyle yapıyordu, ben de hiç konuşamıyordum. Bilmiyordum ki sonuçta. Yani işte öğrenmeye daha teşvik ediyor bir dille sınırlandırmamak, daha destek oluyor derslerde, bence*.]

As opposed to the students who responded the interview questions regarding translanguaging positively, two students held negative views towards it claiming that it causes obstruction of communication. To illustrate through the statements provided by these students, they articulated their perceptions in the following manner:

Honestly, I don't understand the purpose of using languages other than English in English classes. It creates more confusion and makes it harder to focus on the actual lesson. We stray from our main goal, which is to improve our English. Also, not everyone in the class speaks the same language, so it's unfair to those who don't know the language being spoken. I think it should be only English so that everyone can participate in the class better and learn equally. (Student 4, A1 level, 24.11.2023)

[Tr. *Açıkçası, İngilizce derslerinde İngilizceden başka dil kullanılmasının amacını anlamıyorum. Daha çok kafa karıştırıyor, asıl dersse odaklanmayı zorlaştırıyor. Asıl*

amacımız olan İngilizceyi geliştirme amacından şaşmış oluyoruz. Ayrıca, sınıftaki herkes aynı dili konuşmuyor ki, yani adil olmuyor o konuşulan dili bilmeyen için. Bence sadece İngilizce olmalı ki herkes daha iyi bir şekilde derse katılsın ve eşit bir şekilde öğrensin diye.]

I don't think it's good for the instructor to allow both themselves and us to use Turkish in the lessons. We don't learn well that way. It's not professional, in my opinion. I think English language improves better in more structured classes where everyone is required to use only English. If everyone uses their own language, it becomes too easy and doesn't help us improve our level; it might even lower it, in my opinion. I believe it is better for everyone if only English is used in English classes. Just one language, that is it I mean. (Student 8, A2 level, 21.11.2023)

[Tr. *Derslerde hocanın hem kendi hem de işte bizim Türkçe kullanmamıza izin vermesi iyi değil bence. İyi öğrenemiyoruz öyle. Profesyonel olmuyor bence. Daha kuralcı, işte herkesin sadece İngilizce kullanmasının şart olduğu derslerde İngilizce daha iyi gelişiyor bence. Herkes öyle kendi dilini kullansa kolaya kaçmak oluyor ve seviyemizi artırmış olmuyoruz, düşer bile hatta bence. İngilizce derslerinde sadece İngilizce olması herkes için daha iyi bence. Tek dil yani.*]

4.1.2.3. Authentic Process of Learning

Students *(N=7*) emphasized that they perceived translanguaging as a non-traditional way of learning English. They mostly expressed a positive attitude towards the use of multiple languages in English classes, highlighting its role in fostering an authentic learning experience. They appreciate instructors who encourage the use of other languages in English classes as it enhances the relevance of language learning to real-life contexts. Emphasizing the importance of linguistic diversity in today's globalized world, students acknowledged the practicality of practicing and communicating in different languages. Furthermore, they noted that translanguaging allows for the incorporation of diverse cultural perspectives into the classroom, contributing to a more vibrant and dynamic learning environment. Overall, students believed that embracing translanguaging promotes authenticity in the process of learning English, aligning with contemporary language learning practices that reflect the complexities of multilingual communication in diverse social settings. Among the

interviewed 10 students, 5 of them held positive views related to the use of multiple languages in their EFL classes as follows:

> *When the teacher explains things in Turkish during the lessons, occasionally uses Turkish, and comes over to say something to us in Turkish, it is very helpful. I learn better, for instance, and it becomes more meaningful. I feel more comfortable when we don't only use English resources. My level is already very low, so I don't feel limited that way. So, talking, reading, and writing in Turkish when communicating with both the teacher and friends is very beneficial. Especially when I am paired with a friend who knows Turkish, I feel very comfortable. The same culture, the same language, the same words, and idioms. We learn more when we compare and learn with our own culture and language.* (Student 3, A2 level, 22.11.2023)

> [Tr. *Hoca derslerde Türkçe açıklamalar yapınca işte arada kullanınca ve bizim yanımıza gelip Türkçe bir şeyler söyleyince çok iyi oluyor. Daha iyi öğreniyorum ben mesela, daha anlamlı oluyor. Sadece İngilizce kaynaklar kullanmayınca daha rahat hissediyorum. Zaten seviyem çok düşük, öyle olunca sınırlanmış hissetmiyorum. Yani hem hocayla hem de işte arkadaşlarla konuşurken Türkçe şeyler konuşmak okumak yazmak çok faydalı oluyor, özellikle Türkçe bilen bir arkadaşla eşleşince çok rahat hissediyorum. Aynı kültür, aynı dil olması, aynı kelimeler, deyimler oluyor. Daha çok öğreniyoruz kendi kültürümüzle dilimizle karşılaştırarak öğrenince*.]

> *I like it when the teacher allows us to speak Turkish in class. It feels more realistic; otherwise, it feels 'fake' to me, as if no one actually knows Turkish. But they do. It would be OK, if we were younger, but we are grown up now. Why should we act like no one knows Turkish while learning English? I understand better that way. I can check what I understand more comfortably, both by speaking and by looking at resources. It's more enjoyable that way. More realistic.* (Student 1, A1 level, 23.11.2023)

> [Tr. *Hocanın derslerde Türkçe konuşmamıza izin vermesi hoşuma gidiyor. Daha gerçekçi oluyor, diğer türlü 'fake' oluyor bence, sanki aslında kimse Türkçe bilmiyormuş gibi. Hâlbuki biliyor. Küçük olsak tamam ama büyüğüz artık. İngilizce öğrenirken neden Türkçe yokmuş gibi davranalım ki? Daha iyi anlıyorum öyle*

olunca. Anladığım şeyi daha rahat bir şekilde 'check' ediyorum hem konuşarak, hem kaynaklara bakarak. Öyle daha keyifli bence. Daha gerçekçi.]

These students who associated the use of translanguaging with authenticity of the language learning process also claimed that they are young adult learners who can benefit more from real-life methodologies rather than young learners who can need a great deal of exposure to the target language for effective language learning (Cummins, 2000) and use of fictional materials in teaching English (Graham, 2017). Majority of the students in the study, therefore, expressed positive views towards a multilingual approach to language use in their English classes, describing it as fostering an authentic process of learning. They emphasized that using their own language, as well as others, alongside English make the learning experience feel genuine and reflective of real-life communication situations. This methodology that they believed in enabled them to connect with the content more deeply and engage with the material in a way that resonate with their everyday experiences. Moreover, students appreciated the opportunity to draw from their linguistic repertoire to express themselves effectively, thus enhancing their comprehension and retaining of the subject matter. Overall, these students viewed translanguaging as an integral aspect of creating an authentic and immersive learning environment in their English classes.

In contrast to students who embraced authentic learning processes, two of the voluntarily interviewed students viewed translanguaging as artificial. Hence, they perceived this approach to language learning as lacking in genuineness or real-world relevance. In response to the question about their perceptions of using multiple languages in English classes, they expressed concerns regarding the practice, citing potential confusion and distraction. They emphasized the difficulty in maintaining focus on learning English when faced with constant language switching. For these students, the lack of full immersion in English appeared to hinder their language acquisition process, leading to a perceived absence of authenticity in their learning experiences. Accordingly, Student 4 and Student 8 responded the questions related to translanguaging in EFL classes as follows:

In my opinion, using Turkish in English classes is confusing and distracting. We can't learn effectively when we're switching between Turkish and English in our thoughts, writing, reading, and seeing. After all, we're here to learn English. It feels like we're

not taking full advantage of the opportunity to learn the language completely and intensively. We can't improve ourselves this way. That's the main goal, eventually. It doesn't lead to realistic learning. (Student 4, A1 level, 24.11.2023)

[Tr. *Bence İngilizce derslerinde Türkçe kullanmak kafa karıştırıyor, dikkati dağıtıyor. Öğrenemiyoruz, bir Türkçe bir İngilizce düşününce, yazınca, okuyunca, görünce. Sonuçta İngilizce öğrenmek için buradayız. Yani dili tamamen, yoğun bir şekilde öğrenme şansımız varken onu kullanmıyoruz gibi geliyor. Kendimizi geliştiremiyoruz. Zaten asıl amaç bu sonuçta. Gerçekçi bir öğrenme olmuyor*.]

When the teacher mixes languages during classes, it confuses me. It's like I'm trying to understand both languages at the same time. Because of this, I sometimes miss important parts in English. I prefer it to be completely in English. That way, I can focus better on just one language. (Student 8, A2 level, 21.11.2023)

[Tr. *Hoca derslerde karışık konuşunca kafam karışıyor benim. Sanki iki dili de aynı anda anlamaya çalışıyor gibi oluyorum. Öyle olunca da önemli yerleri kaçırıyorum bazen İngilizcede. Tamamen İngilizce olmasını tercih ederim ben. Öyle olunca daha iyi odaklanıyorum tek bir dile*.]

To conclude, the majority of students viewed translanguaging positively, considering it as pathway to fostering an authentic process of learning English. They appreciated the opportunity to use multiple languages in the classroom, as it enhances their engagement, comprehension, and connection to real-life communication contexts. This methodology was harmonized with contemporary language learning practices that prioritize authenticity and relevance in language instruction. However, a minority of student expressed their hesitations about translanguaging, citing concerns about potential confusion and distraction. Despite these divergent views, this pattern emphasized the importance of creating a dynamic and inclusive learning environment that values linguistic diversity and promotes effective language acquisition. These insights underscore the complexity of language learning experiences and highlight the need for educators to adopt flexible and inclusive pedagogical approaches that provide a variety of learner preferences and needs.

4.1.2.4. Alleviating Anxiety

Upon having conducted the thematic analysis through open coding for the students' interviews, another notable pattern emerged regarding the perceptions and practices of translanguaging in EFL classes: alleviating anxiety. Among the 10 students interviewed, a majority of eight expressed positive statements towards the use of multiple languages in their English learning environment. They viewed translanguaging as a means to reduce anxiety and enhance their language learning experience. However, there were also students who held contrasting views, expressing discomfort with the incorporation of additional languages in their EFL classes. The following statements display how students associate the use of multiple languages in their EFL classes with discomfort.

> *Sometimes, when the teacher or classmates use a language other than English in class, I get confused. I can't know which language to speak or understand. Sometimes I feel like I miss important points or feel like I misunderstand things when there is a sudden switch to another language or when an explanation is given in Turkish. For example, when two Arab friends speak Arabic to each other during a speaking activity, I feel like I can't communicate with them, as if not everyone is here to learn English. If we always spoke only in English, my learning and focus would be better because the purpose of being in the prep class is to learn and improve my English. We need to practice. I think the use of other languages is unnecessary and only makes things more stressful.* (Student 4, A1 level, 24.11.2023*)*

> [Tr. *Sınıfta bazen hoca ya da arkadaşlar İngilizce dışında bir dil kullanınca kafam karışıyor. Hangi birini konuşacağımı, anlayacağımı şaşırıyorum. Bazen önemli yerleri kaçırıyor ya da yanlış anlıyor gibi oluyorum aniden başka dile geçince ya da Türkçe açıklama yapılınca. Ya da işte mesela, sınıfta iki Arap arkadaş kendi arasında Arapça konuşuyor, 'speaking' yaparken, ben saki onlarla konuşamazmışım gibi hissediyorum, sanki aslında herkes İngilizce öğrenmek için burada değilmiş gibi. Hep sadece İngilizce olsa öğrenmem ve odaklanmam daha iyi oluyor, çünkü hazırlıkta olmamın amacı İngilizce öğrenmek ve geliştirmek çünkü. Pratik yapmamız gerek. Araya başka dillerin girmesi bence sadece gereksiz ve daha da geriyor insanı diye düşünüyorum.*]

In my opinion, English classes should be conducted in English. Otherwise, it gets confusing and messy. Classes should be more structured, with everything being in English. When other languages are used too much, I can't follow the lesson and my motivation decreases. I get more stressed because I don't know which language to speak, what to focus on, or what to pay attention to. For example, even when I'm taking notes in Turkish, it gets difficult for me to answer the questions in English. I think the best way is to use only English, after all, we are in 'English' prep class. (Student 8, A2 level, 21.11.2023)

[Tr. *Bence İngilizce dersinde İngilizce olmalı. Diğer türlüsü karışık oluyor, kafa karıştırıyor. Dersler daha düzenli olmalı bence, yani kurallı, her şey İngilizce olmalı. Başka diller çok kullanılınca dersi takip edemiyorum ve motivasyonum düşüyor. Daha da geriliyorum çünkü hangi dili konuşacağımı şaşırıyorum, hangi odaklanacağımı, neye dikkat edeceğimi. Mesela not alırken bile Türkçe not alıp sonra soruları İngilizce cevaplamak zor oluyor. Bence en iyisi sadece İngilizce, sonuçta 'İngilizce' hazırlıktayız*.]

Contrary to the students who found it stressful and discomforting, both for themselves and others, to use more than one language in their English classes, the majority of them appeared to have prefer a translanguaging pedagogy in their EFL classes. Despite the apprehension expressed by some students, the prevailing sentiment among the majority was in favor of embracing translanguaging as a pedagogical approach. This preference for multilingual classroom environment was rooted in the belief that it fostered a more inclusive and authentic learning experience. Furthermore, many students perceived the use of multiple languages as means of reducing anxiety and facilitating comprehension, both for themselves and their peers. Student 5, to exemplify, expressed a positive view on the use of multiple languages in the classroom stating:

When our instructor uses Turkish or allows us to use it in classes, it actually helps me feel less anxious. Sometimes, when everything is in English, I struggle to follow along, but when she switches to Turkish to explain a difficult concept, it's like things become more clear in my mind. It's easier to understand, and I feel more relaxed

*knowing I don't have to speak only English to grasp what is being taught. (*Student 5, A2 level, 27.11.2023)

[Tr. *Hoca derslerde Türkçe konuştuğunda ya da bizim konuşmamıza izin verdiğinde aslında daha az gergin oluyorum. Bazen her şey İngilizce olduğunda dersi takip etmekte zorlanıyorum ama zor bir konuyu açıklamak için Türkçeye geçtiğinde kafamda bir şeyler netleşmiş gibi hissediyorum. Anlaması daha kolay oluyor ve öğretilen şeyi anlamak için sadece İngilizce konuşmak zorunda olmamak beni daha rahat hissettiriyor.*]

Moreover, some students specified the situations in which they feel less anxious when multilingual practices are used in their classes as follows:

Not having the must to speak only English in English classes makes me feel better. It removes that sense of obligation. I feel much more comfortable and free. I don't feel that pressure; it doesn't stress me out. It feels good not having to speak English fluently from the very beginning level. Being able to use our native language when needed, especially when I don't understand something in English, is a relief. Otherwise, my mind gets strained and I feel under pressure. After all, everyone is in the same boat; no one's English is perfect here yet. The teacher knows this, and so do we. Being partnered with someone who speaks Turkish, rather than always the same person, and doing exercises together is more beneficial. For instance, when a classmate or the teacher speaks Turkish occasionally, it helps me understand what's being taught better. We do it together, whether as a group or as pairs, and it's better that way. For example, there was a word on the word list: 'satisfaction'. There was a definition in English, but I didn't understand it from that. Even when I looked up the Turkish meaning in the dictionary, I couldn't fully grasp it. It seemed like it had different meanings, but they didn't match the meaning in the course book. But then the teacher gave a collocation, saying 'müşteri memnuniyeti' (customer satisfaction), and then I understood it better. So, just explaining and giving examples in English sometimes isn't clear enough to understand. (Student 2, A1 level, 23.11.2023)

[Tr. *İngilizce derslerinde sadece İngilizce şartı olmaması bana daha iyi hissettiriyor. Yani o zorundalık hissi yok. Çok daha rahat hissettiriyor. Daha özgür. O baskıyı*

hissetmiyorum, germiyor. Sanki daha ilk seviyeden çatır çatır İngilizce konuşmak zorundayız gibi olmayınca güzel oluyor. Arada ana dilimizi ihtiyaç halinde kullanabilecek olmak, özellikle mesela İngilizcede bir şeyi anlayamayınca, bir rahatlama geliyor. Diğer türlü beynim de zorlanıyor, baskı altında hissetmiyorum. Herkes aynı gemide sonuçta, kimsenin İngilizcesi mükemmel değil daha burada. Hoca da biliyor bunu, biz de. Hep aynı kişi değil de hep Türkçe bilen biriyle partner olmak, birlikte egzersizleri yapmak daha faydalı oluyor. Bir de mesela sınıf arkadaşın ya da hocanın arada Türkçe konuşması anlatılan şeyi daha iyi anlamamı sağlıyor. Birlikte yapıyoruz. Daha iyi. Grup olarak da ikili partner olarak da. Mesela, word list'te bir kelime vardı; 'satisfaction'. İngilizce acıkma vardı orada, listede. Ama anlamadım onu oradan. Türkçe anlamına bakınca bile tam anlayamadım. Sanki başka anlamlar çıkıyordu ama kitaptaki anlamla uyuşmuyordu sözlükteki. Ama sonra hoca 'collocation' verdi, dedi ki 'müşteri memnuniyeti' o zaman daha iyi anladım. Yani sadece İngilizce anlatmak, örnek vermek bazen anlamak için net olmuyor.]

Similarly, Student 7 gave an example to the reason why they think translanguaging decreases their anxiety level stating that they it encourages them throughout the English learning process.

*In the previous classes, the instructor allowed us to speak both English and Turkish and didn't have strict rules. That was good. Once, the teacher asked a question. I couldn't explain myself in English at all. The question was: 'What did you do at the weekend?' I couldn't explain it properly. It turned out I was supposed to use the past simple tense, but I kept using the present tense instead. But the instructor explained in Turkish, saying 'yap-tım, git-tim' (I did, I went), and then I understood and corrected myself. I actually knew it, but I couldn't use it there until the instructor explained. After that, I continued to speak better. (*Student 6, A2 level, 18.11.2023)

[Tr. *Önceki derslerde hoca hem İngilizce hem Türkçe konuşmamıza izin veriyordu, katı kuralları yoktu. İyi oluyordu o. Bir keresinde hoca bir şey sormuştu. İngilizce anlatamadım kendimi asla. Soru şeydi; 'Hafta sonu ne yaptınız?' Anlatamadım doğru düzgün. Past simple tense kullanmak gerekiyormuş meğer ben direkt dümdüz*

geniş zaman kullanıyordum. Ama hoca Türkçe anlattı 'yap-tım, git-tim' diyeceksin gibi, o zaman anladım, düzelttim. Aslında biliyordum yani, ama orada kullanamamıştım hoca demeden. Sonra daha iyi bir şekilde konuşmaya devam ettim.]

This preference for a multilingual approach is embedded in the belief that translanguaging fosters a more inclusive and authentic learning environment. By allowing students to use their native language and other languages alongside English, for them, translanguaging provides a safety net for comprehension and expression, ultimately facilitating the anxiety often related with language learning. Students appreciate the flexibility and support that translanguaging offers, enabling them to navigate complex language tasks with greater confidence and clarity. Additionally, the examples provided by A1 and A2 level English students highlight the practical benefits of translanguaging, such as facilitating comprehension of difficult concepts and enhancing overall learning outcomes. Overall, the majority of students perceive translanguaging as a valuable tool for alleviating anxiety and promoting effective language learning in EFL classes.

4.1.2.5. Bridging Between Cultures

When investigating students' perceptions and classroom practices of translanguaging in EFL classes, another significant pattern that emerged from the transcribed and translated data was the concept of 'bridging between cultures. This pattern reflects the students' perspectives on how the interchangeable use of full linguistic repertoire to communicate in English learning environments serves as a bridge that connects different cultures. Among the students interviewed, six of them explicitly highlighted the role of translanguaging in facilitating cultural exchange and fostering a deeper understanding of diverse cultural perspectives. Student 1, for instance, referred to the function of translanguaging in terms of bridging between cultures in EFL settings as follows:

… I think it's like combining both languages and cultures. We can make cultural comparisons better, between our native language and English. It covers grammar, vocabulary, and sometimes idioms. Using a language other than English is very beneficial, in my opinion. Considering and speaking about cultural differences or idioms in both languages helps improve our English more. Sometimes when I become partner with Arab friends, they share things from their own culture and language,

which is good. After all, there isn't just one language or one culture. Ultimately, we understand English better. It's an English class, yes, but it's more beneficial not to pretend that no one knows another language. There are people from many different countries in the same class. The lessons are more harmonious and dynamic like this. (Student 7, A1 level, 17.11.2023)

[Tr. … *Hem iki dili, hem iki kültürü birleştirmek gibi oluyor bence. Kültürel karşılaştırmayı da daha iyi yapıyoruz, ana dil ve İngilizce. Hem gramer, hem kelime, hem de deyimler oluyor bazen, onlar. İngilizce dışında bir dil kullanmak bence çok iyi oluyor. O kültürel farkları ya da işte deyimler falan, onları iki dilde de düşünmek ve konuşmak İngilizceyi daha çok geliştiriyor bence. Bazen Arap arkadaşlarla partner olduğumda onlar da kendi kültüründen dilinden bir şeyler söylüyor, iyi oluyor. Sonuçta tek dil, tek kültür yok. Aslında yine İngilizceyi daha iyi anlamış oluyoruz. İngilizce dersi evet ama kimse başka bir dil bilmiyormuş gibi yapmamak daha faydalı bence. Bir sürü farklı ülkeden insanlar oluyor aynı sınıfta. Daha uyumlu, dinamik oluyor dersler.*]

Furthermore, two students, who advocated for conveying meaning through the flexible use of their entire linguistic repertoire, provided specific examples of occasions where they maximized translanguaging. Student 2 and Student 10, therefore, answered the interview question "*Are there any situations in which you feel that you can use more than one language in your English classes?" If yes, what are they?"* as follows:

Yes, of course, there are benefits of using languages other than English in English classes. Yes, I think it's very good. For example, sometimes as a group or in pairs, we have a difficult question, whether it's speaking or a grammar or vocabulary exercise. At those times, thinking and discussing in Turkish first and then continuing in English is very beneficial. First, expressing ideas and thoughts in Turkish is very helpful. This way, ideas come to my mind more easily. Also, when there's a word I don't know or a different idiom, something cultural for example, being able to explain and listen in both English and Turkish helps a lot. I understand better and can make comparisons between Turkish and English more effectively. (Student 2, A1 level, 23.11.2023)

[Tr. *Evet, tabii var. İngilizce derslerinde İngilizce dışında diller kullanmak. Evet, çok iyi oluyor bence. Mesela, bazen grup olarak ya da ikili olarak bazen zor bir soru geliyor, hem speaking hem de işte bir gramer ya da kelime alıştırması. O zamanlar önce Türkçe düşünüp tartışıp sonra İngilizce devam etmek çok faydalı oluyor. Bazı konuları, fikirleri Türkçe ifade etmek ilk etapta çok iyi oluyor. Böyle olunca fikirler de daha kolay geliyor. Bir de mesela bilmediğim bir kelime ya da farklı bir deyim oluyor, kültürel bir şey mesela, o zaman açıklamaları hem İngilizce hem Türkçe yapabilmek ve dinlemek çok yardım ediyor. Hem daha iyi anlıyorum, hem de o karşılaştırmayı daha iyi yapabiliyorum Türkçede ve İngilizcedeki.*]

During the semi-structured interview that involved follow-up questions as well, Student 5 highlighted how they leveraged translanguaging to enhance their understanding of English vocabulary and grammar. When asked about their experiences with using more than one language in English classes, Student 5 answered the question as follows:

... I think it's very useful. For example, sometimes in reading, there's an unknown word or phrase, or in the word list or conversation, then I usually look it up in a Turkish dictionary or directly Google it. When it's explained in both English and Turkish, I can understand the meaning much better, and it's faster too. It's more accurate. My English vocabulary improves, and it helps me understand the words in that exercise better. (Student 5, A2 level, 27.11.2023)

[Tr. *... Bence çok faydalı. Mesela, bazen reading'de bilinmeyen bir kelime ya da kalıp oluyor, ya da word list'te, işte ya da konuşmada, o zaman genelde Türkçe sözlüğe bakıyorum ya da direkt Google'lıyorum. Hem İngilizce hem Türkçe açıklanınca anlamı çok daha iyi anlayabiliyorum, daha hızlı da oluyor. Daha doğru oluyor. Hem İngilizce kelime dağarcığım gelişiyor, hem de o egzersizdeki kelimeleri orda daha iyi anlamamı sağlıyor.*]

In class, there are people from different countries. They come from different cultures. I think it's really beneficial that the class doesn't only use English; after all, there are so many nationalities here. It allows us to express ourselves in different ways and compare different cultures. It's not just about English or American culture. For example, when discussing difficult topics in English, being able to switch to Turkish

*occasionally adds flexibility. Discussing and comparing other cultures in English not only improves our speaking skills but also helps us learn more. (*Student 6, A2 level, 18.11.2023*)*

[Tr. *Sınıfta başka ülkelerden kişiler var. Onlar mesela farklı kültürlerden. Bence ders sadece İngilizce kullanılmaması çok iyi oluyor, bir de yani şu an sadece İngilizce yok sonuçta, bir sürü millet var. Daha farklı şekilde ifade edebiliyoruz kendimizi ve farklı kültürleri karşılaştırabiliyoruz. Sadece İngiliz ya da işte Amerikan kültürü değil. Mesela zor konuları İngilizce konuşurken, arada Türkçe de konuşabilmek, esneklik oluyor. Diğer kültürleri İngilizce konuşmak, tartışmak, karşılaştırmak hem daha iyi konuşmamızı sağlıyor hem de daha çok şey öğreniyoruz*.]

In short, the pattern of "Bridging Between Cultures" underscores the students' recognition of translanguaging as a powerful tool for promoting cultural exchange and understanding in EFL classrooms. Through the interchange of languages, students perceive translanguaging as a means to create a dynamic space where diverse cultural perspectives are shared and appreciated. The students' reflections highlight how the flexible use of multiple languages enriches their learning experience by providing insights into different cultural backgrounds and fostering mutual interest and appreciation for diversity. Furthermore, students reveal how translanguaging fosters clearer communication and more in-depth understanding, particularly when discussing complex topics or encountering unfamiliar vocabulary. Overall, the pattern of 'Bridging Between Cultures' illuminates the transformative potential of translanguaging in promoting inclusivity, harmony, and intercultural dialogue within English language learning environments.

4.1.2.6. Promotion of Linguistic Flexibility

When investigating students' perspectives on translanguaging within EFL classes, another significant pattern emerged; promotion of linguistic flexibility. This pattern reveals how students perceive the use of multiple languages as a means to enhance their adaptability and adaptability in language learning contexts. Out of the 10 students interviewed, 6 of them conveyed positive attitudes towards translanguaging, emphasizing its role in fostering linguistic flexibility. However, among these affirmative views, a minority of students expressed hesitations, highlighting potential drawbacks associated with this pedagogy. The

detailed perspectives of students regarding the promotion of linguistic flexibility through translanguaging, exploring both its perceived benefits and challenges are illustrated within the following excerpts coming from the students' interviews. Student 10, for instance, answered the interview question "*What do you think about being able to use more than one language in your English classes*?" as follows:

> *I think it's very beneficial to use multiple languages in English classes. It allows us to express ourselves more authentically, without feeling 'fake'. It makes learning easier and more effective. Being able to use our native language helps us communicate better, in my opinion. There are some topics that are easier to understand and discuss when we can use our native language. In high school, for example, speaking Turkish was forbidden, and I felt very restricted. I often preferred not to say anything rather than struggle to express myself only in English. Here, some instructors don't even respond when we speak Turkish and just say 'only English,' which makes me give up. However, using Turkish feels more realistic and helps us connect better with real life. After all, the department I'll be studying next year is in* Türkiye*, and not everyone speaks English here. My major, for instance, is Political Science and International Relations, and the language used in the field is Turkish. So, I think we should be able to use the language we want to express ourselves and seek help.* (Student 10, A2 level, 20.11.2023)

> [Tr. *Yani bence çok faydalı İngilizce dersinde her dilin kullanılabilmesi. Kendimizi daha gerçekçi yani fake olmuyor, öyle ifade edebiliyoruz. Daha kolay ve öğretici oluyor. Ana dilimizi kullanabilmemiz daha iyi iletişim kurmamıza sebep oluyor bence. Bazı konular oluyor, lisede mesela Türkçe konuşmak yasaktı. Çok kısıtlanmış hissediyordum. Bir şeyi sadece İngilizce söyleme zorunluluğu varken o şeyi söylemeye çalışmak yerine hiç söylemiyordum mesela. Burada da bazı hocalar Türkçe konuştuğumuzda cevap bile vermiyor, 'only English' diyor, o zaman boş veriyorum. Hâlbuki Türkçeyi kullanmak daha gerçekçi oluyor, gerçek hayatla daha iyi bağlantı kuruyoruz. Sonuçta mesela seneye okuyacağımız bölüm Türkiye'de ve burada herkes İngilizce konuşmuyor. Benim bölümüm mesela Siyaset Bilimi ve Uluslararası İlişkiler, bölüm Türkiye'de ve Türkçe konuşuluyor alanda. Yani*

kendimizi ifade ederken istediğimiz dili kullanıp yardım alabiliyor olmamız lazım diye düşünüyorum.]

When asked the same interview question, to give an example for a specific situation in which they benefitted from translanguaging during the EFL classes, Student 1 referred to a specific experience in which they thought that translanguaging promoted their linguistic flexibility.

> *I think being able to use other languages in English classes is very beneficial. It's especially helpful when dealing with difficult grammar topics. For example, in a recent grammar lesson, the topic was tenses. I could never understand the difference between the present perfect tense and the past simple tense. It was the same situation in high school; I just couldn't grasp it. Then, the teacher here explained that this tense doesn't exist in Turkish and gave a few examples, and that's when I finally understood. It turns out they are completely different tenses. I would never have understood it if the teacher hadn't explained it in Turkish. She said, 'I have done, I did,' both of which translate to 'yaptım' in Turkish. But in English, they are very different. Hearing the explanation in my own language helps me visualize grammar concepts more clearly and easily. Only then can I use what I have learned when writing or speaking. Otherwise, it feels like memorization. So, the use of different languages in lessons is beneficial. (*Student 1, A1 level, 23.11.2023)

> [Tr. *İngilizce derslerinde başka dillerin de kullanılabilmesi bence çok iyi. Faydalı oluyor. Özellikle bazen zor gramer konuları olduğunda. Mesela, geçen bir gramer dersinde, konu tense'lerdi. Present perfect tense ile past simple tense farkını asla anlayamıyordum. Lisede de öyleydi. Anlayamıyorum yani. Meğer işte sonra burada hoca Türkçede bu tense'in olmadığını söyleyip birkaç örnek verdi, o zaman anladım. Meğer ikisi tamamen farklı zamanlarmış. Hayatta anlayamazdım hoca Türkçe anlatmasaydı. Dedi ki 'I have done, I did', ikisi de 'yaptım' Türkçede. Ama İngilizcede çok farklı. O zaman anladım. Yani açıklamayı kendi dilimde duymak gramer konularını daha net daha kolay bir şekilde aklımda canlandırmama yarıyor. Ancak o zaman yazarken ya da konuşurken kullanabiliyorum öğrendiğimi. Diğer*

türlü direkt ezber gibi oluyor. Böyle olunca işte farklı dillerin kullanımı iyi oluyor derslerde.]

Likewise, when asked about specific situations in which they were able to benefit from translanguaging, Student 6 provided an example showing how it promoted their linguistic flexibility in writing. The following excerpt is an example to this:

> […] *In a writing class, we were writing a story in English. Ideas came to mind, but they were in Turkish. When it came to writing, I couldn't write them in English. However, the teacher said that during the initial brainstorming stage, "You can brainstorm in your native language first by discussing, before starting to write directly in English, to generate ideas." When I did that, I realized I wrote better afterward. By discussing and outlining my initial ideas in Turkish, I was able to organize my thoughts more effectively. This concept you mentioned, 'translanguaging,' added flexibility and made it easier for me to think in English. Otherwise, brainstorming only in English make us feel restricted.* (Student 6, A2 level, 18.11.2023)

> [Tr. *... Bir writing dersinde İngilizce hikaye yazıyorduk. Aklıma bir şeyler geliyor mesela, ama Türkçe. Yazmaya gelince İngilizce yazamıyorum. Ama hoca dedi ki o ilk brainstorming aşamasında "Direkt yazmaya başlamadan önce ana dilinizde brainstorming yapabilirsiniz konuşarak, fikirler gelmesi için". Öyle olunca ben sonrasında daha iyi yazdığımı fark ettim. O akla ilk gelen fikirleri ilk olarak Türkçe konuşup outline'ı yaparak aklımdakileri daha iyi organize edebildim. Bu dediğiniz şey bu 'translanguaging' bu yüzden hem daha esneklik kattı hem de daha kolay bir şekilde düşünmemi sağladı İngilizce olarak. Diğer türlü, sadece İngilizce brainstorming yapınca kısıtlanmış hissediyoruz.*]

Students who participated in this study were A1 and A2 level students who were constantly practicing listening through while listening exercises during both classes and exams. One of the students, for instance, referred to an example situation when they employed translanguaging and realized that it promoted their linguistic flexibility as follows:

*During a listening exercise with an English podcast, the speech was very fast and I struggled to understand because of unfamiliar words. But when the instructor allowed us to take notes in our native language after the first listening and said, "You can write down what you hear in your native language next to the questions or wherever," it became much easier to answer the questions. This way, I was able listen more comfortably because there was no strict requirement to write everything in English. Being able to use my native language, not just English, facilitated my comprehension and made me more actively engaged in the lesson, making it more encouraging. (*Student 7, A1 level, 17.11.2023)

[Tr. *İngilizce podcast olan bir dinleme alıştırmasında, konuşma çok hızlıydı ve bilmediğim kelimeler yüzünden ne dediğini anlamakta zorlanıyordum. Ama ilk dinlemeden sonra hoca kendi ana dilimizde not almamıza izin verdi dedi ki "soruların kenarlarına ya da nereye isterseniz işte duyduğunuz şeyi ana dilinizde yazabilirsiniz". Öyle olunca soruları cevaplamak çok daha kolay oldu. Böyle daha rahat dinleyebildim çünkü o illa İngilizce yazacağım zorunluluğu yok. Sadece İngilizce kullanmak değil, ana dili de kullanabilmek anlamamı kolaylaştırdı ve o derste yaptığımıza daha aktif bir şekilde katılmamı sağladı, daha teşvik edici*.]

Student 8 was the only one among the participants who expressed contrasting views. They mentioned that instead of facilitating flexibility in language use, translanguaging led to difficulty in focusing and understanding the content. When asked about situations where they utilized their native language, they stated that they intentionally avoid using it in English classes. The following quotation supports this finding:

[…] *My friends sometimes speak Turkish during speaking exercises when the teacher isn't looking or listening, but I prefer that only English is spoken in classes because I get distracted and confused otherwise. When the instructor or classmates start using another language, I find it difficult to follow along and struggle to understand the lesson. I also don't use a Turkish dictionary. I don't think it's beneficial. It seems unnecessary and complicates things, in my opinion. For me, I focus better and understand more when only English is used; otherwise, it deviates from the purpose.*

Why should I speak Turkish with my partner in class and then write in English? After all, we are here to learn English, right? (Student 8, A2 level, 21.11.2023)

[Tr. *Arkadaşlarım bazen hocanın bakmadığı ya da dinlemediği speaking alıştırmalarında Türkçe konuşuyor, ama ben sınıflarda sadece İngilizce konuşulmasını tercih ediyorum çünkü dikkatim dağılır ve kafam karışır. Hoca ya da işte sınıftakiler başka bir dil kullanmaya başladığında, anlatılanı takip etmekte zorlanıyorum ve dersi anlamakta güçlük çekiyorum. Türkçe sözlük de kullanmıyorum. Bence faydası yok onun. Gereksiz ve daha karmaşık oluyor öyle bence. Benim için sadece İngilizce kullanınca daha iyi odaklanıyorum ve daha iyi anlıyorum, diğer türlü amacından şaşıyor. Ben neden partnerimle derste Türkçe konuşup İngilizce yazayım ki? İngilizce öğreniyoruz sonuçta değil mi?*]

To conclude, in exploring the phenomenon of translanguaging within EFL classes, the pattern of promoting linguistic flexibility emerged as a significant theme among the students interviewed. This pattern reveals how students perceive the utilization of multiple languages as a method to enhance their adaptability and proficiency in language learning environments. Among the diverse perspectives shared by the participants, a majority expressed positive attitudes towards translanguaging, recognizing its potential to enrich their learning experiences and foster effective communication. However, among these positive views, a minority of students expressed their hesitations, citing concerns about potential distractions and challenges in comprehension associated with translanguaging. Through the detailed examination of students' insights into the promotion of linguistic flexibility via translanguaging. The excerpts provided offer a glimpse into students' varied experiences and perceptions, highlighting the complex nature of translanguaging practices and their impact on language learning outcomes. As students navigate the complexities of incorporating multiple languages into their learning processes, it becomes evident that the promotion of linguistic flexibility is a dynamic and evolving aspect of language education that requires careful consideration and pedagogical support.

4.1.2.7. Inclusive Learning Environment

In examining students' perspectives and practices on translanguaging within EFL classes, another discernible pattern that emerged is ‘inclusive learning environment’. This

pattern reflects the students' perceptions of how the use of multiple languages contributes to creating a classroom atmosphere that is welcoming, accommodating, and conducive to learning for all participants. From the responses of the 6 students, this pattern underscores the significance of translanguaging in promoting diversity, equity, and inclusivity within language learning contexts. Therefore, the following quotations indicate the insights provided by students regarding the role of translanguaging in cultivating an inclusive learning environment, exploring both the benefits and challenges associated with this pedagogical approach. When asked the interview question related to the instructors' and/or peers' using only English, one of the students provided an answer as follows:

> […] *I believe that using only English in our English classes can sometimes be a problem for me because I'm still developing my English after all. It makes everything harder. There have been times when I hesitated to speak just because only English was spoken. A lot, actually. When that happens, I can't improve myself. I can't produce anything; I just continue with what I already know in my head. I can't make any progress. In my opinion, using languages other than English creates a more intimate environment, regardless of English proficiency level. There's more participation, especially when with a friend we like. Being able to use every language makes it feel more comfortable and better.* (Student 5, A2 level, 27.11.2023)

> [Tr. *Bence İngilizce derslerimizde sadece İngilizce kullanmanın genelde benim için bir sorun, çünkü hâlâ İngilizcemi geliştiriyorum sonuçta. Her şey daha da zorlaşıyor yani. Ben mesela kendim sadece sırf sadece İngilizce konuşulduğu için konuşmaya çekindiğim zamanlar oldu. Hem de çok. Öyle olunca da kendimi geliştiremiyorum. Üretemiyorum yani öyle kafamda bildiğim kadarıyla kalıyorum. İlerleme kaydedemiyorum. Bence İngilizce dışında diğer dillerin kullanılması, İngilizce seviyesi ne olursa olsun, daha samimi bir ortam yaratıyor. Daha çok katılım oluyor hele bir de sevdiğimiz bir arkadaşımızlaysa. Her dili kullanabilmek daha rahat hissettiriyor daha iyi oluyor.*]

Similar to this student, Student 9 responded the interview question "*What do you think about your instructors' using your native language in your English classes?"* by perceiving translanguaging as a diverse learning means of language use as follows:

Including Turkish in English classes is very beneficial in my opinion. It makes more sense. Hearing instructions or explanations in Turkish about assignments or other topics sometimes makes things easier and helps me understand better. Since my level is already low, it often makes more sense to hear the instruction in Turkish rather than trying to understand it in English and then continue in English. Also, when teachers occasionally use Turkish, I feel closer to them and find them more understanding. So, it makes more sense and serves the purpose better in my opinion. (Student 3, A2 level, 22.11.2023)

[Tr. *İngilizce derslerine Türkçe'nin de dahil edilmesi çok faydalı bence. Daha mantıklı. Bence, instruction'ları, ya da bazen bir ödevle ya da başka bir şey ile ilgili acıkmaları Türkçe duymak işleri kolaylaştırıyor ve daha iyi anlıyorum. Zaten seviyem düşük. Zaten talimatı İngilizce anlamaya çalışmaktansa bazen onu Türkçe duyup İngilizce devam etmek daha mantıklı oluyor. Bir de, hocalar arada Türkçe kullandığında daha yakın hissediyorum daha anlayışlı geliyorlar. İşte, daha mantıklı, daha çok amaca hizmet ediyor bence.*]

Similarly, Student 2 advocated the use of translanguaging by referring to how it fosters the process of learning by enabling sense of belonging and inclusivity among students and instructors from diverse linguistic backgrounds. The following excerpts below support this finding:

Allowing the use of Turkish in English classes by instructors is really beneficial in my opinion. Not all of them do, but those who do, it's good of them. It makes me feel like we're on the same path among students who speak the same language. When we communicate in both our native language, Turkish, and English, or when examples are given in Turkish, I feel more understood when we use dictionary. I feel like the person I am in contact understands me. That feeling is good. It's not just about language proficiency, but also about some cultural differences and sometimes idioms and proverbs. It's good to be able to share them. After all, there's not just one language. As you said once in class, "Language and culture are in tandem," this is like that too. This way, we can understand each other better. I think this helps us learn better without wasting time, and we prepare better for our departments in

Türkiye *after all. I believe this isn't just about learning a language; it can enable cultural exchanges and improve our understanding of each other. Our classes become more than just language lessons; we can collaborate more and understand emotions better. I think this enriches our educational experience and helps us prepare better for our departments in* Türkiye (Student 2, A1 level, 23.11.2023)

[Tr. *Hocaların İngilizce derslerinde Türkçe kullanımına izin vermesi çok iyi oluyor bence. Hepsi vermiyor ama verenler sağ olsun, iyi oluyor. Aynı dildeki öğrenciler arasında aynı yoldayız gibi hissediyorum öyle olunca. Ana dilimiz Türkçe ile İngilizce iletişim kurunca ya da Türkçeden de bazen örnekler verilince, sözlüğü kullandığımızda daha anlaşılır hissediyorum. Karşımdaki beni anlıyor diye hissediyorum. O his iyi. Sadece dil seviyesi değil, o bazı kültür farkları oluyor bazen deyimler atasözleri gibi. Onları paylaşabilmek iyi oluyor. Tek dil yok sonuçta. Siz demiştiniz ya bir kere derste 'Dil ve kültür iç içe' diye, bu da öyle. Böyle daha iyi anlayabiliyoruz birbirimizi. İşte, bu öğrenmemiz daha da gelişiyor bence zaman da kaybetmemiş oluyoruz ve bölümlerimiz Türkiye'de sonuçta, ona daha iyi hazırlanmış oluyoruz. Bu sadece bir dil öğrenmekle ilgili değil; kültürel değişimler yapabilir ve birbirimizi daha iyi anlayabiliriz. Derslerimiz sadece dil derslerinden daha fazlası olur, daha fazla işbirliği yapabilir ve duyguları daha iyi anlayabiliriz. Bu şekilde eğitim deneyimimizi zenginleştiriyor ve Türkiye'deki bölümlerimize daha iyi hazırlanmamızı sağlıyor diye düşünüyorum.*]

[…] *Regarding this, when we discussed the use of Turkish in class, it was you asked about it. During a group activity where we discussed cultural differences, you encouraged us to give examples in our own languages. It really changed the classroom atmosphere; everyone had something to think about. Normally, I tend to be more reserved, but at that moment, I participated more actively and tried to come up with examples. I felt like I needed to be included. It was about different dining cultures, yes. I felt more engaged in the class. When it's only in English, for example, I feel somewhat excluded because, after all, I don't know everything. Ultimately, even though we are learning English, it's more beneficial and interactive to use Turkish or whatever language one knows.* (Student 1, A1 level, 23.11.2023)

[Tr. *Bununla ilgili, sınıfta bir kere Türkçe kullanımını tartışırken, siz sormuştunuz hatta. Kültürel farklılıkları tartıştığımız bir grup etkinliğinde, bize kendi dilimizdeki şeylerden örnek vermemizi söylemiştiniz. Bu sınıf ortamını çok daha farklı yapmıştı, herkes bir şeyler düşünmüştü. Mesela ben daha çekingen oluyorum normalde ama o zaman daha çok katıldım, örnekler bulmaya çalışmıştım. Derse katılmam lazım gibi hissetmiştim. Şeydi, farklı sofra kültürleri evet. Daha bir katıldım derse. Sadece İngilizce olunca mesela sanki dışlanmış hissediyorum, çünkü sonuçta bilmiyorum ki. Sonuçta biz Türk'üz, İngilizce öğreniyor da olsak Türkçe ile ya da işte hangi dil biliniyorsa o, daha faydalı oluyor, daha interaktif.*]

The insights obtained from students' reflections reveal a persuasive pattern centered around the creation of an inclusive learning environment through translanguaging. Through the incorporation of multiple languages in EFL classes, students perceive a classroom atmosphere that fosters diversity, equity, and inclusivity. This pattern not only highlights the significance of translanguaging in promoting linguistic diversity but also emphasizes its role in nurturing a sense of belonging and empowerment among students from diverse linguistic backgrounds. The students' narratives underline the transformative potential of translanguaging in facilitating meaningful communication, cultural exchange, and collaborative learning experiences. Overall, this pattern illuminates the pivotal role of translanguaging in cultivating an inclusive learning environment that celebrates linguistic diversity and promotes a sense of community among students and instructors alike.

To conclude, in exploring the diverse perspectives of students regarding the practice of translanguaging within EFL classrooms, several distinct patterns emerged, each shedding light on the multifaceted nature of language learning and communication. The patterns identified - including Sense of Ease, Mediation of Communication, Authentic Process of Learning, Alleviating Anxiety, Bridging Between Cultures, Promotion of Linguistic Flexibility, and Inclusive Learning Environment - offer valuable insights into how students perceive and experience language instruction. While some students embrace translanguaging as a means to foster inclusivity, flexibility, and authenticity in their learning journey, others express reservations or discomfort. These findings highlight the importance of adopting a flexible and student-centered approach to language instruction, one that acknowledges and accommodates the diverse needs, preferences, and experiences of learners. Therefore, these

insights can inform the development of pedagogical strategies that promote a supportive and inclusive learning environment, where all students feel empowered to engage with language and culture in meaningful ways.

4.2. Findings regarding the Research Question 1b

RQ1b: What are the perceptions of EFL instructors toward translanguaging in their EFL classrooms?

4.2.1. Instructors' Responses to Questionnaire

Similar to first part, the second part of the first research question was investigated through close-ended questionnaires through methods. All instructors working at the institution where the study took place were asked to complete the questionnaire in English via a Google Forms link anonymously. According to the statistical analysis of this study, in the first stage, the reliability level of the scales was evaluated using Cronbach's Alpha coefficients and it was determined that these values were above 0.60 (Kılıç, 2016). Subsequently, whether the scales showed normal distribution was analyzed in detail. In this evaluation process, the kurtosis and skewness coefficients of the scales were found to meet the reference values in the range of -2 to +2 suggested by Hahs-Vaughn and Lomax (2020).

Accordingly, Independent Groups t-test test was applied to reveal the differences of the scales according to demographic variables. Kruskal-Wallis H test was applied instead of ANOVA test due to insufficient sampling in the groups. All these statistical analysis was carried out at 95% confidence interval and p value was based on .05 level of significance as Table 19 illustrates**.**

Table 19

Normality test for the instructors' questionnaire

	n	*Min*	*Max*	*M*	*SD*	*Kurtosis*	*Skewness*	*(α)*	*Score Range*
Teachers' perspectives on the students' use of Turkish in FL Classroom	82	6	24	13.62	5.25	-1.09	-0.07	0.79	(6-30)
Teachers' uses of Turkish in foreign language classes	82	20	69	46.04	14.39	-1.37	0.05	0.93	(15-75)
The Purposes of using Turkish	82	18	60	41.05	12.64	-1.28	-0.08	0.96	(12-60)

When the results of the above findings are analyzed, 'Teachers' perspectives on the students' use of Turkish in EFL Classroom' subscale mean score is 13.62±5.25, minimum score is 6, maximum score is 24, kurtosis value is -1.09, skewness val<ue is -0.07, Cronbach's alpha coefficient is 0.79. Teachers' uses of Turkish in foreign language classes subscale mean score is 46.04±14.39, minimum score is 20, maximum score is 69, kurtosis value is -1.37, skewness value is 0.05, Cronbach's alpha coefficient is 0.93. The Purposes of using Turkish subscale mean score is 41.05±12.64, minimum score is 18, maximum score is 60, kurtosis value is -1.28, skewness value is -0.08, Cronbach's alpha coefficient is 0.96.

The following table indicates the comparison of instructors' questionnaire scores according to their gender which was conducted through the Independent Samples t-test.

Table 20

Comparison of the scores according to the gender of the instructors

	Female (n=50)		Male (n=32)				
	M	*SD*	*M*	*SD*	*t*	*df*	*p*
Teachers' perspectives on the students' use of Turkish in FL Classroom	13.66	4.89	13.56	5.85	0.082	80	0.935
Teachers' uses of Turkish in foreign language classes	46.96	13.76	44.59	15.43	0.724	80	0.471
The Purposes of using Turkish	41.20	12.33	40.81	13.30	0.135	80	0.893

****p<.001, **p<.01, *p<.05*

According to Table 20, there is no statistically significant difference between their gender the scores in Teachers' perspectives on the students' use of Turkish in FL Classroom, Teachers' uses of Turkish in foreign language classes, The Purposes of using Turkish (p>.05).

Similarly, in order to compare instructors' questionnaire scores with their years of teaching experience, the Kruskal-Wallis H test was conducted. Table 21 indicates the results of this analysis.

Table 21

Comparison of the scores according to teaching experience

	Teaching Experience										
	0-1 year(n=5)		2-5 years (n=22)		6-9 years(n=32)		≥ 10 years (n=23)				
Dependent Variables	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	X^2	*p*	*Difference*
Teachers' perspectives on the students' use of Turkish in FL Classroom	12.60	6.39	13.00	5.11	14.75	5.41	12.87	4.98	2.59	0.459	-
Teachers' uses of Turkish in foreign language classes	49.00	14.34	46.77	13.11	42.19	15.15	50.04	14.00	4.00	0.261	-
The Purposes of using Turkish	42.00	14.14	40.64	12.35	38.59	13.59	44.65	11.09	2.67	0.446	-

****p<.001, **p<.01, *p<.05*

According to the results of the above findings, when the scores of Teachers' perspectives on the students' use of Turkish in FL Classroom, Teachers' uses of Turkish in foreign language classes, The Purposes of using Turkish were evaluated according to years of experience, no statistically significant difference was found between the groups (p>.05).

Furthermore, the questionnaire scores of the instructors were compared according to the highest educational degree they earned. Table 22 indicates the results of this analysis which was conducted through the Kruskal-Wallis H test.

Table 22

Comparison of the scores according to the highest degree

	Highest Level of Degree Earned								
	BA (n=32)		MA (n=46)		PhD (n=4)				
Dependent Variables	*M*	*SD*	*M*	*SD*	*M*	*SD*	X^2	*p*	*Difference*
Teachers' perspectives on the students' use of Turkish in FL Classroom	13.31	5.28	13.70	5.19	15.25	6.80	0.53	0.767	-
Teachers' uses of Turkish in foreign language classes	46.84	13.24	45.70	15.65	43.50	9.04	0.29	0.867	-
The Purposes of using Turkish	42.34	12.37	41.17	12.58	29.25	12.34	3.52	0.172	-

****p<.001, **p<.01, *p<.05*

According to the Kruskal-Wallis H test results, when the scores of Teachers' perspectives on the students' use of Turkish in FL Classroom, Teachers' uses of Turkish in foreign language classes, The Purposes of using Turkish were evaluated according to the highest grade earned, no statically significant difference was found between the groups *(p>.05).*

As for the instructors' questionnaire results, the total number of instructors who took the questionnaire was 82 and the results of the questionnaire were obtained through statistical methods as mentioned above. The following table indicates the frequency of statistics according to instructors' responses to each item regarding translanguaging within the questionnaire.

Table 23

Frequency statistics of instructors' questionnaire

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers' perspectives on the students' use of Turkish in FL Classroom						
1. Ss learn English grammar easier in Turkish	n	9	26	7	15	25
	%	11.0%	31.7%	8.5%	18.3%	30.5%
2. Ss should use only English.	n	17	25	7	27	6
	%	20.7%	30.5%	8.5%	32.9%	7.3%
3. Ss should prefer books with English explanation.	n	37	29	5	6	5
	%	45.1%	35.4%	6.1%	7.3%	6.1%
4. Ss should never use Turkish.	n	19	18	4	30	11
	%	23.2%	22.0%	4.9%	36.6%	13.4%
5. Ss should prefer books with Turkish explanation.	n	0	8	7	17	50
	%	0.0%	9.8%	8.5%	20.7%	61.0%
6. Ss should speak English in group works.	n	4	7	33	35	3
	%	4.9%	8.5%	40.2%	42.7%	3.7%
Teachers' uses of Turkish in foreign language classes.						
7. Turkish explanation for foreign words	n	3	27	6	22	24
	%	3.7%	32.9%	7.3%	26.8%	29.3%
8. Use of English to explain unknown words	n	14	35	5	17	11
	%	17.1%	42.7%	6.1%	20.7%	13.4%

Table 23 (Continued)						
9. Going over the topic in Turkish	n	3	25	4	33	17
	%	3.7%	30.5%	4.9%	40.2%	20.7%
10. Use of Turkish for instructions, tasks, exercises, etc.	n	2	30	3	25	22
	%	2.4%	36.6%	3.7%	30.5%	26.8%
11. Use of Turkish to explain unknown words	n	3	29	10	22	18
	%	3.7%	35.4%	12.2%	26.8%	22.0%
12. Mother tongue is Turkish, should use Turkish	n	23	30	7	3	19
	%	28.0%	36.6%	8.5%	3.7%	23.2%
13. Use of Turkish makes English learning easy	n	4	30	9	21	18
	%	4.9%	36.6%	11.0%	25.6%	22.0%
14. Prefer to explain grammar rules in English	n	23	38	3	12	6
	%	28.0%	46.3%	3.7%	14.6%	7.3%
15. Ts should use English only	n	5	8	21	20	28
	%	6.1%	9.8%	25.6%	24.4%	34.1%
16. Ts using Turkish is more motivating than Ts using English	n	13	30	6	21	12
	%	15.9%	36.6%	7.3%	25.6%	14.6%
17. Use of Turkish makes English learning difficult	n	11	11	9	21	30
	%	13.4%	13.4%	11.0%	25.6%	36.6%
18. Switching between English and Turkish	n	9	27	10	20	16
	%	11.0%	32.9%	12.2%	24.4%	19.5%
19. Use of Turkish is a waste of time.	n	14	18	6	22	22
	%	17.1%	22.0%	7.3%	26.8%	26.8%
20. Use of Turkish is a motivating factor.	n	23	24	5	20	10
	%	28.0%	29.3%	6.1%	24.4%	12.2%
21. Use of Turkish facilitates English learning better	n	13	24	9	19	17
	%	15.9%	29.3%	11.0%	23.2%	20.7%
The Purposes of using Turkish						
22. For new words	n	2	23	4	25	28
	%	2.4%	28.0%	4.9%	30.5%	34.1%
23. For complex sentence structures	n	9	32	4	27	10
	%	11.0%	39.0%	4.9%	32.9%	12.2%
24. For difficult concepts	n	11	32	6	25	8
	%	13.4%	39.0%	7.3%	30.5%	9.8%
25. For general information on course	n	4	19	3	21	35
	%	4.9%	23.2%	3.7%	25.6%	42.7%
26. To increase motivation	n	22	26	5	14	15
	%	26.8%	31.7%	6.1%	17.1%	18.3%

Table 23 (Continued)						
27. To avoid waste of time	n	13	31	4	17	17
	%	15.9%	37.8%	4.9%	20.7%	20.7%
28. To decrease anxiety	n	18	32	4	18	10
	%	22.0%	39.0%	4.9%	22.0%	12.2%
29. For grammar course	n	6	24	5	23	24
	%	7.3%	29.3%	6.1%	28.0%	29.3%
30. For reading course	n	0	18	6	22	36
	%	0.0%	22.0%	7.3%	26.8%	43.9%
31. For writing course	n	0	20	3	25	34
	%	0.0%	24.4%	3.7%	30.5%	41.5%
32. For listening course	n	0	13	4	27	38
	%	0.0%	15.9%	4.9%	32.9%	46.3%
33. For speaking course	n	0	10	5	24	43
	%	0.0%	12.2%	6.1%	29.3%	52.4%

According to the results, participating instructors mostly (31.7 %) agreed with the item ‘Ss learn English grammar easier in Turkish ' and disagreed with the item ‘Ss should use only English (32.9 %). Also, the instructors mostly (45.1%) strongly agreed with the statement ‘Ss should prefer books with English explanation.' and (36.6 %) disagreed with the belief ‘Ss should never use Turkish'. As for the item ‘Ss should prefer books with Turkish explanation.’, they mostly (61.0 %) strongly disagreed while they (42.7 %) disagreed with the item ‘Ss should speak English in group works.’.

Participants mostly (32.9 %) agreed with the item ‘Turkish explanation for foreign words’. They mostly (42.7 %) agreed with the item ‘Use of English to explain unknown words’, and mostly (40.2 %) disagreed with the item ‘Going over the topic in Turkish’. Among the participating instructors, they mostly (36.6 %) agreed with the item ‘Use of Turkish for instructions, tasks, exercises, etc.’ while they mostly (35.4 %) agreed with the item ‘Use of Turkish to explain unknown words’. The EFL instructors mostly (36.6 %) agreed with the item ‘Mother tongue is Turkish, should use Turkish’ while they mostly (36.6 %) agreed with the item ‘Use of Turkish makes English learning easy’. The instructors mostly (46.3 %) agreed with the item ‘Prefer to explain grammar rules in English’ while they mostly (34.1 %) strongly disagreed with the item ‘Ts should use English only’. As for the item 'Ts using Turkish is more motivating than Ts using English’ they mostly (36.6 %)

agreed with it. The participants mostly (36.6 %) strongly disagreed with the question 'Use of Turkish makes English learning difficult' whereas they mostly (26.8 %) disagreed and other 26.8 % strongly disagreed with the item 'Use of Turkish is a waste of time.' Instructors mostly (29.3 %) agreed with the item 'Use of Turkish is a motivating factor.' whereas mostly (29.3 %) agreed with the item 'Use of Turkish facilitates English learning better'.

The instructors mostly (34.1 %) strongly disagreed with the item 'For new words'. and mostly (39.0 %) agreed with the statement 'For complex sentence structures'. Thus, instructors (39.0 %) agreed with the item 'For difficult concepts' while they mostly (42.7 %) strongly disagreed with the item 'For general information on course'. Instructors mostly (31.7 %) agreed with the item 'To increase motivation' whereas they mostly (37.8 %) agreed with the item 'To avoid waste of time'. The instructors mostly (39.0 %) agreed with the item 'To decrease anxiety' while they mostly (29.3 %) agreed with the item 'For grammar course'. Instructors mostly (43.9 %) strongly disagreed with the item 'For reading course' whereas they mostly (41.5 %) strongly disagreed with the item 'For writing course'. Instructors mostly (46.3 %) strongly disagreed with the item 'For listening course' whereas they mostly (52.4 %) strongly disagreed with the item 'For speaking course' related to employing translanguaging in their EFL classes.

To conclude, the analysis of the second part of the first research question, which investigates the perceptions of EFL instructors toward translanguaging in their classrooms, reveals numerous key insights. The close-ended questionnaires completed by 82 instructors provided a comprehensive overview of their attitudes and practices. The statistical analyses confirmed the reliability and normal distribution of the scales used. Various statistical tests, including the Independent Groups t-test and the Kruskal-Wallis H test, showed no significant differences in perceptions based on demographic variables such as gender, years of teaching experience, and highest educational degree earned.

The detailed analysis of the questionnaire responses emphasized that instructors have varied views on the use of mother tongue in the EFL classroom. For instance, almost half of the instructors agreed that students learn English grammar more easily when explanations are given in L1 while most of them also believed that students should not fully use English in the classroom. Also, there was an agreement with the notion that students should prefer

books with English explanations reflecting a preference for the use of L1 in certain contexts. Furthermore, instructors showed a mixed attitude towards their own use of Turkish in teaching. Whereas a few agreed with the idea of using L1 for explaining new words or going over topics, there was a consensus of agreement on the belief that L1 should be used for instructions and tasks, indicating a practical approach to translanguaging.

Furthermore, the findings suggest that EFL instructors recognize the value of translanguaging in the process teaching and learning English language. Overall, the findings of the questionnaire indicate that the participating instructors are not in favor of having a monolingual classroom environment indicating that students learn English grammar easier in Turkish as it is more motivating than English-only classes. Also, they did not believe that translanguaging is a waste of time or a hindrance to learning English. Instead, they considered it as a motivating factor as it facilitates English learning better especially when teaching complex sentence structures and difficult concepts to motivate students and to decrease anxiety believing that it facilitates English learning better, which is similar to how students reflected on their questionnaire. However, the participating instructors did not show their preferences on the translingual practices for particularly teaching skills of reading, writing, listening, and speaking. It can be assumed from this finding that the instructors emphasized the importance of keeping the balance between the use of multiple languages giving importance to more specific occasions in EFL classes rather than the whole skills themselves since they perceive translanguaging as a tool to facilitate the teaching and learning process in general.

4.2.2. Instructors' Responses to Semi-Structured Interviews

As for the triangulation of the quantitative data, the researcher conducted semi-structured interviews with the instructors who had previously completed the questionnaire and volunteered to participate in the interviews. In examining the perceptions of instructors regarding translanguaging within the EFL classroom, a diverse range of perspectives and practices emerged, illuminating the complex interplay between language instruction, pedagogy, and cultural diversity. To address the second part of the first research question, the researcher conducted a semi-structured interview and identified four patterns after analyzing the transcribed data. From the insights provided by the eight instructors

interviewed in English, several prominent patterns emerged, each reflecting different aspects of their approach to translanguaging. These patterns include pedagogical innovation, collaborative learning communities, embrace of multilingual pedadogy, and language policy advocacy. In line with this, instructors refer to the evolving landscape of language education, seeking to create inclusive and effective learning environments that enable the diverse needs of their students. The following sections delve into each pattern, highlighting the insights and experiences shared by instructors as they engage with the concept of translanguaging in their teaching practices. Table 24 indicates the overall findings about the perceptions of instructors regarding translanguaging.

Table 24
Patterns from the instructors' interviews

Pattern	Frequency	Total
1. Pedagogical innovation	7	8
2. Collaborative learning communities	7	
3. Embrace of multilingual pedagogy	6	
4. Language policy advocacy	5	

4.2.2.1. Pedagogical Innovation

When investigating the participating instructors' perspectives on translanguaging within their classrooms, a prominent pattern that emerged was the concept of 'pedagogical innovation'. This pattern outlines the instructors' views on how the integration of multiple languages can serve as a facilitator for transformative teaching practices and educational approaches. From the responses of the majority of the instructors ($N=7$), it became evident that they perceive translanguaging not merely as a linguistic phenomenon but as a pedagogical tool that fosters innovation in language teaching and learning. This section delves into the detailed insights provided by instructors regarding their beliefs, strategies, and experiences related to pedagogical innovation through the incorporation of multilingualism in the classroom setting. Instructor 6, who stated that they are familiar with

the concept of translanguaging prior to the interview once given a briefing about the purpose of the study, claimed that use of multiple languages as a pedagogical implication in EFL classroom leads to an innovation in English language teaching. The following statement can be illustrated as an example to this finding:

> *I definitely believe in the power of trying out new methods through translanguaging in the classroom. Allowing students to use multiple languages not only enhances their language skills but also fosters creative teaching approaches. Translanguaging is more than just language; it's about embracing innovative practices. By encouraging students to use all of their language knowledge, we create a vibrant learning atmosphere where diverse language resources are valued and used to enhance understanding and engagement*. (Instructor 6)

Similarly, Instructor 1 and Instructor 2 refer to their own classroom experience with A1 level EFL students when giving insights about translanguaging in EFL setting as follows:

> *[…] I'm a big supporter of using different languages in class. It really spices up the learning environment. I remember one time when a student was struggling to express a concept in English, but when they switched to their native language, suddenly everything clicked for them. It was a lightbulb moment, and I could see their confidence. Moments like that remind me why embracing multilingualism in the classroom is so important*. (Instructor 1)

> *[…] In one of my classes, I had a translanguaging approach during a writing assignment. Instead of restricting students to English-only compositions, I encouraged them to incorporate elements of their native language. This led to remarkable outcomes, with students producing more creative and culturally authentic pieces. For instance, one student successfully integrated Turkish expressions into their narrative, adding depth and richness to their storytelling. This experience demonstrated to me the potential of translanguaging as a pedagogical tool to inspire creativity and cultural expression in language learning.* (Instructor 2)

Similarly, Instructor 4 stated that they perceived the pedagogical implication of use of more than one language as a way of adopting a new understanding in their EFL classes. The following statements exemplify this finding:

> *[…] When teaching, I've found that incorporating not only English into my teaching methods can open up new ways for student engagement and comprehension. By allowing students to use their entire language knowledge, including their native language, I've witnessed an obvious increase in their confidence and willingness to participate in classroom activities. For example, during a recent group work discussion, I encouraged students to use a mix of languages to express their ideas among each other, and the result was remarkable. Not only did students feel more comfortable expressing themselves, but they also showed a deeper understanding of the listening material as they were able to understand complex concepts more effectively. This approach in teaching has truly transformed the dynamics of my classroom, creating a more comprehensive and dynamic learning environment*.

Although the majority of the instructors (*N=5*) perceived translanguaging as a pedagogical innovation to adapt, three out of eight instructors favored implementing an English-only policy in their EFL classes, stating that it is crucial to expose students to English as much as possible. The following statements exemplify this finding:

> *Personally, I stick to an English-only policy in my classes as I believe it promotes a more immersive language learning environment. Encouraging students to rely only on English enhances their language proficiency and fosters confidence in their language skills. I find that translanguaging can potentially weaken the focus on English mastery and may even make students' progress worse. Therefore, I prefer to maintain a traditional approach to language instruction, emphasizing the importance of English fluency above all else*. (Instructor 8)

In examining the perceptions of instructors on translanguaging within their classrooms, the pattern of 'pedagogical innovation' emerged as a theme. This pattern indicates how instructors perceive the integration of multiple languages as a compound for transformative teaching practices and educational approaches. The majority of instructors perceive translanguaging not merely as a linguistic phenomenon but as a pedagogical

instrument that fosters innovation in language education. Through the detailed insights that were provided by instructors, it is apparent that they believe in the effectiveness of translanguaging to improve language skills and foster creative teaching approaches. Examples shared by the instructors highlight instants of clarity, confidence, and creativity experienced by students when encouraged to use their entire language knowledge in classroom activities. These anecdotes emphasize the value of embracing multilingualism in the classroom to create vibrant learning atmospheres where various language resources are valued and utilized to enhance understanding and engagement. However, it is important to note that a minority of instructors express uncertainties about translanguaging, preferring to preserve an English-only policy in their classrooms. In spite of these opposing perspectives, the majority of instructors advocate for innovative pedagogical practices that influence translanguaging to enhance the language learning experience for all students.

4.2.2.2. Collaborative Learning Communities

Instructors play an essential role not only in conveying knowledge but also in shaping the learning environment within their classrooms. Through their interactions with students and the instructional strategies they adopt, instructors contribute considerably to the formation of collaborative learning communities. From the insights gathered from the interviews with eight instructors, a prominent pattern emerges: Collaborative Learning Communities. This pattern outlines the perspectives and practices of the majority of instructors who emphasize the importance of fostering collaborative environments where students can engage dynamically with each other, instructors and with course content. Accordingly, the instructors' perceptions of how translanguaging contributes to the development of collaborative learning groups within EFL classrooms are investigated, along with their beliefs, experiences, and strategies in fostering collaborative learning among students. To give an example, Instructor 1 answered the interview question about students' use of multiple languages and getting help from resources in their own language as follows:

> *[…] Well I think, letting students use different languages in class has been beneficial. It's not just about learning English but it is also about working collaboratively and feeling like part of a team. Students feel much more engaged and collaborative when they are free to communicate with each other in any language they prefer during the*

classes. When students can use their first language besides English, it makes it easier for them to share ideas and understand each other. For instance, during group activities, I've seen students chatting in both English and their native language. It helps them connect and learn from each other. It sometimes even gives them a moment of epiphany. So, it creates a friendly and supportive atmosphere where everyone feels included and can do their best. (Instructor 1)

Another instructor who referred to the translanguaging pedagogy as a way to generate collaborative learning communities gave an example from their own teaching experience in which they made students language partners in a fill-in-the-blanks grammar exercise and allowed them to interact with each other in L1.

[…] *In one of my classes, I decided to try something new. Instead of receiving answers one by one from students or projecting the answer key only, I grouped students together and made them speak to each other as they complete a grammar exercise on their worksheet. Each pair had one student who was fluent in English and another who was more comfortable in their mother tongue. I let them use both languages to communicate and work on the task together. It was amazing to see how well they collaborated. They explained the rules to each other, answered questions of their peers, etc. The English-speaking students helped their partners with English, while the others explained concepts in their native language. They were like a little class among each other like teachers-students, supporting each other and learning together. After that experience, I realized the power of collaborative learning. It's not just about individual learning but about working together as a team to achieve common goal which is to learn English*. (Instructor 6)

Although there are emerging patterns that refer to the formation of collaborative learning communities in translanguaging pedagogy, it is also seen as leading students to struggle with using the target language during pair and/or group discussions after a certain point. The following statements can be seen as examples to this finding:

To me, allowing students to use their native language in pair and group discussions can sometimes backfire. Instead of practicing their English skills, they rely too heavily on their first language. I've noticed that once they realize they can use any

language, they quickly switch to their native tongue, and it's hard to bring them back to English. This obstructs their progress in learning English as a second language. They become too comfortable and don't push themselves to speak in English. While collaboration is important, I believe it's essential to maintain a balance and ensure that English remains the primary language of communication in the classroom. (Instructor 8)

To conclude, instructors play a key role in shaping the learning environment within their classrooms, not only in conveying knowledge but also in developing collaborative learning communities. Through the insights collected from interviews with eight EFL instructors, a clear pattern emerged: Collaborative Learning Communities. This pattern emphasizes the perspectives and practices of the majority of instructors who highlight the significance of creating collaborative environments where students are able to engage dynamically with each other, instructors, and course content. These instructors consider translanguaging as a means to enhance collaboration among students, allowing them to freely communicate and work together using more than one language. For instance, Instructor 1 expressed how learners feel more engaged and collaborative when they are able to communicate in their preferred language in classes, promoting a supportive atmosphere where participants feel included. Likewise, Instructor 6 shared an example of making students language partners and observed how collaboration generated mutual learning and support among peers. However, in spite of these positive aspects, some instructors expressed concerns that extreme use of students' native languages during discussions may restrain their progress in learning English as a second language. Furthermore, Instructor 8, for instance, emphasized the significance of maintaining a balance to ensure that English remains the main language of communication in the classroom. Overall, while translanguaging holds potential for promoting collaborative learning communities, some instructors feel the need to carefully manage its implementation to maximize its benefits while addressing potential challenges.

4.2.2.3. Embrace of Multilingual Pedagogy

When exploring instructors' perceptions and practices related to translanguaging within EFL classrooms, a noteworthy pattern that emerged from the instructors (*N=6*) is

‘embrace of multilingual pedagogy’. This pattern emphasizes the willingness of instructors to incorporate students' native languages along with English as a way of enriching the learning experience. From the insights provided by the majority of instructors (*N=6*), it becomes evident that they consider multilingualism not as an interference but as a respected resource that enriches language learning. Herein, detailed insights provided by instructors regarding their embrace of multilingual pedagogy illustrate the way how they influence students' linguistic repertoires to create dynamic and inclusive learning environments. Within the third section of the semi-structured interviews, when instructors were asked about their practices of translanguaging, Instructor 1, 5, and 7 defined the use of multiple languages in EFL classrooms as an embrace of multilingual pedagogy. The following statements exemplify these findings:

> *[…] I clearly remember a recent lesson where I introduced a storytelling activity. Instead of restricting students to English-only narratives, I encouraged them to incorporate elements of their native language into their stories. The results were amazing. One student, for instance, effortlessly integrated Turkish expressions into their narrative, adding deepness and authenticity to their storytelling. This not only enhanced their language skills but also fostered a deeper gratitude for cultural diversity among the students.* (Instructor 1)

> *To me, allowing students to use their first language alongside English in the classroom creates a welcoming atmosphere where everyone feels included. Otherwise, I mean, they feel excluded I think. For example, during a recent writing task, I encouraged students to incorporate words or phrases from their own language, into their paragraphs. This simple addition not only helped them express themselves more realistically but also raised a sense of pride in their cultural heritage. Seeing their faces light up as they shared words from their language was truly heartwarming. It also sparked active discussions among students, where they enthusiastically explained the meanings and contexts behind their chosen words. This experience showed me the power of welcoming differences in the classroom, not just as a means of language learning but also as a way to celebrate diversity and build a sense of belonging*. (Instructor 5)

In a recent online lesson, I organized a language exchange activity where students were paired up based on their native languages. Each pair was tasked with teaching each other basic phrases and expressions in their languages. It started as a simple language lesson, and then quickly evolved into a lively cultural exchange, with students sharing information about their hometowns, traditions, and customs. Witnessing the real interest and curiosity among students as they learned about each other's cultures was truly remarkable. It showed my existing belief in the power of multilingual pedagogy to not only improve language proficiency but also encourage intercultural understanding. (Instructor 7)

As opposed to majority of the instructors, two instructors stated that English-only pedagogy is a must to master in English. The following statements from the instructors exemplify this finding:

While some teachers allow students to make use of their mother tongue, I believe that it's important to differentiate between multilingualism and translanguaging. While multilingualism encourages students to worth and use their different language skills, it often blurs the lines between languages and may not improve language. In my experience, relying too heavily on L1 can lead to a dependency on the first language and takes away the goal of English language learning. Instead of this; to me, the most important thing is to create a supportive classroom environment where we encourage students to share their linguistic backgrounds while still trying to communicate in English first. (Instructor 3)

[…] *I don't believe that allowing students to use L1 in the classroom necessarily contributes to their language development. Yes, it's important to acknowledge and celebrate students' different linguistic backgrounds, but I prefer to maintain a focus on English language acquisition during the classes. Allowing students to freely switch between languages can sometimes be bad for us to achieve lesson objectives, and lead to confusion. Instead, I encourage students to use English as much as possible while providing support and resources to help them build their language skills. I give more importance to English language proficiency in the classroom, I*

aim to create an environment where students feel confident and motivated to communicate well in English. (Instructor 8)

In conclusion, the exploration of instructors' perceptions and practices about translanguaging within EFL classrooms reveals a considerable pattern: the embrace of multilingual pedagogy. This pattern underlines instructors' readiness to integrate students' native languages alongside English as a way of enhancing the learning experience. Through the insights given by the majority of instructors, it becomes evident that multilingualism is not regarded as an obstruction but rather as a respected resource that enriches language learning. The thorough insights shared by instructors about their embrace of multilingual pedagogy exemplify how they impact learners' linguistic repertoires to generate dynamic and inclusive learning environments.

Furthermore, within the semi-structured interviews, Instructor 1, 5, and 7 exemplified the pattern 'embrace of multilingual pedagogy' by referring to their practices of translanguaging in EFL classes. For instance, Instructor 1 referred to a storytelling activity where their students combined elements of their L1, resulting in enhanced narratives and increased cultural gratitude among learners. Likewise, Instructor 5 emphasized the importance of allowing students to use their first language along with English, promoting a welcoming atmosphere and welcoming cultural pride. Moreover, Instructor 7 shared their classroom experience of conducting a language exchange activity, which evolved into a dynamic cultural exchange among learners, unveiling the power of multilingual pedagogy in encouraging language proficiency and intercultural understanding.

Nevertheless, conflicting perspectives also emerged, as Instructors 3 and 8 highlighted the significance of English-only pedagogy. They voiced their concerns that depend on too heavily on students' first language may negatively affect English language development and the lesson objectives. Instead, they give more importance to provide supportive classroom environments in which learners are encouraged to communicate firstly in English as celebrating their linguistic backgrounds at the same time. To conclude, whereas there are conflicting opinions on the role of translanguaging in EFL classrooms, the majority of participating instructors illustrate a perseverance to embracing multilingual pedagogy as a way of empowering language learning and enhancing cultural diversity.

4.2.2.4. Language Policy Advocacy

The last pattern ‘language policy advocacy’ emerged from the semi-structured interviews in examining the perceptions and classroom practices of instructors. This pattern depicts 5 instructors' beliefs and practices concerning the language policies employed in their teaching environments. From the answers of the majority of instructors, it becomes apparent that they advocate for the use of more than one language in EFL classrooms, considering it as a valuable understanding to language learning. On the other hand, there are also instructors who pursue opposing views, favoring a more preventive language policy focused exclusively on English language use. Accordingly, comprehensive insights given by instructors related to their advocacy for specific language policies are illustrated in exploring the rationale behind their positions and the implications for language teaching and learning. To exemplify the present pattern, the actual statements made by the instructors can be demonstrated as follows:

> *I think allowing students to use their own language in English classes is very helpful. It makes classes more engaging and makes everyone, even me, feel more included. […] Let me think. For instance, when we discuss things in class, I tell my students they can use English or their own language if they want when searching for the meaning of the word, or reading grammar explanation in their L1 to understand better. They even sometimes watch online videos in their L1 explaining the grammar subject of the week and make comparison of their own understanding with what they have been told. This way, they can understand and share their ideas better in a freer way. It's like making the class a friendlier place where everyone can learn together*. (Instructor 2)

Similarly, when asked the interview question “*How frequently do you use more than one language in your classes?”* and followed by follow-up questions, Instructor 6 referred to the role of translanguaging as a language policy advocacy by giving a real-life example from their own teaching experience in one of their face-to-face EFL classes. The following statements can be given as an example to this finding:

> *Let me tell you about a class I had last semester. We were discussing a complex topic in English, and some students were having trouble expressing their thoughts. So, I*

encouraged them to use their native language to clarify their ideas. One student, who was hesitant to speak up before, suddenly became very engaged. They started sharing examples and asking questions in their own language, and it made a huge difference. The whole class benefited from their contributions, and it showed me the power of embracing multilingualism in the classroom. (Instructor 6)

In the semi-structured interviews, when they were asked how they respond when a student speaks a language other than English in the classroom, Instructor 7 shared their views as follows:

I see it as a chance to learn. Instead of discouraging them, I usually use it as an opportunity to discover the relations between languages. For example, if a student asks a question in Turkish, I generally respond by explaining the concept in English and then I discuss how it is related to their native language. This not only helps the learner to understand the content better but also encourages them to realize their language skills rather than difficulties. (Instructor 7)

Similarly, as a response to the question "*Have you ever forbidden students from speaking languages other than English in the classroom? Why/why not*?", Instructor 1 provided the following insight:

No, I haven't forbidden students from speaking or writing other languages. I believe in having comprehensive and supportive classes where my students feel comfortable expressing themselves in any language. When I allow them to use their native language apart from English, I try to create a sense of belonging and make them feel more relaxed. […] I see translanguaging as a very important way for language learning. It allows students to add on their existing language skills more easily to improve their English. (Instructor 1)

Instructor 3, on the other hand, responded to the same question differently by stating that they have prohibited students from using any language other than English, as follows:

Yes, I have told my students to stick to English in class all the time. For me, it helps them learn better. The more English, the better it is I think. When everyone in the

class speaks English, it creates a beneficial environment for practicing and getting used to the language. If they keep switching to L1 very frequently, they might not focus on English as much, and that could negatively affect their progress. So, by having it all in English, I believe that they feel more comfortable with it and get better in English faster. (Instructor 3)

To conclude, when exploring the instructors' perceptions and practices regarding translanguaging within EFL classrooms, a noteworthy pattern emerged: language policy advocacy. This pattern outlines the instructors' attitudes regarding the language policies employed in their teaching environments. The majority of instructors expressed their support for the use of multiple languages, considering it as advantageous to language learning and promoting inclusivity. On the contrary, there were instructors who were in favor of a more restraining language policy, highlighting the significance of maintaining English as the only medium of instruction. Within their responses to interview questions and sharing of real-life classroom experiences, the participating instructors clarified the rationale behind their roles and the effects in language teaching and learning. To exemplify, Instructor 2 emphasized the advantages of allowing students to use their native language, giving examples of how it enriches engagement and fosters understanding. Likewise, Instructor 6 shared a real-life example from their own teaching experience, exemplifying the positive effect of embracing multilingualism in the classroom. Nevertheless, conflicting opinions were also apparent, with instructors such as Instructor 3 supporting an English-only policy to endorse better language acquisition. These diverse views underline the complex interaction between language policies and instructional practices employed within the EFL classrooms, emphasizing the significance of allowing for various approaches to meet the needs of students.

4.3. Findings regarding the Research Question 2

RQ2: How do EFL students/instructors make use of translanguaging in their classrooms?

In order to answer the second research question, the researcher of the present study conducted classroom observations as referred in Chapter 3. Accordingly, the researcher took field notes while observing the classes both online and face-to-face. Field notes that were taken by the researcher (Appendix 8) during the classroom observations illustrate how

students and the instructors practiced translanguaging in their EFL classes. It is noteworthy to state that neither the students nor instructors had any idea about the points that the researcher was observing since it had been conducted prior to the pre-interview briefing sessions. Upon having taken field notes for 7 weeks, the researcher conducted thematic analysis based on the noted translanguaging practices of the participants. According to the thematic analysis, 5 patterns emerged from the field notes as Table 25 illustrates. The table also illustrates the frequency of the occasion in which the translanguaging practice occurred as well as the agent who made use of that specific translanguaging occasion.

Table 25

Patterns for translanguaging practices

Pattern	Frequency	Agent
1. Task Clarity	213	Students/Instructors
2. Scaffolding	192	Students
3. Metalinguistic Reflections	94	Students/Instructors
4. Language Mixing in Discourse	87	Students/Instructors
5. Drafting in L1	64	Students

According to the table above, the most observed occasion in which students made use of translanguaging was the attempt to keep in track when performing a task during the classes. In other words, students as for clarification of the tasks to make sure they understand the instructions precisely. When they are supped to complete an in-class activity in both online and face-to-face classes, students checked their own understanding in order not to lose track. The second most observed translanguaging occasion was scaffolding which refers to students' helping each other to deal with several difficulties such as finding the meaning of a word, filling the blanks with the correct word, spelling of a word or pronunciation of a word in target language. They were observed to make use of such translanguaging to accomplish a task during the classes. In the observed classes, students and instructors were observed that they were making explanations for the grammar subjects in use. This use of translanguaging was observed for both instructors and students. Especially when they made

mistakes in grammar, the instructor gave frequent metalinguistic feedback by correcting their mistakes in L1 especially in a spoken way. Students, likewise, checked their own knowledge and understanding of grammar and vocabulary by asking questions to their instructors in L1. Another pattern emerged within the classroom observations was 'language mixing in discourse' which refers to students and instructors' use of words in their L1 at special occasions such as greeting, ending the session, markers, and issues non-related to the class. The researcher observed that this type of uses was used unintentionally rather than as a part of the second language acquisition process. The last translanguaging practice that was observed in the EFL classes was 'drafting in L1' which refers taking notes in L1 mostly in the writing exercises followed by listening exercises. Accordingly, students initially brainstorm their ideas in L1 on a piece of paper before they transfer their ideas to L2. In short, five patterns that derive from the researcher's field notes indicate that they made use of translanguaging practices to a great extent in their EFL classes in distinct occasions.

4.3.1. Task Clarity

The first pattern, 'task clarity', for the translanguaging practice was obtained from students' classroom performances especially when they were asked to complete a task. This pattern emphasizes the significance of clear instructions and objectives in smoothing students' own understanding and engagement with in-class tasks. Whilst various classroom activities and exchanges, students consistently look for clarity on the tasks assigned by their instructor, highlighting the importance of this occasion during their learning experiences within the educational environment. The following excerpts set an illustration of a detailed exploration of how task clarity impacts students' learning processes and outcomes.

- Şimdi burada napıyoruz?

[Tr. Now, what are we doing here?]

+ Bu aşağıdaki kelimelerden hangisi *superfood* değil, onu bulacağız.

[Tr. We'll find which one of the following words is not a superfood.]

- Tamam.

[Okay]

(30.10.2023, A2 Level, Face-to-face)

Students in this sample were completing a reading exercise and were asked to work in pairs. The student who asked the question asked for clarification of the instruction to make sure they were doing the task precisely.

- Teacher, istediğim sayıyı mı seçiyorum? [Tr. Teacher, do I choose a number I wish?]

+ Yes, any number please.

(07.11.2023, A1 Level, Online)

- Bitirdikten sonra nereye atıyoruz bunları, anlayan var mı? [Tr. Is there anyone who understood where do we send these after we finish?]

+ Hoca bir link gönderdi, oraya atacağız. [Teacher sent us a link, we'll send them to that link.]

- Öyle mi, tamam sağ ol. [Is that so? Thank you.]

(14.11.2023, A2 Level, Online)

Similarly, as students were constantly asked to complete exercises and do the tasks on a both daily and weekly basis with their low level of English, they needed to keep track of in-class and out-of-class activities and/or tasks. As a consequence, they frequently asked similar questions for clarification and checked the accuracy of their understanding mostly in their L1 as follows:

- Hocam, buradaki kelimelerden kaç tane kullanmamız lazım?

[Tr. Teacher, how many of the words here do we need to use?]

+ En az üç.

[Tr. Minimum three.]

-Peki hocam, kelimenin herhangi bir hali olur mu? Yoksa illa buradaki halini mi yazacağız?

[Okay, teacher, can we use any form of the word? Or do we have to write it exactly as it is here?]

+ Yes, any form is OK.

- Tamam hocam, sağolun.

[Okay teacher, thank you]

(16.11.2023, A2, Face-to-face)

To conclude, the analysis classroom observations regarding the translanguaging performances revealed a noticeable pattern: Task Clarity. This pattern emphasizes the pivotal role of clear instructions and objectives in fostering learners' understanding and engagement with in-class tasks. Through numerous classroom activities, exercises, and interactions, students constantly asked for clarification on assigned tasks, indicating the importance of task clarity in their learning experiences. The observed excerpts exemplify instances where students actively sought clarification to check their understanding of the task requirements precisely. These findings reveal the significance of efficient communication among instructors and students to stimulate clarity and improve learning outcomes. Furthermore, identifying and tackling students' need for task clarity can generate more supportive and conducive learning environments in which learners can efficiently navigate tasks and achieve academic success ultimately.

4.3.2. Scaffolding

The second pattern obtained from the classroom observations is 'scaffolding' which is a concept originally introduced by Wood et al. (1976) referring to the process where more knowledgeable ones provide structured support to the others by enabling them to achieve higher levels of understanding and skill acquisition compared to what they would achieve without any assistance. This pattern emerged notably as students were continually observed providing assistance to each other during the classroom activities. Scaffolding, within this

context, is associated with the support and guidance that learners provide their peers to assist them in the comprehension and completion of tasks. This collaborative attitude fosters learning process by allowing learners to add on each other's knowledge and skills, thus improving their overall comprehension and engagement with the classes and the contents. Via peer-to-peer interactions, learners generate a nurturing learning environment where they are collectively able to overcome challenges and accomplish their educational goals. The following excerpts, therefore, exemplify the various means of students' engagement in scaffolding, emphasizing the importance of this pattern during their learning process.

The researcher of the present study observed students' interactions with each other during both online and face-to-face classes and wrote in the field notes that they were in a constant interaction in L1 with each other when completing a task. To exemplify, the instructor visited the online break out rooms upon having assigned them with a written task and observed their interaction with each other. Two students greeted each other in English after entering the room; however, when they started to complete the written task which was a fill-in-the-blanks exercise about a city, Antalya. They were observed to get help from each other by checking their own understanding, making sure that they are on track while completing the task. Firstly, they asked the meaning of each target word to each other and asked and answered in L1. After making sure that they knew the meaning of each target word by checking the meaning on sources in L1, they started completed the task (Appendix 9) through benefitting from the knowledge of each other as follows:

+ Ne yapıyoruz şimdi, bunları direkt aşağı mı yerleştiriyoruz, bu kelimeleri?

[Tr. What are we doing here now? Do we directly fill in the blanks below with these words?]

- Aynen, evet.

[Tr. Exactly, yes.]

…

- Sen biliyor musun *historic* ne?

[Tr. Do you know what *historic* means?]

+ Yok, ama bakıyorum şimdi dur.

[Tr. No, but I'll check it now, wait.]

…

+ *Tarihi* demekmiş.

[Tr. It means *tarihi* in Turkish]

- Tamam, sağ ol.

[Tr. Okay, thanks.]

…

- *Name is Aspendos* diyor, yani *onun* adı diyeceğiz. Onun, yani *its*.

[Tr. It says *name is Aspendos*, so we need to say '*its'*.]

+ Tamam yazıyorum.

[Tr. Okay, I'm writing.]

…

- Buraya böyle bağlaç gibi bir şey gelmeli. Yani sonuç olarak Antalya ilginç bir şehir diyor. Burada hangisi? Bakayım. Buldum. *All in all*, yani işte sonuç olarak, genel olarak demek.

[Tr. We need something like a conjunction here. I mean, it says all in all, Antalya is an interesting city. Which one is this here? Let me check. I have found it. All in all, which means *sonuç olarak* in Turkish.]

+ Tamam, öyle yazıyorum. Başka yok değil mi o anlama gelen benzer bir kelime var mı burada?

[Tr. Alright. I'm writing it. There is no other word which has a similar meaning with it, is there?]

- Bakıyorum bir saniye… Hayır, yok, *all in all* yaz.

[Tr. I'm checking, wait a second… No, there is no. Write *all in all*.]

+ Tamam.

[Tr. Okay.]

…

+ Cevapları hocaya gönderiyor muyuz? Ne dedi hoca?

[Tr. Do we send the answers to the teacher? What did she say?]

- Evet, *chat*'e yazacağız.

[Tr. Yes, we need to write in chat.]

+ Tamam, o zaman yazıyorum ben.

[Tr. Alright then, I'm writing.]

(26.10.2023, A1 Level, Online)

As the sample excerpts illustrate, a more knowledgeable student was helping the one who is less knowledgeable by making use of their L1 when completing a task. They benefitted from each other to succeed in an in-class activity by taking the advantage of using L1 in the process of learning a language.

To exemplify an occasion in which students are not allowed to make use of L1 in class, the researcher of the present study deliberately observed students' preparation stage of Collaborative Task. As mentioned in the previous chapter when introducing the setting, students are given a topic based on the grammar topic of that week, and asked to perform a role-play to the whole class three times in a module. When being given the topic and requirements of the task, as a rule of the institution, teacher emphasizes that students are

strictly prohibited to use their L1 during both the preparation and performance stages. They were reminded that points will be deducted depending on their use of L1 during the preparation stage. To exemplify, the topic of the task was 'A Bad Day' and students were asked to talk about a bad day in groups of three and decide who had the most unpleasant day after each performance only in L2. The instructor put them in groups and introduced the task to them saying that they had one hour of preparation followed by the performances in front of the board as the stage. Students, consequently, sat as in form of circles and started planning their performances in groups. The researcher recognized the opportunity to observe what students do when they are banned to make use of L1 in order to make a comparison of how they perform. As a result, they unintentionally made performed translanguaging as they made asked for help from each other, made use of sources in L1, did translations, included L1 contents when preparing for their performances. Since they had known that points would have been deducted if they use L1 in the preparation stage, a constant act of scaffolding through translanguaging was observed during the classes. As members of the same task group, they were observed to have built a form of bond and rapport by assisting each other and collaborating in the tasks. As it is seen from the following samples from the field notes, students and also the instructor researcher were observed to be helping each other to keep on task in mother tongue.

- Sen ne yazacaksın?

[Tr. What are you going to write?]

+ Ben bir tane uyduracağım.

[Tr. I am going to make up one.]

- Öyle oluyor muymuş? Uydurabilir miyiz?

[Tr. Can we do that? Can we make up?]

+ Bilmem, hocaya soralım. Hocam , can we…. şey uydurmak? Yani no real story. Is it OK?

[Tr. I don't know. Let's ask the teacher. Teacher, can we… 'make up' a story? I mean no real story. Is it OK?]

R: Yes, you can make up a story of your own. For example, I missed my flight at the airport. It was my worst day. Ama aslında yok öyle bir gün. You can make up.

[Tr. Yes, you can make up a story of your own. For example, I missed my flight at the airport. It was my worst day. However, there is no such a day. You can make up.]

+ Okay teacher. Şimdi anladım. Thank you.

[Tr. Okay teacher. I got it now. Thank you.]

(20.10.2023, A2, Face-to-face)

As it is seen from the sample excerpt taken when observing the class, both the instructor and students used their mother tongue through scaffolding to keep on task and help each other. It was also observed that no matter they did know that they were not allowed to use their mother tongue, they did so to be prepared more effectively for the final task.

Another occasion in which scaffolding was observed in the classes was when the instructor was introducing the task and wanted to make sure that everything was clear for the students and they understood the question with no problem. When assigning the students with a reading exercise, the instructor started with three warm-up questions as:

1. How often do you watch films?
2. Do you usually watch films at home or at the cinema?
3. How often do you go to the cinema? Who do you go with?

The subject of that week was 'leisure time activities' and 'subject & object pronouns' through which students were expected to express their own leisure time activities by using subject and object pronouns. When asking these three warm-up questions first, the instructor read them in L2. However, after a moment of two-second silence, the instructor asked the same questions in the mother tongue to invite students into brainstorming and discussion. This strategy seemed to present what the class would explore and interpret in the class. The instructor introduced the questions in mother tongue by inviting them to reflect upon in both

languages. By doing so, the learners were incorporated and their attention to the content was attracted regardless of their proficiency level which was A1. This finding was apparent when students were engaged with the questions more upon being delivered the same questions in their mother tongue.

All in all, the concept of scaffolding was observed as a significant pattern in the EFL classrooms, particularly in facilitating collaborative learning between students. In the context of the present study, scaffolding was distinctly observed as students mutually engaged in assistance during numerous classroom activities. This collaborative attempt was particularly obvious in occurrences where students required clarification of task instructions or helped each other in comprehending complex concepts, often using their mother tongue alongside the target language. The observed samples of scaffolding highlighted its pivotal role in facilitating a supportive and engaging learning environment. For instance, students showed their willingness to help their peers guide linguistic and theoretical challenges by giving explanations, providing examples, and participating in dialogue to enrich comprehension. These interactions not only enabled deeper understanding but also stimulated active contribution and engagement between all learners, irrespective of their proficiency levels. Furthermore, scaffolding was influential in encouraging peer-to-peer learning and collaboration, as demonstrated by learners' willingness to share their knowledge and skills to support cooperative learning goals in their mother tongue. Moreover, the role of the instructor in scaffolding was apparent in navigating and assisting students' learning processes. The instructor's interventions, such as providing bilingual explanations, clarifying the task objectives, and promoting collaborative problem-solving, considerably contributed to students' academic success especially as they felt more motivated. By taking advantage of both L1 and L2 resources strategically, the instructor created opportunities of purposeful interactions and learning interactions between students. This attitude not only valued students' linguistic diversity and all repertoire but also improved their ability to efficiently communicate and express ideas in L2.

In conclusion, the scaffolding pattern which was observed in the EFL classroom setting illustrates its efficacy in promoting student engagement, fostering peer learning, and supporting overall academic achievement. By embracing scaffolding practices, educators can create a nurturing learning environment where students feel empowered to learn from

each other's strengths and experiences. The last but not the least, additional exploration and implementation of scaffolding practices in L1 can enhance instructional practices and contribute to the continuous improvement of educational implications in multilingual learning settings.

4.3.3. Metalinguistic Reflections

The third pattern emerged from the classroom observations was ‘metalinguistic reflections’ which enables students to consciously consider the way language works, improving their comprehension and control over its use (Bialystok, 1986). It is a term frequently used in linguistics as well as language education referring to the process by which students contemplate and discuss the assets and functions of language itself. This includes a recognition and analysis of linguistic structures, grammar, rules, and the relations between various linguistic elements. Also, metalinguistic reflections allow students to consciously understand how language works, enhancing their understanding and control over its use. Therefore, this pattern emerged importantly as students engaged in activities that necessitated them to think critically regarding language and its use. During the 7 weeks of observations of interactions, it was seen that students were discussing grammatical rules and syntactic structures, frequently making comparison of these aspects between their mother tongue and the target language. Such reflections through discussions not only enabled a more in-depth understanding of the target language but also encouraged learners to pursue a more analytical and critical attitude towards language learning.

During the observed classes, metalinguistic reflections frequently occurred when students come across with linguistic challenges or ambiguities. For example, when working on a task, learners paused to discuss why a specific word or phrase was used in English, commenting on its grammatical accuracy and contextual correctness. These discussions often included comparisons with similar and/or same structures in L1, assisting students to associate their existing linguistic knowledge with concepts in L2. By engaging in these practices, the participating learners were able to improve their metalinguistic awareness, which correspondingly promoted their overall process of language acquisition.

Additionally, the role of the instructor in fostering metalinguistic reflections was pivotal. Instructors were observed encouraging students to reflect upon why certain

linguistic choices were made, promoting them to consider the primary rules and structures leading language use in L1. This pedagogical approach, translanguaging, not only enhanced an in-depth understanding of the language but also enabled students to become more autonomous and reflective learners when they made use of L1. The following excerpts indicate that how students make use of translanguaging when they experience a linguistic challenge in their EFL classes. In Week 2, for instance, the grammar subject was 'there is/there are' and the instructor asked distributed a grammar exercise consisting of matching the halves of the six sentences about the city Moscow. The students, therefore, were required to understand whether the noun in the second half is singular or plural so that they can decide if the first half should start with 'there is' or 'there are'. The researcher observed that the instructor of the A1 level class (I) summarized the grammar subject in English to remind it to the students (Ss) first, and then provided some Turkish explanation as follows:

> I: 'There isn't', yani yok, and it is singular, yani tekil, one. Also, it is not a question. So, after that, we need a singular noun. Mesela which one is singular and not a question here? Yani düz cümle, soru değil, ve tekil. Hangisi?
>
> [Tr. 'There isn't' which means it doesn't exist and it is singular, it is one. Also, it is not a question. So, after that we need a singular noun. For example, which one is singular and not a question here? I mean, it is a sentence, not a question, and singular. Which one?]
>
> Ss: c, a harbor.
>
> I: Yes, harbor is singular, yani tekil ve düz cümle. Doğru.
>
> [Tr. … that is to say, it is singular and a sentence. Correct.]
>
> …
>
> I: 'Are there' so it is plural and it is a question. *Yani, bu bir soru ve çoğul.* Which one? *Hangisi*?
>
> [Tr. … So, this is a question and plural. Which one?]
>
> Ss: e. any beaches?

I: Yes, that's correct.

Ss: Hocam, peki ne demek yani şimdi tam olarak? 'Plajlar var mı?' mı demek?

[Tr. Teacher, what does this exactly mean? Does it mean 'Are there any beaches?'?

I: Yes, that's right.

Ss: Anladım.

[Tr. I got it.]

(19.10.2023, A1, Online)

As it is seen in the sample classroom excerpts, both students and the instructor benefitted from the use of multiple languages, translanguaging, when giving further explanation about the target grammar structure. Students were observed to have had a more in-depth understanding of the target structure upon having received metalinguistic explanations about the target grammar subject. The instructor researcher, on the other hand, observed the students' interactions among each other after assigning them as language partners with a multiple choice exercise about past simple tense. The instructor modelled the first question of the exercise and elicited the correct answer by making use of English only. However, according to the field notes that the instructor had taken, students were completing the exercise through the use of multiple languages to reflect upon their metalinguistic knowledge as follow:

- 'yesterday' diyor. Yani dün, yani geçmiş… Zaten tüm şıklar geçmiş zaman. Tekil mi çoğul mu ona bakacağız. Bir de negative mi pozitif mi?

[Tr. It says 'yesterday', so it is in the past. All options are already past tense. We now need to decide if it is singular or plural. Also, is it positive or negative?]

+ 'the first lesson' diyor, yani tekil. Ve pozitif olacak.

[Tr. It says 'the first lesson', so singular. And it should be positive.]

- Evet, o zaman ilk kısım 'was'. Hem tekil, hem geçmiş, hem de pozitif.

[Tr. Yes, then the first part is ‘was’. It is singular, past, and positive.]

+ Aynen. İkinci taraf da, ‘erken kalktım’ olacak, yani past tense, geçmiş zaman. Bu düzenli mi düzensiz mi şimdi nereden anlayacağız?

[Tr. Exactly. The second part should be ‘woke up early’, so it is past tense. Now, how do we understand if it is regular or irregular?]

- O listeye bakacağız. Bakıyorum... Var bu listede, o zaman düzensiz oluyor. Yani ‘woke’ olacak.

[Tr. We’ll check the list. I’m checking. It is in the list, so it is irregular, which means the answer is ‘woke’.

+ Yani listede varsa düzensiz mi demek oluyor?

[Tr. Does it mean that it is irregular if it is in the list.]

- Evet.

[Tr. Yes.]

+ Düzenliyse ne yapıyoruz?

[Tr. What do we do when it regular?]

- Sadece sonuna *–ed* ekliyoruz.

[Tr. We only add *–ed* to the end.]

+ Tamam.

[Tr. Okay.]

(10.10.2023, A2, Face-to-face)

Another occurrence within the observations regarding students’ and instructors’’ use of multiple languages in metalinguistic reflections was when the instructor researcher (R) made linguistic explanations in L1 after explaining the grammar subject ‘modal verbs’ in

English in Week 4. The target modal verbs that the students needed to learn included *can, can't, must, mustn't, should,* and *shouldn't* which are categorized as advice, obligation, and necessity. The instructor introduced the subject by giving an example in English for each modal verb followed by explanations in the mother tongue as follows:

> R: I don't think it's a god idea for you to stay. You "shouldn't" stay. Yani kalmamalısın. Bu bir tavsiye, OK? Yani kural değil. İster yap, ister yapma. Sadece bir tavsiye.
>
> [Tr. I don't think it's a god idea for you to stay. You "shouldn't" stay. It means you should not stay. It is a piece of advice, OK? I mean it is not a rule. You can either do it or not. It is just a piece of advice.]
>
> …
>
> R: Do you know how to drive? 'Can' you drive? *Sürebilir misin yani yetenek, -ebilmek.*
>
> [Tr. … 'Can' you drive? It is an ability.]
>
> …
>
> R: It is a necessity that you turn off your phone here. You 'must' turn off your phone here. It's a rule. *Yani kural. Zorundasın,* obligation. *Tavsiye değil*.
>
> [Tr. … I mean, it is a rule. You have to ... It is not a piece of advice.]
>
> …
>
> R: Do not leave luggage here. It is not allowed. *Yani*, it is a rule, *kural*, *bırakamazsın*. *Yasak*.
>
> [Tr. ... It means that … it is a rule; you can't leave it. It's forbidden.]
>
> …

R: Janet doesn't know how to play an instrument. Janet can't play an instrument. *Yani yine yetenek. Çalamıyor. Çalamaz, ama yetenek anlamında.*

[Tr. … It means that it is an ability. She can't play, which again means that it is a talent that she doesn't have.]

…

R: I think it would be a good idea to apologize. You should apologize. *Yani yine tavsiye. Olumlu tavsiye. Özür 'dilemelisin'. İstersen dileme, sadece tavsiye.*

[Tr. … It means that it is a piece of advice, again. This is a positive piece of advice. You 'should' apologize. If you don't want, don't apologize, it is just a piece of advice.]

(23.10.2023, A2, Face-to-face)

Apart from the instructors' explanations when introducing the target linguistic content, the researcher observed that the instructor, who was teaching A1 classes, was making metalinguistic explanations and comparisons in the mother tongue in order to make it more clear for students. The following sample excerpts can exemplify this finding:

I: Okay, so for the first sentence. We need to say I live in East Asia in a positive sentence. *Yaşarım diyeceğiz yani. Yaşıyorum. Ama ikinci cümle negatif, yani çok kahve 'içmem' diyeceğiz. Genel olarak*. In general.

[Tr. … We need to say I live. But the second sentence is negative, which means I "don't" drink a lot of coffee. In general.

S: Geniş zaman mı oluyor bu hocam?

[Tr. Teacher, is this present simple tense?]

I: Evet.

[Tr. Yes.]

S: Hmm. Yani her zaman yapılan şeyler için, değil mi?

[Tr. Hmm. So, it is for the things that we do all the time, right?]

I: Aynen öyle.

[Tr. Exactly.]

(18.10.2023, A1, Online)

All in all, metalinguistic reflections played an important role in the learning process during the classroom observations which took 7 weeks in total. By participating in critical discussions about linguistic topics, students were able to have a more in-depth understanding, improve their analytical skills, and foster their overall proficiency in the target language as they were observed to have produced language in a smoother and engaging way. In other words, the third pattern obtained from the classroom observations, 'metalinguistic reflections,' plays a pivotal role in language learning by allowing students to intentionally study and discuss the structural and functional facets of language (Bialystok, 1986). This role of translanguaging includes students anticipating and discussing linguistic structures, grammar rules, and the relations between different linguistic elements. Such reflections enable students to better understand how language functions, increasing their capability to use it efficiently. The significance of this pattern became apparent as students engaged in tasks and exercises that necessitated them to think critically about language use.

During the seven weeks of observations, it was evident that students often engaged in metalinguistic reflections, especially when they experienced linguistic challenges or uncertainties. For instance, during in-class tasks, students often discussed the rationale behind the use of specific words or expressions in English, examining their grammatical accuracy and contextual correctness. These discussions characteristically included comparisons with similar and/or same structures in their native language, assisting students associate their existing linguistic knowledge with the newly learned concepts in L2. By doing so, it not only enriched their metalinguistic awareness but also promoted a more analytical and critical attitude towards language learning.

Furthermore, the role of the instructor in stimulating metalinguistic reflections was of importance. Participating instructors were observed encouraging their learners to reflect upon their linguistic preferences and think about the fundamental rules and structures of their whole linguistic repertoire. This pedagogy, known as translanguaging, allowed students to use their L1 to expand their understanding of the target language. Through the encouragement of students to utilize their L1 when coping with linguistic challenges, instructors simplified a more comprehensive and precise understanding of L2. This pedagogy also contributed to the growth of autonomous and reflective learners. To give an example, when teaching grammar subjects such as 'there is/there are,' 'past simple tense,' and 'modal verbs,' instructors often gave explanations in both English and the students' mother tongue, also asked to check the meaning of the words and the existence of these grammar structures in everyone's own mother tongue. This bilingual pedagogy allowed learners to make stronger connections between the all languages, as seen in numerous classroom excerpts provided above. In one example, for instance, the instructor used Turkish explanations to explain the usage of 'there is/there are,' assisting learners differentiate between singular and plural forms as well as positive and negative sentences. Likewise, while talking about the past simple tense, the EFL learners used all languages they know to reflect on grammatical rules, showing how metalinguistic reflections enabled a more comprehensive understanding of the language.

Moreover, the practice of translanguaging was observed in discussions about modal verbs, in which the instructor gave examples and clarifications in both English and Turkish. This attitude helped students comprehend the different roles of modal verbs, like expressing ability, necessity, and advice through the comparison of these concepts with similar structures in their L1. Therefore, these bilingual discussions not only strengthened the learners' understanding of the second language but also underlined the interrelatedness of their linguistic knowledge.

To conclude, the pattern of metalinguistic reflections obtained from the classroom observations considerably contributed to the learners' process of language learning. Through the engagement within critical discussions regarding linguistic structures and comparisons of them with their native language, learners pursued a more reflective and analytical comprehension of English. The instructors' utilization of translanguaging also reinforced this

process, allowing learners to reflect upon their existing linguistic knowledge to improve their comprehension and regulation of the target language. This pedagogy only enhanced the learners' metalinguistic awareness but also endorsed their learner autonomy and reflective thinking, eventually promoting a more efficient and engaging language learning experience.

4.3.4. Language Mixing in Discourse

The next pattern gathered from the classroom interactions was 'language mixing in discourse,' which is a phenomenon in which the participants blend elements of their mother tongue with the target language during the interactions. Language mixing, which is also known as code-switching or code-mixing, is associate with the practice of changing between more than one languages during a conversation, speech, a sentence, or even a single phrase. This discourse pattern is highly common in multilingual contexts and is frequently adopted as a strategy to ease understanding, express complex opinions, and fill lexical gaps in a more efficient way (Poplack, 1980). Within the setting of language education, language mixing discourse enables learners to guide linguistic challenges by using their full linguistic repertoire, thus improving their ability to converse and understand the target language.

Within the observations of the A1 and A2 level classrooms, it was apparent that both students and instructors often performed language mixing discourse to bridge gaps within their conversations. This emerging in such conversations was particularly visible in greetings, checking understanding, discussions, personal conversations, group activities, and problem-solving tasks in which the participants were expected to convey complex concepts or instructions or the instructor wanted to make sure the students' understanding was clear and they were on track. For instance, learners frequently switched into their mother tongue when they came across with unknown vocabularies or grammatical structures in English, using their mother tongue to clarify understanding, ask a question, or give explanations. This interaction between languages, enabled smoother communication, built teacher-student rapport, and promoted cognitive processes experienced in language learning. The following excerpts from the classroom observations of the instructor when teaching 'how to tell the time' exemplify this finding.

I: It is ten to nine, *dokuza on 'var'*.

[Tr. … It is ten to nine.]

…

I: It is ten past eleven, *yani dakika önce geliyor, yani on geçiyor on biri*.

[… Minute comes first, which means ten past eleven.]

(09.10.2023, A1, Online)

…

I: Beş var, beşe.

[Tr. Five to five.]

….

(05.10.2023, A1, Online)

Another example of language mixing discourse frequently occurred in the random conversations when the instructor researcher (R) used markers as follows:

S: Teacher, what is ‘climb’?

R: Nasıl?

[Tr. Pardon?]

S: Climb.

I: Oh, climb, means for example you climb a tree, or monkeys climb a tree. *Tırmanmak*.

[Tr. … To climb.]

(07.11.2023, A2, Face-to-face)

…

S: (A student sneezes)

R: Çok yaşa!

[Tr. Bless you!]

S: Siz de görün hocam.

[Tr. Thank you, teacher.]

(24.10.2023, A2, Face-to-face)

…

R: Okay, here check the meaning in English, not only in Turkish. *Tamam mı*?

[Tr. … Okay?]

(02.11.2023, A2, Face-to-face)

…

R: You need to complete the daily tasks every day, *adı üstünde,* every day.

[Tr. … as the name suggests, every day.]

(09.10.2023, A2, Face-to-face)

…

R: Okay, *arkadaşlar*, let's continue with the listening exercise now.

[Tr. Okay, guys…]

S: Hocam, what is 'avoiding health risks'?

R: *Kaçınmak,* health *risks'ten*. *Sağlık risklerinden kaçınmak demek*. For example, you avoid getting covid.

[Tr. To avoid, health risks. It means to avoid health risks…]

S: *Yani*, like, avoid, you don't do it.

[Tr. So …]

R: *Evet*, exactly. *Kaçınıyorsun*, you are trying not to do it.

[Tr. Yes, exactly. You avoid …]

S: Like escape?

R: *Yok*. That means running away. This is '*soyut'*.

[Tr. No. …. This is abstract.]

S: Okay, *anladım*.

[Tr. Okay, I got it.]

(25.10.2023, A2, Online)

As it is seen, instructors also had a significant role in promoting and using the language mixing discourse through translanguaging. By allowing and integrating students' L1 use in the classroom, instructors were able to generate a more engaging and intimate learning environment. They adopted deliberate language mixing themselves, especially when clarifying complex grammar rules, elaborating, or enabling a more intimate classroom atmosphere through the learners' mother tongue. This deliberate pedagogy made it possible to simplify challenging aspects of English language and strengthen learners' comprehension via the linguistic and cultural references that the students are mostly familiar with. The last but not least sample excerpt for language mixing discourse pattern occurred when the instructor (I) was teaching *the present simple tense* and asked students to associate the target structure with those in their own mother tongue. By doing so, the instructor was observed trying to clarify a new and complex grammatical structure for the students.

…

I: What do you do at the weekends? *Her zaman.* What do your family and friends do? *Onlar.*

[Tr. … All the time… They.]

…

I: … *Sıklık zarfı*. How often do you do it? *Tamam*?

[Tr. … adverb of frequency… Okay?]

…

I: Dennis wears casual clothes. Place hardly ever somewhere. *Nereye*?

S: After Dennis.

I: Yes.

[Tr. … Where to?]

…

I: Compare your answers with each other. *Bir bakın bakalım*. Okay?

[Tr. … Take a look …]

…

I: Kaç yanlış? Süper!

[Tr. How many incorrect answers? Great!]

…

I: Var mı soru?

[Tr. Any questions?]

…

S: … Anlamadım hocam ya.

[Tr. Teacher, I don’t understand.]

I: *Tamam, şimdi,* this is simple present, *yani* all the time.

[Tr. Okay, now, … That is …]

(17.10.2023, A1, Online)

Therefore, these samples indicate the dynamic and communicating nature of language mixing discourse through translanguaging, presenting its efficiency in endorsing understanding, engagement, and self-confidence among students. Through the examination of these instances, the discussion intends to provide a more in-depth realization of the way language mixing discourse works as a valuable pedagogical strategy in multilingual educational contexts.

The classroom observations indicated 'language mixing discourse' as a noticeable pattern in which participants effortlessly integrate elements of their native language with the second language through interactions. This practice is predominant in multilingual settings and pursues numerous communicative functions (Poplack, 1980). In the observed EFL classes, language mixing discourse arose as a natural method for coping with linguistic challenges, fostering smoother communication, and facilitating students’ engagement and understanding of the second language.

During the A1 and A2 level classes, examples of language mixing were recurrent, specifically in greetings, misunderstandings, discussions, requests, individual conversations, and tasks. The participants of the present study similarly used their full linguistic repertoires to manage difficulties in grammar and vocabulary, assuring mutual understanding as well as efficient communication. For instance, students frequently switched into their mother tongue to clarify meanings, look for clarifications, or express concepts more accurately. This practice enabled smoother interactions and also reinforced teacher-student rapport by facilitating a supportive classroom environment. At this point, instructors had a central role in endorsing and integrating language mixing discourse via translanguaging pedagogy. By recognizing and confirming learners’ use of their native language, instructors were observed to have created comprehensive classroom environments in which linguistic diversity was

valued and used for educational aims. This deliberate pedagogical aspect not only improved learners' linguistic proficiency in L2 but also stimulated a more in-depth comprehension of complex grammar structures and vocabularies via familiar linguistic references.

Furthermore, the observed instances in which instructors utilized language mixing to illuminate abstract concepts or unknown vocabulary indicated its efficacy as an educational tool. As being a bridge between languages, instructors were able to scaffold learning experiences as well as allow students to involve in learning in a more confident way in tasks. This comprehensive attitude not only appreciated learners' linguistic characteristics but also enabled an inclusion and cultural appreciation in the classes.

To conclude, language mixing discourse pattern arose as a dynamic and flexible method that suggestively fostered the language learning process. By accepting and incorporating learners' all possible linguistic resources, instructors commendably stimulated comprehension, involvement as well as fluency in the target language. Thereafter, research and investigation of the dynamics of language mixing discourse is able to provide invaluable viewpoints into its role in multilingual context and its capability for increasing the language acquisition outcomes.

4.3.5. Drafting in L1

The last pattern emerged from the observations is 'drafting in L1,' which relates especially to the productive language skills, writing and speaking, performed by students. This pattern includes students using their L1 as a way of scaffolding or initial stage when engaging in classroom activities that necessitate producing language in L2. The pattern 'drafting in L1' is a strategic approach practiced in language education settings in which learners use their linguistic resources to create an outline and structure their ideas before attempting to write them in L2. This practice allows students to clarify opinions, generate sentences, and confirm consistency and coherence when producing L2. By allowing to draft in L1, learners are able to efficiently cope with the cognitive demands of L2 production, leading to smoother, more fluent and competent communication in L2.

In an A2 level class, the instructor researcher observed that students were taking notes in L1 as the first stage of their writing. It was evident that they took notes using their

all linguistic repertoire and all resources regardless of the language they used when they were asked to write a story. As it was observed, instructor allowed students to make use of their all linguistic repertoire when drafting their stories. Therefore, they were aware of the fact that they were not limited to English and could make take notes in any language and use any kind of sources in any language.

Apart from the translanguaging practices when drafting for the writing tasks, the researcher observed that A2 level students were frequently drafting in L1 when they were asked to describe a picture in English. For instance, in the first week of the observation, the teacher asked students to describe pictures after modelling it first. After the instructor paired students as language partners, she projected a picture along with prompts on the board and asked them to describe it to each other in turns. The following excerpts exemplify how they made use of translanguaging as a way of drafting before they speak.

> + What object can you see? *Ne görüyorsun diyor, ev*. House. *Ama işte diyeceğiz ki* I see a house. *Cümle yapacağız. Başka ne var? Çiçek*. Flowers. Can you describe the object? *Tanımla diyor yani*. What about the surroundings of the object? Surroundings *ne demek*?
>
> [Tr. … It says 'what do you see?' But we need to say … We'll make a sentence. What else? Flowers… It says describe. What does 'surroundings' mean?]
>
> - Bakayım, Etraf. Etrafında ne var diyor yani.
>
> [Tr. Let me check. 'etraf'. It says what is around it.]
>
> + *Çiçekler var. Beyaz çiçekler. Tamam şimdi başlıyorum*. I see a house. A red house. In the garden. I see flowers in the garden, in front of the house. Red house. Flowers are white. *Oldu mu?*
>
> [Tr. Flowers. White flowers. Okay, I'll start now… Is it OK?]
>
> (31.10.2023, A2, Face-to-face)

As it is seen from the excerpts obtained from the classroom observations, students were getting ready for their speech in L1 before they speak in L2, which is a translanguaging

pedagogy as they are both language partners and use multilingual sources. Another occurrence of translanguaging was when the A1 level students were asked to write and then speak about the pictures which describe a day in the life of an English teacher (Appendix 11). Before they start writing and speaking, students drafted in L1 with their peers as follows:

> + *Sabah 9.30. Kalkıyor. Yok, uyanıyor.* Wake up. *Sonra kalkıyo*r, get up. Drink coffee. *Kahve içiyor. Duş almak. Neydi*? Take shower. *Gazete okur*. Read newspaper. *Saat 10.30'da.* At ten thirty. *Ya da half past ten*. *En son giyiniyor*. Get dressed.
>
> [Tr. He gets up at 9.30. No, wakes up. Then he gets up. Drink coffee. What is 'duş almak' in English? Take shower. Read newspaper. At 10.30. Or half past then. Finally, get dressed.]
>
> - He *ile yapacağız*. He wakes up at 9.30. He gets up. Drinks coffee. Takes shower. Reads newspaper. Gets dressed.
>
> [Tr. We'll do it with 'he'…]
>
> + Tamam evet öyle.
>
> [Tr. Yes, with 'he'.]
>
> (24.10.2023, A2, Face-to-face)

The observations regarding 'drafting in L1' indicated a noteworthy and strategic aspect for the process of language learning, especially in improving productive skills, writing and speaking. By using their mother tongue as an initial stage, participating learners could better cope with the difficulties linked with producing language in L2. By doing so, the organization and structuring of ideas were fostered and allowed students to make coherent sentences and confirm consistency in their L2 output. The instances above indicated that drafting in L1 made it possible for students to overcome linguistic difficulties in a more effective way, resulting in more productive and inclusive communication in L2.

The observations of A1 and A2 level classes enabled abundant evidence of the useful benefits of this pedagogy. For example, when students were assigned with story writing or

picture description tasks, they often depended on their notes, outlines, and brainstorming in L1. This primary drafting phase in L1 made it possible for them to fully use their linguistic repertoire, irrespective of the language used in classes. The flexibility of the instructor to switch between languages in the drafting process improved their understanding and expression of ideas as well as building their confidence of self-expression in L2.

Furthermore, the role of the instructor in fostering and promoting drafting in L1 was of importance. By explicitly permitting as well as promoting the use of L1 for initial drafting, the instructor generated an engaging, productive and dynamic learning environment. This attitude was predominantly efficient in translanguaging practices, in which learners were encouraged to use more than one language as resources when learning. The samples from classroom interactions demonstrated how students collaborated with their partners, made use of multilingual resources, and engaged in purposeful translanguaging activities to be prepared for their L2 output.

For instance, when describing a picture, participating students initially discussed in their L1 to explain the prompts and construct their responses before they articulate them in English. Likewise, when writing about a day in the life of an English teacher, students collaboratively drafted their ideas in L1, which helped them organize their thoughts and generate precise and fluent sentences in L2. These practices not only fostered a deeper understanding of the target language but also promoted a sense of ownership and autonomy in the learning process.

To conclude, drafting in L1 emerged as a vital pedagogical strategy in language education, especially for productive skills. It provided learners with a strong framework to navigate the cognitive demands of L2 production, leading to enhanced fluency and competence in their language use. The observed classroom practices highlighted the significance of using students' entire linguistic repertoire, nurturing a dynamic and interactive learning atmosphere that contributes to the development of capable and confident L2 speakers. Therefore, drafting in L1 should be recognized and integrated as a valuable tool in language teaching pedagogies, endorsing a more comprehensive and effective approach to language learning.

4.4. Findings Regarding Research Question 3

As the current study employed a mixed-methods research design, the last research question aimed to reveal the extent to which students and instructors' quantitative translanguaging perceptions and practices overlap with the qualitative findings.

4.4.1. To what extent do the quantitative findings overlap with the qualitative findings regarding EFL instructors' translanguaging perceptions?

In this research question, EFL instructors' responses that they gave in the questionnaire were compared with their responses in the semi-structured interviews. To this end, Table 26 indicates the findings coming from the analysis regarding EFL instructors' translanguaging perceptions.

Table 26

Comparison of mixed data with instructors' translanguaging perceptions

Quantitative Finding				Qualitative Finding			Mixed-Methods Finding
Categories	*N*	%	Outperforming Category	Patterns	*F*	%	
Strongly Agree	32	38.8		Pedagogical innovation	7	87.5	Partially Convergent
Agree	23.1	28.2	Strongly Agree	Collaborative learning	7	87.5	
Neutral	5.6	6.9		Embrace of multilingual pedagogy	6	75	
Disagree	15.6	19.2		Language policy advocacy	5	62.5	
Strongly Disagree	5.6	6.9					
				N	8		
Total	82	100					

As Table 26 indicates, the instructors (38.8 %) strongly agreed with translanguaging pedagogy within the part allocated to translanguaging perceptions in the questionnaire (*N=32*). Specifically, when they were asked about their perceptions regarding the use of

mother tongue in EFL classes, they mostly disagreed (36.6 %) with the idea of using only one language which is in line with the qualitative finding since they find it as a pedagogical innovation (*N=7*). On the other hand, although the instructors mostly disagreed (42.7 %) with the idea of students' speaking English in group, in the interviews they embraced the use of all languages in group works. Therefore, it can be concluded that the employment of translanguaging depends on the situation that the instructors and students experience within the classroom.

4.4.2. To what extent do the quantitative findings overlap with the qualitative findings regarding EFL instructors' translanguaging practices?

When instructors were asked about their translanguaging practices both in the questionnaire and semi-structured interviews, they responded differently to the questions. Table 27 indicates the extent to which their practices are consistent.

Table 27

Comparison of mixed data with instructors' translanguaging practices

Quantitative Finding				Qualitative Finding		Mixed-Methods Finding
Categories	*N*	%	Outperforming Category	Patterns	F	
Strongly Agree	11	15.7		Task Clarity	213	Convergent
Agree	27	34.7	Agree	Metalinguistic Reflections	94	
Neutral	7	8.1		Language Mixing in Discourse	87	
Disagree	21	26.2				
Strongly Disagree	16	15.3				
Total	82			*N*	8	

As Table 27 indicates, most of the instructors were in favor of translanguaging practices within their EFL classrooms (34.7 %) and they mostly disagreed when; explaining

foreign words, going over the topic, but agreed when giving instructions, tasks, exercises, explaining unknown words, explaining grammar rules as given in the items. As for the comparison of these quantitative data with the qualitative data through both classroom observations and the semi-structured interviews, instructors stated that translanguaging is of beneficial when clarifying tasks, reflecting metalinguistic information, particularly grammar, and also mixing multiple languages in various discourses such as greeting, confirming, correcting and so on. As a result, it is evident that the common emerged patterns coming from the qualitative data findings are in line with the quantitative data findings coming from the questionnaire.

4.4.3. To what extent do the quantitative findings overlap with the qualitative findings regarding EFL students' translanguaging perceptions?

In this research question, EFL students' responses that they gave in the questionnaire were compared with their responses in the semi-structured interviews. To this end, Table 28 indicates the findings coming from the analysis regarding EFL students' translanguaging perceptions.

Table 28

Comparison of mixed data with students' translanguaging perceptions

Quantitative Finding				Qualitative Finding		Mixed-Methods Finding
Categories	*N*	%	Outperforming Category	Patterns	*F*	
Strongly Agree	46	22.2		Sense of Ease	8	Convergent
Agree	51	24.7		Mediation of Communication	8	
Neutral	45	21.5	Agree	Authentic Process of Learning	7	
Disagree	42	20.1		Alleviating Anxiety	7	
Strongly Disagree	23	11.5		Bridging Between Cultures	6	
				Promotion of Linguistic Flexibility	6	
				Inclusive Learning Environment	6	
				N	10	
Total	207	100				

As Table 28 indicates, the participating students mostly agreed (24.7 %) with the questionnaire items that are in favor of translanguaging perceptions regarding; the need for L1 use of both themselves and their instructors, helpfulness of using L1, inessentiality of only English, use of bilingual glossary, and strengthening way of L1 use. Accordingly, these quantitative findings are in line with the qualitative findings stemming from semi-structured interviews conducted with 10 students. To illustrate with an example, the item about students' being able to use their L1 in English content class when they feel they need to is in accordance with the mostly emerged pattern 'mediation of communication. Also, the item regarding the helpfulness of lecturer's using multiple languages simultaneously in classes is consistent with the emerged pattern 'sense of ease'. To conclude, when the quantitative and qualitative data are compared to triangulate the data for mixed-methods research design purposes, the data were found to be convergent in terms of students' translanguaging perceptions.

4.4.4. To what extent do the quantitative findings overlap with the qualitative findings regarding EFL students' translanguaging practices?

In this research question, EFL students' responses that they gave in the questionnaire were compared with their responses in the semi-structured interviews. To this end, Table 29 indicates the findings coming from the analysis regarding EFL students' translanguaging practices.

Table 29

Comparison of mixed data with students' translanguaging practices

Quantitative Finding				Qualitative Finding		Mixed-Methods Finding
Categories	*N*	%	Outperforming Category	Patterns	*F*	
Strongly Agree	54	25		Task Clarity	213	Convergent
Agree	60.1	26		Scaffolding	192	
Neutral	48.3	24		Metalinguistic Reflections	94	
Disagree	28.1	16	Agree	Language Mixing in Discourse	87	
Strongly Disagree	16.5	9		Drafting in L1	64	
Total	207	100		*N*	10	

As Table 29 indicates, students mostly (26 %) agreed with the given translanguaging practices within the questionnaire of which findings are in line with the qualitative common emerged patterns coming from semi-structured interviews and classroom observations. To elaborate, the item that was mostly preferred (33.8 %) was about students' use of L1 when checking their understanding in EFL classes which is in line with the pattern 'task clarity'. This was also in line with the emerged pattern 'mediation of communication' coming from the interviews. The second mostly preferred item was about students' explaining a new point to a classmate in L1 which was consistent with the second most common pattern 'scaffolding' with a frequency of 192 in the classroom observations. This finding is also consistent with the pattern 'inclusive learning environment' emerged from the interviews. Furthermore, the item referring to students' switching between L1 and L2 in class notes was mostly selected as 'agree' (27.1 %) which is in line with the emerged pattern 'drafting in L1' within the classroom observations and 'authentic process of learning' in the interviews. To conclude, the quantitative data regarding students' translanguaging practices are convergent with the qualitative data to a great extent with the emerged patterns.

4.5. Chapter Summary

The present study's findings regarding translanguaging in EFL classrooms indicate numerous perspectives and practices between both learners and instructors, highlighting the complexity and potential of this pedagogy. For instance, the majority of the participating students thought that translanguaging has positive aspects, referring to it as a pathway to foster an authentic process of language learning. Also, they incorporated the opportunity to make use of multiple languages in English classes affirming that it fosters their engagement, understanding, and link with real-life communication environments. The current methodology is in accordance with modern language learning practices which give the most importance to authenticity and relevance (Swain, 2013). Nevertheless, a minority of students stated hesitations, addressing to their concerns about possible confusion and distraction. In spite of these differing opinions, the overall pattern highlights the importance of making a dynamic and inclusive learning atmosphere that prioritizes linguistic diversity and reinforces efficient language acquisition. These perceptions underscore the complexity of language acquisition experiences and emphasize the need for educators to employ flexible and inclusive pedagogical methods which lead to numerous learner preferences as well as needs.

Participating instructors also indicated a perception of translanguaging, with many knowing its worth in fostering comprehension and motivation of learners. Also, the close-ended questionnaires administered to 82 instructors indicated an inclusive indication of their perceptions and practices. These questionnaires' statistical analyses showed no significant differences in perceptions regarding demographic variables such as gender, education status, and years of teaching experience. Participating instructors pursued diverse views on the use of L1 in their EFL classrooms. Whereas many of them agreed that EFL students learn grammar much more easily with explanations in mother tongue, there was strong disagreement with the notion that students should only use English in the classroom. In the questionnaire, instructors showed a mixed attitude towards their own use of L1 usually supporting its employment for classroom instructions and tasks but not for teaching language skills in general, explaining English words or going over topics in L1. They also did not believe that explanations in the materials should be in students' first language. However, overall they did not see the use of L1 as an interference, instead they perceived it as a facilitating tool in particular scenarios.

Moreover, semi-structured interviews with the participating instructors emphasized the importance of making collaborative learning environments in which their students are able to dynamically involve with their peers, instructor, and the course content. The majority of the instructors considered translanguaging as a means to improve collaboration of students, endorsing a supportive atmosphere. However, some expressed their concerns that extreme use of L1 might obstruct progress of learning English. Also, the instructors' perceptions on language policy differed, with some supporting the use of more than one language to encourage inclusivity, while others were in favor of an English-only policy to improve language acquisition. These diverse opinions highlight the multifaceted interaction between existing language policies of institution and even the government and instructional practices in classrooms, highlighting the need for flexible attitudes to meet learners' needs.

Furthermore, classroom observations revealed the significance of task clarity in facilitating students' understanding and engagement in class activities and exercises. Students habitually required clarification on assigned tasks, emphasizing the need for effective communication between instructors and learners. Moreover, metalinguistic reflections, such as explaining a grammar topic, during the class discussions contributed

considerably to students’ language acquisition. Through the engagement in classroom discussions about linguistic structures and comparing them with their first language, learners were observed to have advanced a deeper and analytical understanding of English language. Likewise, instructors' using translanguaging fostered this process, facilitating learners' metalinguistic awareness and encouraging learner autonomy and reflective thinking.

In general, these findings exemplify the multifaceted and dynamic nature of translanguaging in EFL classrooms. Therefore, they reveal the potential of this pedagogy to foster language learning outcomes via linguistic flexibility, precise communication, and collaborative learning environments. Nonetheless, they also point to the need for careful management and well-adjusted implementation to address possible challenges and confirm that translanguaging efficiently fosters EFL students' language acquisition.

CHAPTER 5
DISCUSSION AND CONCLUSION

In this chapter, the findings about the research questions are discussed in detail. To this end, firstly, the findings of research questions are discussed and compared with the previous studies in the literature, then the conclusions reached are presented accordingly. Finally, the current study is completed with implications and suggestions for further research.

5.1. Discussion

The discussion for each research question is given respectively in accordance with the findings of the data that were collected by means of mixed-methods research.

5.1.1. Discussion of Research Question 1

In the present study, it was concluded that the employment of a translanguaging pedagogy in EFL classrooms was mostly perceived positively by both students and instructors. Students with A1 and A2 level of English stated that they prefer being allowed to use their mother tongue when they need especially when asking for clarification of tasks, mediating their communication, scaffolding, bridging between cultures, alleviating anxiety and promoting their linguistic flexibility since they perceive it as an authentic process of learning which creates an inclusive learning environment.

Moreover, the findings from this study present a multifaceted view of translanguaging practices and perceptions among EFL students and instructors. The majority of students and instructors recognize the benefits of translanguaging in enhancing comprehension, engagement, and authentic learning experiences. These results align with prior studies by García and Li Wei (2014) and Canagarajah (2011), which highlight the role of translanguaging in facilitating a deeper understanding of content and facilitating cognitive engagement. However, the concerns stated by a minority of participants about potential confusion and the risk of hindering English language development are consistent with the challenges highlighted by Gort and Sembiante (2015) and Palmer, Martínez, and Mateus

(2016). Also, among the positions regarding instructors' attitudes towards translanguaging suggested by Macaro (2009), virtual, maximal, and optimal positions, the present study found 'optimal position' according to the common responses coming from the instructors in both questionnaires and semi-structured interviews. The findings of the present study, similarly, are in line with the findings of Wang and Kirkpatrick (2012) with only one difference regarding the institution' strict requirement to use L1 only. In their study, lecturers displayed a positive attitude towards L1 similar to the instructors within the present study. The present study also aligns with the study of Raman and Yiğitoğlu (2015) in terms of code-switching practices for expressing feelings, creating a sense of relatedness and amplifying teachers' inner thoughts since the participants in the present study were observed to have practiced translanguaging for occurred patterns such as sense of ease, mediation of communication, and inclusive learning environment. The findings in the study of Karakaş (2016), are similarly in line with the present study's findings as the participants of both studies were lecturers who had positive attitudes towards the L1 use of students. In the same study, likewise, lecturers who had negative attitudes towards L1 use justified their views with international students in their classrooms which is a similar justification given by the present study's participating instructors. The findings of this study are also in line with Lasagabaster's (2013) study which revealed that lecturers made use of L1 for better understanding, comparison of L1 and L2, comforting students, promoting participation and sustaining classroom management. These observed findings are in accordance with the current study's emerged patterns which are respectively mediation of communication, language mixing discourse, scaffolding, inclusive learning environment, and task clarity. Also, the lecturers in that study were found to be facilitating deeper understanding and contributing to students' existing knowledge by keeping the class socially and linguistically equal and democratic. Therefore, the second part of the present study's first research question "*What are the perceptions of EFL instructors towards translanguaging in their EFL classrooms*?" is line with these findings which revealed that the instructors at this university perceived translanguaging as a way to promote linguistic flexibility, collaborate within learning environments, and embrace multilingual pedagogy.

The Turkish context, as examined in studies by Yılmaz and Karataş (2018) and Gönülal and Loewen (2021), reflects similar patterns, where translanguaging is seen as a

valuable pedagogical tool yet faces practical and policy-related barriers. As for the Turkish context in the educational setting, moreover, there have been several key themes and findings contributing to how EFL instructors and students perceive translanguaging. The studies above indicate the distinct findings regarding this concept. Within the Turkish context, it is apparent in the studies that the integration of translanguaging into EFL have resulted with both its challenges and opportunities. The role of Turkish as a linguistic resource is a recurring theme when fostering comprehension and interaction between EFL learners. In their study, Yılmaz and Polat (2017) highlight how it is possible to clarify complex English grammar topics with Turkish explanations, which is in line with the findings of the present study since the instructors stated translanguaging as a way of facilitating understanding. On the other hand, Çetin (2019) addresses the importance of balancing between the extent of Turkish use and L2 stating that it can be an obstruct to depend on Turkish excessively. This addressing highlights the significance of the required balance of translanguaging practices to make the most of its benefits when making a progress in English language development.

Similarly, the impact of translanguaging on students' motivation was studied by Özgür and Akcan (2020). Their study revealed that students mostly felt more confident and motivated when they were allowed to use their L1 strategically, which aligns with the present study's findings in which a great majority of students expressed positive attitudes towards the use of L1 as they viewed translanguaging a means to foster engaging learning environment. Similar to the participants' stated perceptions, instructors in the present study also considered translanguaging as a way to decrease anxiety as it increases motivation of students when learning English. Güneş (2018), on the contrary, highlighted the challenges regarding language policy and its implementation, suggesting that inconsistent ones in the Turkish context may affect instructors' and students' perceptions towards translanguaging. This finding matches with the present study's findings in which minority of instructors expressed concerns about keeping a balance between students' L1 and L2 to optimize learning outcomes. Moreover, some instructors referred to the possibility of students' depending on their L1 more than it should be.

Lastly, the perceptions of the instructors in the present study reveal that most of them had positive views towards L1 use as long as it is to some extent and balanced, which is in accordance with the claim of Baker (2011) stating that L1 use should be allowed and be "in

a planned, developmental and strategic manner, to maximize a student's linguistic and cognitive capability" (p.290). Moreover, the present study has similar pedagogical implications with the study of Özer (2021) in terms of suggestions to teachers to embrace translanguaging pedagogy and make an awareness for their students so that they can challenge their English-only policy perceptions by incorporating language rights into the curriculum as well. However, the results of Özyer's (2021) study differed from the current study. In Özyer's research, EFL teachers at the university level were not in favor of using translanguaging pedagogy in their classrooms, whereas the teachers in the present study supported the use of translanguaging at the tertiary level.

As for dissimilarity, the findings of Yuvayapan's (2019) study differed from the findings of the present study. In her study, EFL teachers did not frequently employ translanguaging pedagogy, despite holding positive views towards it, due to reservations influenced by institutional policies, parental expectations, and colleagues. In contrast, in the present study, the observed instructors frequently employed translanguaging freely due to the institution's semi-flexible English-only policy. Deroo and Ponzio's (2019) study is also in line with the current study as in both studies there were teachers who pursued concerns about translanguaging pedagogy due to teacher's not knowing students' each language and institutional limitations.

In terms of the findings regarding students' perceptions towards translanguaging in their English classes, the present is study is relatively in line with the study of Rolin-Ianziti and Varshney's (2009) study since some students in both studies perceived the use of L1 in their English classes as a hindrance to their L2 pronunciation, yet useful for their grammar and vocabulary development in L2. Furthermore, the emerged patterns of the present study are in line with the study of Shifidi (2014) in terms of students' perceptions towards translanguaging. Students in Shifidi's perceived it as a way to participate and interact in their classes which is in line with the current study's emerged patterns; 'inclusive learning environment' and 'mediation of communication'. Similarly, the findings of Ngcobo et al's (2016) study are consistent with the current study's emerged patterns; 'embrace of multilingual pedagogy' and 'authentic process of learning' as in both studies, students found translanguaging beneficial to share knowledge and skills in a linguistically equal way. Another study of which findings are similar to the current study was Xhemaili (2017) as they

both concluded that students had positive views towards translanguaging as it enhanced negotiating meaning, inquiring about unfamiliar words, and addressing communication breakdowns which overlap with 'mediation of communication' pattern in the present study.

This study's findings are also in line with the study of Prada (2019) as students in that study perceived translanguaging as a pedagogy offering flexibility in linguistic practices by facilitating acceptance and inclusivity of various language practices of students. This finding is line with the patterns of 'promotion of linguistic flexibility' and 'pedagogical innovation' obtained in this study. Another study conducted in the same year by Fallas Escobar (2019) is also in line with the current study as students in both studies perceived translanguaging practices as enjoyable referring to its enabling the interaction smooth within the classroom in a flexible learning atmosphere. That finding overlaps with the patterns of 'sense of ease', 'promotion of linguistic flexibility' and 'alleviating anxiety' patterns.

5.1.2. Discussion of Research Question 2

Taking the data collected in the present study into consideration, the participating instructors and students stated and were found to be using translanguaging to mediate meaning. This finding overlaps with the study of Martin-Beltran (2014) which indicated that teachers made use of translanguaging by constructing, conveying, and negotiating meaning. Thus, these findings match with the study of Jonsson (2019) which revealed that translanguaging is dynamically used by both instructors and students both in and outside the classroom in order to develop knowledge. This is also in line with the present study's coded patterns of authentic process of learning and pedagogical innovation.

Also, the findings presented in the previous chapter are in line with the findings in Pujol-Ferran et al.'s (2016) study since they both found that the participated students and instructors practiced translanguaging for code-switching and translation as a motivating factor since it fosters learners' linguistic diversity and cultural awareness. Students in both studies are believed to have developed their metalinguistic and academic knowledge in a more comprehensive way through comparisons within their full linguistic repertoire.

In terms of similarity with the present study, Küçük's (2018) study is also in line with the present study, in which the participants employed translanguaging strategically for

instructional purposes such as scaffolding, translation, use of bilingual resources, negotiation of meaning, clarifying complex issues, and note-taking in L1. These are consistent with the present study's emerged patterns respectively 'scaffolding', 'mediation of communication', 'metalinguistic reflections', and 'drafting in L1'. As for students and instructors' translanguaging practices, the findings of the present study are in line with Karabulut's (2019) study since they both indicated that translanguaging helps students develop characteristics such as grammar, vocabulary, and group work in their EFL classes. There is another study of which findings overlap with the present study. To illustrate, in the study of İnci Kavak (2021), instructors and students utilized translanguaging for particular purposes such as making comments, (dis)agreeing, and persuading.

In general, whereas studies in Türkiye provide valuable insights into the complexities of translanguaging within EFL contexts, further research is required to explore how regional and institutional factors affect translanguaging practices. These can shed light into different aspects within various educational contexts. More balanced pedagogical approaches and policy suggestions can be informed by addressing these gaps through tailored to the Turkish educational context. This can ultimately enhance the language learning process for EFL students. All these insights propose that whereas translanguaging has a significant potential in the improvement of language learning outcomes in an effective way, its successful employment requires a balanced attitude. This eventually refers to institutional constraints and suggests adequate teacher training held within the educational institutions.

Finally, the present study contributes to a more comprehensive discourse on multilingual education by underlining the differing perspectives and practical reflections that are necessary for efficiently integrating translanguaging in EFL classrooms. Therefore, future research should focus on developing strategies to overcome these challenges and explore the long-term effect of translanguaging on language proficiency and academic success.

5.2. Conclusion

To conclude, this study examined the EFL students and instructors' perceptions as well as practices of translanguaging pedagogy through mixed-methods research design at a tertiary level in Türkiye. By carrying out this mixed-methods study, it was aimed at

investigate their translanguaging perceptions and practices through close-ended questionnaires, semi-structured interviews, and classroom observations. In addition to this, the purpose of the study was to compare the quantitative data with the qualitative data in respect to the requirement of a mixed-methods research design. In this section, the findings related to each research question are summarized and implications for future research are presented.

The main motive that directed the researcher of the current study to conduct this study was low-level English learners' constant need for the use of their full linguistic repertoire in their tertiary level EFL classes and instructors' varying attitudes towards it. Accordingly, the researcher aimed to share the results of the present study with the colleagues, administrators, curriculum developers, and students in order to take their insights into consideration for future planning of both the institution of the researcher and other contexts. Additionally, by comparing the quantitative and qualitative data findings, the researcher of the study intended to reveal to what extent their quantitative perceptions and practices that overlap with the qualitative data by means of mixed-methods research design.

The study followed a mixed-methods research design with an aim to gather and analyze data, and make assumptions by using both quantitative and qualitative research methods (Tashakkori and Creswell, 2007). Within this scope, the present study contributed to the related literature through the semi-structured interview questions both for instructors and students to be used in qualitative studies.

The first major finding of this study is that both students and instructors were in favor of using more than one language, in other words *translanguaging*, in their EFL classes for various reasons. When reflecting upon their perceptions regarding translanguaging, for instance, students advocated translanguaging since it leads to; sense of ease, mediation of communication, authentic process of learning, alleviating anxiety, bridging between cultures, promoting of linguistic flexibility, and inclusive learning environment. Moreover, these emerged patterns stemming from semi-structured interviews are convergent with the questionnaire results which revealed that students do not advocate the English-only policy and the extent of English use in their EFL classes does not contribute to the improvement of their English level. They also responded to the item regarding their instructors' use of

multiple languages as not-confusing and not-leading to the weakness of their English. In accordance with the 'scaffolding' pattern, students were not in favor of using only English while working together in the classroom.

As for the second remarkable finding of the study, even though minority of the participants referred to the necessity of adopting an English-only policy in their EFL classes, a great majority of students stated that they benefit from using their all linguistic repertoire especially when; asking for clarification of tasks, scaffolding, reflecting their metalinguistic knowledge, mixing language in discourse, and drafting. The pattern 'drafting in L1', for instance, is in line with the mostly preferred items regarding making notes in first language. Another overlapping pattern with the quantitative finding was 'promotion of linguistic flexibility' which is in line with the item regarding students' asking a classmate to explain a point and 'mediation of communication' with the item regarding students' speaking their first language when checking the meaning of a new word or concept.

Another finding regarding translanguaging perceptions included instructors who reported that they make use of translanguaging when clarifying tasks, giving metalinguistic information, and mixing language in discourse in the semi-structured interviews. These findings are convergent with the questionnaire findings according to the mostly preferred items. To illustrate with an example, the pattern 'embrace of multilingual pedagogy' is in line with the items regarding using only English and not allowing students to use their mother tongue which was selected as mostly disagreed by the instructors. Also, the pattern 'pedagogical innovation' is consistent with the items regarding teachers using mother tongue as being more motivating than teachers using English as mostly agreed, and use of mother tongue's making English learning difficult as a mostly strongly disagreed item. Furthermore, the part regarding the purposes of translanguaging within the instructors' questionnaire revealed overlapping findings with the qualitative data in terms of the use of translanguaging. To give an example, the mostly preferred items of translanguaging for the purposes of increasing motivation, avoiding waste of time, decreasing anxiety, and complex sentence structures are in line with instructors' perception of pedagogical innovation. However, it was evident in the questionnaire that the instructors did not perceive translanguaging as a way to directly improve language skills such as reading, reading, listening, and speaking; rather they preferred using it in the aforementioned particular

occasions. Finally, based on the similarities between the findings of the present study and the existing literature, it can be concluded that stakeholders can take necessary considerations regarding the use of more than one language in EFL classes at the tertiary level.

5.3. Implications

In line with the present study's findings, it is possible to make some implications accordingly. To begin with, EFL students, particularly the ones with low level of English, need to be allowed to benefit from their full linguistic repertoire as well as the instructors at EFL contexts rather than employing an English-only policy in the classrooms. By doing so, it may foster the learning process once taking the findings above into account. In order to achieve this, stakeholders such as policy makers, administrators, instructors, curriculum developers, and material developers need to work in coherence to have opportunities for facilitating the process of language acquisition for learners. Consequently, these stakeholders should collaboratively design particular teaching materials and class contents through which students are able to benefit from all multilingual linguistic resources and have various advantages of bilingual environments. Moreover, training and workshops held by institutions can be organized to create and/or increase instructors' awareness towards translanguaging. Eventually, this will enable them to recognize alternative pedagogies to the traditional ones within this globalized educational environment. Also, students need to be reinforced to look for extracurricular ways to make the most of their mother tongues. Upon creating and/or increasing an awareness towards translanguaging for students, they can deal with anxiety, come up with strategies, pursue a meta-linguistic awareness, have autonomy, make meaning, turn into be more involved in learning, have better comprehension, scaffold between their languages, and think in a more creative and critical way. Lastly, sociological and psychological characteristic of the students need to be examined in order to tailor their needs for competent use of various linguistic repertoires.

5.4. Limitations of the Study

The present study is limited to 289 participants consisting of 207 students and 82 instructors at a private university in which the research was carried out. Moreover, the student participants of the study include only students with A1 and A2 English level; further

studies involving different levels of students are required for the generalizability of the results based on the aim of the research in other EFL contexts. Another limitation of the study is that it utilized a mixed-methods design in which data were gathered by means of Likert-scale type of questionnaire, semi-structured interviews, and classroom observations via field notes which are analyzed accordingly. Additional research tools such as stimulated recalls or surveys can be used in future studies for further investigation through different means. By doing so, further researchers can examine how participants perceive and/or practice translanguaging in different occasions via different questions. Also, the current study indicates the already-existing perceptions and practices of the students and instructors regarding translanguaging. Future studies that employ the theory of translanguaging in EFL classrooms and examining the pre and post perceptions of participants consisting of different stakeholders with a lower and/or higher level English proficiency can be an important demonstration of how they perceive translanguaging when they use it in their own EFL setting as long as the administrators of that institution allows the researcher to do so. To conclude, further studies that would employ the recommended implications about translanguaging could contribute to the existing literature in ELT to a great extent.

5.5. Suggestions for Further Research

Deriving from the findings of the present study, multiple aspects for further research are possible to be investigated to expand comprehension and refer to arising questions within the concept of translanguaging in EFL context. To begin with, longitudinal research may examine the long-term impacts of translanguaging on language proficiency as well as academic performance of EFL students. Studies like these may follow participants over prolonged time to evaluate the sustainability of usefulness examined in short-term interferences. Moreover, comparative studies through various educational environments could enable views about if and/or how translanguaging practices differ and adopt to various linguistic and cultural contexts. Investigating translanguaging practices in different environments apart from the present research's scope can indicate additional aspects affecting the usefulness of translanguaging pedagogy.

Moreover, qualitative research-based studies examining instructor perceptions may shed light into their experiences and perspectives of translanguaging within EFL educational

environments. Investigating instructors' developmental needs and their approaches towards translanguaging can enlighten addressed training programs and policy suggestions. Finally, experimental research designs can discover particular instructional methods that enhance the efficacy of translanguaging while alleviating potential disadvantages such as depending on specific languages. By varying systematic instructional methods and determining outcomes, experimental studies can offer empirical evidence to lead effective implementation methods.

Ultimately, these recommendations intend to expand the knowledge regarding translanguaging in EFL context, suggesting practical awareness and theoretical perceptions which can notify pedagogical practices and policy development within multilingual educational environments.

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APPENDICES

APPENDIX 1

STUDENTS' QUESTIONNAIRE

Section 1. Demographic / Background information					
Gender:	Male □			Female □	
Home/first language:	English □		Turkish □	Other (Mention) □	
Second language:	English □		Turkish □	Other (Mention) □	
High school	Private □			State □	
Have you ever been abroad?	Yes □ No □				
What is your department?:					
How would you rate your level of English proficiency? **Low Beginner**□ **High Beginner** □ **Low Intermediate**□ **High Intermediate** **Advanced** □					
Section 2: Students' attitudes towards English Only Policy	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1. I think my English content class should have an "English Only Policy." (This means only English is allowed in the classroom.)					
2. I believe the more English students use in theclassroom the more their English will improve.					
3. I believe that in order tomaster English students must use English a great deal in the classroom					
4. I believe that there are no situations in which the first language should be used in the classroom.					
5. I believe that thestudents should use only English when working together on a task in the classroom.					
6. Lecturer spends too much time when switching from English to Turkish in the classroom.					
7. It confuses me when the lecturer switches from English to Turkish (or vice versa) in lectures.					
8. Using more than onelanguage (translanguaging) in the classroom leads to the weakness of my English.					
Section 3: Students' attitudes towards Translanguaging	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
9. I want to be able to use my first language in English content class when I feel I need to.					

10. It's not important to use only English in classas long as I am completing the course tasks					
11. Speaking my first language with my classmates between and during class activities should be okay.					
12. It helps me when the lecturer uses English and my first language simultaneously in lectures					
13. It helps me when thelecturer uses study materials both in my first language and English.					
14. I will derive more benefit from classes if the lecturer provides a bilingual subject glossary (both in my first language and English) beforehand.					
15. Using more than one language in the classroom (translanguaging) increasesmy understanding of class content.					
16. Using more than one language in the classroomsstrengthens my English					
Section 4: Translanguaging Practices	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
17. I make notes in my first language irrespective of the language used by the lecturer or used on the transparencies.					
18. I make notes in English and Turkish, depending on the language used by the lecturer at that stage					
19. I see in my class notes thatI've switched from English to Turkish (or vice versa) without noticing.					
20. I speak my first languagein English class because I am explaining a new point in the lesson to classmate.					
21. I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me.					
22. I speak my first languagein English class because I needto check the meaning of a newword or concept during the lesson.					

Appendix 2

INSTRUCTORS' QUESTIONNAIRE

Section 1. Demographic Information					
1. Gender: Female __ Male __					
2. Native Language: Turkish __ English __ Other__					
3. Years of experience: ____ 0-5 ___6-10 ___+10					
4. What is your educational background? BA ___ MA ___ PhD ___					
Section 2. Teachers' perspectives on the students' use of Turkish in FL Classroom					
Items	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
3. Ss learn English grammar easier in Turkish					
4. Ss should use only English.					
5. Ss should prefer books with English					
explanation.					
6. Ss should never use Turkish.					
7. Ss should prefer books with Turkish explanation					
8. Ss should speak English in group works.					

Section 3 Teachers' uses of Turkish in foreign language classes					
Items	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
9. Turkish explanation for foreign words					
10. Use of English to explain unknown words					
11. Going over the topic in Turkish					
12. Use of Turkish for instructions, tasks,					

exercises, etc.					
13. Use of Turkish to explain unknown words					
14. Mother tongue is Turkish, should use Turkish					
15. Use of Turkish makes English learning easy					
16. Prefer to explain grammar rules in English					
17. Ts should use English only					
18. Ts using Turkish is more motivating than Ts using English					
19. Use of Turkish makes English learning difficult					
20. Switching between English and Turkish					
21. Use of Turkish is a waste of time.					
22. Use of Turkish is a motivating factor.					
23. Use of Turkish facilitates English learning better					

Section 4. The Purposes of using Turkish					
Items	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
24.For new words					
25. For complex sentence structures					
26. For difficult concepts					
27. For general information on course					
28. To increase motivation					
29. To avoid waste of time					
30. To decrease anxiety					
31. For grammar course					
32. For reading course					
33. For writing course					
34. For listening course					
35. For speaking course					

APPENDIX 3

INSTRUCTORS' INTERVIEW QUESTIONS

Section 1: Demographic Information

1. Gender: Male __ Female __
2. Native language English __ Turkish __ Other__(Specify)
3. Second language: English __ Turkish __ Other __(Specify)
4. How long have you been teaching English? ____
5. Education Status __ BA __ MA __ PhD

Section 2: Perceptions Towards Translanguaging

1. What are your opinions about allowing students to use more than one language in English classes?
2. Do you think students' understanding of the target content improves when you use more than one language? Please explain.
3. Do you think there are any situations in which it is advantageous for students to use their first language? If yes, what are they?

Section 3: Practices of Translanguaging

1. How frequently do you use more than one language in your classes?
2. Have you ever forbidden students from speaking languages other than English in the classroom? Why/Why not?
3. How do you respond when a student speaks a language other than English in the classroom?

Section 4: Final Remarks on Translanguaging

1. Could you share additional thoughts on using more than one language in your English classes?

APPENDIX 4

STUDENTS' INTERVIEW QUESTIONS

Section 1: Demographic Information

Gender: Male __ Female __

Native language English __ Turkish __ Other__(Specify)

Second language: English __ Turkish __ Other __(Specify)

High school Type: State__ Private __

Experience abroad: Yes__ No__

Department: ____

Your grade for English language Low Beginner __ High Beginner __ Low Intermediate __ High Intermediate __ Advanced __

Section 2: English Language Learning

1. Do you like learning English? Why/Why not?
2. Is there any language skill that you find challenging to learn? Why/Why not?

Section 3: Translanguaging

1. What do you think about being able to use more than one language in your English classes?
2. Are there any situations in which you feel that you can use more than one language in your English classes? If yes, what are they?
3. How do you feel when your instructor does not allow you to use your native language in your English classes?
4. What are your opinions about using only English in your classes?
5. What do you think about your instructors' using your native language in your English classes?

APPENDIX 5

TURKISH VERSION OF STUDENTS' QUESTIONS

Bölüm 1: Demografik Bilgi

Cinsiyet: Erkek __ Kadın __

Ana dil: Türkçe ___ İngilizce __ Diğer ___

İkinci dil: İngilizce __ Türkçe __

Lise türü: Devlet __ Özel __

Yurtdışı tecrübesi: Var __ Yok __

Bölüm: ___

İngilizce Seviyesi: Düşük başlangıç __ Yüksek başlangıç ____ Düşük orta __ Yüksek orta__

Bölüm 2: İngilizce Öğrenme

1. İngilizce öğrenmeyi seviyor musun? Neden?
2. Senin için öğrenmesi zor olan herhangi bir dil becerisi var mı? Neden?

Bölüm 3: Dillerarası Geçişlilik

1. İngilizce derslerinde ana dilin kullanılabilmesi hakkında ne düşünüyorsun?
2. İngilizce derslerinde ana dilini kullanabileceğini düşündüğün durumlar var mı? Varsa bunlar hangi durumlar?
3. İngilizce derslerinde öğretmenin ana dilini kullanmana izin vermediğinde ne hissediyorsun?
4. Derslerde sadece İngilizce kullanılması konusunda ne düşünüyorsun?
5. Öğretmenlerinin İngilizce derslerinde senin ana dilini kullanmaları hakkında ne düşünüyorsun?

APPENDIX 6

APPROVAL OF ETHICS COMMITTEE FOR RESEARCH

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma Etik Kurulu

Sayı : E-84026528-050.01.04-2300061893 09.03.2023
Konu : Başvuru İncelenmesi

Sayın Senanur ÇINAR

Yürütücülüğünüzü yapmış olduğunuz 2023-YÖNP-0181 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 09.03.2023 tarih ve 03/10 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 10- Sorumlu yürütücülüğünü **Prof. Dr. Dinçay KÖKSAL**'ın yaptığı ve proje araştırmacısı **Senanur ÇINAR** tarafından gerçekleştirilen "The Perceptions and Classroom Practices of EFL Instructors and Students Regarding Translanguaging (İngilizce Öğretim Elemanları ve Öğrencilerinin Diller Arası Geçişlilik Konusunda Algıları ve Sınıf Uygulamaları)" başlıklı araştırmanın, ilgili **taahhüt edilen izinlerin alınması** ve Bilimsel Araştırmalar Etik Kuruluna sunulması koşulu ile Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

APPENDIX 7

INSTITUTIONAL APPROVAL OF RESEARCH

HİZMETE ÖZEL
T.C.
BAHÇEŞEHİR ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : E-20021704-044-60639 12.06.2023
Konu : Anket İzni (Senanur ÇINAR)

DAĞITIM YERLERİNE

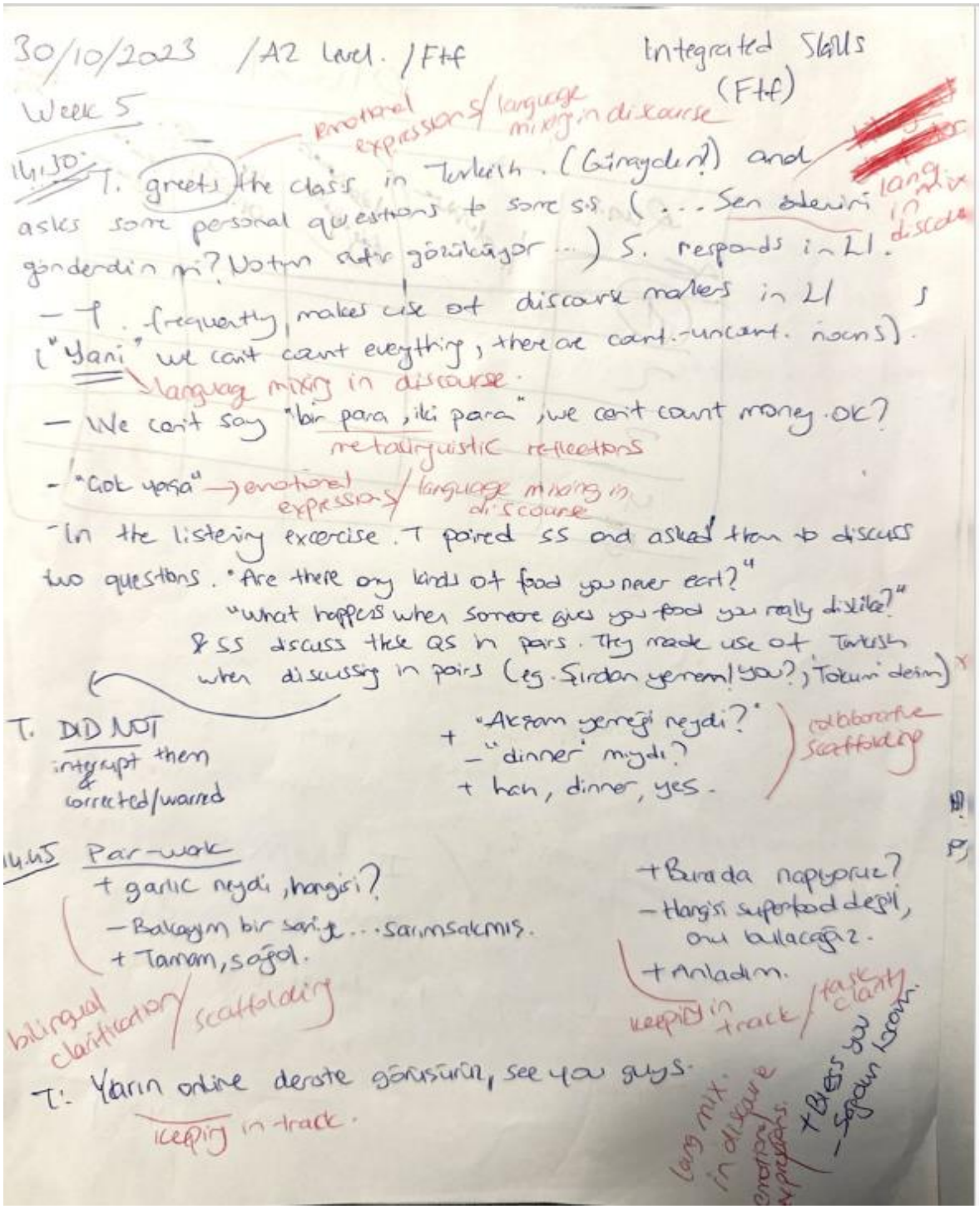
İlgi : 30.05.2023 tarihli ve E-93130991-302.08.01-2300112911 sayılı yazınız

İlgi yazı gereği; Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora Programı 19291702014 numaralı öğrencisi Senanur ÇINAR'ın "The Perceptions and Classroom Practices of EFL Instructors and Students Regarding Translanguaging" adlı tezi kapsamında Üniversitemiz Yabancı Diller Yüksekokulunda anket uygulaması Rektörlüğümüzce uygun görülmüştür.

Bilgilerinize arz ve rica ederim.

APPENDIX 8

SAMPLE FIELD NOTES OF CLASSROOM OBSERVATION



APPENDIX 9

SAMPLE TASK FOR DRAFTING IN L1

