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PLANNED AND SPONTANEOUS TRANSLANGUAGING PEDAGOGIES BY BILINGUAL AND MULTILINGUAL TEACHERS WITH L2 AND L3/L3+ LEARNERS

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LIST OF ABBREVIATIONS

FL	Foreign language
L1	First language
L2	Second language, learnt /acquired after L1
L3	Third language, learnt /acquired after L2
L3+	All subsequent languages after L3
NL	Native language
SL	Second Language, taught to foreigners in the country of TL
TL	Target language
TP	Translanguaging pedagogies

ABSTRACT

The present mixed-designed study aims to explore planned vs. spontaneous TP (Translanguaging pedagogies) in A1 starting level classes of English and Russian as a FL (Foreign language), and Turkish as a SL (Second language) in the School of Foreign Languages at a Turkish State University. Bilingual teachers (N=3) of English, multilingual teachers (N=2) of English and Russian/Turkish, and their students (N=157) were selected through convenient sampling. The students were divided into three main groups according to their TL (Target language): 1) English, 2) Turkish, and 3) Russian groups. The Russian group was exposed one academic year to a treatment of planned TP which involved intensive and systematic use of oral TP and multilingual materials. There was no intervention in English and Turkish groups, so they followed their teaching routine with monolingual textbooks and materials.

The quantitative data was collected from a post-questionnaire developed by the researcher and from achievement scores of the students, which were analyzed through Kruskal–Wallis H test, Spearman Rank correlation analysis and ANOVA. The qualitative data collected from semi-structured interviews and graphic elicitation tasks, were analyzed through content and visual analysis by using CLAN (Computerized Language ANalysis) Program.

The findings indicated that: (1) spontaneous TP were implemented in the groups without intervention, but only in oral form and at lower level than in the group of planned TP, (2) Bilingual teachers included two, while the multilingual teachers integrated three and more languages in their classes, (3) Planned TP have influenced students' attitudes to TP in a more positive way compared to the groups exposed to spontaneous TP. Moreover, this study also shows that L2 and L3/L3+ learners are quantitatively and qualitatively different: L2 learners prefer the inclusion of one and two languages, while L3/L3+ learners favor three and more languages in class. In addition, the findings revealed that multinational and multilingual SL

classes are more predisposed to TP, when compared to monolingual EFL classes. Another finding indicated that students' preference for TP positively correlated with the extent to which it is used by their teacher in class. The study also claims that TP have benefits on reading and listening skills, and on the affective, cognitive and social engagement of students.

Based on the findings, pedagogical implications involving tips and advice of how and when to implement TP with mono and bi-/multilingual learners in FL and SL contexts were suggested at the end of the study.

KEY WORDS: Planned vs. Spontaneous Translanguaging Pedagogies, L2 Learners, L3/L3+ Learners, Multilingual Teachers, Bilingual Teachers

KISA ÖZET

Bu karma tasarımlı çalışma, bir Türk devlet üniversitesi Yabancı Diller Yüksekokulu'nda hazırlıklı ve hazırlıksız Dillerarası Geçişlilik Pedagojileri (TP'yi) araştırmayı amaçlamaktadır. Veriler, A1 başlangıç düzeyindeki İngilizce ve Rusça yabancı Dil (FL) sınıflarından ve Türkçe'nin İkinci Dil (SL) olarak öğretildiği sınıflardan toplanmıştır. Çalışmadaki katılımcı grubunu uygun örneklem metodu ile seçilen iki dilli İngilizce öğretmenleri (S=3), çok dilli İngilizce ve Rusça/Türkçe öğretmenleri (S=2) ve öğrencileri (S=157) oluşturmaktadır. Öğrenciler hedef dillerine göre 1) İngilizce, 2) Türkçe ve 3) Rusça grupları olmak üzere üç ana gruba ayrıldılar. Rusça grubu, bir akademik yıl boyunca, çok dilli materyallerin yoğun ve sistematik olarak kullanıldığı sözlü TP ve hazırlıklı TP uygulamasına maruz kaldı. İngilizce ve Türkçe gruplarında herhangi bir dillerarası geçişlilik uygulaması olmadığı için bu sınıflardaki öğrenciler, sadece hedef dili içeren tek dilli ders kitapları ve materyallerle öğretim rutinlerini takip ettiler.

Nicel veriler, Kruskal-Wallis H testi, Spearman Rank korelasyon analizi ve ANOVA aracılığıyla analiz edilen öğrencilerin başarı puanlarından ve araştırmacı tarafından geliştirilen bir anketten toplanmıştır. Yarı yapılandırılmış mülakatlardan ve görsel alıştırmalardan toplanan nitel veriler, CLAN (Computerized Language Analysis) programı kullanılarak içerik ve görsel analiz yoluyla analiz edilmiştir.

Çalışmanın bulgularına göre; (1) uygulama yapılmayan gruplarda Hazırlıksız TP, ancak sözlü formda ve Hazırlıklı TP grubuna göre daha düşük düzeyde uygulanmış, (2) iki dilli öğretmenler iki dil dahil ederken, çok dilli öğretmenler sınıflarına üç ve daha fazla dil entegre etmiş ve (3) Hazırlıklı TP, öğrencilerin TP'ye karşı tutumlarını hazırlıksız TP'ye maruz kalan gruplara göre daha olumlu yönde etkilemiştir. Ayrıca, bu çalışma ikinci dil, üçüncü ve daha fazla dil öğrenenlerin nicel ve niteliksel olarak farklı olduğunu da göstermektedir. İkinci dil öğrenenler bir ve iki dilin dahil edilmesini tercih ederken, üçüncü ve

daha fazla dil öğrenenlerin sınıfta üç ve daha fazla dili tercih ettikleri görülmüştür. Buna ek olarak, bulgular çok uluslu ve çok dilli İkinci Dil (SL) sınıflarının İngilizcenin yabancı dil olarak öğretildiği tek dilli sınıflara kıyasla TP'ye daha yatkın olduğunu ortaya koydu. Başka bir bulgu, öğrencilerin TP'yi tercih etmelerinin, öğretmenleri tarafından sınıfta ne ölçüde kullanıldığıyla olumlu bir şekilde ilişkili olduğunu gösterdi. Çalışma ayrıca TP'nin okuma ve dinleme becerileri ve öğrencilerin dil derslerine duyuşsal, bilişsel ve sosyal katılımı açısından yararları olduğunu iddia etmektedir.

Bulgulara dayanarak, çalışmanın sonunda Yabancı Dil (FL) ve İkinci Dil (SL) bağlamlarında tek ve iki/çok dilli öğrencilerle TP'nin nasıl ve ne zaman uygulanılacağına dair ipuçları ve tavsiyeler içeren pedagojik uygulamalar önerilmektedir.

ANAHTAR KELIMELER: Hazırlıklı ve Hazırlıksız Dillerarası Geçişlilik Pedagojileri, İkinci Dil Öğrenenler, Üçüncü ve Daha Fazla Dil Öğrenenler, Çok Dilli Öğretmenler, İki Dilli Öğretmenler

Planned and Spontaneous Translanguaging Pedagogies by Bilingual and Multilingual Teachers with L2 and L3/L3+ learners

1. INTRODUCTION

1.1.Background to the Study

With the increasing immigration and globalization, multilingualism and translanguaging have attracted the attention of language researchers and educators (Cenoz & Genesee, 1998; Cenoz & Gorter, 2020; Jessner, 1999). The research on multilingualism (Cenoz & Genesee, 1998; V. Cook, 2003, 2007; Grosjean, 2008) created a new perspective that challenged the traditional monolingual view on multilingualism. The monolingual perspective considers the languages in isolation and accepts bilinguals (having competency in two languages) and multilinguals (having competency in more than two languages) as a sum of two or more separate monolinguals with an ideal native competence each. On the other hand, the new multilingual perspective suggests that bilinguals and multilinguals are cognitively different from monolinguals because their language system is a unique configuration of interacting linguistic competencies. These competencies are not separated and do not have equal proficiency but are integrated and domain-specific. Thus, the multilingual perspective adopts a wholistic philosophy and considers the individual's all languages as an integrated whole (Cenoz & Gorter, 2020; V. Cook, 2003, 2007; Grosjean, 2008).

Apart from having different linguistic competencies, bi-/multilinguals differ quantitatively and qualitatively from monolinguals in terms of language learning (Cenoz & Gorter, 2020; Herdina & Jessner, 2002; Hufeisen, 2004; Jessner, 1999). Bilinguals when learning L3 (i.e., L3 learners) gain high metalinguistic awareness because they have previous

experience of learning L2 (second language). For this reason, L3 learners undergo cognitive changes and obtain some different strategies when learning an additional language compared to monolinguals learning L2 (Herdina & Jessner, 2002; Hufeisen & Neuner, 2004). The separation of L3 and L2 learners has resulted in new wholistic approaches in foreign language teaching. The wholistic approaches accept the multilingual competence as the norm and do not separate but integrate all languages of learners' repertoire (Cenoz & Genesee, 1998; Cenoz & Gorter, 2020; García & Wei, 2014; Herdina & Jessner, 2002; Hufeisen & Neuner, 2004). In literature, the wholistic pedagogical approaches are often called plurilingual approaches (Council of Europe, 2001, 2020; Otwinowska, 2014). Translanguaging is another recent concept used as 'an umbrella term' (Cenoz & Gorter, 2020, p. 305) for a variety of plurilingual approaches because it covers both the shared and distinct features between them and reflects the shift from monolingual to multilingual pedagogical applications in language education (Cenoz & Gorter, 2020; García & Wei, 2014).

1.2.The Context of the Study

In order to approach the study from a multilingual perspective, the context of the present paper will be displayed through the framework of Cenoz's *Continua of Multilingual Education* (Cenoz, 2009). For this reason, the following chapter includes two parts. In the first part, along with presenting *The Continua of Multilingual Education* (Cenoz, 2009), and their variables, associations between the continua, variables and Translanguaging pedagogies will be made. In the second part, the context of the study and the potential of Translanguaging practices there will be exposed through the lenses of *The Continua of Multilingual Education* (Cenoz, 2009) in terms of educational, sociolinguistic and linguistic factors.

1.2.1. The Continua of multilingual education and translanguaging.

According to Cenoz's definition, bilingual and multilingual education involves teaching and using more than two languages 'provided that schools aim at multilingualism and multiliteracy' (Cenoz, 2009, p. 4). However, the diversity of the contexts in which multilingual education is observed may shape it into different variations and types. To accommodate different types of multilingual education in dynamic contexts, Cenoz (2009) proposes a flexible frame referred to as *the Continua of Multilingual Education* (See Fig. 1. below). The multilingual education will move along the continua depending on the interaction between variables. For example, the variables may pull the education to the monolingual end where languages are taught in isolation. At the other multilingual end of the continuum, variables may shape a type of education that supports wholistic teaching and incorporation of multiple languages into the curriculum. According to Cenoz (2009), the variables affecting multilingual education are educational (i.e., subject, language of instruction, teachers and school context), linguistic (i.e., linguistic distance among the languages involved) and sociolinguistic (i.e., the language(s) status, the language(s) of the family, community, media, country). The variables and the *Continua of Multilingual Education* are displayed in Fig. 1 below.

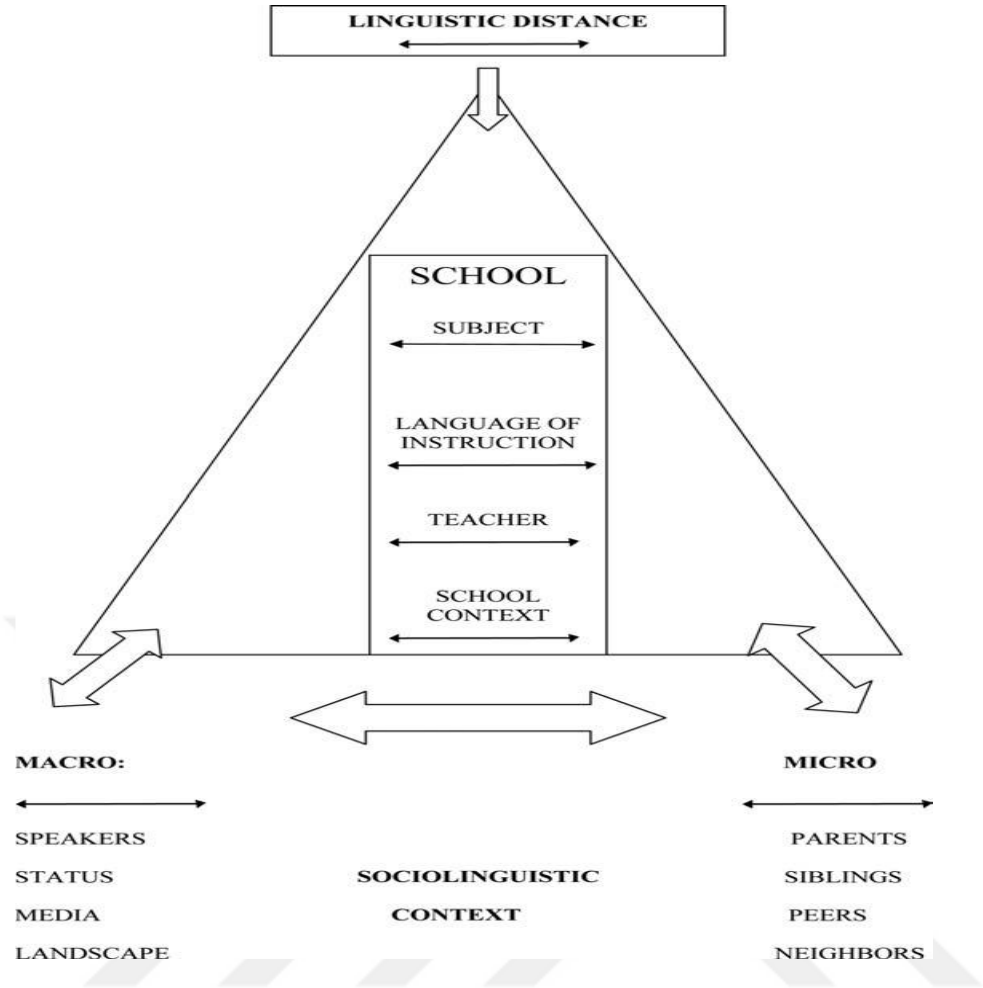


Figure 1.1. Continua of multilingual education. Reprinted from Cenoz, 2009. p. 35

Translanguaging is the ability of multilingual speakers to use and shift between two and more languages in order to mediate mental processes in understanding, speaking, literacy, and learning (Baker, 2011; Canagarajah, 2011; García & Wei, 2014; Lewis et al., 2012). As it is built on multilingual behavior, translanguaging is suggested as a pedagogical application in bilingual and multilingual education (Cenoz & Gorter, 2020; García & Wei, 2014; Herdina & Jessner, 2002; Hufeisen & Neuner, 2004). Thus, the *Continua of Multilingual Education* could be used as a scale to predict the implementation of translanguaging along mono- and multilingual end based on the interaction between educational, sociolinguistic and linguistic factors. The combination of these factors might support planned translanguaging pedagogies (planned, curriculum designed instructional strategies used with a pedagogical purpose) at the

multilingual end, or foster spontaneous translanguaging pedagogies (spontaneous translanguaging or natural shift between languages without planning or design to foster teaching and learning) somewhere in the middle of the continuum (Leonet, Cenoz & Gorter, 2017; Lin, 2020). The configuration of the factors may even make translanguaging disappear as a practice at the monolingual end of the continuum.

The educational variables which might affect translanguaging practices include the subject, language of instruction, teachers and school context. If the school adopts a monolingual policy in education, languages are expected to be taught with a focus only on the target language. Students' language repertoire will be ignored and L2, L3 or L3+ will be taught in the same way regardless of their order of acquisition. If the school adopts wholistic approaches then planned translanguaging pedagogies will be adopted (planned TP hereafter) and all students' languages will be integrated into the curriculum, that is, learners' previously learned languages will be included in the classroom to support the learning of the target language. Thus, L2 and L3/L3+ learners will be treated differently. In L2 classrooms only two languages will be integrated, students' Ll and L2 but in with L3/L3+ learners three or more languages will be incorporated, learners' L1, L2 and L3/L3+. Similarly, if the teacher is multilingual and competent in learners' L1, L2 and L3/L3+, she is expected to integrate all these languages in the classroom. However, if the teacher is bi- or monolingual she is limited to two or one language only (Cenoz, 2009; García & Wei, 2014). However, differently, from the other educational variables, teachers are social actors who construct meanings in different ways. Therefore, how they exactly filter and implement the curriculum in class is difficult to predict.

In addition, translanguaging may be affected by sociolinguistic variables such as the language(s) status, the language(s) of the family, community, media and country. If the students are from a multilingual community and/or the languages taught at school are spoken

in their community, multilingual practices like spontaneous translanguaging pedagogies (spontaneous TP hereafter) are more likely to be used into the classroom(Cenoz & Gorter, 2020). However, in multilingual communities, there is the risk of ignoring minority languages with a low social status, and therefore, not including them in translanguaging practices (Cenoz & Gorter, 2017). On the other hand, when the acquisition of foreign languages is in a monolingual context, translanguaging is less possible because language exposure is restricted to the class only and the availability of multilingual teachers is limited (Cenoz, 2009).

The other variable affecting translanguaging is the linguistic distance among the languages involved. If learners' L1 or L2/L3/L3+ are similar to the TL, the comparison and incorporation of these languages in class are highly possible. However, if they are different non-target languages might be avoided to prevent interference and negative transfer (Cenoz, 2009).

1.2.2 Context of the study through the framework of the Continua of multilingual education.

In order to approach the study and translanguaging from a multilingual perspective, the context of the present paper will be displayed through the lenses of Cenoz's (2009) *Continua of Multilingual Education* and the variables discussed within that framework. The context of the study is the School of Foreign Languages at a Turkish State University, where university students study a foreign language in a one-year preparatory program. The study has focused on the English prep program for Turkish students, the Turkish prep program for foreign students and the Russian evening courses offered by the university to the public.

The educational variables (Cenoz, 2009) in the School of Foreign Languages are supposed to reflect the national education policy of Turkey. According to the official website of Turkish National Education, foreign language teaching aims at developing communication

skills in the target language and developing positive attitudes towards foreign languages. The first foreign language is a compulsory course, while the second foreign language is either as a compulsory or an elective course from primary school onwards[1]. Due to its popularity, English is preferred as the first foreign language (L2) in Turkish schools and universities, while German and French are preferred as the second (L3) or third (L4) foreign languages (Büyükkantarcioglu, 2004; Korkmaz, 2013).

According to Cenoz and her colleagues (2017), as an essential part of multilingual education, planned TP involve planned, designed instructional strategies used with a pedagogical purpose. The involved teachers and curriculum designers prepare strategies and materials which use, integrate, compare and contrast learners' all languages to develop their oral and written competencies not only in TL but also in all languages from students' linguistic repertoire (Leonet et al., 2017; Lin, 2020). In Turkish education context such integration of multiple languages in the curriculum is not reported nor is it listed among the principles and objectives of Turkish National Education[1] and Higher Education Institutions[2]. Thus, in the education context of the study learners' languages are at least two (students' L1 and TL) or more but are not integrated into the curricula.

The other variable of the educational context is the teacher. The teachers selected as participants for the study are bi- or multilingual, however, due to monolingual curriculum in the institution, it is difficult to predict whether they integrate the languages of their students or not. Therefore, the educational variables of the context are not homogeneous and the effect of their interaction on translanguaging is difficult to anticipate.

The sociolinguistic variables of *multilingual education* (Cenoz, 2009) include the language(s) of the students and the community, and the status of the language(s) taught. In

[1] Retrieved June 12 20218, from http://mevzuat.meb.gov.tr/dosyalar/424.pdf
[2] Retrieved June 12 2021, from https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=21475&MevzuatTur=7&MevzuatTertip=5

the context of the study, all TLs are prestigious and equally valued. English and Russian have the status of prestigious foreign languages, and Turkish is the official and national language of the teaching context.

The last variable listed by Cenoz (2009) is the linguistic distance between the languages taught and the background languages. English and Russian belong to the Indo-European family, so there is a high potential for positive transfer between them and other languages from that family. Turkish and other potential non-European languages of the context are typologically different from the Indo-European family so they may be avoided in cross-linguistic comparisons to prevent interference.

1.3. Statement of the Problem

The description of the context of the study in relation to Cenoz's (2009) *Continua of Multilingual Education* reveals some issues of translanguaging practices. As a pedagogy, translanguaging is built on multilingual behavior and it is suggested as a practice in bilingual and multilingual contexts. However, the context in which translanguaging is practiced is expected to be shaped by education, sociolinguistic and linguistic variables (Cenoz, 2009). When the variables belong to monolingual categories such as monolingual policy, curriculum, teachers, students, and community, –the context could move toward the monolingual end of the continua and translanguaging even may disappear as a practice. On the other hand, when variables are closer to the multilingual end of the continuum, spontaneous TP will be used with multiple languages, by multilingual teachers and students. When designed and integrated in the curriculum as planned pedagogical instructions and strategies, spontaneous translanguaging pedagogies might upgrade to planned translanguaging pedagogies and settle down at the multilingual end of the continuum.

The context of the present study has such heterogeneous and incompatible variables that make translanguaging a vague and unpredictable phenomenon. Some of the variables are associated with monolingual and separatist categories. For instance, the curriculum separates the languages, the community is monolingual and students' L1 is typologically different from the TL. On the other hand, some variables may fall into a multilingual category. Teachers' language repertoire varies from bi- to multilingual and students' language acquisition is not limited only to L2 but includes also L3/L3+. However, differently from the other variables, teachers and students should be defined as social agents who construct their own meanings. Therefore, whether they make use of translanguaging practices (i.e., planned or spontaneous) or monolingual pedagogies in this context cannot be anticipated. In addition to the human factor, the interaction between these variables in this context makes translanguaging an obscure and intriguing issue to be explored.

1.4.Purpose of the Study

Based on the information above it could be concluded that translanguaging could be very sensitive to the context and even unpredictable if the variables are untuned and combined in a more unusual way. The research on translanguaging is more on learners and schools in bilingual and multilingual contexts of immigrant and minority communities (Cenoz, 2013a; García & Wei, 2014), where translanguaging is a natural multilingual behavior. For this reason, more research is suggested on where, when and how translanguaging pedagogies could be practiced in different contexts with different types of students (Cenoz & Gorter, 2017; Creese & Blackledge, 2010; Lewis et al., 2012). Also, there has been some research on both spontaneous (E. Ellis, 2013) and planed translanguaging pedagogies (Leonet et al., 2017; Yuzlu & Dikilitas, 2021) independently but more focus is needed on the latter and both of them simultaneously to compare them (Cenoz & Gorter, 2019, 2020). The number of languages involved in translanguaging, that is, the choice of bilingual (two languages) or

multilingual (three and more languages) TP with emergent bi- and multilingual students is another issue to be explored (Cenoz & Gorter, 2020; Hufeisen, 2004; Neuner, 2004). In addition, research on multilingual teachers and the influence of their languages on their teaching is also recommended (E. Ellis, 2013). Moreover, the research on translanguaging in Turkish context is scarce and mainly on bilingual pedagogies (L1 and TL integration) only in EFL contexts and not with different TLs, which is not enough to give a picture of translanguaging and multilingual TP in Turkish education. With an attempt to fill in this gap in literature the present study aims to explore planned vs. spontaneous translanguaging pedagogies in FL classrooms with bilingual and multilingual teachers and learners at a Turkish University from both quantitative and qualitative perspectives. The study compares translanguaging pedagogies and students' attitudes to these pedagogies between classes with an intervention of planed translanguaging vs. classes without intervention where spontaneous translanguaging pedagogies are used. Also, learners' attitudes to TP are compared depending on their TL, teacher and language background. In addition, the study searches for a relationship between teachers' practices and their students' attitude to these practices. Learners' achievement scores are also compared between groups that have been exposed to different levels of TP. Finally, the influence of TP on students' emotional, social and cognitive engagement in learning TL are explored.

1.5. Significance of the Study

The present study may help researchers and teachers to understand planned vs spontaneous translanguaging deeper, and to develop more effective practices for their specific context. The study may also add to the field to explore translanguaging through both qualitative and quantitative methods. The statistical findings might give tips to educators on how to use planed translanguaging pedagogies according to students' language and cultural background, according to language skills and areas being taught, the level of TL and the

typology of TL vs. that of students' other languages. The possible qualitative findings might reveal both the benefits and the negative effect of translanguaging on the emotional, social and cognitive engagement of students in learning. This will help teachers to develop specific TPs for a specific context to avoid potential issues and to promote the learning process. The study may also add to the wholistic paradigm in multilingualism (V. Cook, 2003, 2007; Grosjean, 2008), to the wholistic approaches of teaching. Eventually, this study is expected to raise awareness of the difference between L2 and L3/L3+ learners (Cenoz & Gorter, 2020; Council of Europe, 2020; García & Wei, 2014; Hufeisen & Neuner, 2004; Otwinowska, 2014).

1.6.Limitations of the Study

The limitations of this study could derive from the sample. The profile of the students from the Russian and Turkish groups is not as homogeneous as that of the students in English preparatory programs. In other words, three groups English, Russian and Turkish differed according to several variables such as TL, students' language background, nationality and age. Therefore, the statistical differences between the groups may not be because of the intervention but due to these uncontrolled variables. In addition, the Russian group is small in number (N=13) compared to the other two groups (N=52, N=93). Another issue is that the researcher is the teacher of the Russian group and that is why only student data is available for this group.

1.7.Definitions of the Terms

In the context of the present study, Translanguaging pedagogies (TP) refer to the process in which students and teachers display multilingual behavior in the classroom by using two or more languages to mediate mental processes in understanding, speaking, literacy, teaching and learning in the classroom. The pedagogies cover meta- and cross-linguistic

strategies such as translation, comparison of languages/cultures and alternating between multiple languages orally and in a written form. All these strategies are assisted by reflection, cognitive transformation and social engagement (Baker, 2011; Canagarajah, 2011; Cenoz & Gorter, 2020; Council of Europe, 2020; Herdina & Jessner, 2002; Hufeisen & Neuner, 2004; Lewis et al., 2012).

Spontaneous translanguaging pedagogies (Spontaneous TP) refer to cases when bi-/multilingual teachers and students spontaneously translanguaging or naturally shift between languages without planning or design to foster teaching and learning (Leonet et al., 2017; A. M. Y. Lin, 2020).

Planned translanguaging pedagogies (Planned TP) involve planned, designed instructional strategies and materials used with a pedagogical purpose. Teachers and curriculum designer, who know in details the linguistic features of the languages from students' repertoire, design strategies and materials which integrate, compare and contrast learners' all languages to develop students' competencies in these languages (Leonet et al., 2017; A. M. Y. Lin, 2020).

Bilingual (translanguaging) pedagogies (Bilingual TP) refer to the integration of two languages (e.g., NL and TL) while translanguaging in the classroom with pedagogical purposes. Multilingual (translanguaging) pedagogies (Multilingual TP) refer to the integration of three and more languages while translanguaging in the classroom with pedagogical purposes (Hufeisen, 2004; Neuner, 2004).

The students in the context are classified according to the chronological order of the foreign language they are learning after the number of their previously acquired / learned languages (i.e., L2, L3, L4, L5 learners). L2 learners refer to monolingual individuals who are learning their first foreign language. L3 learners refer to individuals who have already acquired/learned two languages whether at school or in a natural environment and are learning

FL as their L3. L3+ learners are individuals who have already acquired/learned three or more languages and are learning FL as L4, L5 or more. The languages of the students may not have equal proficiency.

In the present study, foreign language (FL) and second language (SL) classrooms are also mentioned. FL classrooms refer to a learning context where TL is not the national, official or secondary language spoken and is learnt only in a formal classroom setting. In the present study, English (EFL) and Russian were taught as a FL to domestic (university) students. On the other hand, SL classrooms refer to settings where TL is spoken in the society as the official/national language, and plays an institutional and social role in the community (Bahrani & Sim, 2013, p. 70 and the reference therein). In the present study, Turkish was taught to foreign university students as a SL.

In addition, in the present study multilinguals refer to individuals with (varying degree of) competency in more than two languages. Bilinguals will refer to individuals with (varying degree of) competency in two languages (Herdina & Jessner, 2002).

B1 level from the global scale of CEFR (See App. A) was selected as minimum criteria for participants' languages to be considered bi-, or multilinguals. An individual at B1 level:

> Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans (Council of Europe, 2020, p. 175).

This definition seems to be in line with plurilinguals' languages which have "proficiency of varying degrees", are used "for the purposes of communication" and for taking part in "intercultural interaction" (Council of Europe, 2001, p. 168).

The term plurilingualism refers to wholistic bi-/multilingualism which integrates all linguistic resources and cultural experiences of the plurilingual individual (Council of Europe, 2001). Plurilingualism is defined as "an uneven and changing competence, in which the user/learner's resources in one language or variety may be very different in nature from their resources in another. However, the fundamental point is that plurilinguals have a single, interrelated, repertoire that they combine with their general competencies and various strategies in order to accomplish tasks" (Council of Europe, 2020, p. 30).

Learners' metalinguistic awareness "refers to the ability to focus attention on language as an object in itself or to think abstractly about language and, consequently, to play with or manipulate language" (Jessner, 2006, p. 42).

Learners' cross-linguistic awareness is defined as the awareness of the relationships between languages (Jessner, 2006).

Intercultural awareness is the objective understanding of similarities and differences between home and target culture, accepting cultural diversity, and objective knowledge and perspective to this cultural diversity. In addition, it is about interrelation and development of language and culture competence and becoming open to new cultural experiences (Council of Europe, 2001).

2. THEORETICAL FRAMEWORK

2.1.Generic Definitions of Multilingualism

One of the generic definitions of multilingualism is based on "the command and/or use of two or more languages by the respective speaker" (Herdina & Jessner, 2002, p. 52).

Council of Europe defines multilingualism as "the coexistence of different languages at the social or individual level" (Council of Europe, 2020, p. 30). In addition, Cenoz differentiates between bilingualism and trilingualism as "instances of multilingualism" (Cenoz, 2013b, p. 6). Also, she distinguishes types of multilingualism depending on whether the languages are acquired "simultaneously by being exposed to two or more languages from birth or successively by being exposed to second or additional languages later in life" (Cenoz, 2013b, p. 5).

2.2. Wholistic View on Multilingualism

However, apart from the generic definitions above, multilingualism could be approached from two different philosophies. These challenging perspectives are called Wholistic (multilingual) and Monolingual views on multilingualism (Grosjean, 2008). The monolingual view claims that bilinguals are a sum of two separate monolinguals. Grosjean (2008) challenges this monolingual view and proposes the wholistic view. He claims that bilinguals are different from monolinguals because the "co-existence and constant interaction of the two languages in the bilingual have produced a different but complete language system" (Grosjean, 2008, p. 13). According to Grosjean (2008), bilinguals are an integrated whole, with domain-specific and not equal competencies. Their languages are not easily separated into two parts but are in constant interaction, in specific linguistic configuration or speech mode, which may vary from mono- to bilingual mode along the situational continuum of bilinguals. Bilinguals move along this situational continuum from mono to bilingual end depending on the situation, topics or the interlocutors. In the monolingual mode, bilinguals speak to monolinguals in either of their languages by activating the shared language and deactivating the not-shared one. At the other end of the continuum, bilinguals are in a bilingual speech mode where they speak to bilingual interlocutors who share the same languages. In a bilingual mode, two of the languages are activated and mixed in the form of

code-switching (Grosjean, 2008). Moreover, Grosjean (2008) extends his Wholistic view of bilingualism to trilinguals and quadrilinguals. The multilinguals may shuttle between mono-, bi-, tri- or quadrilingual modes where one language is used as the base language and the level of activation of the rest of the languages depends on the mode along mono- and multilingual ends of the continuum.

Cook (1992) also supports the wholistic perspective with his term 'multi-competence', which means that the competence of bi- and multilinguals are qualitatively different from that of monolinguals because learning second and additional languages affect their cognitive system. Therefore, the same norm cannot be used for both L2 learners and the native speakers of the L2 because they have different language-related cognitive processing (V. Cook, 1993b). In addition, Cook (1993a) claims that multilinguals and bilinguals are different from monolinguals because they have unique language systems. The language systems of bi- and multilingual speakers are not separated on a cognitive level because all their languages share the same mental lexicon, which leads to dense code-switches. Similarly, the language systems are not isolated on a neurological level as well, a claim which Cook (1993a) builds on neurological findings that all languages of bi- and multilinguals are processed in the same hemisphere.

There has been a recent move from a monolingual view which considers languages in isolation as if kept in different modules, towards wholistic/multilingual perspective. The multilingual perspective considers the individual's social and whole linguistic repertoire, emphasizes interrelation of languages and takes multilingual competence as the norm (Cenoz, 2013b; Cenoz & Gorter, 2020). Multilingual competence suggests that the languages of multilinguals may not be perfectly native either. Their level of proficiency may vary according to the context they are used. Cenoz and Genesee (1998) define multilingual competence as, "configuration of linguistic competencies which may not be equally

developed each because for multilinguals each competence/language may be domain-specific and may have a different function for specific situations. It challenges ‘ideal native' competence of monolinguals, who use the same language in all contexts” (Cenoz & Genesee, 1998, p. 18).

2.3. L2 Learners (Monolinguals) and L3/L3+ Learners (Bi-Multilinguals)

As mentioned before, the literature adopting a wholistic view on multilingualism supports the claim that there is a qualitative and quantitative difference between L2 and L3/L3+ learners (Cenoz & Gorter, 2020; Herdina & Jessner, 2002; Hufeisen & Neuner, 2004).

The dynamic model of multilingualism (DMM) (Herdina & Jessner, 2002) explains this difference with the M-factor. As mentioned before, the effect of the M-factor increases with the number of languages known because then language monitoring is more cognitively demanding. The cognitive effort of multilinguals to control numerous languages enhances their meta- and cross-linguistic awareness. Meta- and cross-linguistic awareness are sub-components of the M-factor and distinguish the multilingual from the monolingual learner. These properties of multilinguals' metasystem relate them to the bi- and multilingual norm, because it involves at least two languages and “specific meta-skills” (Herdina & Jessner, 2002, p. 129). These meta-skills contribute to bi- and multilinguals’ cognitive system and make them advantageous over monolinguals in language learning. That is why, as a property of the multilinguals’ metasystem, the M-factor is claimed to have a “priming or catalytic effect” in L3/L3+ learning (Herdina & Jessner, 2002, p. 129). On the other hand, L2 learning is different and related to a monolingual norm because a monolingual norm separates the languages of the multilinguals and interprets multilingualism as “multiple monolingualism” (Herdina & Jessner, 2002, p. 58).

The factor model (Hufeisen, 2004) explains the difference between L2 and L3/L3+ learners with the cognitive leap between the learning of the first (L2) and the second foreign language (L3). L3 learner learns differently from L2 learner because the former has the cognitive and linguistic experience of learning another foreign language. After their first experience with the first foreign language (L2), L3 learner has upgraded to significantly high metalinguistic and metacognitive level. The following stages of learning the subsequent languages (L3+) also contribute to cognitive leaps afterward but with little significance. In other words, while there is a little cognitive distinction between L3 and L3+, the gap between L2 and L3 learners is crucial due to significant cognitive transformation between L2 and L3 learning process (Hufeisen, 2004).

Similarly, Cenoz, (2013a) suggests that L3 learning is different from L3/L3+ because L3 learners have a more diverse and broader linguistic and cognitive repertoire. They make use of prior language and cognitive knowledge. They reactivate and relate all their languages and adapt strategies from previous learning experiences. L2 learning focuses on the learning of a specific language in separation, while bilingualism, multilingualism, and L3/L3+ learning are unified under the umbrella of involving the additional languages of multilinguals in the learning process (Cenoz & Gorter, 2011, 2020).

2.4. Mental Lexicon of Bi- and Multilinguals

In the previous chapter the different ways of learning languages between mono- and bi/multilinguals was discussed, while in this chapter three models of how bi-/multilingual lexicon is organized will be presented.

The Revised Hierarchical Model (Kroll & Stewart, 1994; Kroll & Tokowicz, 2005) which was developed by Kroll and her colleagues, proposes that lexical and conceptual representation of the first (L1) and the second (L2) languages are separate but interconnected.

According to this psycholinguistic model, in order to access the meaning of L2 words beginning bilinguals use indirect connections via first language translation equivalents (L2 → L1 → Conceptual system), however proficient bilinguals, have settled direct links to L2 (L2 → Conceptual system), and can reach the meanings of L2 words without depending on their L1 (Ellis, 2008, p. 375).

An alternative model of the bilingual lexicon is the Bilingual Interactive Activation (BIA) model (Dijkstra, 2005). According to this connectionist model, L1 and L2 words are interconnected in a single integrated lexicon. During word recognition-process, bilinguals have non-selective lexical access because the languages are integrated and the bilingual lexicon accommodates words from both languages. Both languages are activated even though the input or the required output is only in one language. Also, the research has shown that when bilinguals or second language learners are involved in word recognition process they have non-selective lexical access in reading (Dijkstra, 2005) and listening (Marian, Sprivey & Hirsch, 2003). Moreover, BIA was developed to the Multilingual Interactive Activation model (MIA)(Dijkstra, 2003; Dijkstra & Van Hell, 2003), which involves more than two languages. MIA suggests the same principles valid for BIA such as the activation of lexical representations from multiple languages. It is suggested (Dijkstra, 2003) that the coexistence of more than two languages in the lexicon will increase the competition but with a non-significant slowing effect on visual lexical access (Goral, Levy, Obler & Cohen, 2006).

Another model with a single integrated lexicon for bilinguals has been also suggested (Kirsner, Lalor & Hird, 1993). According to this model, the interconnections between languages in the lexical system are defined by the similarities among words in terms of form and meaning. Therefore, the links between similar languages with shared features such as typology, orthography and cognates, are suggested to be stronger than the links between different languages (Goral et al., 2006).

To sum up, from three models of bilingual lexicons and the related research it could be assumed that the lexicons of proficient bi-/multilinguals are interrelated, simultaneously activated and are non-selectively accessed during audial and visual word recognition. Similarities between languages make some links stronger and more activated than the others (Goral et al., 2006). In cases of bilinguals with low L2 proficiency, the access to L2 words is given indirectly via their L1 equivalents.

Furthermore, the research on multilinguals and the lexical connections among their native and non-native languages indicated evidence for direct lexical connections between two non-native languages, cognate and non-cognate activation during word recognition (Goral, 2002; Goral et al., 2006; Lemhöfer, Dijkstra & Michel, 2004). Also, very strong lexical connections and interlanguage activations were found (Goral et al., 2006) between two non-native, formally learnt and typologically close languages (French and English) of an aphasic multilingual. The inter-activation between these two languages was stronger than the inter-activation between each of these two non-native languages and the native language (Hebrew) of the participant. The authors of the study (Goral et al., 2006) concluded that a third language (L3) may be learned in relation to a previously learned non-native language (L2), by building and making use of strong lexical connections with that language (Goral et al., 2006).

2.5. Plurilingual Approaches (PA)

The wholistic paradigm in multilingualism has been reflected in learning and education as pedagogical applications called plurilingual approaches (Cenoz, 2013b; Council of Europe, 2001, 2020). According to Council of Europe (2001), plurilingual approaches embrace learners' all languages and culture because the languages are not in separated modules but are interrelated with culture and each other. In language teaching, these approaches challenge isolation of languages because languages support and contribute to each

other to build up a flexible and dynamic competence. In addition, plurilingual approaches focus on learners' plurilingual and intercultural repertoires, promote the integration and diversity of languages in the classroom, raise learners' language awareness and give equal value to all languages and cultures (Beacco, Byram, Cavalli, Coste, Cuenat, Goullier & Panthier, 2016).

Otwinowska (2014) also uses the term plurilingual approach and summarizes it as 'making use of the learners' first and other languages to teach more effectively' (p. 102). Otwinowska (2014) suggests plurilingual strategies for teachers like encouraging and training 'learners to actively search for similarities across any languages they know' (p. 102), such as using cognates and orthographic neighbors. Otwinowska (2014) also suggests the using of English, the international lingua franca, as a bridge between learners' native language and their other languages by making use of similarities for better language learning.

Otwinowska (2014) also discusses teachers' plurilingual awareness which refers to "the complex ability to promote plurilingual approaches in the language classroom" (p. 103) and covers properties such as, being plurilingual, being with high cross-linguistic awareness of the languages of the learners and the curriculum, with knowledge of multilingual behavior and with an ability to activate learners' language repertoires. In addition, it includes encouraging strategies for transfer from one language to another, having the skill to alternate languages in the classroom in a meaningful and pedagogical manner, and engaging in collaboration with other teachers (Beacco et al., 2016; Otwinowska, 2014). Teachers' plurilingual awareness is based on three main components. The first component is teachers' cross-linguistic and metalinguistic knowledge which refers to the awareness of similarities and differences between the language taught and the learners' L1, L2 and L3/L3+. The next component is teachers' knowledge about adopting a plurilingual approach in the classroom, which refers to training learners to search for similarities across the languages they know. The

third component is teachers' psycholinguistic knowledge of individual learner differences that facilitate learning such as, knowing that bilingual learners differ from multilinguals in the process of language learning (Otwinowska, 2014).

2.6.Translanguaging

Translanguaging is defined as "an action undertaken by plurilingual persons, where more than one language may be involved. A host of similar expressions now exist, but all are encompassed by the term plurilingualism" (Council of Europe, 2020, p. 31). This definition refers to it more as a practice and classified it under the term plurilingualism. As a concept classified under plurilingual teaching approach, translanguaging is suggested for plurilingual education, and is used interchangeably with plurilingual pedagogies in literature (García & Wei, 2014; González-Davies, 2017; Lin, 2013; Pujol-Ferran, DiSanto, Rodríguez & Morales, 2016) . Also, translanguaging is used as 'an umbrella term' (Cenoz & Gorter, 2017, p. 314) which shares and combines the features of all plurilingual approaches. What is more, apart from covering both the overlapping and distinguishing features among plurilingual approaches, translanguaging adds more cognitive and social nuances to them (García & Wei, 2014).

The term translanguaging was coined by Cen Williams (Williams, 1996) and originates from a bilingual context in Wales as a pedagogical practice where students are prompted to alternate English and Welsh when moving between receptive or productive skills (García & Wei, 2014 and the references therein). Since then, translanguaging approach has extended its meaning to a cognitively deeper process of "making meaning, shaping experiences, gaining understanding and knowledge through the use of two or (more) languages" (Baker, 2011, p. 288) to mediate mental processes in learning of the four skills (Lewis et al., 2012). (Canagarajah, 2011) definition added wholistic, dynamic and sociolinguistic aspects to translanguaging as "the ability of multilingual speakers to shuttle

between" languages in "an integrated system" (p. 401) "according to the needs of the context and local situation" (p. 4-5). Along with enhancing the wholistic, dynamic, cognitive and sociolinguistic dimensions, García and Kano (2014) added pedagogic and ideological aspects to translanguaging, which they define as "a process by which students and teachers engage in complex discursive practices that include all the language practices of all students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality" (p. 225). In Fig. 2 below the goals and strategies used in translanguaging pedagogy display concretely the cognitive, wholistic and social nature of translanguaging.

	Why? GOAL	What? POSSIBLE STRATEGIES
1	Differentiate and adapt	Translation
2	Build background knowledge	Collaborative dialogue Collaborative grouping Reading multilingual texts Multilingual listening/Visual resources Project learning Thematic units Research
3	Deepen understanding, develop and extend new knowledge, critical thinking	All of the above + Inner speech Multilingual writing
4	Cross-linguistic transfer and metalinguistic awareness	Word walls Sentence starters Cognates Comparing multilingual texts Multilingual vocabulary inquiry Multilingual syntax/Morphology inquiry
5	Cross-linguistic flexibility	Alternating languages and media Translating Translanguaging in writing Translanguaging in speaking
6	Identity investment and positionality	All of the above
7	Interrogate linguistic inequality	All of the above

Figure 2.1. Teaching to learn content and language through translanguaging. Reprinted from García & Wei, 2014, p. 120.

García and Wei (2014) classify the translanguaging strategies identified in Fig. 2.1 into three categories: a) meaning-making strategies, b) multilingual/multimodal classroom design and c) the integration of collaboration and cross-linguistic strategies to raise metalinguistic

awareness. Meaning-making strategies emphasize the cognitive aspect of translanguaging by involving reflection, critical thinking, and inner speech when translanguaging. The second category implies the wholistic nature of translanguaging and involves a language-integrated curriculum by using multimodal and multilingual sources and materials such as technologically enhanced media, multilingual word walls and cognate walls to prompt wholistic multilingual behavior. The third category integrates the sociolinguistic and cognitive aspects of translanguaging to extend the metalinguistic awareness of students. It includes collaborative dialogues, cooperative tasks of cross-linguistic comparisons, and translation among students to make meaning (García & Wei, 2014).

Fig. 2 of translanguaging strategies above confirms that the distinct and advantageous features of translanguaging are its deep cognitive and social aspects. In translanguaging process, plurilingual speakers are cognitively and socially engaged because they select meaning-making features from their integrated language system and freely combine them to build meanings. This process makes translanguaging transformative which leads to cognitive and social changes in multilinguals' linguistic repertoire and behavior. Thus, translanguaging encourages learners to go beyond traditional academic conventions and to obtain new, creative and liberating perspectives on language learning (García & Wei, 2014). For this reason, when applied pedagogically, translanguaging is more than supporting instruction and language learning. It is about deeper understanding involving cognitive processing of the assimilation and accommodation of information in receptive skills, and strategic selecting from the brain storage for productive skills. Moreover, translanguaging approach suggests that plurilinguals do not automatically and effortlessly transfer skills from L1 to L2 because in translanguaging they make maximum use of their entire linguistic repertoire to make meaning and undergo cognitive transformations during this process. Thus, translanguaging in education challenges the separate language performance in education and encourages plurilingual

practices that enable students to integrate languages in assistance with reflections and meaningful learning (García & Wei, 2014).

The dynamic, cognitive and social aspects of translanguaging distinguish it from code-switching and translation. Translanguaging is beyond the shift between two languages in the sense that plurilinguals are cognitively and socially engaged when co-construct meanings to build a hybrid language repertoire (García & Wei, 2014). As mentioned before in this paper, differently from Grosjean's (2008) perspective on code-switching as a matter of activation of target and deactivation of non-target language system, García and Wei (2014) consider the constant activation of all languages on standby, in one single integrated and dynamic system, where they are ready to be selected mono or in combination for strategic use in different situations. For this reason, translanguaging practices are not separated into L1 and L2 but are an integrated system of students' plurilingual behavior in all skills and modes in the classroom. Therefore, translanguaging pedagogy is more than code-switching and translation, because translanguaging adds language integration, cognitive transformation and wholistic learning to them. (García & Wei, 2014).

In summary, translanguaging is a plurilingual approach suggested for both plurilingual and foreign language teaching. It is 'an umbrella term' (Cenoz & Gorter, 2017, p. 314) because it covers not only the shared features of all plurilingual approaches mentioned above but also some distinct features of individual approaches (Cenoz, 2013a; Cenoz & Gorter, 2017; García & Wei, 2014). However, what makes translanguaging more universal and advantageous is its cognitive and sociolinguistic depth added to plurilingualism. Along with integrating multiple languages and using them as a support to teach L2, L3 or L3+, translanguaging has a transformative role because it incorporates reflection, cognitive transformation and social engagement in language learning (García & Wei, 2014).

The recent research on translanguaging pedagogies has started to distinguish between 'spontaneous translanguaging' pedagogies (Spontaneous TP) and 'planned translanguaging' pedagogies (Planned TP) (Leonet et al., 2017; Lin, 2020). Spontaneous translanguaging pedagogies occur when bi-/multilingual teachers and students spontaneously translanguage or naturally shift between languages without planning or design to foster teaching and learning. However, planned translanguaging involves planned, designed instructional strategies used with a pedagogical purpose. Pedagogical translanguaging involves teachers and curriculum designers who know in detail the linguistic features of the languages from students' repertoire. The aim is to design strategies and materials which integrate, compare and contrast learners' all languages to develop their competencies in these languages without confusing them. Translanguaging materials include planned and sequenced explanations and activities which combine two or more languages, display the differences and similarities between these languages and develop students' meta- and cross-linguistic awareness (Leonet et al., 2017; Lin, 2020). The main difference between planned and spontaneous TP is that the former goes beyond the alternation of two languages as it can be one of the strategies but there can be an alternation of three and more languages depending on students' linguistic repertoire. Planned TP is also different from spontaneous TP since it is designed for teaching languages or content. Spontaneous TP can be used pedagogically to raise learners' awareness about the use of multiple languages in natural communication (Cenoz & Gorter, 2020).

2.6.1. Translanguaging pedagogies and engagement in learning process.

In this section, the engagement of students in the learning process from an emotional, social and cognitive perspective will be elaborated. Then, an attempt will be made to associate emotional, social and cognitive engagement in learning with translanguaging.

Engagement is defined as "the extent to which students are actively involved in a variety of educational activities that are likely to lead to high quality learning" (Coates, 2005,

p. 26). On the other hand, according to social constructivism, learning is a process of change in personal conceptions due to the interaction between new learning, old experiences and social context. In addition, learning is a complex and multifaceted process having affective, cognitive and social dimensions (Roberts, 2016). Thus, engagement in learning could be classified into three main categories: (1) emotional, (2) cognitive and (3) social engagement (Parsons & Taylor, 2011). Emotional engagement refers to students' positive feelings, reactions to peers, teachers and learning which lower the anxiety and foster their motivation to learn (Harris, 2008). Cognitive engagement refers to personal and meaningful involvement in learning which makes students active, focused, strategic and autonomous learners (Harris, 2008, p. 57). A cognitively engaged learner builds connections between the input and their background knowledge (Roberts, 2016), between TL and previously learnt languages by transferring linguistic elements and strategies from previous language to TL learning (Hufeisen, 2004; Neuner, 2004). Social engagement refers to students' interaction and collaboration with their teacher and peers, which enhances classroom participation, exchange of knowledge and involvement in learning (Alsowat, 2016).

Based on translanguaging strategies and goals suggested by Garcia and Wei (2014), translanguaging may also be approached from affective, cognitive and social perspective of learning. The strategies promoting cross-linguistic flexibility, identity investment and questioning linguistic inequality could be classified under the affective benefits of translanguaging. Such strategies respect students' identity and individuality and make them feel secure and comfortable. Strategies raising cross-linguistic awareness, critical thinking, deep understanding and the like could contribute to the cognitive engagement of students in learning TL. Finally, collaborative dialogues and grouping via translanguaging are likely to scaffold the social aspect of learning (García & Wei, 2014)

3. REVIEW OF LITERATURE

The following chapter will reveal the review of literature in three parts. First, the study will explore the research on plurilingual teachers and L2 vs. L3/L3+ learners. Then studies on translanguaging will be summarized and finally, the related research in the Turkish context will be presented.

3.1. Research on Plurilingual Teachers and L2 vs. L3/L3+ Learners

The research on L2 vs. L3/L3+ learners is conducted mainly in plurilingual, minority and immigrant contexts. The findings related to L2 vs. L3/L3+ learners are that bilinguals have advantages over monolinguals when learning a foreign language (Cenoz, 2013a; De Angelis, 2007). Cenoz, (2013a and references therein) summarized studies in bilingual programs and immigrant contexts and noted down that the findings in the former are more consistent than in the latter. For example, Sanders and Meijers (1995) found no advantages for immigrant Turkish-Dutch or Arabic-Dutch bilingual students learning English as L3 compared with monolingual Dutch students learning English as L2. Cenoz (2013a) explained the results by socioeconomic, cultural and social factors affecting the status of the immigrants in that case. On the other hand, the studies (Cenoz, 2013a) on bilingual programs have found advantages of bilinguals over monolinguals in language learning. Cenoz, (2013a) explains these advantages of bilinguals with their higher level of metalinguistic and cross-linguistic awareness, developed learning strategies, rich language learning experience, broader linguistic repertoire, and a higher level of proficiency of previously acquired languages. Other findings on benefits of multilinguals indicated that students' L1s (Spanish/Catalan) and L2 (German) facilitate L3 English acquisition (Sánchez, 2015). In addition, in contexts of formal language instruction De Angelis (2007 and references therein) summarizes the positive effects of previous languages known on language learning in terms of translation tasks (Gibson & Hufeisen, 2003), communication in L2 (Dewaele, 2002) and grammatical metalinguistic

awareness (Kemp, 2001). What is more, Dmitrenko (2017) explored how multilingual adults' learning strategies are different from those of L2 learners in Spain. She found a significant correlation between the learners' degree of multilingualism and the use of multilingual strategies of language learning. The main difference between L2 and L3/L3+ learners in terms of strategy preference was "establishing relationships between similar languages and taking advantage of their commonalities" (p.16). Dmitrenko (2017) explained this difference with "the variety and number of languages known, acquired learning experience and the degree of metalinguistic awareness" of learners (p.17).

Research involving plurilingual teachers is less but makes a valuable contribution to the literature. For instance, Otwinowska (2014) found a positive relationship between multilingualism and plurilingual awareness: the more languages and higher proficiency Polish EFL teachers have, the higher plurilingual awareness they reveal, which means that multilingual teachers tend to have higher plurilingual awareness than their bi- and monolingual counterparts. Other findings supporting Otwinowska (2014) indicate that compared to monolingual ones, plurilingual teachers with a personal history of multilingualism are more open to multilingual pedagogies (Higgins & Ponte, 2017). Also, they have higher metalinguistic awareness and are likely to adopt cross-linguistic practices in ESL classrooms with adult immigrants in Australia (E. Ellis, 2013; E. M. Ellis, 2004). The cross-linguistic practices which distinguished ESL plurilingual language teachers from monolingual ones included using knowledge of other languages at the level of phonology, lexis, grammar, syntax, discourse, and pragmatics to understand language and help students with their challenges (Ellis, 2004). Other elicited features of plurilingual teachers were their positive attitude to language learning, their direct experience in plurilingual and immigrant settings such as code-switching, sharing this experience with students and showing empathy to their students who are also of mixed language backgrounds (Ellis, 2013).

One of the few studies in L3/L3+ learning related to both students and their teachers is Aronin and Ó Laoire's (2003) who collected data from multilingual students and gets indirect information about multilingual teachers. The questionnaires (Aronin & Ó Laoire, 2003) reveal that trilingual students from Israel and Ireland prefer their teachers of L3 to be trilingual as well even if the teacher only teaches one language. Moreover, trilingual students prefer their trilingual teachers to use the three languages of the classroom for facilitating and practical reasons. As quoted from the study, one of the students said, "it's easier for a teacher to explain, it's easier for me to understand" (Aronin & Ó Laoire, 2003, p. 212).

3.2. Research on Translanguaging Pedagogies

The research on translanguaging as a teaching pedagogy is new but with rich and valuable findings. Similar to the research on all plurilingual approaches, the studies have followed qualitative and mixed-method designs which were used to collect data mainly from multi- /bilingual education contexts with participants from immigrant, minority and plurilingual communities. The data were collected through quantitative tools like experiments and questionnaires, and through qualitative, ethnography methods such as classroom observations, recordings, interviews, reflections, students' writing papers and surveys. These diverse research designs have given deeper affective, social and cognitive insight into the classroom and indicated benefits along with some issues of translanguaging pedagogies in the classroom.

The studies on translanguaging could be classified according to their focus on students, teachers, or on the whole classroom including both parties. Qualitative findings from student-driven data indicate that translanguaging pedagogies have developed positive learning experiences and multilingual identities of student-teachers in South Africa (Makalela, 2015, 2018). Also, university students from undergraduate psychology classroom at the University of Puerto Rico displayed neutral to a positive view on their instructor's translanguaging

pedagogy. This result was explained by students' probable familiarity and frequent exposure to code-switching and translanguaging out of the classroom (Rivera & Mazak, 2017).

The quantitative findings on students in translanguaging classrooms belong to studies with an experimental or mixed-method design. The experimental results indicate a significant effect of translanguaging pedagogies on students' morphological awareness in French and English in Canadian immersion programs (Lyster, Quiroga & Ballinger, 2013), and on students' vocabulary in the additional language, they are learning in a teacher training program in South Africa (Makalela, 2015). Similarly, translanguaging techniques involving the use of Spanish-English cognates have a positive effect on English vocabulary and reading comprehension of Latino students in the USA (Arteagoitia & Howard, 2015).

The research on translanguaging pedagogies with a focus both on teachers and students follows mainly mixed-method, class ethnography, and case study designs. For instance, the mixed-method study of González-Davies (2017) examined translation as a translanguaging technique in classroom contexts where English, Spanish and Catalan are taught in an integrated manner. By including teachers' and students' perceptions, González-Davies (2017) concluded that the explicit use of translation did not hinder the target language. Moreover, translation practices facilitated language learning by developing cognitive and socio-affective learning strategies, and plurilingual and intercultural competence of the students. Another study involving teachers and students (Creese & Blackledge, 2010) explored translanguaging pedagogies in Chinese and Gujarati community language schools in the United Kingdom. Data was collected through in-class audio-recording, observations and interviews from both teachers and students who belong to the same plurilingual community. The authors found that both teachers and students are translanguaging in class for identity reasons, and language teaching and learning. They also found that teachers used translanguaging pedagogies to help students interrelate the social, cultural, community, and

linguistic aspects of their life with language learning. What is more, the overlapping languages of teachers and students fostered translanguaging practices and the integration of languages in these schools (Creese & Blackledge, 2010). Adding to the studies above, Durán and Palmer (2014) examined Latino students' and teachers' translanguaging in a two-way immersion school in Central Texas. The results of the study indicate that both parties integrated Spanish and English in their talks. Teachers applied translanguaging strategies and gave freedom to the language choices of their students in most part of the day even in more structured, teacher-led activities. Teachers' translanguaging pedagogies and students' freedom to translanguage, supported target language learning in that context at different proficiency levels (Durán & Palmer, 2014).

The studies with teacher-driven data support add to the research above. For instance, Pujol-Ferran, DiSanto, Rodríguez, and Morales (2016) explored translanguaging pedagogies of four professors in science, humanities, education, and linguistics courses at a college with a high percentage of minority Latino students. The professors displayed translanguaging practices such as translation, code-switching, cross-linguistic analysis, and the use of students' known languages to complete assignments. Professors reported that these translanguaging pedagogies were motivating for minority students to progress in their education at that college. This was because translanguaging strategies fostered students' participation, collaboration, linguistic diversity, and cultural experiences. In addition, translanguaging pedagogy developed deeper content, academic and metalinguistic knowledge by stimulating comparisons across languages and links between prior knowledge and personal experiences (Pujol-Ferran et al., 2016). Another study (Martínez, Hikida & Durán, 2015) revealed different and unexpected aspects of teachers' translanguaging. The study displayed some inconsistency between the ideology and the actual practice of translanguaging after exploring two bilingual teachers in Spanish-English dual language elementary classrooms in

southern California. Teachers reported perspectives in favor of language separation, unmixed, academic Spanish and focus on the language of instruction. However, contrary to their ideology the teachers used translanguaging pedagogies in class which reflected their everyday bilingual and code-switching behavior (Martínez et al., 2015). A recent study (Deroo & Ponzio, 2019) has investigated teachers' perceptions of translanguaging in the USA context. The teachers' perceptions of translanguaging covered mainly the constraints and challenges related to this pedagogy. Regardless of being mono- or bilingual, participants had concerns about the challenges and constraints related to translanguaging. Teachers had worries about linguistic limitations like not knowing each of the languages their students know, or about institutional constrains like translanguaging itself not being included in the curriculum (Deroo & Ponzio, 2019).

Different from the research so far, a recent study has expanded translanguaging research by exploring and comparing translanguaging practices in multi- and monolingual classes in Belgium (Rosiers, Van Lancker & Delarue, 2018). The results of the comparison indicated that in both contexts translanguaging was integrated into strict, transitional and less-formal activities with social and identity purposes. However, it was only in the multilingual classroom that these practices were used by the teacher as well as the pupils for pedagogical purposes. Another difference is that the use of French or Arabic in the multilingual classroom reflected a norm-breaking movement away from standard Dutch, while translanguaging practices in the monolingual classroom represented a movement towards the norm of formal Dutch (Rosiers, Van Lancker & Delarue, 2018).

Recently, there has been innovative research on planned translanguaging pedagogies, which are included in the curriculum and are supported by translanguaging materials. A study (Leonet et al., 2017) reported intervention in a primary school based on planed translanguaging including three languages (1) Basque, (2) Spanish and (3) English. The

intervention involved oral translanguaging plus translanguaging materials with designed activities that incorporated two or three languages and highlighted similarities and differences between them. The teachers' interviews revealed that students responded positively to the translanguaging intervention and that the pedagogical project was successful. Also, benefits of planned translanguaging were reported such as improvement of vocabulary e.g., cognates, false friends and writing in Basque. Finally, intervention contributed to the development of metalinguistic awareness and Basque at the same level as other languages (Leonet et al., 2017). Another related study (Seals, Olsen-Reeder, Pine, Ash & Wallace, 2020) describes the process of analyzing natural translanguaging in multilingual teaching contexts in New Zealand and then applying this analysis to the creation of grammar-based, translingual children's books and teaching materials. The importance of such translingual pedagogical materials is that they facilitate the teaching process, embrace translingual practices and move them beyond traditional discussions of codeswitching in the classroom (Seals et al., 2020).

So far, the research on translanguaging has been related to plurilingual and minority contexts. However, recent research has also started to investigate translanguaging in English as FL contexts (Liu & Fang, 2020) and has revealed that a monolingual approach is inconvenient for both emergent bi- and multilingual learners of English (Phyak, 2018). The summarized research indicated not only benefits such as using L1 as a resource to learn the weaker TL, but also some limitations of translanguaging (Phyak, 2018, p. 58). For example, a study examined the opinion of both teachers and students in Japanese EFL context and revealed both positive and negative attitudes to the implementation of bilingual (Japanese and English) translanguaging pedagogies in EFL classes. The benefits reported by participants of employing Japanese (L1) with English (TL) are better understanding or teaching grammar and vocabulary, comparison of English and Japanese, giving instructions and feedback, engaging in small talk with students by teachers, asking answering questions, explaining and

understanding English texts, task management, time efficiency and the like. However, participants who were against the implementation of translanguaging commented on their concern that reliance on Japanese would increase in the classroom and the use of English would decrease (Turnbull, 2018). Recent research summarized in a study (Liu & Fang, 2020) also revealed some constraints of translanguaging such as, a monolingual language policy, a lack of guidance on implementation, personal linguistic purism ideology, overuse of L1 by students and confusion due to cross-linguistic interference, which prevented the adoption of a translanguaging pedagogies in EFL classrooms (Liu & Fang, 2020, p. 4,5). Based on the previous research, the same study (Liu & Fang, 2020) also suggested some pedagogical implications of translanguaging in EFL contexts. First, both teachers and students should raise their multilingual awareness. Second, systematic and contextualized translanguaging pedagogical strategies must be developed. Thus, the impracticality of monolingual teaching and the significant role of students' L1 will be recognized. Finally, collaboration between teachers and students and amongst teachers should be promoted. Teacher collaboration is important to exchange ideas about language policy and language use with their colleagues, while teacher-student collaboration is necessary to get feedback from students and spot their needs as learners. In that way, an appropriate model could be found and followed to implement translanguaging pedagogies in EFL contexts (Liu & Fang, 2020, pp. 6, 7).

Along with plurilingual and EFL contexts, resent research on translanguaging has started to explore second language classrooms as well, that is, teaching a language to foreigners in the country of the TL. For example, a mixed-method study (Wang, 2019) has investigated teachers' and students' attitudes to translanguaging between TL (Chinese) and L1 (English, lingua franca) in the Chinese as a second language classroom with adult foreign learners in Hong Kong. Teachers' attitudes to English-Chinese translanguaging were positive. They reported that they use English along with Chinese to foster (1) comprehension, (2)

efficiency and (3) motivation in the classroom. Translanguaging contributed to comprehension of grammar, vocabulary and nuanced differences between the two languages, which raised students' cross-linguistic intercultural competence. Also, translanguaging was used to check students' comprehension in class to avoid confusion or misunderstanding and to reduce anxiety. What is more, it fostered communication and participation, because if students were required to speak in TL only, they would not ask questions in class. Second, translanguaging was very efficient and practical in this context because it was time-saving. The monolingual classroom was discouraging and not useful for beginners as students, as they can always get sufficient exposure to TL outside of the classroom. Finally, according to teachers, translanguaging promoted motivation, because many students were discouraged after their first contact with Chinese language learning. Teachers used English as a shared language to make their class communicative and fun. Like their teachers, students agreed that the use of English helps them understand better, learn faster, cope with anxiety, have relaxing moments, and sustain their interest and motivation in learning. Also, integrating English as a common lingua franca supported interaction, communication, improved comprehensibility, and made the class procedures practical and time-saving. In addition, students' motivation was both integrative and instrumental because they needed TL not only to learn it but also to socialize with local people and culture. That is why speaking in two languages was no danger of ignoring TL in the classroom. Moreover, students adopted translanguaging as a creative way to communicate with each other because English provides a lingua franca for all students from different linguistic backgrounds to share their learning experiences, feelings and concerns. Finally, students reported to need English for complicated concepts and grammar and to overcome orthographic difficulties of Chinese language (Wang, 2019).

The literature on exposure to multiple cultures and languages in education mentioned the benefits such as developing plurilingual and pluricultural competence and intercultural

awareness of students (Council of Europe, 2001, 2020). On the other hand, the research (Byram, 1998) also addressed some issues related to culture and identity in bi/multilingual education. Some psychological consequences are claimed to occur in multilingual and multi-ethnic classes, where two and more languages are both used as a medium of instruction and included in the curriculum. The classes of multilingual education are exposed to several languages and therefore cultures and individual students may thus be familiar with several languages and cultures, but they normally have only one ethnic/national identity. The main concern is that, if students have not developed a sense of belonging to the language(s) included in the curriculum, they might face some identity conflicts with these languages. What is more, if the languages in the curriculum are with explicit reference to particular cultures, this might become a source of stress and many issues of socialization and cultural identity. In EFL classes, there is a low risk of such negative consequences because English is widespread and not associated with a particular culture (Byram, 1998).

3.3.Research on L3/L3+ Learners and Translanguaging in Turkish Context

In the early 2000s, there were initiatives by the Turkish Ministry of National Education to integrate plurilingualism through piloting private schools in Istanbul (Mirici, 2008). On the other hand, according to Çelik (2013), after interviewing five Turkish instructors of English, no one of the teachers reported familiarity with or any training about plurilingualism. In terms of L3/L3+ learners, Korkmaz (2013) explored the language learning strategies of ELT university students who learn German or French as their L3. The author found that students used guessing strategy by relating previous learning experiences with new concepts when learning L3. Therefore, to understand unknown L3 words the students made associations with knowledge of their L2 (i.e., English).

The research on translanguaging in Turkish context is still new and mainly in EFL contexts limited to the integration of two languages only (L1 and TL). In a study (Yuvayapan,

2019) English language teachers' perceptions and actual use of L1 in class were examined through a questionnaire, class observations and interviews. The findings indicated that teachers held positive views on translanguaging and the integration of L1 (Turkish) with TL (English) in class in some situations. Teachers believed that the inclusion of Turkish (L1) in class contributes to classes with low proficiency students in terms of participation, clarifications, vocabulary description, classroom management, interaction and teacher-student rapport. However, teachers also mentioned the constraints of translanguaging in their EFL context. Sometimes they avoid inclusion of L1 in class due to the expectations of their institutions, colleagues and parents of their students. Also, teachers thought that this pedagogy did not contribute to learning English on a long-term basis. Sometimes they need translanguaging just to save time and catch up with the curriculum (Yuvayapan, 2019). Another study (Yuzlu & Dikilitas, 2021) measured the effect of planned translanguaging pedagogies on EFL learners' four language skills, and their perceptions towards its in-class implementation as a pedagogy involving L1 (Turkish) and TL (English) in high-schools. The experimental groups were subject to a 10- week of translanguaging pedagogy, whereas the rest two control groups were taught through grammar-translation methods and communicative language approach. The findings indicated that planned translanguaging pedagogies had a positive effect on improving students' four English language skills overall. Also, students reported constructive, cognitive, interactive, and affective benefits of translanguaging pedagogy such as promoting meaning-making, autonomous learning, meta and bilingual awareness, learning, negotiation, clarification, a sense of comfort, and a sense of motivation to use and learn English. The study also offered implications for teachers and teacher educators regarding pedagogical translanguaging in teaching English. First, a systematic, planned and context-specific translanguaging between Turkish and English as an instructional and interactional language should be fostered in EFL classrooms. Second, educators should

reconsider monolingual policies, and pilot integration of translanguaging pedagogies into the curriculum by creating materials and assessment criteria accordingly (Yuzlu & Dikilitas, 2021).

3.4.Summary of Literature Review

To summarize, the research on multilingual teachers, L2 vs. L3/L3+ learners and translanguaging pedagogies is recent and scarce but valuable. It explored mostly bilingual and multilingual education contexts with plurilingual participants from minority and immigrant communities but less monolingual contexts of formal language learning. The results revealed L2 and L2/L3+ learners are different because learners' prior language knowledge, level and number of languages known have a positive effect on language learning. Bi- and multilingual learners make use of their previous languages when learning a new language and have higher crosslinguistic awareness compared to monolingual learners. In addition, teachers who are plurilingual and are teaching in plurilingual contexts tend to use more translanguaging pedagogies than their monolingual counterparts. Specifically, when both students and teachers are plurilingual and their languages overlap, translanguaging and language integration at school are more enhanced. The benefits brought by plurilingual teachers are practical, facilitated, and sympathetic teaching by applying cross-linguistic practices at the level of phonology, lexis, grammar, syntax, discourse, and pragmatics to understand language and help students with their challenges.

The research on translanguaging focuses on bi-/multilingual contexts most, but recently it has included formal language learning such as EFL and SL teaching contexts. This research revealed both benefits and some issues of translanguaging pedagogies. As for the benefits in plurilingual education contexts, translanguaging is believed to develop positive learning experiences, multilingual identities, socio-affective learning strategies, and

plurilingual and intercultural competence of the students. Also, translanguaging helps plurilingual students interrelate the social, cultural, community, and linguistic aspects of their life with language learning. The common benefits of TP among plurilingual, EFL and SL contexts are related to (1) comprehension, (2) efficiency and (3) motivation in the classroom. The research reported that TP help for better and faster comprehension of vocabulary, reading texts, content, complicated concepts and grammar, and orthographic difficulties of TL. This comprehension occurs when TP are used for language comparison, giving instructions and feedback, asking answering questions, explaining and understanding TL texts, and giving clarifications and vocabulary descriptions. The other common benefit of TP between contexts is efficient and practical teaching by promoting participation, collaboration, task and time management, communication and teacher-student rapport. TP are also very motivating for many teaching contexts because they help students cope with anxiety, have relaxing moments, and sustain their interest and motivation in learning. Differently from other contexts, the motivation type was reported to be both integrative and instrumental in multinational classes with foreigners learning SL in the country of TL. Also, in multinational classes, translanguaging is a creative way to communicate with each other by using English or other lingua franca as a shared language. This means the risk of ignoring TL and overusing L1 is very low, because learners need TL to communicate with locals and need a shared lingua franca to understand each other in class.

The research on planned TP is very scarce but revealed its advantages in both multilingual and EFL contexts. In multilingual contexts, planned TP assisted by translanguaging materials improved vocabulary e.g., cognates, false friends, raised metalinguistic awareness of students, facilitated the teaching process, embraced translingual practices and moved them beyond simple code-switching in class. In EFL context, planned TP without any mentioned materials, had a positive effect on students' four English language

skills overall. In addition, planned TP had constructive, cognitive, interactive, and affective benefits such as meaning-making, autonomous learning, meta and bilingual awareness, learning, negotiation, clarification, a sense of comfort, and a sense of motivation to use and learn English.

On the other hand, translanguaging research has revealed some issues as well. To begin with, when teachers are translanguaging, students could be sometimes indifferent and neutral to these hybrid pedagogies. There are also cases when plurilingual teachers could believe in language separation, but they may not be aware of their mixing of languages in class or vice versa. Moreover, the function of translanguaging strategies may depend on sociolinguistic factors. While used with a pedagogical purpose in multilingual classrooms, translanguaging practices lose this property in monolingual classrooms. The research has also revealed some challenges which prevented the adoption of a TP in EFL teaching contexts such as, a monolingual language policy, a lack of guidance on implementation, personal linguistic purism ideology, overuse of L1 by students and confusion due to cross-linguistic interference. Teachers' own beliefs also restrained them from using TP practices. Teachers had worries about linguistic limitations like not knowing each of the languages their students know. The final issue is the negative psychological consequences of multilingual curriculum on multi-national/ethnic classes. If the languages included are not part of their ethnic and cultural identity this will result in stress, and many issues of socialization and cultural identity. In EFL classes, there is a low risk of such negative consequences because English is widespread and not associated with a particular culture.

The research on translanguaging has elicited valuable pedagogical implications of translanguaging in EFL contexts. First, the researchers suggest that collaboration between teachers and students and amongst teachers should be promoted to understand the needs of the students in a specific context. Second, systematic, planned and context-specific

translanguaging between Turkish and English as an instructional and interactional language should be developed in EFL classrooms. Second, educators should reconsider monolingual policies, and pilot integration of translanguaging pedagogies into the curriculum by creating materials and assessment criteria accordingly.

The research on plurilingualism and translanguaging is very scarce and not enough to give a real picture of TP in a Turkish context. The few studies focused mainly on EFL classrooms with translanguaging between only two languages (L1 and TL). These studies revealed some benefits, challenges of TP and suggested several implications. The research on L3/L3+ learners is not sufficient as well and confirmed that L3 learners benefit from cross-linguistic learning strategies. Therefore, further research is needed in the Turkish context to explore panned vs spontaneous TP, bilingual vs. multilingual TP, L2 vs L3/L3+ learners and classrooms with TL different from EFL.

4. METHODOLOGY

Methodology is the epistemological orientation which lays the foundation of the research. Methodology includes author's assumptions about the nature of reality and knowledge which is reflected in the design and implementation of the studies. Therefore, author's theoretical approach to the phenomena specifies what methods to use for the exploration of these phenomena. Methods are about the way, the tools used to collect data in research projects such as questionnaires, interviews, and observations (DeMarrais & Lapan, 2004).

4.1. Mixed-Method Design

The research design for the present study followed Mixed method research (MMR hereafter), which 'combines methods of data collection and analysis from both quantitative and qualitative traditions' in a single study (Fraenkel & Wallen, 2009, p. 557). MMR is

preferred because using both methods than either of them alone, provides a more complete understanding of the research problems (Fraenkel & Wallen, 2009). This feature of MMR is in line with the wholistic approach of the present study to multilingualism, which integrates languages for linguistic, cognitive and social support in learning. Therefore, MMR may respond more adequately to the complexity of the present educational context where multiple languages are involved.

MMR emerged in the 1950s with the suggestion that using single-method approaches makes a study more vulnerable to criticism due to the weakness of the approach used. MMR was proposed with the argument that tools should be freed from the epistemology of their origin. Instead of conditioning the phenomenon with a specific method, the researcher should make use of a wider range of tools to meet the demands of the research problem. When the findings across different data and methods support each other, they contribute to the validity of the results. In addition, the strengths of the methods compensate for each other weaknesses (Fraenkel & Wallen, 2009).

As mentioned above, MMR involves the use of quantitative and qualitative research methods in a single study. Quantitative research is deductive, involves numerical data and statistical findings to support or refute a hypothesis or theory. On the other hand, the latter is inductive and derives theories from specific cases and qualitative data such as narratives and interviews (Fraenkel & Wallen, 2009). Fig. 3 below displays the main differences between quantitative and qualitative methods.

Qualitative research	*Quantitative research*
Advocates use of qualitative methods	Advocates use of quantitative methods
Concerned with understanding human behaviour from the actor's own frame of reference	Seeks facts or causes of social phenomena without regard to the subjective states of the individuals
Naturalistic and uncontrolled observation	Obtrusive and controlled measurement
Subjective	Objective
Close to the data: the 'insider' perpsective	Removed from the data: the 'outsider' perspective
Grounded, discovery-oriented, exploratory, expansionist, descriptive, and inductive	Ungrounded, verification-oriented, confirmatory, reductionist, inferential, and hypothetical-deductive
Process-oriented	Outcome-oriented
Valid: 'real', 'rich', and 'deep' data	Reliable: 'hard' and replicable data
Ungeneralisable: single case studies	Generalisable: multiple case studies
Assumes a dynamic reality	Assumes a stable reality

Figure 4.1. Terms commonly associated with qualitative and quantitative approaches to research. Reprinted from Nunan (1992, p. 4).

From Fig. 3 above it could be implied that MMR combines two opposing and incompatible paradigms for illuminating a research problem. For some researchers called *purists*, it is an issue and they claim that these paradigms cannot be integrated. Other researchers called *situationists* advocated that methods could be adapted to a particular situation. A third group called *pragmatists* believed that multiple paradigms could be used in a single study (Fraenkel, & Wallen, 2009). Thus, pragmatism is considered to underpin the philosophical foundation of MMR. The argument of pragmatism is that researchers should choose "whatever works" (Fraenkel & Wallen, 2009, p. 559) to find the answer to their research question. The method which works could be quantitative, qualitative or a combination of the two (Fraenkel & Wallen, 2009).

Pragmatists reconcile two opposing methods by isolating them from the methodology of their origin. They consider methods just as the ways of gathering data and free them from their epistemological conditions. They distinguish between 'the use of a method and what can be implied from the data that was gathered using that method' (DeMarrais & Lapan, 2004, p.

270). This means that the same tool could be used by two types of approaches but in a different manner for different purposes. For instance, qualitative tools such as observation and interviewing can be used also in quantitative research papers (Fraenkel, & Wallen, 2009). To illuminate completely the problem of the study, the researcher is the one to select the way the data is collected and analyzed (DeMarrais & Lapan, 2004).

4.2. Study Design Rationale

The present study has adopted MMR because it has several important benefits. One of the main advantages of MMR is its complementarity. The aim of complementarity is to enhance the findings of one method with the results of another method. The breadth and generalizability of quantitative findings are complemented by the depth of qualitative studies. For example, the quantitative method may help to find a positive or negative relationship between variables or significant differences between independent groups. In addition, qualitative tools such as interviews may help to understand why and how the groups are different (DeMarrais & Lapan, 2004; Fraenkel & Wallen, 2009). Similarly, the present study compared groups with and without intervention and used questionnaires to measure and compare attitudes to TP. Consequently, qualitative tools such as interviews and visual tasks were used to explore in-depth the process behind group differences.

In addition, MMR is useful to cross-validate findings of the study. When the results of multiple methods converge on a single understanding of a single phenomenon, the validity, and trustfulness of the findings are expected to increase. This cross-validation or triangulation of methods could be utilized within a single method (quantitative or qualitative) and across methods (both quantitative and qualitative) to study the same research question. For instance, quantitative tools such as questionnaires and their results on correlations or group differences are compared with qualitative similarities or differences between groups. In addition, the findings from qualitative tools such as interviews and visuals are checked for consistency

within themselves. Finally, qualitative data from transcribed interviews could be analyzed both qualitatively and statistically. The consistency between all these findings contributes to the validity of the study. However, if they are not consistent the reasons for the lack of convergence could be investigated. The result of this investigation may result in an unpredicted variable or process factors (DeMarrais & Lapan, 2004; Fraenkel & Wallen, 2009). In the present study, this cross-validation was carried out by comparison between and within quantitative findings from questionnaires and scores, and qualitative findings from interviews and visuals.

As mentioned above the present study follows a mixed-method research design. The quantitative part adopted three designs (1) The Static-Group Comparison design, (2) causal-comparative research (ex post facto) and (3) a co-relational design. The last two designs allow for exploring a possible difference between groups or a relationship between variables without any manipulation, intervention by the researcher (Cohen, Manion & Morrison, 2000; Fraenkel & Wallen, 2009). While the correlational design investigated the relationships between variables, the causal-comparative research compared different groups with an attempt to predict the reason for, or the result of, this difference (Cohen et al., 2000; Fraenkel & Wallen, 2009). On the other hand, the Static-Group Comparison design is a type of weak experimental design with a post-test only. Two or more groups are compared but they are already formed because the subjects are not randomly assigned to the groups. Without a pre-test, there is an intervention in the experimental group and non- or different treatment in the control group(s). Finally, a post-test is administered to all groups at the same time to examine the effect of the treatment.

Co-relational and causal-comparative research enables researchers to make predictions of cause-effect relationships in retrospective cases or in situations where ethical and feasibility constraints prevent variables from being manipulated and examined by

experimental designs. However, this methodology alone does not allow causal statements because it provides much weaker evidence for causation than do experimental studies. The investigator cannot isolate and control every possible variable, therefore, cannot know with absolute certainty that the result is due to the independent variable. This methodology only identifies variables as predictive of the differences between groups and can claim only of the possibility of a cause-effect relationship to be tested in subsequent experimental studies (Cohen et al., 2000; Fraenkel & Wallen, 2009). The Static-Group Comparison design allows causal statements as a type of experimental design, but it has several weaknesses due to lack of randomization and pre-test. The important drawbacks are insufficient control of independent variables and low internal validity, which leads to difficulty assessing the effectiveness of the treatment on groups (Fraenkel & Wallen, 2009).

4.3. The Role of the Researcher

The research design of the present study adopted MMR, which influenced the role of the researcher. As displayed in Fig.4.1 in part 4.1, in a qualitative approach the researcher has an insider and subjective perspective to the research process and data, while quantitative researcher has an objective, outsider perspective and does not interact with data (Nunan, 1992). The pragmatist paradigm behind MMR suggests that researchers should choose any approach or a combination of approaches which work to find the answer to their research question (Fraenkel & Wallen, 2009). Analogically, the researcher of the present study combined various roles to solve the problem of her research. When collecting and analyzing quantitative data, the primary role of the researcher was that of investigator with outsider and objective perspective. She followed the quantitative criteria for sample selection, controlling of variables and statistical analysis to gain generalizable findings. On the other hand, the researcher adopted an insider perspective when collecting qualitative data to explore the phenomenon in depth. Then she took the role of an observer and interviewer working with

participants from her education context such as her colleagues and students. In conclusion, to get rich and in-depth data, sometimes the researcher switched to an insider role. To enhance the reliability and validity of the study, sometimes the researcher collected and analyzed the data objectively as an outsider.

4.4. Participants

The participants of the present study consist of foreign language teachers (N=5) and their students (N=157) in the School of Foreign Languages at a Turkish State University and were selected via purposive and convenience sampling (Cohen et al., 2000). Table 1 below shows a summary of students, classes and their teachers.

Table 1

Sample characteristics of students and teachers

TL	TL starting level	Students	Classes	Teachers
		N	N	N
EN	A1	92	5	5
TUR	A1	52	1	1
RUS	A1	13	1	1
Total		**157**	**7**	**5**

Five teachers, who consist of three bilingual (BL1, BL2, BL3) and two multilingual teachers (ML1, ML2; the researcher is multilingual teacher ML1), were purposefully selected (DeMarrais & Lapan, 2004). The bilingual teachers have the competence of two, while multilingual teachers have the competence of three or more languages at least at B1 level CEFR (See App. A) (Council of Europe, 2020). Also, three bilingual teachers taught English, while two multilingual teachers taught English and Russian, or English and Turkish in two independent classes. Table 2 and 3 give more detailed information of teachers' background based on self-reported data from the background questionnaire.

Table 2

Teachers' demographic, education and professional background

Teacher Code	Gender	Age (years)	Education (completed or in progress)	Teaching Experience (years)	Experience Abroad	Teaching TL
BL1	F	45	Ph.D.	20	No	En
BL2	F	44	BA&TESOL	17	Yes	En
BL3	F	31	MA	10	Yes	En
ML1	F	43	Ph.D.	15	Yes	En, Rus
ML2	F	32	MA	11	Yes	En, Tur
Total	5					

Table 3

Teachers' language background on nationality, languages known and childhood bilingualism (age 0-4).

Teacher's Code	Nationality	Ls known ≥B1 Level CEFR	Childhood Bilingualism
BL1	Tur	2 (Tur-En)	No
BL2	Tur	2 (Tur-En)	No
BL3	Tur	2 (Tur-En)	No
ML1	Dual	4 (Bg-Tur-Rus-En)	Yes
ML2	Tur	4 (Tur- En- Fr-Sp)	No

The student-participants were students in the English, Russian or Turkish classes of the selected teachers and their TL was at A1 starting level at the beginning of the academic year. The students in English and Russian classes studied FL without changing their classes and teachers for the whole academic year from October 2018 to May 2019. However, the learners of Turkish were shuffled once in two months after each level exam and most of them changed their class and teachers at every level. Therefore, the learners of Turkish were selected under the condition of being a student in the class of teacher ML2 at least at one level from A1 to B2 within October 2018 – May 2019.

The students were classified into three groups according to their TL:

(1) English group (learners of English),

(2) Turkish group (leaners of Turkish) and

(3) Russian group (learners of Russian) as a foreign language. Due to convenience (Cohen et al., 2000) the Russian group was assigned to be the treatment group and the English and Turkish groups to be comparison (non-treatment) groups.

Table 4 and 5 give detailed information about students' background within groups based on self-reported data in the questionnaire.

Table 4

Students' demographic background i.e., gender and age

Group		**Gender**		**Age**			
TL		**F**	**M**	**18-29**	**30-39**	**40-53**	**Total**
EN	N	40	52	89	0	0	92
TUR	N	23	29	48	4	0	52
RUS	N	3	10	5	4	4	13
Total	**N**	**66**	**91**	**142**	**8**	**4**	**157**
	%	**42,0%**	**58,0%**	**92,2%**	**5,2%**	**2,6%**	**100%**

Table 5

Students' nationality and number of classes in each group

Group		**Nationality**		**Classes**	
TL		**TR**	**Foreign**	**N**	**Total**
EN	N	91	1	5	92
TUR	N	0	52	1	52
RUS	N	13	0	1	13
Total	**N**	**104**	**53**	**7**	**157**
	%	**66,2%**	**33,8%**		**100%**

Table 6 below showed students' language background, or the chronological order of learning TL i.e., being L2, L3, L3+ learners. L3+ includes learners L4, L5, L6. From the self-report in Table 6 it can be concluded that most of the students in the English group (87%) could be categorized as monolingual L2 learners because they are learning English as L2. On the other hand, learners of Turkish and Russian could be classified as L3/L3+ because most of them are bi-or multilingual and learn Turkish (96,2%) and Russian (100%) as L3/L3+.

Table 6

Students' chronological order of learning TL i.e., being L2, L3 or L3+ learners

Gr.TL		L2	L3	L3+	Total
EN	N	**80**	10	2	92
	%	**87,0%**	10,9%	2,2%	100,0%
TUR	N	2	8	42	52
	%	3,8%	**15,4%**	**80,8%**	100,0%
RUS	N	0	6	7	13
	%	0,0%	**46,2%**	**53,8%**	100,0%
Total	N	82	24	51	157
	%	52,2%	15,3%	32,5%	100,0%

According to the three tables above, the teaching context between three groups is slightly different. To begin with, there are five classes in the English group which are homogeneous in terms of nationality, age and language background. Therefore, the students in the English group could be classified as monolingual Turkish university students who are learning English as L2 and as a FL in English prep program. Turkish group is also homogeneous in terms of age, but unlike English group, the university students there are with a foreign status, from different nationalities (18 different L1s) and with multilingual language background (96,2%). In addition, the students from Turkish group are learning TL (Turkish) as SL in the context of its country (Turkey) in Turkish prep program as their L3/L3+ (96.2%). On the other hand, the students in the Russian group are all of Turkish nationality, are multilingual and L3/L3+ learners of Russian as a FL but are spread on three age bands. Also, because the context is an evening Russian course open to the public, the students belong to different occupations such as university students and employed graduates. English was a shared lingua franca in both Turkish and Russian groups.

To keep participants' identities confidential, codes instead of names were used in the study. The list of participants and their corresponding codes are given in Table 7 below.

Table 7

The list of participants and their corresponding codes

BL1	Bilingual teacher 1
BL2	Bilingual teacher 2
BL3	Bilingual teacher 3
ML1	Multilingual teacher 1
ML2	Multilingual teacher 2
Sn	Student, n= 1, 2, 3… e.g., S1=Student1, S2=Student2, S3= Student3…
SnBL1	Student (n) of teacher BL1, English group
SnBL2	Student (n) of teacher BL2, English group
SnBL3	Student (n) of teacher BL3, English group
SnML1	Student (n) of teacher ML1, English group
SnML2	Student (n) of teacher ML2, English group
SnR	Student (n) of teacher ML1, Russian group
SnT	Student (n) of teacher ML2, Turkish group

4.5. Setting

The context of the study is the School of Foreign Languages at a Turkish State University, where university students study a foreign language in one-year Preparatory Programs. The programs include English, German and French preparatory programs for Turkish students and Turkish preparatory program for foreign students. The English and Turkish preparatory programs are the focus of the study. At the beginning of each academic year, a proficiency test is administered to all students. The students who failed in the proficiency exam are then distributed to level classes according to a subsequent placement test. The levels in the prep programs range from A1 to B2 in accordance with CEFR (Council of Europe, 2020).

In addition to pre-sessional language programs for the students of the university, the School offers English, German, French and Russian courses to the public and students from the same and other institutions. From these external courses, the Russian class was selected for investigation in the study. The students from the Russian course are heterogeneous and have different university degrees and occupations.

Teachers in the School of Foreign Languages also have diverse profiles. They could be classified as (a) mono-, bi- or multilingual, (b) native, non-native foreign teachers, (c) having BA, MA or Ph.D. degrees and (d) teaching one or more foreign languages. Three bilingual and two multilingual teachers of Turkish origin who are teaching one or more FL were purposefully selected for the present study.

4.6. Data Collection Instruments

The quantitative data were collected from questionnaires (Wei & Moyer, 2008) and students' exam scores. Qualitative data was gathered through interviews (Maxwell, 2012; Wei & Moyer, 2008) and graphics elicitation tasks (Bagnoli, 2009). The table below summarizes the tools used.

Table 8

Instruments used in the research

Instruments / Participants	Quantitative	Qualitative
Teachers & Students	Questionnaires & Students' grades	-Interviews -Graphic elicitation tasks

4.7. Instruments Rationale

Data collection tools used in this study are questionnaires, semi-structured interviews and graphic elicitation tasks. These instruments were selected by considering their benefits in the research on multilingualism. However, their drawbacks were also taken into account.

Questionnaires are recommended for research on multilingualism as an efficient tool for gathering quantifiable information on bi- and multilingual speakers or communities rapidly and systematically. The knowledge gained through a questionnaire can be used to give a general overview of languages use in a given community, to find an association between variables or to identify target informants for further stages in the research (Wei & Moyer, 2008). However, the directive and close-ended nature of the questions do not allow for

collecting in-depth and contextually rich data on performance. This disadvantage could be compensated if questionnaires are administered in combination with other types of data, such as observations, recordings, field notes, and interviews (Wei, & Moyer, 2008).

The qualitative tools which were used in the study were interviews and visual tasks. Interviews are suggested for studies on multilingualism to gather biographical and contextualizing information from participants along with their views, values, and attitudes towards their own and others' linguistic practices. The problems of interviews are participants' possible untrue responses and researcher's bias which may distort the data. The suggested solution for researchers is making interviewees feel comfortable and controlling their own bias with reflection notes (Maxwell, 2013; Wei, & Moyer, 2008). Another solution is combining interviews with other qualitative data such as visuals.

The other qualitative tools used in the study were graphic elicitation tasks. Graphic elicitation tools are used to elicit visual, non-verbal and emotional data from the participants. This method involves drawing diagrams and symbols such as mind maps and biographical lines. Graphic elicitation is effective to obtain holistic data about participants' identities, experiences, and perceptions. Because it makes people feel comfortable, graphic elicitation evokes sensitive and subconscious perspectives, which might be difficult to be expressed in words. The limitations are that older participants may show some degree of resistance due to one's poor drawing abilities (Bagnoli, 2009).

4.8. Instrument Development

4.8.1. Framework of translanguaging and monolingual pedagogies.

The questionnaire and interviews administered in the present study were developed by the researcher and built upon the Framework of Translanguaging and Monolingual

Pedagogies. Table 9 below displays the factors, pedagogies and their representative techniques.

Table 9

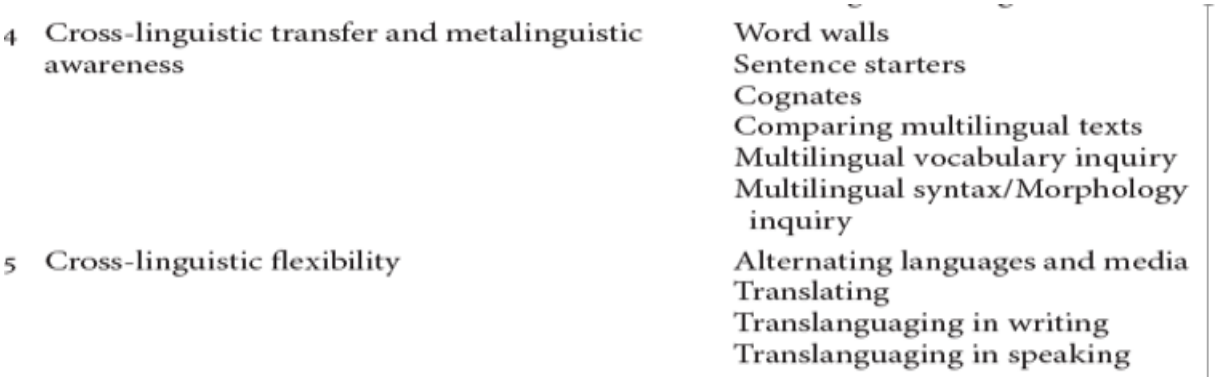
Framework of Translanguaging and Monolingual pedagogies

Factors	Pedagogies	Techniques
Integration of 2 Ls L1+L2. L2 learners (Cenoz & Gorter, 2020; Grosjean, 2008; Hufeisen, 2004)	***1.*** *Cross-Linguistic Transfer and Metalinguistic Awareness* • *Comparison* of languages / Using similarities and differences in class (García & Wei, 2014) ***2.*** *Cross-Linguistic Flexibility* • *Alternating languages* /speaking multiple languages in class • Using *translation* (García & Wei, 2014)	Teacher: • compares L1 and TL • speaks in L1 and TL • let students speak in L1 and TL • uses sentence translation activities
Integration of 3/3+ Ls L1+L2+L3+L3+. L3/L3+ learners#L2 learners (Cenoz & Gorter, 2020; Grosjean, 2008; Hufeisen, 2004)		Teacher: • compares L1, L2, L3, L3+, TL • speaks in L1, L2, L3, L3+, TL • let students speak in L1, L2, L3, L3+, TL
Integration of Culture (Council of Europe, 2020)	***3.*** *Intercultural Awareness* • Teaching similarities and differences between cultures	Teacher: • compares students' culture with TL& world cultures
Monolingual view (Cenoz & Gorter, 2020; Grosjean, 2008; Hufeisen, 2004)	• *Focus on TL only*	Teacher: • speaks in TL only while teaching

Translanguaging pedagogies are classified under three factors in the framework (1) the integration of two languages, (2) the integration of three or more languages and (3) the integration of cultures and languages. The fourth factor embraces a monolingual view in teaching which is challenged by the first three factors. The distinction between the first two factors i.e. the integration of two and more than two languages was built upon Wholistic paradigm in Multilingualism which suggests that there is a cognitive difference between learning of L2 and L3/L3+. While L2 learners integrate two languages L1 and L2, L3/L3+ learners are under heavier cognitive load and incorporate not only L1 and TL but also all languages in between such as L2, L3, L4 (Cenoz & Gorter, 2020; Grosjean, 2008; Hufeisen,

2004). The factor referring to the integration of culture to language learning was based on the wholistic principles of plurilingualism, which view the plurilingual individual as an integrated whole of linguistic and cultural resources (Council of Europe, 2020). On the contrary, the fourth factor represents the monolingual paradigm in multilingualism, which is challenged by the holistic view. Monolingual paradigm does not differ between mono, bi- and multilingual learners and suggests teaching languages in isolation, by focusing on TL only and ignoring other languages known by students (Cenoz & Gorter, 2020; Grosjean, 2008; Herdina & Jessner, 2002).

Translanguaging pedagogies in Table 7 are built upon the translanguaging strategies suggested by García and Wei (2014) and the Council of Europe (2020). The first two, Cross-linguistic transfer and metalinguistic awareness, and Cross-linguistic flexibility strategies were generated from García and Wei's (2014) translanguaging goals 4 and 5 in Fig. 4.2. below. The pedagogies in the framework were adapted from translanguaging strategies such as comparison and contrast of languages, using translation and speaking multiple languages in class.



4	Cross-linguistic transfer and metalinguistic awareness	Word walls Sentence starters Cognates Comparing multilingual texts Multilingual vocabulary inquiry Multilingual syntax/Morphology inquiry
5	Cross-linguistic flexibility	Alternating languages and media Translating Translanguaging in writing Translanguaging in speaking

Figure 4.2. Teaching to learn content and language through translanguaging: Goals and possible strategies. Reprinted from García & Wei, 2014, p. 120.

The third pedagogy in the framework is related to teaching similarities and differences between cultures and thus raising students' intercultural awareness. This pedagogy was built

upon the concepts of plurilingualism and intercultural awareness which refer to the integration of all linguistic and cultural resources of the plurilingual individual (Council of Europe, 2020). 'Seeing learners as plurilingual, pluricultural beings means allowing them to use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures' (Council of Europe, 2020, p. 30)

The monolingual pedagogy and techniques were adapted from descriptions of monolingual vs. translanguaging teaching approaches (Cenoz & Gorter, 2020).

4.8.2. Questionnaire development.

Based on the Theoretical Framework of Translanguaging pedagogies in Table 7, a questionnaire for students and teachers was developed by the researcher. Three main procedures were followed within four months: **(1) constructing content and items, (2) translation of content and items from English to Turkish and (3) piloting.**

(1) Constructing content and items of the questionnaire: The questionnaire content consists of two parts. The first part A elicits demographic and language background data such as age, gender and, number and level of known languages. The second part B consists of two sub-parts B1 and B2. Part B1 elicits information about the degree to which teachers practice TP from students' perspectives. Part B1 consist of ten frequency items in the format of "My teacher uses/does……in class" statements with answers on a Likert-scale from 1 'Never' to 4 'Always'. In Part B2 the attitudes to these strategies were measured by adding "I like it when my teacher…" to the statements in Part B1. Part B2 contains ten attitude items with answers on a Likert-scale from 1 'No, I strongly disagree' to 4 'Yes, I strongly agree' (See App. B1 for students' questionnaire). Section B consists of 20 items in total. The items measuring the attitude to TP have been constructed based on the Framework of

Translanguaging and monolingual pedagogies, and grouped according to components as displayed in table 10 below.

Table 10
Classification of attitude questionnaire items under theoretical factors

Item	Factor
	INTEGRATION OF 2 LANGUAGES
B1	I like it when, my teacher uses sentence translation activities.
B2	I like it when, my teacher compares and uses similarities and differences between TL and learners' language.
B5	I like it when, my teacher speaks TL + learners' language in class while teaching.
B7	I like it when, my teacher let us ask/answer questions in TL + learners' language.
	INTEGRATION OF 3/3+ LANGUAGES
B3	I like it when, my teacher compares and uses similarities and differences between TL and other foreign languages (e.g., French, German, Spanish…)
B6	I like it when, my teacher speaks TL + learners' language + other foreign languages (e.g., French, German, Spanish…) in class while teaching.
B8	I like it when, my teacher let us ask/answer questions in TL + learners' language + other foreign languages (e.g., French, German, Spanish…)
	INTEGRATION OF CULTURES
B9	I like it when, my teacher compares learners' culture with the TL one.
B10	I like it when, my teacher compares learners' culture with those from around the world
	MONOLINGUAL STRATEGY
B4	I like it when, my, teacher speaks only TL in class while teaching

(2) Translation of the questionnaire from English to Turkish: Initially, the questionnaire was constructed in English. However, the questionnaire needed both English and Turkish version because the sample of the study includes both foreign students studying in Turkey and local students who are native speakers of Turkish. That is why it was translated into Turkish by three Turkish teachers of English. To ensure the equivalence of the two versions two steps were followed. First, the two versions were proofread by other two Turkish teachers of English with a BA in Translation studies, then negotiated and revised accordingly. Second, the two versions were tested with respondents similar to the target population to check for discrepancies or misunderstandings due to translation. The Turkish version was tested with students who are native speakers of Turkish, and both Turkish and English versions were tested with foreign students. The students were informed that the questionnaires are translated and were asked to check for ambiguous, unnatural wordings and inconsistent

translations, and to suggest improvements. The two versions of the questionnaire were revised in collaboration with the teacher-translators according to the feedback of the students. The second step in translation was combined with the initial piloting stage of the questionnaire (Dörnyei & Taguchi, 2010).

(3) Piloting the questionnaire: The questionnaire was piloted following **three steps: pre-piloting, initial piloting, and final piloting**. In the pre-piloting stage, three teachers of English with MA or Ph.D. degrees and experience in developing questionnaires reviewed the questionnaire. Then the English and Turkish versions of the questionnaire were revised with the collaboration of the teacher-translators. In addition, the number of items from the initial item pool was reduced accordingly (Dörnyei & Taguchi, 2010).

In the next step, initial piloting, the revised questionnaire was administered to respondents similar to the target population by asking them to mark the items they consider ambiguous, unnecessary, or not clear. They were also asked to add their comments and suggestions next to the problematic items. Turkish version was administered to learners of English (N=63) and Russian (N=36), who are native speakers of Turkish. On the other hand, copies including both Turkish and English versions were tested with foreign students (N=84) learning Turkish as a foreign language. After the administration, the questionnaire was checked for validity and reliability. Factor Analysis for validity and Cronbach's Alpha Reliability Statistics were run on the data from three groups of respondents: Learners of English, Turkish, Russian. The grouping of the items in factor analysis tables (See App. C for Rotated Component Matrixes) matched with the grouping of the items according to the Framework of Translanguaging and monolingual pedagogies (Table 9). However, the number of components differed between groups, which implies that some items are perceived differently by the participants from different TL classes. Total Reliability analysis results (See App. D for Item-Total Statistics) in Table 11 below indicate that the reliability is at a satisfactory level with learners of Russian

(r=,80), while with learners of English (r=,61) and Turkish (r=,66) is critical (Dörnyei & Taguchi, 2010).

Table 11

Initial piloting: Reliability Statistics

Group TL	**Eng**	**Tur**	**Rus**
Respondents (N)	63	84	36
Cronbach's Alpha	0,61	0,66	0,80

Overall, based on the factor analysis, reliability statistics and the feedback received from the initial pilot groups, initial piloting resulted in modifications of two items and a simpler questionnaire format.

To refine the format and items of the questionnaire, final piloting was conducted. In the final piloting stage, the questionnaire was administered to learners of English and learners of Turkish but not to learners of Russian due to feasibility issues and acceptable level of total reliability (r=,80) in initial piloting. The results from the factor analysis (See App. C for Rotated Component Matrixes) indicated a better match between the components and grouped items in rotated component matrixes. In addition, reliability statistics in the final piloting stage (See App. D for Item-Total Statistics) resulted in higher and more acceptable Cronbach Alpha coefficient than that in the initial piloting with both groups of respondents as displayed in Table 12 below (Dörnyei & Taguchi, 2010).

Table 12

Initial & Final piloting: Reliability Statistics

Group TL	**Eng**		**Tur**		**Rus**	
	Respondents	Cronbach's Alpha	Respondents	Cronbach's Alpha	Respondents	Cronbach's Alpha
Initial piloting	63	0,61	84	0,66	36	0,80
Final piloting	37	0,65	18	0,68	-	-

As a result of the final piloting, one item was modified and the final format of the questionnaire was shaped. First, the version for students was developed (See App. A for students' questionnaire). Then, by omitting the attitude items, and changing the subject of the statements from 'My teacher uses…in class' to 'I use…..in class', the questionnaire for teachers (See App. B) was prepared. The function of teachers' questionnaire was to obtain descriptive statistics only that is why factor and reliability analysis were not run for it. Finally, the interviews for teachers and students were developed, by asking 'How/Why' questions based on the statements in the questionnaires (See App. B for the interview questions).

4.9. Data Collection Procedures

Data were collected within the period of October 2018 – May 2019 in the School of Foreign Languages at a Turkish State University. Data collection procedures followed a mixed-method design and encompassed four sessions.

(1) Treatment session (October 2018 – April 2019**),**

(2) Questionnaire session (May-April 2019**),**

(3) Interview Session (May-April 2019**),**

(4) Graphic elicitation session (May-April 2019**).**

4.9.1. Treatment session.

The treatment session lasted one academic year from October 2018 to April 2019. However, along with the regular monolingual textbook, Russian group was exposed to a treatment of planned TP (Cenoz & Gorter, 2020; García & Wei, 2014; Leonet et al., 2017). The treatment of planned TP involved intensive and systematic use of oral and printed form of translanguaging. The strategies, activities and multilingual materials prepared and implemented for years beforehand by the researcher of this study, were built on the goals and

translanguaging strategies suggested by García and Wei (2014, p. 120), and Cenoz and her colleagues (Leonet et al., 2017). Planned TP in Russian class went beyond alternation of two languages and involved also three and more languages which were in the linguistic repertoire of the students (Cenoz & Gorter, 2020). Oral TP used during the treatment were translation, comparison and contrast of languages, and speaking multiple languages in class. The multilingual materials included planned and sequenced explanations and activities in two and three languages, which reveal the differences and similarities between these languages and develop students' meta- and cross-linguistic awareness (Cenoz & Gorter, 2020; Leonet et al., 2017). For example, the researcher prepared multilingual word lists, explanations and comparisons of grammar structures in two and three languages, examples of the same concept or structure in two or three languages and the like (See App. F for samples of the multilingual materials). The languages included in the materials were Turkish (L1), English (lingua franca) and Russian (TL), while oral translanguaging in class incorporated also German and Bulgarian in addition to those three languages.

4.9.2. Questionnaire session.

A questionnaire developed by the author (See App. B) was administered right after the treatment in April and May 2019 in English, Turkish and Russian groups, which consist of seven classrooms in total (N= 157). The learners of English and Russian completed the Turkish version of the questionnaire, because Turkish is their L1. The learners of Turkish, who are foreigners, were supplied with both Turkish and English versions and were allowed to complete either of the alternatives by their own choice. Apart from the teacher in the Russian group (researcher), teachers (N=4) also completed their version of the questionnaire. The questionnaires aimed to elicit and compare the level of TP practiced by teachers, and students' attitude to TP in three groups. Table 13 below displays a summary of the questionnaire administration with the target sample.

Table 13

Summary of questionnaire administration with the target sample

TL	Students	Teachers	Classes	Questionnaire version
EN	92	4	5	TUR
TUR	52	1	1	ENG & TUR
RUS	13	-	1	TUR
Total	157	4	7	

4.9.3. Interview session.

After the questionnaire administration, semi-structured interviews were conducted with both teachers and students based on the items in the survey (See App. B for interview questions). The questions aim to elicit "Why & How" and in-depth information about participants' attitude to TP. Interviews were in participants' L1 (Turkish), but with foreign students both in English and Turkish. Interviews with students were carried out into focus groups (DeMarrais & Lapan, 2004) for more efficient organization of the interview data. For each class, students were purposefully selected and grouped according to their language background. Group 1 included bi-/multilingual students who might have learned their languages in plurilingual families and community or in a formal school context as FL. Group 2 consisted of monolingual students who are learning their TL as L2. They might have had learning experience with other languages but at present, they have low, insufficient proficiency of these languages for basic communication. Each class had an independent group interview. All grouped and selected students from the same class took part in the same interview session and were asked the questions each. Also, the groups were prompted to discuss and negotiate different opinions.

Teachers were interviewed individually. First, they were given a questionnaire to complete, then they were asked "Why & How" questions related to the items of the

questionnaire. Table 14 below gives a summary of the sample and the procedures followed in the interview session.

Table 14

Summary of participants in interview session

TL	Students interviewed	Classes	Teachers interviewed
EN	27	5	4
TUR	13	1	1
RUS	10	1	-
Total	50	7	4

Students' interviews lasted approximately five and half hours (05:31:39) and teachers' interviews took nearly six hours (05:54:34) in total. The interviews were audio-recorded and then transcribed according to CHAT Transcription Format Program (MacWhinney, 2000; Wei & Moyer, 2008). In Table 15 below there is detailed information about the recorded time of interviews.

Table 15

Audio-recorded time of teachers' and students' interviews

								Total
Teacher	ML1 (RES)		ML2		BL1	BL3	BL2	**5**
Class TL	RUS	ENG	TUR	ENG	ENG	ENG	ENG	**7**
Students Interview recorded time	00:29:53 00:23:21	00:31:25 00:19:11	00:09:11 00:48:00	00:45:13	00:35:26	00:46:01	00:43:58	**05:31:39**
Teachers Interview recorded time	-			01:47:32	01:28:00	01:08:00	01:31:02	**05:54:34**

4.9.4. Graphic elicitation session.

After the interview, each of the interviewed students and teachers completed a visual task. Participants were asked to draw pictures to express their feelings about their own languages and about the languages used in class by using symbols, phrases, speech bubbles,

arrows and any visuals they can. The graphic elicitation task aimed to elicit non-verbal data about participants' language awareness and their perceptions of TP from students' and teachers' perspectives.

Table 16

Summary of participants in Graphic elicitation session

TL	Students/ Visual tasks	Classes	Teachers/ Visual tasks
EN	27	5	4
TUR	13	1	1
RUS	10	1	-
Total	50	7	4

4.9.5. Summary of data collection procedures.

To sum up, data was collected within the period of October 2018 - May 2019 in the School of Foreign Languages at a Turkish State University. Data collection procedures followed a mixed-method design and contained four sessions.

(1) Treatment session (October 2018 – April 2019**),**

(2) Questionnaire session (May-April 2019**),**

(3) Interview Session (May-April 2019**),**

(4) Graphic elicitation session (May-April 2019**).**

Questionnaires, interviews and graphic elicitation tasks were administered right after the end of the treatment in April and May 2019. Table 17 below summarizes the procedures and participants during the four sessions.

Table 17

Summary of data collection procedures

TL	Treatment / One academic year	Students / Questionnaire	Students / Interview & Visuals tasks	Teachers/ Questionnaire & Interview & Visual tasks	Classes
EN	no	92	27	4	5
TUR	no	52	13	1	1
RUS	yes	13	10	-researcher-	1
Total		157	50	4 out of 5	7

4.10. Data Analysis

4.10.1. Quantitative analysis.

Descriptive, non-parametric statistics (Kruskal–Wallis H test, Spearman Rank correlation analysis) were applied to analyze the quantitative data with non-normality of the sample distribution. For the achievement scores with normal distribution, parametric tests (ANOVA) were used (Urdan, 2005).

For more feasible analysis the single items in students' and teachers' questionnaires were grouped into group variables. The scores of the group variables were formed by the total mean of the single items because it was more practical to classify their score range into three levels of Low, Moderate and High for descriptive statistics. The frequency grouped items in students' questionnaire were used only for descriptive statistics due to not sufficient support from the factor analysis (Dörnyei & Taguchi, 2010, pp. 91–92). Table 18 below displays the single and grouped items with their calculation and analysis.

Table 18

Items in students' and teachers' questionnaire, calculation of group variables, analysis and reason for selected analysis

Completed by	Items N	Item type	Calculation		Statistics	Reason
Students	10	Frequency	Single		Inferential	Reliability (r=,63) N=157
			Grouped	Mean	Descriptive	
	10	Attitude	Grouped	Mean	Inferential	Reliability (r=,72) Factor analysis N=157
Teachers	10	Frequency	Single		Descriptive	Small N=4
			Grouped	Mean		

The grouping of the questionnaire items (Dörnyei & Taguchi, 2010, pp. 91–91) is theoretically supported by translanguaging strategies of García & Wei (2013), holistic paradigm of multilingualism (Cenoz & Gorter, 2017; Grosjean, 2008), the cognitive difference between L2 and L3/L3+ learning (Hufeisen, 2004) and the integration of culture with language learning (Beacco et al., 2016; Council of Europe, 2001).

Students' (N=10) and teachers' frequency items (N=10), which elicited the frequency of practice of a specific pedagogy by teachers, were grouped into four group variables:

(1) PED.2Ls - Pedagogies integrating two languages: TL+L1

(2) PED.3Ls - Pedagogies integrating three and more languages: TL+L1+other languages

(3) PED.Cul - Pedagogies integrating culture

(4) PED.1L.TL- Monolingual and separatist strategy which focuses on TL only and avoids the integration of languages.

Table 19 below displays the single items and their group labels.

Table 19

Grouping of frequency items completed by students and teachers

Completed by	Item	Group Variables
		PED.2Ls
Teachers & Students		(Pedagogies integrating two languages: TL+Learners')
	A1	I/Teacher use/s sentence translation activities.
	A2	I/Teacher compare/s and use/s similarities and differences between TL and learners' language.
	A5	In class while teaching, I/teacher speak/s TL + learners' language.
	A7	In class, I/teacher let students ask/answer questions in TL + learners' language.
		PED.3Ls
		(Pedagogies integrating three and more languages: TL+Learners'+other languages)
	A3	I/Teacher compare/s and use/s similarities and differences between TL and other foreign languages (e.g., French, German, Spanish…)
	A6	In class while teaching, I/teacher speak/s TL + learners' language + other foreign languages (e.g., French, German, Spanish…)
	A8	In class, I/teacher let students ask/answer questions in TL + learners' language + other foreign languages (e.g., French, German, Spanish…)
		PED.Cul
		(Pedagogies integrating culture)
	A9	In class, I/ teacher compare/s learners' culture with the TL one.
	A10	In class, I/teacher compare/s learners' culture with those from around the world
		PED.1L.TL
		(Monolingual strategy, focus on TL only)
	A4	In class while teaching, I/teacher speak/s only TL.

Similarly, students' attitude items (N=10) were grouped into four group variables:

(1) ATT.2Ls - Attitude to pedagogies integrating two languages: TL+ L1

(2) ATT.3Ls- Attitude to pedagogies integrating three and more languages: TL+ L1+ other languages

(3) ATT.Cul- Attitude to pedagogies integrating culture

(4) ATT.1L.TL- Attitude to a monolingual strategy focusing on the TL only.

The grouping of the attitude items was justified not only by theory but also by the factor analysis which grouped the items under common themes (Dörnyei & Taguchi, 2010, pp. 91–91). Table 20 below displays the single items in students' questionnaire and their group labels.

Table 20

Grouping of attitude items completed by students

Item	Group Variable
	ATT.2Ls (Attitude to Pedagogies integrating two languages: TL+ Learners' language)
B1	I like it when, my teacher uses sentence translation activities.
B2	I like it when, my teacher compares and uses similarities and differences between TL and learners' language.
B5	I like it when, my teacher speaks TL + learners' language in class while teaching.
B7	I like it when, my teacher let us ask/answer questions in TL + learners' language.
	ATT.3Ls **(**Attitude to pedagogies integrating three and more languages: TL+ Learners'+ other languages)
B3	I like it when, my teacher compares and uses similarities and differences between TL and other foreign languages (e.g., French, German, Spanish…)
B6	I like it when, my teacher speaks TL + learners' language + other foreign languages (e.g., French, German, Spanish…) in class while teaching.
B8	I like it when, my teacher let us ask/answer questions in TL + learners' language + other foreign languages (e.g., French, German, Spanish…)
	ATT.Cul **(**Attitude to pedagogies integrating the culture)
B9	I like it when, my teacher compares learners' culture with the TL one.
B10	I like it when, my teacher compares learners' culture with those from around the world
	ATT.1L.TL (Attitude to a monolingual strategy focusing on the TL only)
B4	I like it when, my, teacher speaks only TL in class while teaching

4.10.2. Qualitative analysis.

Content data was elicited from the qualitative instruments. Content data is declarative and refers to factual details like age, the number of languages spoken, and "perspective" information such as participant's values and attitudes (Wei, & Moyer, 2008).

The interviews were analyzed through CLAN (Computerized Language ANalysis) Program (MacWhinney, 2000) because it enhances reliability of the study by offering common coding and transcription criteria (Wei & Moyer, 2008). The codes, transcription conventions and commands for analysis were selected from the CHILDES (Child Language Data Exchange System) (MacWhinney, 2000). The codes and transcription conventions (See App. G for a transcription sample) were used according to the CHAT Transcription Format

(https://talkbank.org/manuals/CHAT.pdf), while the commands (See App. G for command output sample) to run the analysis were selected from the manual of the CLAN (Computerized Language ANalysis) Program (https://talkbank.org/manuals/CLAN.pdf). First, the transcribed utterances were labeled with the key concepts (DeCuir-Gunby, Marshall & McCulloch, 2011) by using the codes from the CHAT Transcription Format (https://talkbank.org/manuals/CHAT.pdf). Then, FREQ command from the manual of the CLAN Program (https://talkbank.org/manuals/CLAN.pdf) was used to list the key concepts. At this stage, the key concepts were matched with the RQs and then reframed as codes (Saldaña, 2021). Then, the codes were classified into themes which respond to RQs of the present study.

The visual tasks were analyzed through both content and visual analysis as supplementary data to the verbal data from the interviews. The codes from the visual data were elicited through visual-based and text-based analysis contextual with the interviews (Bagnoli, 2009). The final codes from visual data were compared and integrated with the codes from the verbal data and were classified under themes to answer RQs.

4.11. Validity and Reliability

The trustworthiness of the current study was supported both quantitatively and qualitatively. Quantitatively, the reliability and validity of the tools and data were measured and ensured by statistical tests. Reliability test was used to estimate the internal consistency of students' questionnaire. The value of Cronbach Alpha correlation coefficient for frequency items (r=,63) and attitude items (r=,72) (See App. E1 for Reliability and Item-Total statistics tables) is considered an acceptable result for the reliability of a questionnaire (Dörnyei & Taguchi, 2010).

Table 21

Cronbach Alpha correlation coefficient for frequency items and attitude items of students' questionnaire

Items	Cronbach's Alpha	N of Items
Frequency	,63	10
Attitude	,72	10

In addition, Factor analysis (See Table 22) was run for the attitude items in students' questionnaire, the result of which indicated convenient item groupings under the factors in the Rotated Component Matrix. Table 22 below displays the theoretically appropriate grouping of the items in accordance with the Framework of Translanguaging and Monolingual pedagogies (Dörnyei & Taguchi, 2010). Nine items measure the attitude to TP such as the integration of three, two languages and cultures. One item B4 obviously measures attitude to monolingual pedagogies, that is, focusing on one language only in class. Values below 0,3 were deleted from the Rotated Component Matrix.

Table 22

Factor analysis of Attitude Items in students' questionnaire

Rotated Component Matrix[a]				
	Factors			
Items / I like it when my teacher:	ATT 3Ls	ATT 2Ls	ATT CULT	ATT 1L
B3: compares and uses similarities and differences between TL and other foreign languages (e.g., French, German, Spanish…)	,85			
B6: speaks TL + learners' language + other foreign languages (e.g., French, German, Spanish…) in class while teaching.	,90			
B8: let us ask/answer questions in TL + learners' language + other foreign languages (e.g., French, German, Spanish…)	,84			
B1: uses sentence translation activities		,76		
B2: compares and uses similarities and differences between TL and learners' language.		,62	,32	
B5: speaks TL + learners' language in class while teaching.		,66		-,48
B7: let us ask/answer questions in TL + learners' language		,81		
B9: compares learners' culture with the TL one.		,38	,79	
B10: compares learners' culture with those from around the world			,85	
B4: speaks only TL in class while teaching				,91

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

For the reliability of the codes used for the interview and visual analysis, inter-coder reliability analysis using the Kappa statistic was performed to determine consistency between two independent coders of the data (Landis & Koch, 1977). The inter-coder reliability for the initial 35 codes of interview data was found to be Kappa = ,85(Sig= 0.000; $p < 0.001$) and for 29 codes of the visual data was Kappa = ,82 (Sig= 0.000; $p < 0.001$) which is a significant result and considered to be a substantial agreement between two coders (Viera & Garrett, 2005). From four teachers' drawings one and from 05:54:34 hours interview with teachers in total, 01:31:02 hour were inter-coded due to feasibility reasons.

Qualitatively, the study was supported by using standard coding, triangulation and member checking. For the analysis of the interviews standard codes, transcription and command conventions were used from CHILDES manual (MacWhinney, 2000). In addition, triangulation across methods and within a method was used to verify the findings through multiple data sources (Frankel & Wallen, 2009). What is more, visual vs. verbal data and teacher- vs. student-driven data were compared. In addition, the findings were shared with the participants for member checking.

5. FINDINGS

5.1. Descriptive Statistics, Normality Tests of the Variables and RQs

A summary of the variables used for inferential statistics were shown in Table 23, 24 and 25 below. Table 23 gives the summary of grouping variables according to which students were categorized and then compared.

Table 23

A summary of grouping variables according to which students were categorized and then compared

Grouping Variable	N	Categories	Scale
English Prep Classes	77	5	Nom
Turkish Prep Classes	106	5	Nom
Students' Target Language (En, Tur, Rus)	157	3	Nom
L2, L3, L3+ (L4/ L5/L6) learner of TL	157	3	Nom

While Table 24 is a summary of the variables in students' questionnaire, Table 25 summarizes achievement score variables. The tables also reveal the results of two statistical tests of normality, Kolmogorov-Smirnov and Shapiro-Wilk (Greasley, 2007; Razali, Shamsudin, Maarof, Hadi & Ismail, 2012), the appropriate statistical test for analysis and scale of measurement of the variables. If the significance value of the tests (or at least for one of the tests) of normality results is greater than the alpha value (,05), then the variables are assumed normally distributed and require parametric test. If the value is lower than ,05 then the variables are not normally distributed and, as a result, non-parametric test were used for them (Urdan, 2005). According to Table 24 below all variables of the questionnaire are not normally distributed (p<,05) and non-parametric tests were used for analysis. On the other hand, Table 25 reveals that the value of the tests (or at least for one of the tests) of normality results is greater than the alpha value (,05). Therefore, the exam scores of Turkish and English groups are normally distributed (p>,05) and analyzed through parametric tests.

Table 24

Descriptive statistics, normality tests Kolmogorov-Smirnov (KS) & Shapiro-Wilk (SW), used statistical test (non-parametric or parametric) of variables in students' questionnaire

Themes	Variable	N	Mean	SD	KS Sig.	SW Sig	Stat. Test	Scale
Teachers' Pedagogical Practices	Translation	156	3,46	,70	,000	,000	NP	Ord
	Comparison of 2Ls	157	3,56	,65	,000	,000	NP	Ord
	Comparison of 3Ls	155	1,81	1,04	,000	,000	NP	Ord
	Teaching in 2Ls	155	3,45	,79	,000	,000	NP	Ord
	Teaching in 3Ls	154	1,81	1,10	,000	,000	NP	Ord
	Students Q&A in 2Ls	157	3,71	,66	,000	,000	NP	Ord
	Students Q&A in 3Ls	153	1,90	1,15	,000	,000	NP	Ord
	Integration of TL culture	156	2,82	1,12	,000	,000	NP	Ord
	Integration of World culture	156	2,74	1,08	,000	,000	NP	Ord
	Teaching in TL	148	2,50	1,15	,000	,000	NP	Ord
Students' Attitude to Translanguaging pedagogies	Attitude to integration of 2Ls (ATT.2Ls)	155	3,54	2,18	,000	,000	NP	Ord
	Attitude to integration of 3Ls (ATT.3Ls)	154	2,25	3,22	,000	,000	NP	Ord
	Attitude to integration of Culture (ATT.Cul)	155	3,28	1,67	,000	,000	NP	Ord
Attitude to teaching in TL only	ATT.1L.TL	154	2,95	1,07	,000	,000	NP	Ord
Valid N (listwise)	Valid N (listwise)	108						

Table 25

Descriptive statistics, normality tests Kolmogorov-Smirnov (KS) & Shapiro-Wilk (SW), used statistical test (non-parametric or parametric) and type of achievement score variables

Group / Exam	Variable	N	Mean	SD	KS Sig	SW Sig	Stat.Test	Scale
EN / FINAL EXAM	GR	77	56,77	14,59	,183	,032	P	Cont
	RD	77	58,12	15,48	,200	,896	P	Cont
	LS	77	58,12	14,54	,112	,520	P	Cont
	WRT	77	63,47	12,95	,116	,051	P	Cont
	TOT	77	59,23	10,98	,200	,608	P	Cont
TUR / A1 PROGRESS EXAM	RD	106	20,45	6,13	,200	,051	P	Cont
	LS	106	16,41	5,91	,200	,194	P	Cont
	WRT	106	18,59	6,15	,200	,124	P	Cont
	SP	106	19,88	6,13	,200	,099	P	Cont
	TOT	106	75,33	22,22	,085	,052	P	Cont
Valid N (listwise)	Valid N (listwise)	10						

The following research questions provided the focus for this study.:

RQ1: To what extend do teachers make use of translanguaging pedagogies in their classrooms in the School of Foreign Languages at a Turkish University?

RQ2: In what ways do teachers' translanguaging pedagogies differ between

a) the groups exposed to planned and spontaneous translanguaging?

b) five classes in the English group exposed to spontaneous translanguaging?

RQ3. In what ways are students' attitudes to teachers' pedagogies different

a) between English (spontaneous traslanguaging), Turkish (spontaneous translanguaging) and Russian (planned translanguaging) groups?

b) between five classes with different levels of exposure to spontaneous translanguaging pedagogies in the English group?

d) depending on students' language background?

RQ4. Is there a relationship between teachers' pedagogies and students' attitude to these pedagogies?

RQ5. Is there a significant difference in students' achievement between

a) *a multilingual class with a multilingual teacher applying multilingual TP vs other multilingual classes with monolingual and bilingual teachers in Turkish Prep program?*
b) *five classes with different levels of exposure to translanguaging pedagogies in the English group?*
c) *In what ways do translanguaging pedagogies contribute to students' achievement?*

RQ6. In what ways do translanguaging pedagogies influence the engagement of the students in learning TL?

The answers to RQ2A/B, RQ3A/B/C and RQ4 were given by analyzing (a) students' questionnaire data, (b) teachers' and (c) students' interview data and visuals to reveal both the

quantitative and qualitative differences and similarities between groups. The findings related to RQ5A/B compared the exam scores between groups, and the findings related to RQ5C searched for potential contribution of TP on students' scores from interview and questionnaire data. Finally, the answer to RQ6 tried to reveal the influence of TP on students' engagement in learning based on interviews and visuals.

5.2. Finding: RQ1. To What Extent Do Teachers Make Use of Translanguaging Pedagogies in Their Classrooms in the School of Foreign Languages?

To answer RQ1 students' responses to the questionnaire were grouped into three group variables: PED.2Ls, PED.3Ls and PED.Cul, referring to the integration of two languages, the integration of three and more languages, and the integration of culture, respectively. The scores of the group variables, which are the total mean score of the single items, were classified into Low, Moderate and High level as shown in Table 26 below.

Table 26
The Classification of the Pedagogies Score

Level	Range Group Score
Low	1,00-1,99
Moderate	2,00-2,99
High	3,00-4,00

Descriptive statistics have summarized students' data to reveal the level at which five teachers practice translanguaging pedagogies in seven classrooms. These seven classrooms were assigned into three groups according to TL taught there: English, Turkish and Russian. Table 27 gives the percentages of practiced TP in five classrooms in the English, and two more independent classrooms in Turkish and Russian groups. Table 5 shows students' data, which report that in total teachers integrate two languages (91,7%) and culture (56,1%) at high level but integrate three and more languages at low level (58,3%). However, the integration of three and more languages is at high level for multilingual teachers ML1 and ML2 in their Russian (100%) and English classroom (50%), respectively.

Table 27

Students' data from questionnaire reporting to what extent their teachers use translanguaging pedagogies

Gr/ TL	Teacher		PED.2Ls			PED.3Ls			PED.Cul		
			Low	**Mod**	**High**	**Low**	**Mod**	**High**	**Low**	**Mod**	**High**
En	ML1	%	0,0	0,0	100	85,0	15,0	0,0	25,0	35,0	40
	BL1	%	0,0	0,0	100	88,2	11,8	0,0	11,1	16,7	72,2
	BL2	%	0,0	26,1	73,9	82,6	17,4	0,0	13,0	30,4	56,5
	BL3	%	0,0	0,0	100	88,2	11,8	0,0	0,0	11,8	88,2
	ML2	%	0,0	0,0	100	7,1	42,9	50	0,0	21,4	78,6
Tur	ML2	%	1,9	11,5	86,5	46,2	34,6	19,2	26,9	38,5	34,6
Rus	ML1	%	0,0	0,0	100	0,0	0,0	100	0,0	23,1	76,9
	Total	**%**	**0,6**	**7,6**	**91,7**	**58,3**	**22,4**	**19,2**	**15,3**	**28,7**	**56,1**

Therefore, according to students, TP are practiced by all teachers to a different extent but the teacher in Russian class uses all three types of TP at high level and the most (%100; 100%; 76,9%).

Table 27 indicated that two and three languages are integrated by teachers in the context of the School of Foreign Languages. Fig 1 below displays which languages are used by the teachers in classes according to students' data. English -Turkish combination seems to be the most preferred one, followed by English-Turkish-French and English-Turkish-Russian integration. Even incorporations of five languages are given in the graph below. However, Fig. 5.1 also shows that monolingual practices of focus only on TL (i.e., English; Turkish) are also favored.

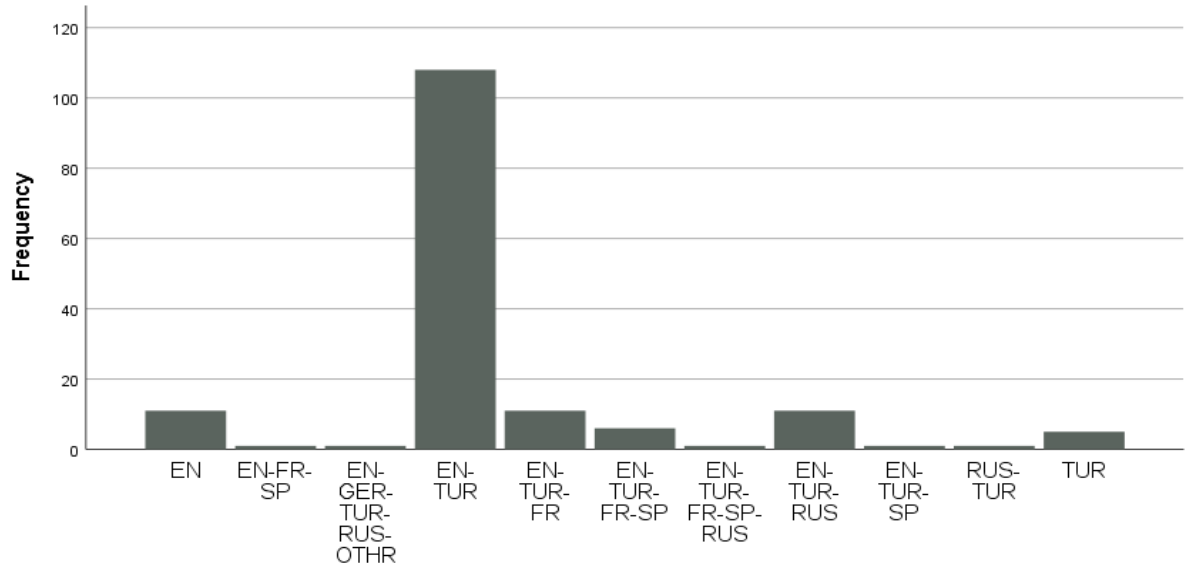


Figure 5.1. The languages used/spoken by teachers according to students' questionnaire data.

In short, the teachers use TP at different levels and integrate two and more languages, and cultures in class. The most preferred is the integration of two languages, namely, English and Turkish. However, monolingual pedagogies are also practiced by teachers. The teacher in the Russian class is reported to use TP at high level and obviously much more than the rest of the teachers. There was an intervention of planned TP, namely, systematic use of oral translanguaging and designed multilingual materials in the Russian class, which explains the high percentages of TP in Table 27. On the other hand, there was no intervention in the teaching routine of the rest of the classes, where only monolingual printed/digital materials were used. Still, the findings show that spontaneous TP are practiced in Turkish and English groups, namely, TP in oral form only and in a less systematic way than planned TP in the Russian group.

5.3. Findings: RQ2A. In What Ways Do Teachers' Translanguaging Pedagogies Differ Between the Groups with Planned and Spontaneous Translanguaging?

5.3.1. Students' questionnaire: quantitative differences between English, Turkish and Russian groups.

The findings of RQ1 indicated that TP are used in all three groups at different levels. TP were used the most in the Russian group due to the intervention of planned TP there. In the rest two groups without intervention, spontaneous TP were used at lower levels. To answer RQ2A or to search for significant differences between groups, A Kruskal-Wallis test was run to compare the mean ranks of nine questionnaire items reporting the translanguaging pedagogies used in English, Turkish and Russian classrooms. Table 28 below displayed a strong evidence of a difference ($p < ,001$) between the mean ranks of at least one pair of groups for pedagogies such as, comparison of three languages ($H (2) = 38,71$, $p =,000$), teaching in three languages ($H (2) = 57,98$, $p =,000$), letting students ask and answer questions in two ($H (2) = 36,20$, $p =,000$) and three languages ($H (2) = 30,98$, $p =,000$), and the integration of target language culture ($H (2) = 37,03$, $p =,000$).

Table 28

Kruskal-Wallis test results for significant difference between EN, TUR, and RUS groups on teachers' translanguaging pedagogies reported in students' questionnaire

	Translation	Comp 2 Ls	**Comp 3 Ls**	Teaching in 2 Ls	**Teaching in 3 Ls**	**Ss Q&A in 2 Ls**	**Ss Q&A in 3 Ls**	**Int. target culture**	Int. world cultures
Kruskal-Wallis H	1,71	2,79	38,71	1,42	57,98	36,20	30,98	37,03	,21
df.	2	2	2	2	2	2	2	2	2
Asymp. Sig.	,424	,248	,000	,492	,000	,000	,000	,000	,896

Table 29 below revealed the post hoc test (Dunn's Multiple Comparison, p value adjusted by the Bonferroni correction) results for the three pairs of groups. Evidence ($p < ,05,$) of a significant difference was found for the Russian group with the highest mean rank among the three groups for all pedagogies in Table 29. Another significant difference ($p < ,001$) was found for the Turkish group with a higher mean rank (MR= 96,78) than the English group (MR= 58,77) for teaching in three languages, however, with the lowest mean rank for letting

students speak in two languages (MR= 57,60) and for the integration of target culture (MR= 49,60).

Table 29

Post hoc test results for significant difference between EN, TUR, and RUS groups on teachers' translanguaging pedagogies reported in students' questionnaire

Pedagogy	Group Info		Post Hoc Test Statistics		
	Gr	**Mean rank**	**Gr1 -Gr2**	**Sig.**	**Adj. Sig.**
Comp 3 Ls	EN	66,67	EN-RUS	,000	,000
	TUR	81,83	TUR-RUS	,000	,000
	RUS	**141,15**			
Teaching in 3 Ls	EN	58,77	EN-TUR	,000	,000
	TUR	96,78	EN-RUS	,000	,000
	RUS	134,42	TUR-RUS	,002	,007
Ss Q&A in 2 Ls	EN	88,91	TUR-EN	,000	,000
	TUR	57,60	TUR-RUS	,000	,000
	RUS	94,50			
Ss Q&A in 3 Ls	EN	67,65	EN-RUS	,000	,000
	TUR	79,26	TUR-RUS	,000	,000
	RUS	**133,96**			
Int. target culture	EN	90,53	TUR-EN	,000	,000
	TUR	**49,60**	TUR-RUS	,000	,000
	RUS	109,92			

Note. Only the pairs with significant difference between mean ranks are listed.

To sum up, the quantitative differences between groups confirm that due to the intervention, TP are used systematically, in a planned way, as a part of the curriculum in the Russian group. Specifically, the integration of three and more languages in the Russian group is significantly more intensive than the rest of the groups. On the other hand, even though there was no intervention there and spontaneous TP were used, there are significant differences between English and Turkish groups, as well. The integration of three languages seems to be practiced more in Turkish group, namely, teachers' speaking in three and more languages is significantly more. On the other hand, bilingual pedagogies are more popular in English group, that is, students' speaking in two languages is significantly more in English group. Unexpectedly, in the Turkish group with multicultural, multinational and multilingual students, the integration of cultures is significantly lower than the rest of the two groups.

5.3.2. The interview and visual data: qualitative differences between English, Turkish and Russian groups.

The qualitative differences between the Russian, Turkish and English groups in terms of TP practices were revealed through the interviews of teachers. For the Russian group only students' interview data was analyzed because their teacher is the researcher and was not interviewed. Qualitative findings were in line with and illuminating for the quantitative differences.

The quantitative findings indicated that in the Russian group planned TP and specifically three and more languages are used more compared to the rest two groups with spontaneous TP. Students from the Russian group also reflected this difference in their interviews and reported that their teacher speaks, compares, translates intensively in two, three, four or even five languages such as Russian (TL), Turkish (NL), English, German and Bulgarian. Russian (TL), Turkish (NL) and English are the shared languages, but German and Bulgarian are known by a few students and are used when these students are approached individually. Students themselves are allowed to ask questions, to speak in whichever language from the list above.

> **S1R:** Öğretmenimiz derste Rusça, Türkçe bazen de İngilizce, biz sorduğumuzda da diller arası sık sık geçişler yapıyor vocabulary farklı dillerde karşılığını veriyor ve İngilizce Türkçe olarak genelde bazen Almanca veya Bulgarca, başka diller bilen arkadaşların dillerinde söylüyorsunuz, hem İngilizce ye hem de Türkçeye çeviri yapıyorsunuz eşit olarak, comparison Rusça, Türkçe ve İngilizce gramer kelime yapılıyor […] istediğimiz üç dört dilde soru sorabiliyoruz hocaya.
>
> (*Our teacher is often making transitions between Russian, Turkish, sometimes English, she gives us vocabulary in different languages and in English and Turkish in general, sometimes in German or*

Bulgarian, you say them in other languages that my classmates know, you translate both into English and Turkish, comparison is done for words and grammar in Russian, Turkish, English […] we can ask questions to the teacher in three, four whichever languages we want)

According to other quantitative findings, there are significant differences between English and Turkish groups in terms of TP practices, even though there was no intervention there. In both groups spontaneous TP are reported but the integration of three and more languages is practiced more in Turkish group, while bilingual pedagogies are more used in English group. The qualitative explanation of these differences was elicited during the interview session from teacher ML2, who is teaching in Turkish group. First, one of the reasons for ML2 to integrate three and more languages in class is being multilingual herself. ML2 believes that knowing four languages and using them in her Turkish class is beneficial for her students. They like it and become motivated when hearing familiar languages or languages from their L1 background:

ML2: Dört dile az çok hakim olmam dil öğretirken gerçekten çok büyük fayda sağlıyor. Türkçe sınıflarında özellikle Fransız kolonilerde Afrika ülkelerinden gelen öğrencilerimin kendi dilleri yansıra Fransızca da anadili olduğu için Fransızca bilmem onların ciddi manada hoşlarına gidiyor.

(*Having a more or less command of four languages really provides great benefits while teaching a language. My students from African countries, especially from French colonies, have their native language as well as French, so the fact that I know French makes students really happy)*

The same teacher (i.e., ML2) was teaching in both Turkish and English groups, so she was able to compare two contexts and reveal the differences. She reported integrating L3/L3+ more intensively in the Turkish group because the students there are already equipped with at least two languages, namely, their NL and English as an international lingua franca. These students benefit from L3/L3+ incorporation more due to their high crosslinguistic awareness, compared to the students from the English group.

> **ML2**: İngilizce sınıfıma göre Türkçe sınıfımda daha yoğun üç veya fazla dil kullanıyorum çünkü onlar yüzde doksanı en az bilingual olduğu için Türkçe sınıfta zaten hale hazırda bir language awareness ile geliyorlar o yüzden orda kıyasladığımda hemen anlıyorlar.
>
> *(Compared to my English class, I use three or more languages more intensely in my Turkish class because they are at least bilingual, so they already come with a language awareness in Turkish class, so when I compare it there, they understand it immediately.)*

Moreover, ML2 uses multilingual TP more in Turkish prep because she believes that the more language students know the more TP can be used, the more languages students know the higher language awareness they have.

> **ML2:** O yüzden stratejileri bilinçli kullanabiliyorum Türkçe hazırlıkta, ve öğrencinin dilleri çoğaldıkça translanguaging pedagogy kullanımı çoğalıyor, çocuk ne kadar dil bilirse o kadar dil aşinalığı, farkındalığı yükseliyor.
>
> *(Therefore, I can use the strategies consciously, in Turkish prep as the number of languages of the student increases, the use of translanguaging pedagogy increases, the more the child knows, the more language, the more language awareness increases)*

Furthermore, according to ML2, teachers should activate passive languages in multilinguals by using multiple languages in class to help the students associate and compare two and more languages, which makes them understand better and faster.

> **ML2:** Biz hoca olarak aktivasyon sağlıyoruz, o pasif bilgiyi, dilleri aktive ediyoruz yani. Türkçe sınıflarında iki üç dilde kendileri chart oluşturup kıyaslayarak not alıyorlar ve bu çok işlerine yarıyor […] orda kıyasladığımda hemen anlıyorlar.
>
> *(As a teacher, we provide activation, we activate that passive knowledge and languages. In Turkish classes, they create charts in two or three languages, and they take notes by comparing them, and this works very well […] When I compare it there, they understand immediately.)*

On the other hand, English prep students are mostly monolingual FL learners, with relatively low meta- and crosslinguistic awareness. ML2 stated that she uses multilingual TP there less because this pedagogy may not work in a monolingual context and may lead to confusion and negative transfer.

> **ML2**: İngilizce hazırlıkta çoğu monolingual, cross-linguistic awarenessi düşük olduğu için orda düşük comparison yapıyorum, negatife transfer çok yüksek oluyor […] çok dil kullanmak risk, kafa karışıklığı oluyor, orda strateji çöktü, translanguaging strateji yaramayabilir monolingual bir öğrencide, daha az uygulanabilir olur.
>
> *(Since most of the monolingual, cross-linguistic awareness is low in English prep, I make low comparison there, the negative transfer is very high [..] using multiple languages causes risk, confusion, the*

strategy collapsed there, the translanguaging strategy may not work, in a monolingual student, it will be less applicable.)

Visual data also supported the differences between Turkish and English groups in terms of teachers' multilingual TP. The drawing in Fig. 5.2 below belongs to teacher ML2 who compared the context of her English and Turkish classes in terms of opportunities for TP.

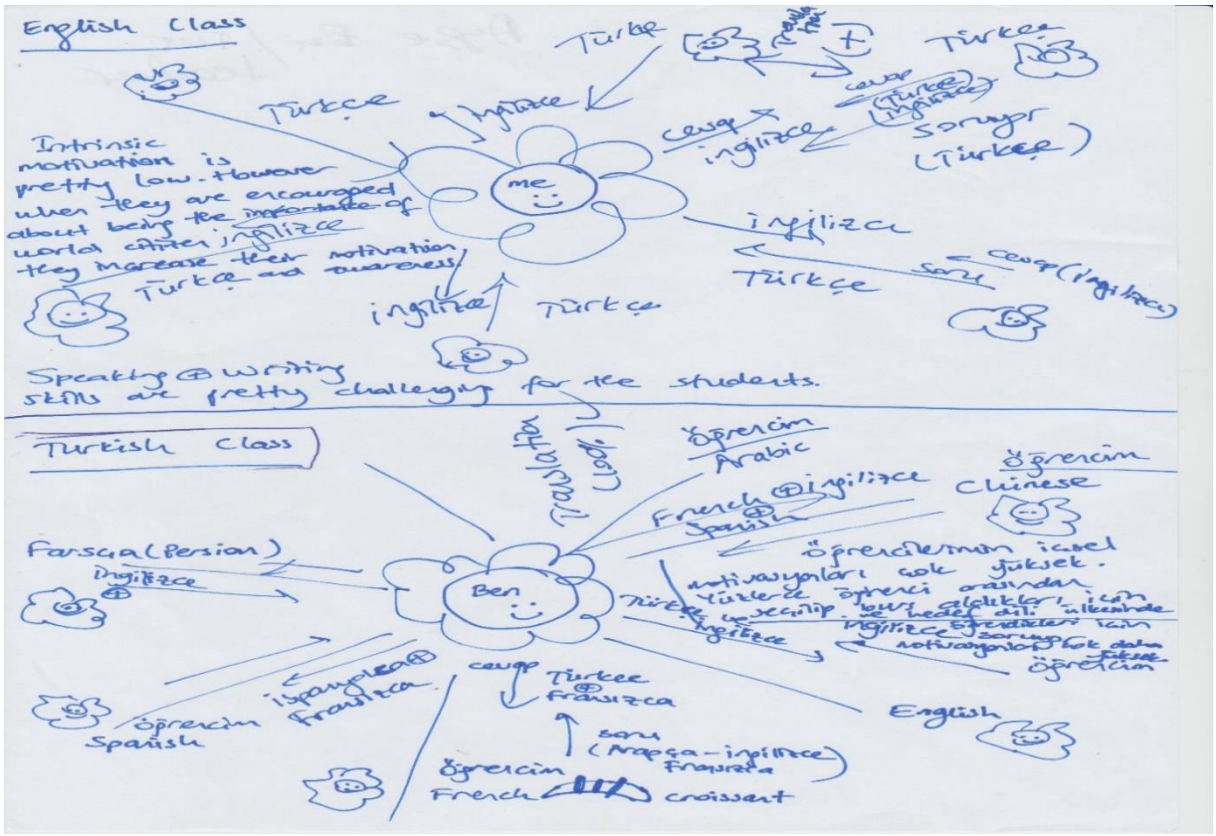


Figure 5.2. Multilingual teacher ML2's graphic elicitation task expressing TP in her English and Turkish prep classrooms.

Like the quantitative and interview findings, it can be noticed that ML2 integrated three or more languages in her Turkish prep class. ML2 has used arrows, cognates and labelled them with a variety of languages such as Turkish (TL), Spanish, French, English, Persian, and Arabic to reveal the multilingual interaction in class. On the other hand, in her English prep class, ML2 has labeled two languages only, English (TL) and Turkish (NL) and the arrows show that teacher used TL, but her students used both TL and NL to ask and answer questions. This coincides with the statistical finding from students' questionnaire, namely,

that students' asking and answering questions to their teacher in two languages is significantly more in English group compared to Turkish group.

Another quantitative difference for the Turkish group is that the integration of cultures is significantly lower than the rest of the two groups. This result was unexpected due to the multicultural, multinational and multilingual context in this group. The qualitative explanation for this finding was elicited from the interview with ML2. She reported that for Turkish prep context, she would prefer limited integration of culture because in a multinational class this may lead to language and culture sensitivity, confusion, or friction. Students may feel offended or alienated if their language or culture is not included in the materials:

> **ML2:** Türkçe sınıfta multilingual materyal orada çok uygun olmayabilir kafa karışıklığına sebep olabilir, benim dilim, kültürüm niye yok diyebilir öğrenci, o noktada friction yaratabilir.
> *(Multilingual material in the Turkish classroom may not be very suitable there, it may cause confusion, the student may say why my language, culture is not there, and create friction at that point)*

5.4. Finding: RQ2B. In What Ways are Teachers' Translanguaging Pedagogies Different between the Five Classes in the English Group with Spontaneous Translanguaging?

5.4.1. Students' questionnaire: quantitative differences between five classes in the English group.

Kruskal-Wallis test was carried out to compare five classes in the English group on the amount of spontaneous TP used by teachers. The results in Table 30 below revealed evidence of a difference ($p < ,05$, $p < ,001$) between the mean ranks of at least one pair of groups for pedagogies such as, translation ($H (4) = 28,17$, $p =,000$), comparison of two ($H (4) = 23,39$, $p =,000$) and three languages ($H (4) = 41,73$, $p =,000$), teaching in two ($H (4) = 31,62$, $p =,000$)

and three languages (H (4) = 53,96, p =,000), letting students ask and answer questions in three languages (H (4) = 28,20, p =,000), the integration of target language culture (H (4) = 11,58, p =,021) and the integration of world cultures (H (4) = 10,53, p =,032).

Table 30

Kruskal-Wallis test results for difference between classes of English group in teachers' translanguaging pedagogies based on students' questionnaire data

	Translation	**Comp 2 Ls**	**Comp 3 Ls**	**Teaching in 2 Ls**	**Teaching in 3 Ls**	Ss Q&A in 2 Ls	**Ss Q&A in 3 Ls**	**Int.target culture**	**Int.world cultures**
Kruskal-Wallis H	28,17	23,39	41,73	31,62	53,96	4,25	28,20	11,58	10,53
df.	4	4	4	4	4	4	4	4	4
Asymp. Sig.	,000	,000	,000	,000	,000	,373	,000	,021	,032

Table 31

Post hoc test for difference between classes in the English group on teachers' translanguaging pedagogies based on students' questionnaire data

Pedagogy	**Group Info**		**Post Hoc Test Statistics**		
	Gr	**Mean rank**	**Gr1 -Gr2**	**Sig.**	**Adj. Sig.**
Translation	ML1	41,47	BL2-BL1	,001	,015
	BL1	50,33	BL2-BL3	,000	,000
	BL2	**27,43**	BL2-ML2	,000	,000
	BL3	59,18			
	ML2	61,07			
Comp 2 Ls	ML1	45,68	BL2-ML2	,000	,001
	BL1	42,58	BL2-BL3	,000	,000
	BL2	31,07			
	BL3	**61,00**			
	ML2	**60,46**			
Teaching in 2 Ls	ML1	47,38	ML2-ML1	,001	,008
	BL1	54,86	ML2-BL1	,000	,000
	BL2	41,63	ML2-BL3	,000	,000
	BL3	**65,00**	BL2-BL3	,002	,019
	ML2	20,04			
Comp 3 Ls	ML1	41,60	BL2-ML2	,000	,000
	BL1	37,81	BL1-ML2	,000	,000
	BL2	35,59	ML1-ML2	,000	,000
	BL3	42,76	BL3-ML2	,000	,000
	ML2	**79,46**			
Teaching in 3 Ls	ML1	45,80	BL2-ML2	,000	,000
	BL1	39,00	BL1-ML2	,000	,000
	BL2	36,50	BL3-ML2	,000	,000
	BL3	39,00	ML1-ML2	,000	,000
	ML2	**78,89**			
Ss Q&A in 3 Ls	ML1	36,48	ML1-ML2	,000	,000
	BL1	43,79	BL2-ML2	,000	,000
	BL2	41,59	BL3-ML2	,000	,001
	BL3	42,24	BL1-ML2	,000	,001
	ML2	**74,11**			
Int. target culture	**ML1**	**32,20**	ML1-BL3	,001	,008
	BL1	45,47			
	BL2	46,61			
	BL3	**59,53**			
	ML2	48,93			

Note. Only the pairs with significant difference between mean ranks are listed.

Table 31 above revealed the post hoc test (Dunn's Multiple Comparison, p value adjusted by the Bonferroni correction) results for the five pairs of groups. Evidence ($p \leq ,001$) of a significant difference was found for multilingual teacher ML2 with the highest mean rank of all teachers on pedagogies such as, comparison (MR=79,46), teaching (MR=78,89) and letting students ask and answer questions in three languages (MR=74,11). ML2 has the highest mean rank for translation (MR=61,07) as well, but it is significantly higher ($p < ,001$) only than bilingual teacher BL2 (MR=27,43). Another significant difference ($p < ,001$) was found for bilingual teacher BL3 with the highest mean rank among bilingual teachers on translation (MR=59,18) but significantly different only from BL2 (MR=27,43). Also, BL3 has the highest mean rank on comparison of two languages (MR=61,00), teaching in two languages (MR=65,00) and the integration of target culture (MR=59,53) with significant differences ($p < ,05$; $p < ,001$). On the other hand, bilingual teacher BL2 has the lowest mean rank with significant differences ($p < ,05$, $p < ,001$) on all pedagogies in the post hoc Table 31, excluding the integration of target culture. Multilingual teacher ML1 has the lowest mean rank (MR=32,20) on the integration of target culture with a significant difference ($p < ,05$), while multilingual teacher ML2 showed the lowest mean rank (MR=20,04) on teaching in two languages with a significant difference ($p < ,05$, $p < ,001$). Significant comparisons were not found ($p >,05$) between classes on the integration of world cultures in the post hoc test.

In summary, according to students' questionnaire, among the classes in English group teacher ML2 is the teacher with significantly highest practice of spontaneous TP specifically by integrating three and more languages. The rest of the teachers seem to prefer bilingual TP, specifically BL3, who also incorporates culture the most in the English group. On the other hand, teacher BL2 is the teacher who practices TP at a significantly low level.

5.4.2. The interview data: qualitative differences between five classes in the English group.

Quantitative findings above indicated that among five English prep classes with spontaneous TP, the integration of three and more languages is at a significantly high level in the class of multilingual teacher ML2. However, in the rest four classes, bilingual TP are practiced, even though all five classes are homogeneous, namely, 87% consist of monolingual learners of English as FL. The explanation of this difference was given by the teachers themselves in their interviews. To begin with, all teachers agreed that it would be sensible, natural and amusing to include a third language in L3/L3+ and multilingual classes. However, when it comes to the integration of a third and more languages with the monolingual learners in their English classes, multilingual teacher ML2 reported a different opinion from the rest three bilingual teachers. According to bilingual teachers, alternating or comparison to a third language different from TL and NL, would not make much sense and add to L2 learners due to lack of competency in a shared third language between teacher and students.

> **BL1**: Yapmamamın sebebi başka ortak dilimiz olmadığı şu an ortak dilimiz İngilizce ve Türkçe onlarla ilgili kıyaslama yapabiliyoruz ama bütün sınıf Arapça biliyor olsaydı ben de biliyor olsaydım belki o zaman daha güvenli hissederdim kendimi bir kıyaslama için […] ikincisi de bilsem bile Fransızca örneğin ama sınıfta da Fransızca bilmedikten sonra ne kadar katkı olur onlara çok anlamlandırırlar mu onu ben çok emin değilim.
>
> *(The reason why I do not do it is that we do not have any other mutual language at the moment, our common language is English and Turkish, we can compare them but if the whole class knew Arabic, then maybe I would feel safer for a comparison [...] second, French*

for example, but if I don't speak French in the class. I am not sure how much contribution will be made to them.)

On the other hand, multilingual teacher ML2 reported a different and positive attitude to the integration of L3/L3+ with L2 learners in her English class. The main reason could be that ML2 has a rich working and living experience abroad and is competent in four languages. She reported that after experiencing different cultures and multiple languages abroad she shifted from mono- to more multilingual practices in her English language classes.:

> **ML2**: İngilizce sınıflarda mesleğe başladığım ilk yıllarda sadece İngilizce konuşmalıyım düşüncesi vardı kafamda fakat daha sonra yurtdışına yaşadıktan sonra, farklı kültürleri yakinen tanıdıktan sonra şöyle bir düşünce gelişti dil zaten kültürden ayırt edilemeyen bir şey […] aslında İngilizceyi öğretirken öğrencilere İngiliz, Amerikan veya başka kültürleri ve dilleri tanımalı bence.
>
> *(In the first years when I started my profession in English classes, I had the idea that I should only speak English, but after living abroad, after getting to know different cultures closely, I thought that language is something that is indistinguishable from the culture [...] actually, while teaching English, I think students should learn English, American or other cultures and languages.)*

Second, ML2's grounds for using multilingual TP in her English class were that including unknown languages is entertaining, interesting, motivating and makes students get familiarized with different languages apart from TL. She compares English with other European languages, gives feedback in French or code-switches between Spanish and English while talking about Mexican culture to promote intercultural and cross-linguistic awareness in her students, as well.

ML2: Mesela Fransızca, İspanyolcayı katmak İngilizce sınıfında, Latin dillerinin kendi içinde kıyaslayarak aslında İngilizceyi öğrenirlerse diğer dillerin de aslında ne kadar yaklaşacaklarından bahsediyorum, dünya vatandaşı olabilirsiniz diyorum, onları biraz daha motive etmek yani language awareness kazanmış oluyorlar […] sırf çocuğun kulak aşinalık olsun diye feedback verirken great job ben onu tres bien deyip zaten pozitif bir şey alıyor bide üstüne farklı bir dilde alması hoşuna gidiyor öğrencinin. İspanyolca kelimelerle açıklamaya çalıştım, Meksika kültüründen bahsettim, cultural appropiation nedir.

(For example, by means of adding French and Spanish in the English class, I am talking about how the other languages will actually get closer if they actually learn English by comparing the Latin languages within themselves, I say that you can become a citizen of the world, to motivate them a little more, that is, they gain language awareness [...] While giving feedback just to make the child familiar with the ear, ı say a great job, I tell him tres bien and he already takes something positive and student likes to receive it in a different language I tried to explain it in Spanish words, I talked about Mexican culture, what is cultural appropriation.)

The next quantitative difference was found for bilingual teacher BL3, who uses bilingual TP and incorporates culture at a significantly high level. She actually has a positive attitude to the integration of third languages in monolingual classes and claimed that if she was multi – but not bilingual she would do it to promote variety and entertainment in her classes.

BL3: Üçüncü dil bilmiyorum bu yüzden üçüncü dil katmıyorum, bilseydim yapardım, […] dersler daha keyifli geçebilirdi daha böyle çok kültürlü dilli daha show a yönelik sıkıcı olmazdı.

(I don't know a third language, so I don't add a third language, if I knew I would […] the lessons could have been more enjoyable than they would not be boring for the show with such a multicultural language.)

Therefore, BL3 integrates only two languages simply because she knows two languages and lacks proficiency in a third one. However, the reason why she practices TP, that is incorporating languages and cultures so intensively, is hidden in her own FL learning background. Her experience abroad has deeply influenced the emotional aspect of her translanguaging in class. As an ERASMUS student in a foreign country, she had a very frustrating L3 learning experience due to the strict monolingual pedagogies used by the teacher there. She considered that language course very inefficient, frustrating and demotivating, leaving her with hardly learning anything and very negative emotions behind. Exactly this experience oriented her to TP in her classes because she does not want to put her students in a similar frustrating situation:

BL3: Orada her şey İtalyanca anlatıldı ve beni öğretmede language choice konusunda beni çok etkiledi […] ders aldığım süreçte İtalyanca dersimde hocalar tüm esprileri grameri her şeyi sadece İtalyanca anlattılar tek kelime bile İngilizce konuşmadılar hiç bir şey öğrenemeden geldim altı ay orda yaşadım İtalya'da ve çok kötü hissettim. O deneyim gerçekten çok şey değiştirdi benim hayatımda çünkü başarısız beceriksiz hiç bir şey anlamayan biri olarak hissettim o yüzden bu benim sınıftaki halimi etkiliyor hem İngilizce hem

Türkçe anlatıyorum, orda düştüğüm duruma çocukları düşürmek, öyle hissetsin istemiyorum, o yüzden olabildiğince istedikleri kadar konuşsunlar Türkçe de İngilizce de codeswtitch de yapsınlar yeter ki derste olsunlar.

(Everything was explained in Italian there and it influenced me very much about the choice of language while learning [...]During my lesson, the teachers explained all the jokes and grammar in Italian only in my Italian lesson, they did not speak a single word in English, I came without learning anything, I lived there for six months in Italy and I felt very bad. That experience really changed a lot in my life because I felt like a failed incompetent person who doesn't understand anything, so this affects my class in both English and Turkish, I don't want to bring the kids down there, I don't want them to feel that way, so let them speak as much as they want in Turkish and English codeswtitch Let them do as well, as long as they are in the lesson.)

Another statistical difference was found for teacher BL2, who was reported by her English prep students to apply TP at a significantly low level. Likewise, in the interviews, BL2 herself reported the most negative attitude to TP among all teachers. Her BA degree in ELT, TESOL training and living experience in the US have theoretically oriented her more to monolingual teaching practices such as teaching only in TL by using context, making students think in TL, aiming native-like pronunciations, experiencing TL and the like.

BL2: New York'ta aldım eğitime göre öğrettiğin dil hep target language olmalı, resimlere hareketlerle […] oradaki hocam sadece İngilizce konuşuluyordu amaç esas İngilizce olduğu için asla İngilizceden den code switch yapmazdı. O beni çok etkilemişti ben de

buraya dönünce sınıfta karşıydım Türkçe konuşmaya, olayın context içinde anlatmaya başladım, pronunciaiton important, derste kendi dilini unutacaksın o target dile motive olacaksın ve düşüneceksin, dil öğrenmek yaşatarak konuşarak olur.

(According to the education I took in New York, the language you teach should always be the target language, with movements to the pictures [...] My teacher there was speaking only English, because the aim was English, he never made a code switch from English. It affected me a lot so I started explaining the things in a context and be against Turkish also pronunciation important, you will forget your own language in the lesson, you will be motivated and think about that target language, learning a language is done by speaking.)

5.5. Finding: RQ3A. In What Ways Do Students' Attitudes to Teachers' Pedagogies Differ between English (Spontaneous TP), Turkish (Spontaneous TP) and Russian (Planned TP) Groups?

5.5.1. Students' questionnaire: quantitative differences between students' attitudes of English, Turkish and Russian groups.

A Kruskal-Wallis test was run to search for significant differences between the learners of English, Turkish and Russian on their attitudes to teachers' pedagogies. The Russian group was exposed to planned TP, while Turkish and English groups were experiencing spontaneous TP (See Table 32).

Table 32

Kruskal-Wallis test results for difference between EN, TUR, and RUS groups on attitude to teachers' pedagogies

	Att.2ls	Att.3ls	Att.Cul	Att.1L.TL
Kruskal-Wallis H	28,22	25,94	11,98	28,43
df.	2	2	2	2
Asymp. Sig.	,000	,000	,002	,000

Table 32 displayed a strong evidence of a difference (p < ,001, p < ,05) between the mean ranks of at least one pair of groups on attitudes to three translanguaging pedagogies such as, the integration of two (H (2) = 28,22, p =,000), the integration of three languages (H (2) = 25,94, p =,000) and the integration of culture (H (2) = 11,98, p =,002), and for a monolingual teaching strategy such as teaching only in TL (H (2) = 28,43, p =,000).

Table 33

Post hoc test results for significant difference between EN, TUR, and RUS groups on attitude to teachers' pedagogies

Attitude	**Group Info**			**Post Hoc Test Statistics**		
	Gr	**N**	**Mean rank**	**Gr1 -Gr2**	**Sig.**	**Adj. Sig.**
Att.2ls	**EN**	91	**93,39**	TUR-EN	,000	,000
	TUR	**51**	**52,87**			
	RUS	13	81,73			
Att.3ls	EN	90	68,26	EN-RUS	,000	,000
	TUR	51	80,93	TUR-RUS	,000	,000
	RUS	13	**134,65**			
Att.Cul	EN	91	83,08	TUR-EN	,009	,028
	TUR	51	**63,63**	TUR-RUS	,002	,006
	RUS	13	104,42			
Att.1L.TL	**EN**	91	**89,81**	RUS-TUR	,002	,006
	TUR	50	68,20	RUS-EN	,000	,000
	RUS	13	27,12	TUR-EN	,004	,011

Note. Only the pairs with significant difference between mean ranks are listed

Table 33 revealed the post hoc test (Dunn's Multiple Comparison, p value adjusted by the Bonferroni correction) results for the three pairs of groups. Evidence (p < ,001, p < ,05,) of a significant difference was found for the Russian group with the highest attitude to the integration of three languages (MR=134,65) but the lowest attitude to teaching only in TL (MR=27,12) followed by the Turkish group (MR=68,20). Another significant difference (p < ,001, p < ,05) was found for the English group with the highest attitude to teaching in TL (MR=89,81) and the highest attitude to the integration of two languages (MR=93,39) but significantly higher than Turkish group (MR=52,87) only. The Turkish group was found significantly different (p < ,001, p < ,05) with the lowest attitude to culture (MR=63,63) and

the lowest attitude to the integration of two languages (MR=52,87) but significantly ($p < ,001$, $p < ,05$) lower than the English group only (MR=93,39). In addition, significant difference ($p < ,001$, $p < ,05$) was found between English (MR=89,81), Turkish (MR= 68,20) and Russian (MR=27,12) groups on their attitude to teaching in TL.

All in all, the quantitative findings indicate that the students from the Russian group have the most positive attitude to the integration of three and more languages and culture, but do not favor monolingual pedagogies. Therefore, the intervention of planed TP, namely, systematic use of oral and printed form (See App. F) of multilingual TP in the Russian group, has influenced students' attitudes to TP in a more positive way compared to the groups exposed to spontaneous TP. On the other hand, the groups exposed to spontaneous TP, that is, Turkish and English groups, differed statistically from each other as well. Even not at the same statistical level, the attitude of the Turkish group to TP was similar more to that of the Russian group. Turkish group also does not highly prefer one or two language integration in class. The students prefer multilingual TP more than the English group but not as much as the Russian group. In addition, Turkish group has the lowest attitude to the integration of culture, which overlapped with previous statistical finding that teacher integrates culture at a relatively low level there. On the other hand, the students from the English group prefer their teacher to use only TL or maximum TL and NL combination.

5.5.2. The interview and visual data: qualitative differences between the attitudes of English, Turkish and Russian groups.

The quantitative findings above show that Russian group has the most positive attitude to TP, specifically to the integration of three and more languages and culture, but does not favor monolingual pedagogies. One of the reasons for students' positive attitude to multilingual TP could be that both teacher and students are multilingual. In the interviews, students in the Russian course revealed a very positive stance to teacher's speaking in three

languages. Students claimed to benefit from English-Russian code-switch because when Russian matches with English they understand better and overcome difficulties like the Russian alphabet and structure. Students also suggest that their teacher must speak minimum two languages TL and NL in class, and to make students learn faster other FLs must be integrated such as English or French and Spanish. The suggested proportion of spoken languages at beginner levels by students is 40% TL, 40%NL, 20% other FLs.

> **S2R**: Hoca uç dilde ders anlatıyor ve bunu kesinlikle faydalı buluyoruz çünkü çok daha iyi anlayabiliyorum Rusça benim ikinci yabancı dilim ben zorlanıyorum harflerinde ve kalıplarında ama İngilizce ile match ettiğinim zaman ben çok daha kolay anlıyorum. Rusça ve Türkçe konuşsaydınız ok minimum da artı olarak daha hızlı öğrenme diyorsanız İngilizce veya Fransızca veya İspanyolca katmak daha faydalı, tüm derslerde Rusça Türkçe kırk kırk konuşmanız ve yüzde yirmi de İngilizceydi bu oranlarda baktığınızda verimli.
>
> *(The professor teaches lessons in three languages and we find it absolutely useful because I can understand it much better. Russian is my second foreign language, I have difficulties in my digits and patterns, but when I match with English, I understand it much easier or it is more useful to add French or Spanish, you speak Turkish forty percent in all lessons and twenty percent is Eng.)*

Another reason for the positive attitude of the students is that there was an intervention in the Russian group and there was a planned, systematic use of multilingual TP the whole academic year. The crucial difference from the rest two groups with spontaneous TP was using not only planned oral TP but also accordingly designed printed multilingual materials in which vocabulary and grammar were explained and compared in three languages, TL, NL and

English (See App. for multilingual material samples). In their interviews, all the students from the Russian group appreciated the support of multilingual materials to the oral lectures of their teacher. They believe that comparing multiple foreign languages in both oral and printed form leads to a better association between them. For example, for a student who had a knowledge of Latin, the comparisons between Russian and English in the materials made him associate Latin to them which helped him to learn Russian grammar rules.

> **S3R**: Materyallerde Rusça Türkçe İngilizce gramer kelime, kıyaslama yapıyor, anadil artı başka yabancı dille beraber pekiştirilirse hem sözlü hem de yazılı şekilde bence çok daha anlamlı kolay anlaşılıyor, bildiğim dilleri daha iyi bağlantı kurabilirim ve çok faydalı oldu bana çünkü Latince de öğreniyorum İngilizce ile bağlayarak Rusça gramer yapısını anlamda çok yardımcı oluyor.
>
> *(He / she makes comparison between Russian, Turkish, English grammar words in the materials If the language is reinforced with other foreign languages, I think it is much more meaningful both verbally and in writing, I can connect the languages I know better, and it was very useful for me because I learn Latin by connecting it with English. It helps a lot in understanding grammatical structure)*

The integration of NL in the materials was appreciated too. Students find it more effective specifically when elaborating cases, a grammar system common between Turkish and Russian and non-existing in English. Also, seeing their NL in printed form along with Russian affects them positively because not everybody is proficient in English enough to compare it. Students stated that they need their NL as support in the materials because they know this language the best:

S4R: Materyallerde bazı şeylerde Türkçe Rusça karşılaştırma daha iyi oluyor benzer şeyler var gramerde özellikle eklerde padejlerde Türkçe algılayıp daha faydalı oluyor.

(S4R: Comparing Turkish to Russian is better in some things in materials, there are similar things in grammar, especially in attachments, cases, Turkish perception is more useful.)

S2R: Ben materyallerde Rusçanın Türkçe karşılığını da print şekilde görünce yan yana o noktada pozitifim çünkü sınıfta herkes İngilizce iyi bilmiyor bu yüzden ana dildeki bire bir karşılığı muhakkak olmalı materyallerde, en iyi bildiğimiz dil çünkü.

(S2R: I am positive at that point when I see the Turkish equivalent of Russian in print, side by side in the materials, because not everyone in the classroom knows English well, so there must be a one-to-one equivalent in the materials, because it is the language we know best.)

In addition, students reported not to have experienced multilingual word lists before in previous language courses and they find it beneficial because it is more effective to decode and process the words. What is more, multilingual lists are very useful because they save time to search in dictionaries and reduce the ambiguity caused by potential multiple interpretations of words. Also, seeing the same word in English and Turkish, along with its Russian equivalent, reduces the confusion caused by the Cyrillic script.

S2R: Hazırladığınız üç dildeki sözlük, hiç böyle şey önceki kurlarda olmadı karşılaşmadık ve bu daha iyi, daha anlaşılır oluyor, özellikle üç dilli olması, zaman açısından çok faydalı bir kelimeyi Rusça sözlükte aramak çok zaman alıyor o listede hazır var. Rusça kelimeyi hem İngilizce ve Türkçe karşılığını, yazılışını görmek Kiril alfabe kafa

karışıklığını azaltıyor, Rusça kelimeyi okumada, anlamada, proses etmede etkisi olumlu, anlam karmaşası azalıyor.

(The trilingual dictionary you have prepared, we have never encountered such a thing in previous courses, and it is better, more understandable, it takes a long time to search for a very useful word in Russian, especially because it is trilingual, it is ready on the list. Seeing the spelling of the Cyrillic alphabet reduces confusion, the Russian word has a positive effect on reading, understanding and processing, meaning confusion decreases.)

Students' reason for their negative attitude to monolingual pedagogy was also explained in the interviews. According to students in the Russian group, a teacher speaking only in TL such as Russian may not be efficient at least for beginner level, because due to the Cyrillic alphabet neither spoken nor written form would be understood. As a result, the teacher could not communicate and connect with students to transfer knowledge, which itself would lead to low participation and eventually to dropping out of the course. Students believed that the monolingual method would not work for teaching Russian as a FL at beginner levels.

S5R: Eğer hoca baştan sadece Rusça konuşsaydı daha kötü olurdu, ve sınıf hızlıca azalırdı başlangıç için imkansız her dil için öyle ana dilin desteğiyle başlamalı, Rusça zaten farklı bir alfabesi var ve ilk andan siz Rusça konuşup Rusça yazsaydınız yazdığınız okuyamazdık söylemleriniz askıda kalacaktı o metot Rusça için olmazdı.

(It would be worse if the teacher had only spoken in Russian from the beginning, and the class would decrease quickly, it is impossible to start with the support of the mother tongue for every language, Russian already has a different alphabet and from the first moment

you could speak Russian and write in Russian, your statements would be suspended.)

The visual data from the Russian group also reflected their positive attitude to TPs. The drawing in Fig. 5.3 reveals a very positive stance to Russian-English (TL-FLs) integration, which is implied by the English and Russian words scattered around. There are positive symbols such as a shining sun in the middle, smiling students striding ahead along a rising path. The words also imply that students are happy with the gradual move to TL via TP such as “step by step”, “progress”, “happy” and “useful”. Also, the dense but regular distribution of multilingual labels on the path indicates the systematic and intense use of TP in the Russian group context.

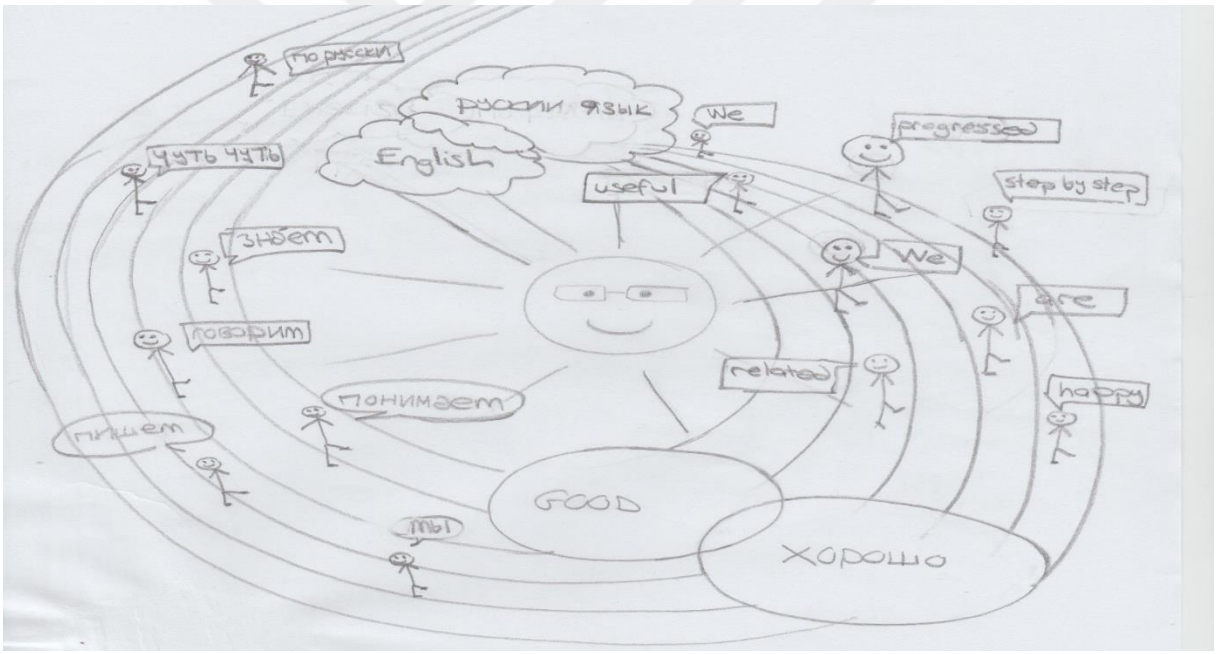


***Figure* 5.3**. Student 1, L3/L3+ learner of Russian, graphic elicitation task expressing his/her attitude to TP.

The quantitative findings in the previous section indicated significant differences not only between the Russian group and the rest but also within the groups without intervention, namely, between Turkish and English groups both exposed to spontaneous TP. The main difference was that Turkish group vs. English group is more predisposed to TPs, specifically

to the integration of three or more languages. On the other hand, the students from the English group prefer bilingual and even monolingual pedagogies. Because multilingual teacher ML2 teaches in both of the groups, she was able to compare two contexts during the interview and reveal the differences behind their attitudes. ML2 reported that Turkish prep program is more predisposed to TP because multilingual practices are more beneficial, and even natural there. Turkish prep program students have some cognitive advantages over English prep students, which leads to more positive attitudes to TP for the Turkish group. To begin with, English prep students are mostly monolingual L2 learners, with relatively low meta- and crosslinguistic awareness and with low exposure to and activation of TL which they learn in an artificial school environment. For these reasons, along with the benefits some potential risks of TP are anticipated in English prep such as negative transfer, confusion, NL dominance and activation, ignoring TL, dependent mechanical learning and spoon-feeding. On the other hand, in Turkish prep context students are multilingual L3/L3+ learners, already having high crosslinguistic awareness of preventing negative transfer, not ignoring TL and not overusing NL. Teacher ML2 stated that these students are aware of their strengths and weaknesses, they are able to create an effective balance between TL and other languages used in the classroom because translanguaging is a natural practice for them. For them, teacher's translanguaging is a familiar context of communication and a welcomed way of learning a language.

> **ML2**: İngilizce hazırlıkta çoğu monolingual olduğu için orda düşük comparison yapıyorum, negative transfer çok yüksek oluyor, bu risk, kafa karışıklığı oluyor, native language zaten aktif, ana dilini kullanmaya eğilimli olmalarından kaynaklıyor en basit cümleyi de türkçe söylemeye kalkıyorlar, translanguaging strateji yaramayabilir monolingual bir öğrencide, fakat Türkçe sınıfta çoğu bilingual olduğu

için negative transferin, kendi strength and weakness lerin farkında, dil farkındalığı o cognitive skills yüksek olarak geliyor zaten öyle bir eğilimleri oluyor codeswitchinge, kendi aralarında da codeswtich yapıyorlar, Türkçeyi (TL) bertaraf etmeye kalkmıyor, ignore etmiyor, işte ben tamamen İngilizce Fransızca devam edim demiyor.

(Since most of them are monolingual in English prep, I make low comparison there, negative transfer is very high, this is a risk and confusing, native language is already active, because they tend to use their native language, they try to say the simplest sentence in Turkish, translanguaging strategy may not work for a monolingual student. However, since most of them are bilingual in Turkish class, they are aware of negative transfer, their own strengths and weaknesses, their language awareness is high, their cognitive skills are already high they already have such a tendency to codeswitching, they do codeswtich among themselves, they do not try to eliminate Turkish (TL), ignore He does not say that I must continue in English and French.)

Moreover, the students from the Turkish group like multilingual TP because their previous language learning experiences make them survive difficulties, transfer, develop and use learning strategies from previous languages. ML2 noticed that the students in Turkish prep context make multilingual charts, associate and compare two and more languages, and make use of positive lexical and grammatical transfer, which makes them learn faster than the monolingual learners.

ML2: Türkçe hazırlıkta ne kadar dil bilirse o kadar dil aşinalığı, farkındalığı yükseliyor, yaşadığı zorluklardan dolayı dili öğrenirken

de survive etme becerisini kazanıyor kendi içinde belli stratejiler geliştiriyor o yüzden ne kadar dil biliyorsa çocuk o kadar hızlı öğreniyor çünkü hemen alıp oradaki stratejileri yeni dilde öğrenirken uyguluyor. Öncesinde yaşadığı zorlukları yaşamamak için işe yarayan stratejileri uyguluyor […] fark ediyorum Türkçe sınıflarında iki üç dilde kendileri chart oluşturup kıyaslayarak not alıyorlar ve bu çok işlerine yarıyor, bu yüzden monolinguallardan daha hızlı öğreniyor.

(The more language you know in the Turkish prep class, the more language awareness increases, it gains the ability to survive while learning the language due to the difficulties it has experienced, it develops certain strategies within itself, so the more the language it knows, the faster the child learns because it immediately takes and applies the strategies there while learning a new language he applies strategies that work to avoid the difficulties he had previously faced […] I realize that in Turkish classes they create and compare charts in two or three languages themselves, and this works very well… so he learns faster than monolinguals.)

Also, ML2 reports that even motivations to learn are different in Turkish and English group. English prep students were learning TL in an artificial environment, with no need to use TL out of the classroom. The high activation of NL and the low exposure to TL made students set short-term goals with an external motivation to improve TL and pass the exams. However, in Turkish prep context, TP is not a menace to TL. Students in such a context had both intrinsic and external motivation to survive daily routines because they live in the country of TL, and for academic purposes to study their majors in faculties where Turkish is the language of instruction.

> **ML2:** Türkçe sınıfta yabancı öğrenciler şunun farkında diyor ki bir ekmek su karnımı doyurmak için survive edebilmek için bile Türkiye'de yaşadığım için Türkçe öğrenmek durumundayım hem de kariyerim için zaten Türkiye'ye gelme amaçları meslekte akademik ilerlemek yüksek lisans doktora yapmak yani hem intrinsic hem external motivation var, İngilizce hazılıkta sadece external motivation var ve o da çok düşük, içsel motivasyonlar düşük, yapay ortamda öğreniyorlar, günü kurtarmak sınavı geçmek onların amacı.
>
> *(Foreign students in Turkish class are aware of the fact that they say to feed my stomach (with bread and water) that is saying I have to learn Turkish to survive because I live in Turkey both for my career already to do a PhD or master to advance academic profession purposes so both intrinsic and there is external motivation is there, English prep has only external one. They have motivation and it is also very low, their intrinsic motivation is low, they learn in an artificial environment, their aim is to save the day and pass the exam.)*

The social aspect of TP is also reported to be different between Turkish and English prep contexts. TP is more favored in Turkish prep context because it is a natural and routine practice among students and the teacher there. The students there belong to different nationalities and are multilingual, that is why they naturally apply to multilingual behavior as a way of communication and interaction. ML2 reported TP to be used actively in discussions, speaking activities and peer translation to break language barriers, to keep the flow of the conversation and to get the message conveyed.

> **ML2**: Türkçe sınıfta discussion da çok motive oluyorlar translanguaging yaparken, öğrenci sıkıştı noktada kelimeyi

bulamadığında önce İngilizce sonra Fransızca verebiliyorsam İspanyolca verip o da “aaa evet” uyanışı öğrenci soracak Türkçe başlıyor bir yandan benden dönüyor yandakine Arapça bilen arkadaşına anlatıyor derdini, hocaya söyle lütfen, onun sorusunu çeviriyor.

(The discussion in Turkish motivates them a lot in the classroom, while the child is stuck at the point, when he can not find the word in English, then French, if I can give it in Spanish, and he will ask the student "aaa yes" awakening starts in Turkish, on the one hand, he returns from me to the next one to his friend who speaks Arabic is translating.)

Visual data also supported the different attitudes to TP in Turkish and English group. In her drawing in Fig. 5.4, teacher ML2 depicted both her English and Turkish prep contexts. In both contexts, the teacher and students are with happy flowery faces, which display the comfortable and effective atmosphere there. Therefore, Turkish group is happy with the multilingual TP in class involving Turkish (TL), Spanish, French, English, Persian, and Arabic. Similarly, English group is enjoying bilingual TP of English (TL) and Turkish (NL) combination. However, the verbal notes in the drawing mentioned the intrinsic motivation to be high in Turkish prep class with multilingual and multinational students, while it was low in English prep context with monolingual students.

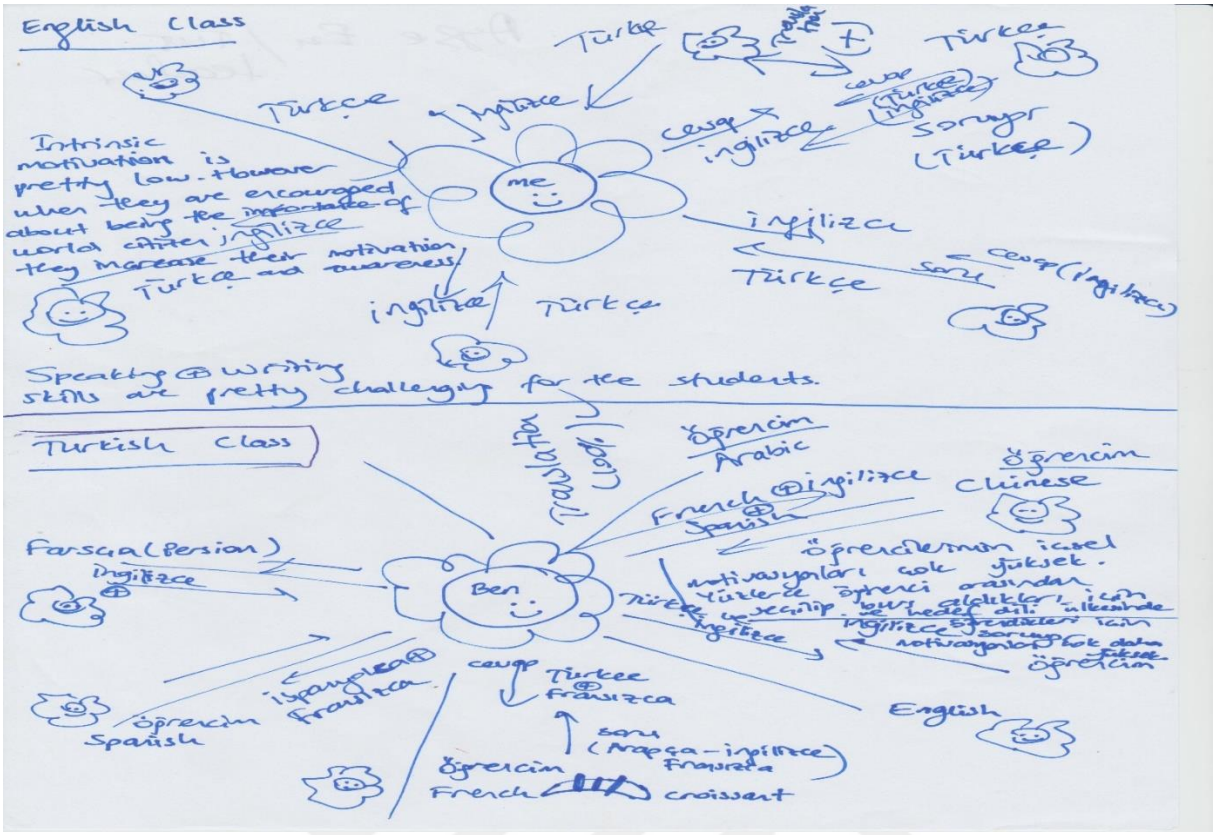


Figure 5.4. Multilingual teacher ML2's graphic elicitation task expressing TP in her English and Turkish prep classrooms.

The final statistical difference found for Turkish group was that it has the lowest attitude to the integration of culture. This result overlapped with the previous statistical finding that teacher integrates culture at a relatively low level there. Therefore, the students in this multinational and multicultural class do not favor the intense integration of cultures in class and their teacher behaves accordingly. The qualitative explanation of this difference for the Turkish group was found in the interview with their teacher ML2 and was given in the previous section. ML2 has the concern that involving culture specifically in printed materials may result in confusion or friction in multinational classes due to cultural sensitivity. Students may feel offended or alienated if their culture is not included in the materials.

5.6. Finding: RQ3B. In What Ways Are Students' Attitudes to Teachers' Pedagogies Different Between the Five Classes in the English Group with Different Levels of Practicing Spontaneous TP?

5.6.1. Students' questionnaire: quantitative differences between the attitudes of five classes in the English group.

Previous statistical findings have shown that the level and type of TP (bi- or multilingual) practiced by teachers are different in the five classes of the English group. In this section, a Kruskal-Wallis test was run to search for significant differences between these five classes on students' attitudes to their teachers' pedagogies (See Table 34).

Table 34

Kruskal-Wallis test results for difference between classes in EN group on attitude to translanguaging pedagogies

	Att.2Ls	Att.3Ls	Att.Cul	Att.1L.TL
Kruskal-Wallis H	5,94	18,77	7,73	2,03
df.	4	4	4	4
Asymp. Sig.	,207	**,001**	,151	,730

Table 34 reported strong evidence of a difference (p≤ ,001) between the mean ranks of at least one pair of groups on attitude to one translanguaging pedagogy such as the integration of three languages (H (4) = 18,77, p =,001).

Table 35

Post hoc test results for significant difference between classes in EN group on attitude to teachers' pedagogies

Attitude	Group Info			Post Hoc Test Statistics		
	Class	N	Mean rank	Gr1 -Gr2	Sig.	Adj. Sig.
Att.3Ls	ML1	19	38,45	BL3-ML2	,000	,001
	BL1	17	48,41	ML1-ML2	,000	,002
	BL2	23	43,52	BL2-ML2	,001	,013
	BL3	17	34,71			
	ML2	**14**	**71,64**			

Note. Only the pairs with significant difference between mean ranks are listed

The post hoc test (Dunn's Multiple Comparison, p value adjusted by the Bonferroni correction) results in Table 35 revealed evidence (p < ,001; p < ,05) of a significant difference for the class of multilingual teacher ML2 with the highest attitude to the integration of three languages (MR=71,64) but not significantly different from BL1 (MR=48,41).

In short, multilingual teacher ML2 was the only teacher using multilingual TP in her class among all five classes in the English group. The findings indicated that students' attitudes in ML2's class were different too by displaying a very positive attitude to multilingual TP compared to the rest classes in the English group.

5.6.2. Interviews and visuals: qualitative differences between the attitudes of five classes in the English group.

The quantitative findings above indicate that the class of teacher ML2 was different from the rest four classes in the English group by displaying a very positive attitude to multilingual TP. All the classes in this group are homogeneous, namely, 87% of the students in English group are monolingual learners of English. Therefore, the source of this difference is not coming from the nature of the students but from external factors. These external factors might be elicited from previous statistical findings which revealed that in this class multilingual TP are practiced at a significantly higher level than the rest classes in the English group. Therefore, the teacher in this class, who is multilingual, integrates three or more languages and students like it, even though they are monolingual. In the other English classes, teachers integrate fewer languages and students there enjoy it too. In other words, in the context of the study, teachers are one of the external factors which influence students' attitude to pedagogical practices.

The students' interviews support the quantitative difference of ML2's class and explain students' positive attitude to multilingual TP from a qualitative perspective. In their interviews, L2 learners of English with multilingual teacher ML2 confirmed their teacher gives additionally French and Spanish meanings of the words and even talks about their etymology and roots. The students find it entertaining, and even they are open to comparison with German words too because it is similar to English. Also, ML2's students reported that teaching cognates in multiple, different languages is very beneficial to learn English. By

knowing the associations, similar words between languages they build mental multilingual networks and remember or retrieve these words better and faster. Also, they gain affinity and interest in learning other unknown languages mentioned in class. They accepted that their teacher's knowledge of multiple languages and using them in class, contributed to this way of thinking and connecting languages.

> **S1ML2:** Üçüncü dillerde de kelimeleri veriyor hoca faydası eğlenceli kökenini veriyor bu buradan gelmiştir, Almanca da İngilizceye benziyor, üçüncü diller cognates faydası direk karşılığını Türkçede veya başka dilde benzeri olunca kafada daha iyi oturuyor İngilizce öğrenmede de faydası oluyor çünkü benzer kelimelerden çağrışım yapıp aklına daha çabuk geliyor daha kalıcı oluyor, ve yatkınlık oluyor başka dilleri öğrenmek istediğimde daha kolay olur hoca sayesinde. hoca bu şekilde düşünme yetisini yetiştiriyor bizde ben o kelimeye bakınca acaba bunun Fransızcası da var mı diye düşünmeye başlarım o sürekli verdiği için.
>
> *(He gives the words in third languages as well, the professor gives its fun origin, this is here, German is also similar to English, the third languages cognates benefit fits better when it is similar to Turkish or other languages, it is also useful in learning English because it makes associations from similar words and comes to mind more quickly. it becomes permanent, and it becomes easier when I want to learn other languages thanks to xxx teacher. xxx teacher trains his ability to think in this way, and when I look at that word, I start to wonder if it has French because he constantly gives it.)*

Even though the students are monolingual and do not know these languages they appreciate their teacher not only when teaching vocabulary but also when speaking them in class. They believe that it is beneficial for them, they get interested in and familiarized audially with languages they have never heard before.

> **S2ML2**: Meksika yemeğini anlatıyordu hoca İspanyolca konuştu, o yararlı, reading textlerde yapıyor hoca mesela İspanyol oradan örnekler veriyordu, katkısı da yatkınlık oluyor çünkü hiç duymadığımız bir dil, kulak aşinalık oluyor ve başka yerde aaa bu İspanyolca bu Fransızcaydı demek için artı oluyor.
>
> *(The teacher was explaining the Mexican food, he spoke in Spanish, he was doing it in reading texts, the teacher was giving examples from Spanish, his contribution is also a predisposition because a language we have never heard of, thus, ear familiarity occurs and elsewhere, this is a plus to say that aaa this is French, Spanish)*

The visual data also supported the positive stance of ML2's English class to multilingual TP. The drawing in Fig. 5.5 below belongs to an L2 learner of English, who was being exposed to the integration of three and more languages by his multilingual teacher ML2.

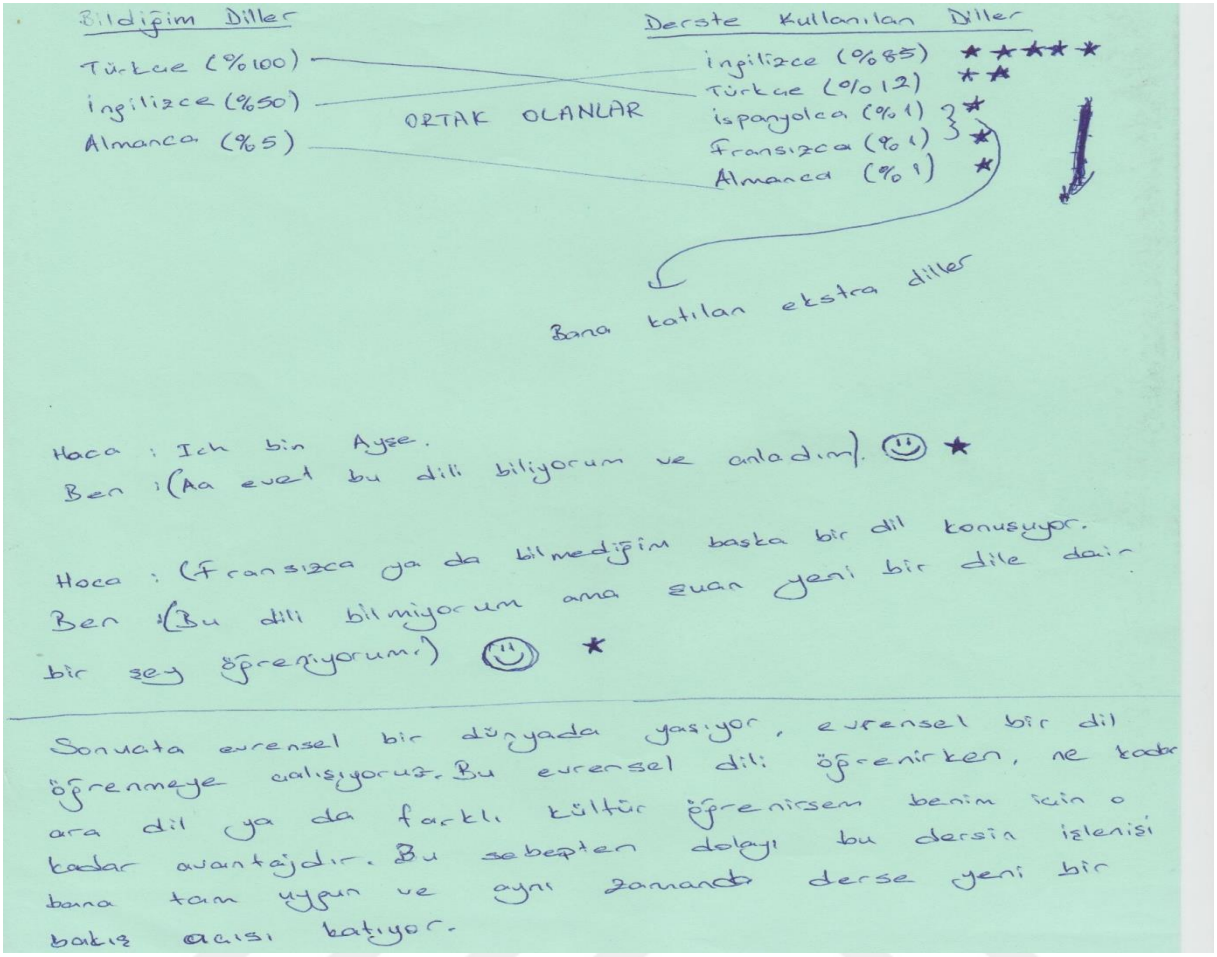


Figure 5.5. Student 2, L2 learner of English, graphic elicitation task expressing his/her attitude to TP in English prep classroom of teacher ML2.

Different from the L2 learners in the other English prep classes, this student favored not only TL and NL integration but also the inclusion of other western languages such as German, French and Spanish. Visually, TL is the most favored language labelled with five stars, followed by NL with two stars and the other languages with one star and smiley faces. The verbal notes are in favor of German, French and Spanish. They explain that hearing a familiar language (German) is nice because they can understand it. When they hear their teacher speaking in unfamiliar languages (French, Spanish) they learn new things about them. Finally, this student noted that learning different languages and cultures along with TL, brings the lesson new perspectives and globalization features.

5.7. Finding: RQ3C. In What Ways Do Learners' Attitudes to TP Differ Depending on Their Language Background?

5.7.1. Students' questionnaire: quantitative differences between the attitudes of L2, L3 and L3+ learners.

A Mann-Whitney and Kruskal-Wallis tests were run to search for significant differences on students' attitudes to teachers' pedagogies depending on their language background that is the chronological order (Ln) of TL being learnt (L2, L3, L3+ learner). Kruskal-Wallis results in Table 36 displayed evidence of a difference ($p < ,05$) between L2, L3 and L3+(L4, L5, L6) learners on attitudes to translanguaging pedagogies such as, the integration of two ($H (2) = 16,313$, $p =,000$) and three languages ($H (2) = 11,560$, $p =,003$), and on a monolingual teaching strategy such as teaching only in TL ($H (2) = 12,537$, $p =,002$).

Table 36

Kruskal-Wallis test results for difference in attitudes to translanguaging pedagogies between L2, L3, L3+(L4,L5,L6) learners.

	Att.2Ls	**Att.3Ls**	**Att.Cul**	**Att.1L.TL**
Kruskal-Wallis H	16,313	11,560	1,731	12,537
df	2	2	2	2
Asymp. Sig.	**,000**	**,003**	,421	**,002**

Table 37 reported the post hoc test (Dunn's Multiple Comparison, p values adjusted by the Bonferroni correction) results for the three pairs of groups. Table 37 reveals that L3 and L3+ learners are similar but significantly different from L2 learners. L2 learners favor integration of two languages (MR=92,56) and monolingual teaching (MR=88,92) more than L3 (MR=64,90;62,17) and L3+ learners (MR=63,83; 66,13) with a significant difference ($p <$,05). On the other hand, L3 (MR=95,63) and L3+ (MR=87,84) learners prefer the integration of three languages more than L2 learners (MR=66,70) at a significant level ($p < ,05$).

Table 37

Post hoc test results for significant difference between L2, L3 and L3+learners on their attitude to translanguaging pedagogies

Attitude	Group Info			Post Hoc Test Statistics		
	Ln group	**N**	**Mean rank**	**Gr1 -Gr2**	**Sig.**	**Adj. Sig.**
Att.2Ls	**L2**	82	**92,56**	L2-L3+	,000	,001
	L3	24	64,90	L2-L3	,007	,020
	L3+	51	63,83			
Att.3Ls	**L2**	81	**66,70**	L2-L3+	,008	,024
	L3	24	95,63	L2-L3	,005	,015
	L3+	50	87,84			
Att.1L.TL	**L2**	81	**88,92**	L2-L3+	,003	,009
	L3	24	62,17	L2-L3	,007	,020
	L3+	49	66,13			

Note. Only the pairs with significant difference between mean ranks are listed

To conclude, there is a difference in students' attitudes according to their language background, that is, regardless of the TL being learnt, L2 and L3/L3+ learners prefer different teaching pedagogies. While bi- and multilingual students favor the integration of three and more languages, monolingual learners have an inclination to bi- and monolingual pedagogies.

5.7.2. Interviews and visuals: qualitative differences between the attitudes of L2, L3 and L3+ learners.

The quantitative difference between mono- and bi-/multilingual learners was reflected in qualitative findings, as well. In their interviews, regardless of their TL, L2 and L3/L3+ learners displayed some differences in their attitudes to TP such as comparison of languages. Both parties agree that language comparison is useful for grammar and vocabulary. However, while L2 learners prefer comparison between NL and TL only, L3/L3+ learners favor the incorporation of a third or fourth language to the comparison. L2 learners explained their preference for NL-TL combination for several reasons. They reported understanding better abstract concepts, grammar, vocabulary and cognates this way because they look for logic and equivalents in their NL, a language they know and speak well. Also, thus they write better by understanding the differences in the way of thinking of TL speakers. For them NL is a pre-

stage, link to TL, without knowing the NL version you can not understand the English one. However, L2 learners are not open to comparisons between TL and other languages apart from NL due to low or lack of proficiency in L3. They accept they have never experienced such a method but they believe that teaching cognates and similarities between three or more languages may lead to confusion about the meanings of similar concepts:

> **S1ML1**: Karşılığını tam olarak anlayamıyoruz İngilizce kelimenin ama Türkçe deki anlamını anlayabiliyoruz, gramer de böyle kıyaslayınca daha iyi anlıyorum.
>
> *(S1ML1: We do not fully understand the equivalent of the English word, but we can understand its meaning in Turkish, I understand better when compared to grammar.)*
>
> **S1BL1:** Writing'te Türkçe düşünüyorum ama İngilizcede öyle geçmemesi gerekiyor aslında ama farkı anlayınca aaa İngiliz böyle düşünürdü.
>
> *S1BL1: I think in Turkish while writing, but it shouldn't be like that in English, but when you realize the difference, aa English would think like that.*
>
> **S1BL2:** Bildiğimiz konuştuğumuz dille kıyaslansın ve insan mantık aramaya başlıyor İngilizce bir şey için Türkçenin karşılığı nedir ve oturuyor biraz, abstract kelimeler için özellikle. Öyle yöntem görmedim önceden ama üç dil kıyaslamak kafa karışırdı diye düşünüyorum, birbirine yakın diller ve anlamı yakın kelimeler daha çok kafa karıştırır.
>
> *(S1BL2: Compared to the language we know and people start to look for logic, what is the equivalent of Turkish for English something and*

it fits a little, especially for abstract words. I haven't seen such a method before but I think comparing three languages would be confusing, languages that are close to each other and words with similar meanings are more confusing mixes.)

S1BL3: Türkçe İngilizce kıyaslama faydaları Türkçe anlamadığımız bir şeyin İngilizcesini anlayamıyoruz.

(S1BL3: Turkish English comparison benefits, we cannot understand something in English that we cannot get Turkish.)

On the other hand, L3/L3+ learners find the comparison of grammar and vocabulary in three or more languages beneficial and enjoyable, especially when known by everybody in class. Giving cognates and vocabulary in more than two languages are useful to consolidate the meaning of the words and to learn better and easier. Students from ethnic minority groups reported that their minority language should be included in comparisons specifically when similar to TL, which will make them more comfortable. However, they are considerate about their classmates who can not benefit from this method because they do not understand that language.

S2ML1: Üç dilde kıyaslayınca grameri daha rahat öğrendim. Türkçe'de daha iyi anlarız extra bildiğimiz dille karşılaştırma da yaparsanız bu daha da iyi pekişir, yani minimum iki dil kullanmanız gerekir tür ve İngilizce ve yanında bildiğimiz dilden örnek verirseniz daha da iyi pekişir, özellikle 3.dili sınıfta herkes biliyorsa.

(S2ML1: I learned grammar in a better way compared to three languages. We understand better in Turkish, and if you make a comparison with the language we know, it reinforces even better, so you have to use a minimum of two languages, English and Turkish,

and if you give an example from the language we know, it will reinforce even better, especially if everyone in the 3rd language class knows)

S2BL1: İsterdim kelimenin Lazcası da yazılsın verilsin anlamı bana faydası olurdu hoşuma giderdi ama sınıftaki diğer insanlara faydası olmazdı hedef İngilizce öğrenmek olduğu için.

(S2BL1: I wish the word was written in the language of Laz and would be helpful to me but it would help other people in the classroom since the target is learning English).

S2BL2: İngilizce ve Kürtçe grameri yakındır kıyaslama yapılsın derste, olabilir yakın dilleri kıyaslamak biliyorsak daha bir rahatlık sağlar.

(S2BL2: English and Kurdish grammar are close. In the lesson, it will be more convenient if we know how to compare close languages.)

What is more, unlike L2 learners, L3/L3+ learners find the comparison of TL to other FL more meaningful than compared to NL. One multilingual student reported that his language awareness of his FLs is higher than that of his NL. FL and TL are both learned, not automatically acquired and used like NL, so focus on grammar and comparison are more clear between FLs. Another student with previous experience of English-German comparison in his German class, accepted it was useful because they improve two FLs simultaneously, learn a word in two FLs and thus the association with Latin root words is a more effective way to remember vocabulary:

S3ML1: Kıyaslamamız gerekir üç dil gramer konusunda kıyaslanacaksak tahtaya yazarak onu anadilden ziyade sonradan öğrenilmiş bir dille kıyaslanmak daha iyi olur karşılaştırmayı daha net

görebilirim, çünkü anadildeki grameri çok iyi bilmeyebilirim, hayatta kullanıyorum ama bilincinde değiliz odaklanmıyoruz gramer yapısının ana dilin.

(S3ML1: we need to compare three languages if we are to compare grammar, it would be better to compare it with a language learned later than the mother tongue by writing on the board, I can see the comparison more clearly, because I may not know the grammar in the mother tongue, I use it in life, but we are not conscious, we do not focus on the grammatical structure of the mother tongue.)

S3BL2: Üçüncü dil açısından lisede Almanca hocamız kelimeleri hem Almanca hem İngilizce verirdi iyi oldu hem İngilizcemiz hem Almancamız gelişti Türkçesini bildiğim için iki kelime birden öğrenmiş oldum Latin kelimeler çağırışım yapıp daha kalıcı olur.

***(S3BL2**: In terms of the third language, in high school, our German teacher gave the words both German and English, which was good, and since I know English and German have improved, I have learned two words, Latin words will create association and become more permanent).*

Apart from comparison, L2 and L3/L3+ learners differ in terms of their attitudes to teacher's speaking other languages in addition to TL and NL. L2 learners think that teacher's integration of German or French is not appropriate for monolingual students like them learning English. They believe this may cause confusion because these languages are similar to TL and students do not have (enough) competence to understand them. In addition, they are not beneficial and might cause distraction from TL.

S1ML1: Almanca veya Fransızca katsaydınız için pek iyi olmazdı çünkü İngilizce öğreniyoruz, karışabilirdi, ve Almancayı katmamalıyız çünkü Almanca seviyemiz sınıfça olarak yeterli değil, ve araya girince kafalar karışabilir, katkıda bulunmazdı, ve ayni dil ailesi olduğundan, biz tek dil biliyoruz sadece.

(It wouldn't be very good if you could add German or French because we were learning English, it could get confusing, and we shouldn't include German because our level of German is not enough as a class, and when we intervene, they might get confused, they wouldn't contribute, and since it's the same language family, we only know one language.)

On the other hand, multilingual students believe that the similarity between languages spoken by the teacher is an advantage. They claimed to benefit from it because when one of the languages spoken matches TL, they understand better and overcome the difficulties of TL.

S1R: Hoca uç dilde ders anlatıyor ve bunu kesinlikle faydalı buluyoruz çünkü çok daha iyi anlayabiliyorum Rusça benim ikinci yabancı dilim ben zorlanıyorum harflerinde ve kalıplarında ama İngilizce ile match ettiğinim zaman benim birinci yabancı dilim olarak ben çok daha kolay anlıyorum.

(The teacher teaches lessons in three languages and we find it absolutely useful because I can understand it much better, Russian is my second foreign language, I have difficulties in my digits and patterns, but when I match with English, I understand it much more easily as my first foreign language.)

Multilingual learners also reported that teacher's code-switch is needed for some unclear and complicated grammar points that need clarification. If there are students who know other languages apart from TL and NL then they also need the chance to be given clarifications in these languages:

> **S2T:** There are some points which have to be clarified then it is useful to use English or other languages French, Arabic for students who know these languages well, when explaining grammar teacher should use several languages.

As for speaking to the teacher in languages other than TL and NL, L2 learners reported it not to be sensible in their context where most of the students are monolingual and TL and NL are the only languages shared by everybody in class. Therefore, students anticipated some issues, for instance, they may miss and not understand that question of their classmates and it may lead to unnecessary repetition of the same questions and answers in different languages so that everybody understands:

> **S2ML1:** Arapça konuşmamın anlamı olmazdı eğer sadece ben bilseydim. Arapça mesela kalan sınıf bilmediği için belki ayni soruyu bir kaç kere alabilirsiniz ve hepsine ayni cevabı vermek zorunda kalabilirsiniz.
>
> *(S2ML1: It would not make sense to speak Arabic if only I knew… for example, because the remaining class doesn't know Arabic, maybe you can take the same question several times and have to give the same answer to all of them.)*
>
> **S3BL1:** Üçüncü bilmediğim dilde başka öğrenci soru sorsaydı hocaya biz anlamazdık, soruyu kaçırırdık.

(S3BL1: If another student asked a question in the third language that I do not know, we would not understand the teacher, we would miss the question.)

However, unlike their L2 counterparts, L3/L3+ learners revealed positive attitudes to the freedom of speaking three languages themselves in class because this activates their language repertoire and they can find connections faster and easier between these languages, and can process the comparisons easier:

S5R: Biz üç dili Türkçe Rusça İngilizce hepsini konuşuyoruz sınıfta bu iyi bir şey çünkü bağlantı yapıyoruz daha kolay kavrıyoruz anlıyoruz mesela Almanca konuştuğunuzda karşılaştırdığınızda daha hızlı algılanıyor.

(S2R: We speak all three languages, Turkish and Russian in English. This is a good thing in the classroom because we make connections, we understand it more easily, for example, when you speak German, it is perceived faster when you compare.)

Finally, differently from their multilingual counterparts, some L2 learners prefer even monolingual pedagogies and want vocabulary to be explained or given synonyms only in TL. Their ground is that exams and the reading texts include synonyms, and this will be helpful for their exam scores:

S2BL1: Kelimeleri sinonim versin hoca çünkü sınavda sinonimler veya bir benzerini görme şansımız oluyor yani o kelimeyi göremiyoruz bir benzerini görüyoruz bizim için daha kolay oluyor, farklı metinlerde eş anlamlı kelimeler gelebiliyor.

(S2BL1: give the words synonymous of the words, because we have the chance to see synonyms or similar ones in the exam, so we cannot

see that word, we see a similar word, it is easier for us, synonyms can be found in different texts.)

The visual data from the students also implied the differences between L2 and L3/L3+ learners. The first drawing in Fig.5.6 belongs to an L2 learner who prefers bilingual TP but with priority to TL. The picture reveals that English (TL) is preferred to be the dominant language by covering 80% of the lectures. NL (Turkish) is suggested to occupy only 20 % and for grammar sessions only. Third languages, in the case German, are definitely not favored with 0% inclusion in class.

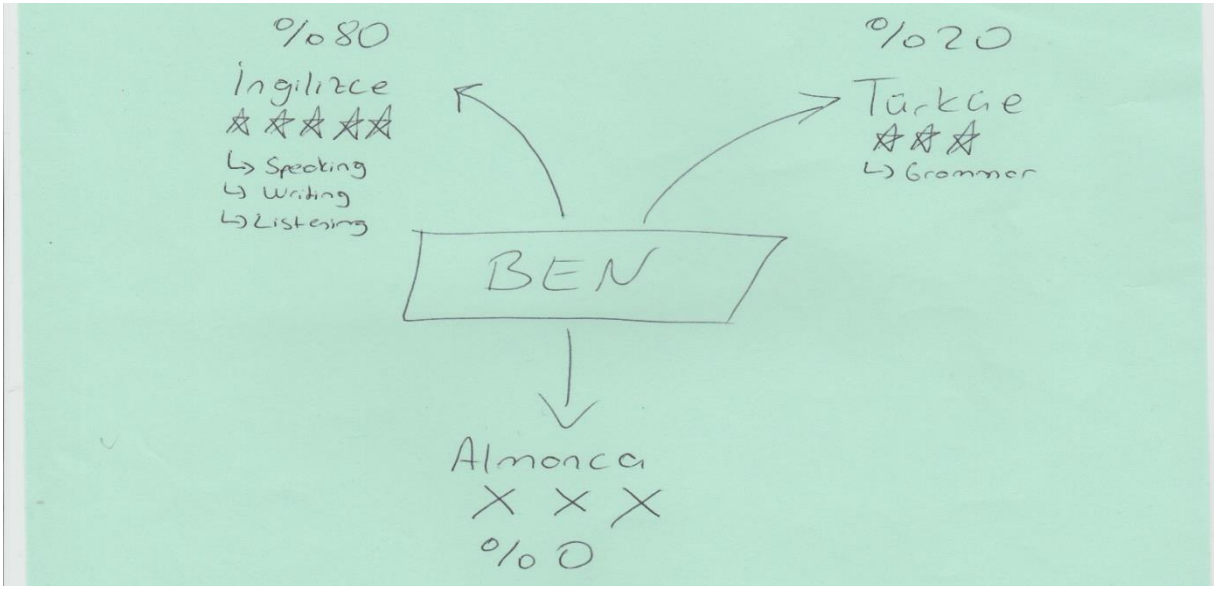


Figure 5.6. Student 3, L2 learner of English, graphic elicitation task expressing his/her attitude to TP in English prep classroom.

On the other hand, In Fig.5.7 below is the drawing of an L3/L3+ learner of English. Unlike the picture of an L2 learner, this drawing emphasizes both visually and verbally the preference of multiple languages in class, which is in line with the interview data of L3/L3+ learners. The verbal notes say that differences bring differences and that the more languages used to explain a phrase, rule or word, the more fruitful, productive it is for students. The visual clues remind the fruits of multiple language input, and specifically of languages different from NL. There is a separate bunch of circles and lines which seem to represent the

grouping and organization of the languages in multilinguals' mental network. This student also seems to compare and contrast his languages within themselves and with TL because some of the lines are similar some are different.

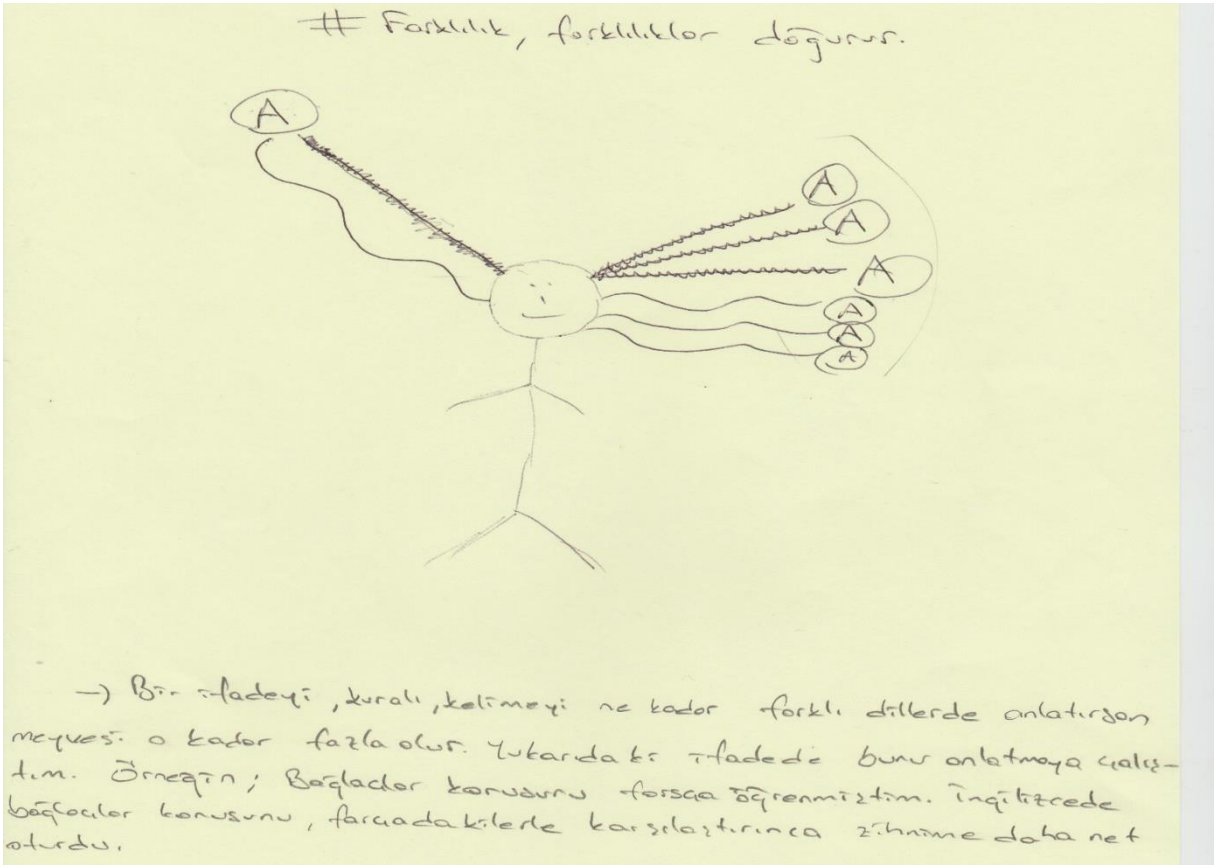


Figure 5.7. Student 4, L3/L3+ learner of English, graphic elicitation task expressing his/her attitude to TP in English prep classroom.

5.8. Finding: RQ4. Is There a Relationship between Teachers' Pedagogies and Students' Attitude to These Pedagogies?

5.8.1. Students' questionnaire: quantitative similarities between the groups.

Spearman's rho correlation analysis was used to answer RQ5A. Table 38 displays the correlations between students' attitude and teachers' practices. The correlations with a correlation coefficient having a value above ,3 (r >,3) were considered meaningful (Hatch & Farhady, 1982) and variables without correlations of r >,3 were deleted.

Table 38

Spearman's rho correlations between learners' attitude to teachers' pedagogies and teachers' practices based on students questionnaire data

Pedag.	Variables / Correlation Coefficient	Att.2Ls	Att.3Ls	Att.Cul	Att.1L.TL
2Ls	Teacher let us ask/answer questions in TL + my language.	**,393****	,004	**,339****	-,001
3 Ls	The number of languages used by the teacher in class	-,100	**,427****	,138	-,095
	Teacher compares and uses similarities and differences between TL and other foreign languages.	,060	**,683****	,251**	-,233**
	Teacher speaks TL + my language + other foreign languages.	-,129	**,683****	,052	-,147
	Teacher let us ask/answer questions in TL + my language + other foreign languages.	,086	**,665****	,163*	-,104
Culture	Teacher compares my culture with the TL one.	**,403****	,067	**,512****	,049
	Teacher compares my culture with those from around the world.	,132	,265**	**,376****	,070
1L=TL	Teacher speaks only TL.	,185*	,029	-,002	**,335****

*. Correlation is significant at the 0.05 level (2-tailed).

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

Note. In bold, the correlation is with r >,3 (Hatch & Farhady, 1982).

According to the results in Table 38, students' attitude to the integration of two languages positively correlated at a highly significant level of 0,01 with translanguaging pedagogies letting students ask and answer questions in TL + students' language (r=, 39; p<,01) and comparison of native and TL culture (r=, 40; p<,01). Students' attitude to the integration of three languages has a positive correlation at a highly significant level of 0,01 with all pedagogies involving three and more languages such as the number of languages used by the teacher (r=, 42; p<,01), comparison of TL and other foreign languages (r=,68; p<,01), speaking in TL + students' language + other foreign languages (r=,68; p<,01), letting students ask and answer questions in TL + students' language + other foreign languages (r=,66; p<,01). Attitude to the integration of culture positively correlated at a highly significant level of 0,01 with pedagogies involving culture (r=,51, p<,01; r=,37, p<,01) and letting students ask/answer questions in TL + students' language (r=,33; p<,01). Attitude to a monolingual

strategy such as speaking in TL only, positively correlated at a highly significant level of 0,01 only with a monolingual strategy like teacher's speaking in TL only (r=,33; p<,01).

To sum up, students' preference for a specific pedagogy positively correlated with the extent to which it is used by their teacher. In other words, the more teacher applies a pedagogy, the more students like it. For example, if the teacher integrates three languages, students appreciate it, or if their teacher focuses only on TL, students prefer monolingual pedagogies.

5.8.2. Interviews: qualitative similarities between the groups.

According to statistical findings, teachers' practices positively correlated with their students' attitude to these practices. In other words, if a teacher practices a specific pedagogy in her class, students like and appreciate it. Also, that correlation might mean that students are influenced by their teachers' methods and adopt the attitudes of their teachers. Interview data supported qualitatively this parallelism between teachers and their students because teachers and their students revealed not only similar attitudes but also stated the same reasons behind their attitudes. For example, teacher BL1 was echoed by her student S3BL1 about the benefits of contrasting TL-NL sentence structure so that students perceive the difference between TL-NL mentality and do not make a negative transfer in TL writing:

> **S3BL1**: Gramer ve kelime kıyaslama aslında iki dil arasında yazma farkı anlamak için gerekir. Writing te Türkçe düşünüyorum ama İngilizce cümlede öyle geçmemesi gerekiyor aslında ve iki dil arasındaki farkı anlayınca aaa İngiliz böyle düşünürdü derim ve olduğu gibi çevirmezdim cümleyi.
>
> *(S3BL1: Grammatical and word comparison is actually required to understand the difference in writing between two languages. In writing classes I think in Turkish but it is not supposed to be the case*

in an English sentence, and when I understood the difference between two languages, I'd say that's what English would think, and I wouldn't translate it as it is.)

BL1: Writingte sentence order için translanguaging kullanıyorum çünkü öğrencilerin ilk başlarda cümle sıralamasını hep Türkçedeki mantıkla gidiyorlar orda bir kıyaslama bazen gerekiyor. İngilizcede de öyle bir sıralama olmadığını bilmeli ki öğrenci bir daha cümle yazarken ayni sıralamayı kullanmasın.

(BL1: I use translanguaging for writing sentence order because students always go with the Turkish logic in the order of sentences at the beginning, there is sometimes a comparison and sometimes a comparison is needed. The student should know that there is no such order in English so that the student does not use the same order when writing a sentence again.)

Another example of teacher-student compatibility is about teacher BL2 and her student S1BL2 who both mentioned the need for focus on TL in class, due to the danger of NL dominance, thinking in NL and neglecting TL:

S1BL2: Hoca derste sadece İngilizce konuşmalı, başka dilde arada örnek verilir ama araya fazla Türkçe konuşması öğrenciyi daha Türkçe düşünmeye teşvik ediyor.

(S1BL2: The teacher occasionally gives examples in other languages with only English speaking in the lesson, but speaking too much Turkish in between encourages the student to think more Turkish.)

BL2: Ben İngilizce konuşmaya, açıklamaya taraftarım derste…Türkçe İngilizce kullandığım zaman onlar hemen Türkçe düşünmeye yöneliyor hemen Türkçe karşılaştırmaya yöneliyor ve hep öyle istiyor.

(BL2: I am in favor of speaking and explaining in English. When I use Turkish in English, they immediately tend to think in Turkish, and they always want to compare with Turkish.)

Also, teacher ML2 and her student S2ML2 pointed out the same benefits of L3 integration in English classes as getting familiarized, gaining affinity to L3 and raising crosslinguistic awareness:

S2ML2: Hoca İspanyolca konuştu, katkısı da yatkınlık oluyor çünkü hiç duymadığımız bir dil, kulak aşinalık oluyor ve başka yerde aaa bu İspanyolca bu Fransızcaydı demek için artı oluyor.

(S2ML2: The teacher spoke Spanish, his contribution is also a predisposition because he has a language we have never heard of, he is familiar with the ear, and elsewhere, this is a plus to say that aaaa this is French.)

ML2: Sırf öğrencinin kulak aşinalık olsun diye feedback verirken "great job" yerine ben "tres bien" deyip language awareness kazanmış oluyorlar.

(ML2: When giving feedback just to make sure that the child is familiar with the ear, they say "tres bien" instead of "great job" and gain language awareness.)

Finally, teacher BL3 and her student S3BL3 had overlapping opinion about the benefits of NL as a step, warm-up, pre-phase to TL learning:

S3BL3: Türkçe İngilizce kıyaslaması faydaları Türkçe anlamadığımız bir şeyi İngilizcesini anlayamıyoruz, toplamı bilmeyip diğer işlemleri yapamamak gibi bir şey.

(S3BL3: Turkish English comparison benefits we do not understand Turkish, something we do not understand English, something like not knowing the total and not being able to do other operations.)

BL3: Öğrenci bir anlasın anadilinde ilk önce, sonra target dil her ne ise onda da anlatılsın öğrencilere.

(BL3: Let the student understand that in his native language first, then let the students be told in whatever target language is.)

In summary, teachers' pedagogies are likely to influence the attitudes of their students. By being exposed to their teachers' method, students adopt their teachers' attitudes and approaches to FL learning. Students' statements overlapped and echoed the explanations of their teachers about the preference of specific pedagogies.

5.9. Finding: RQ5A. Is There a Significant Difference in Students' Achievement between a Multilingual Class with a Multilingual Teacher Applying Multilingual TP vs Other Multilingual Classes with Monolingual and Bilingual Teachers in Turkish Prep program?

One-way ANOVA analysis was carried out to explore the difference in students' achievement between five classes at A1 level in Turkish Prep program. All the classes consist of multilingual and foreign students and were taught by bilingual (Turkish-English), and monolingual (Turkish) teachers for the first two months of the academic year by A1 level. Differently from the rest four, one class (TUR5.ML2) was taught not only by monolingual and bilingual but also by multilingual teacher ML2. In addition, class TUR.ML2 was exposed to multilingual TP by their multilingual teacher in her classes for a two-month A1 level

period. The results in Table 39 below revealed a significant difference between five Turkish classes on A1 level progress exam scores such as, total score (F(4) =2,64, Sig= ,038, p<,05), listening (F(4) =3,93, Sig= ,005, p<,05) and speaking score (F(4) =3,94, Sig= ,005, p<,05).

Table 39

ANOVA test results for A1 progress exam scores of five Turkish classes

		Sum of Squares	df	Mean Square	F	Sig.
TOT.SCORE	Between Groups	4917,653	4	1229,413	2,645	**,038**
RD	Between Groups	256,853	4	64,213	1,756	,144
LS	**Between Groups**	**495,253**	**4**	**123,813**	**3,930**	**,005**
WRT	Between Groups	164,027	4	41,007	1,086	,368
SP	Between Groups	534,098	4	133,524	3,942	**,005**

The post hoc results for total and speaking scores revealed non-significant (p>,05) comparisons for the class with multilingual teacher ML2 (TUR5.ML2). However, post-hoc Tukey HSD tests results in Table 40 below showed that for the listening score, class TUR5.ML2 had the highest mean (M= 18,75) of all classes and had significantly (p=,008) higher listening score than class TUR1 (M=12,84) at the 0,05 level of significance. Class TUR1 had been taught only by monolingual (Turkish) teachers.

Table 40

ANOVA Post hoc test results for significant difference between Turkish classes on A1 progress exam listening score means

	Group Info			**Post Hoc Test Statistics**	
Score	**Classes**	**N**	**Mean**	**Gr1 -Gr2**	**Sig.**
LS	TUR1	23	12,8478	TUR5.ML-TUR1	,008
	TUR2	21	18,0000		
	TUR3	21	17,4762		
	TUR4	21	15,4524		
	TUR5.ML2	**20**	**18,7250**		

Note. Only the pairs with significant difference between means are listed

To conclude, compared to the rest four classes in Turkish prep program, the class of teacher ML2 revealed the highest listening score and significantly higher than the score of the class with a monolingual teacher. There is no data to reveal what kind of pedagogies were practiced in the rest four classes with mono-/bilingual teachers in Turkish prep program.

However, the data collected for this study indicate that multilingual teacher ML2 has intensively used multilingual TP in her class in Turkish prep program. Therefore, compared to the pedagogies of monolingual teachers, multilingual TP applied by multilingual teachers are likely to have a positive effect on the listening skills of multilingual students.

5.10. Finding: RQ5B. Is There a Significant Difference in Students' Achievement between Five Classes with Different Levels of Exposure to Translanguaging Pedagogies in the English group?

One-way ANOVA results in Table 41 below indicated a significant difference between five classes in the English group on final exam scores such as, reading (F(4) =3,00, Sig= ,024, p<,05) and listening (F(4) =3,14, Sig= ,019, p<,05).

Table 41

ANOVA test results for final exam scores of five classes in EN group

		Sum of Squares	df	Mean Square	F	Sig.
	Between Groups	983,604	4	245,901	1,164	,334
RD	**Between Groups**	**2607,557**	**4**	**651,889**	**3,005**	**,024**
LS	**Between Groups**	**2388,545**	**4**	**597,136**	**3,140**	**,019**
WRT	Between Groups	303,609	4	75,902	,439	,780
TOT.SCORE	Between Groups	996,196	4	249,049	2,192	,078

Post-hoc Tukey HSD tests in Table 42 below revealed that for the reading score the class with bilingual teacher BL3 had the highest mean (M= 66,57) of all classes and had a significantly (p=,027) higher score than the class of multilingual teacher ML1 (M=50,66) at the 0,05 level of significance. The post hoc tests for listening score showed that the class with bilingual teacher BL1 had the highest mean (M= 66,40) of all classes and had a significantly (p=,009) higher score than the class of multilingual teacher ML2 (M=48,61) at the 0,05 level of significance.

Table 42

ANOVA Post hoc test results for significant difference between classes of EN group on final exam scores

	Group Info			Post Hoc Test Statistics	
Score	**Classes**	**N**	**Mean**	**Gr1 -Gr2**	**Sig.**
RD	**ML1**	**18**	**50,6667**	BL3-ML1	,027
	BL1	15	61,8667		
	BL2	17	59,7647		
	BL3	**14**	**66,5714**		
	ML2	13	52,9231		
LS	ML1	18	56,0000	BL1-ML2	,009
	BL1	**15**	**66,4000**		
	BL2	17	58,1176		
	BL3	14	60,8571		
	ML2	**13**	**48,6154**		

Note. Only the pairs with significant difference between means are listed

From ANOVA post hoc comparisons of English classes final score it can be concluded that the classes of bilingual teachers BL3 and BL1 reached the highest reading and listening score, and a significantly higher score than the classes of teachers ML1 and ML2.

5.11. Finding: RQ5C.In What Ways Do Translanguaging Pedagogies Contribute to Students' Achievement?

The statistical findings for RQ5A and RQ5B indicated the highest listening scores for the class of teacher ML2 in Turkish prep program and for the class of teacher BL1 in English prep program. On the other hand, the highest reading score was revealed for the class of teacher BL3 in English prep program (see Table 43 below).

Table 43

Teachers and their classes with significantly high mean achievement score

Gr	Teacher of the class with significantly high mean score	Skill
TUR	ML2	LS
EN	BL1	LS
	BL2	RD

The nature of the groups within themselves is homogeneous such as the same level of TL, the same age band and the same status of domestic or foreign university students. Therefore, the factors affecting the differences in their achievement might be external, not originating from

the students themselves. Whether these factors are somehow related to teachers' TP or not, will be explored in statistical and interview data.

The descriptive statistics gave some clues about a potential relationship between the achievement of these three classes and TP. Table 44 and 45 below display the extent to which teachers practice TP in their classes according to students' and teachers' data, respectively. The tables reveal that teachers BL1, BL3 and ML2 make use of TP at a high level. To be more specific, bilingual teachers BL1 and BL3 integrated two languages and culture in monolingual classes with learners of English as a FL. On the other hand, multilingual teacher ML2 incorporated two, three or more languages in a multinational and multilingual class of foreign students learning Turkish. Therefore, the high practices of specific TP for specific learning contexts might have positively affected the achievement of these classes.

Table 44

Students' data from the questionnaire reporting to what extent their teachers use translanguaging pedagogies

Gr/ TL	Teacher		PED.2Ls			PED.3Ls			PED.Cul		
			Low	Mod	High	Low	Mod	High	Low	Mod	High
En	ML1	%	0,0	0,0	100	85,0	15,0	0,0	25,0	35,0	40
	BL1	%	0,0	0,0	**100**	88,2	11,8	0,0	11,1	16,7	**72,2**
	BL2	%	0,0	26,1	73,9	82,6	17,4	0,0	13,0	30,4	56,5
	BL3	%	0,0	0,0	**100**	88,2	11,8	0,0	0,0	11,8	**88,2**
	ML2	%	0,0	0,0	100	7,1	42,9	50	0,0	21,4	78,6
Tur	**ML2**	%	1,9	11,5	**86,5**	46,2	**34,6**	**19,2**	26,9	38,5	34,6

Table 45

Teachers' data from the questionnaire self-reporting to what extent teachers use translanguaging pedagogies

Group	Teacher/Class	PED.2Ls	PED.3Ls	PED.CUL
En	**BL1**	**Mod**	Low	**High**
	BL2	Mod	Low	Mod
	BL3	**High**	Low	Low
	ML2	Mod	High	High
Tur	**ML2**	**Mod**	**High**	**High**

Another statistical finding such as Table 46 below displays the frequency of codes elicited from the transcribed interview with the teachers. These codes represent the skills and

areas in which they used TP, that is, how many times teachers mentioned that they used TP in a specific skill or an area. According to Table, ML2 is the only teacher who used TP in speaking, oral activities in her Turkish class and mentioned this with a relatively high frequency (f=5). On the other hand, teacher BL3 seems to practice TP in her reading sessions the most (f=5). These frequencies might give light to the high scores of their students in listening and reading sections, respectively.

Table 46

Frequency of codes representing the skills in which TP are used by teachers

Tur prep class	En prep classes			
ML2	ML2	BL1	BL2	**BL3**
9 GR	3 GR	3 GR	6 GR	**5 RD***
6 VOC	3 VOC	3 WR	4 VOC	4 GR
5 COGN	2 COGN	2 VOC	3 COGN	1 ABS
5 SP*	1 RD	1 ABS		1 COGN
3 RD		1 COGN		1 VOC
		1 RD		
		1 SYNT (SVO vs SOV)		

Participants' own words also gave insight into the achievement score of these classes and how their TP contributed to it. For example, the students of ML2 reported that their teacher teaches them cognates, false friends and organizes speaking activities in which multilingual code-switches are allowed. This leads to building a crosslinguistic network, which itself possibly made words easier to remember, retrieve and decode audially. All these might have contributed to students' listening skills.

> **S2T**: We were switching languages and it stimulates brain activity. Our teachers encouraged us to speak. Hearing some words in French helps me better remember both in English and Turkish.
>
> **S5T**: Hoca cognates öğretiyor ve çok faydalı mesela bazı Türkçe kelimeler Arapçasını telaffuz olarak benzer ama anlamları farklı, ya da ayni olup kelimeler anlamıyoruz karşılaştırma yapınca sonra daha detaylı bir şekilde biliyoruz öğreniyoruz farkını.

(S5T: teacher teaches cognates and it is very useful. For example, some Turkish words are similar in pronunciation but their meanings are different, or the same, we do not understand the words and we know the difference in a more detailed way.)

In addition, apart from being multilingual, teacher ML2 has an MA degree in European Union studies. She claims that this helped her to organize enjoyable debates and multilingual discussions in her multinational class:

ML2: Mastır alanım sosyal bilimler, Avrupa birliğinde yüksek lisans yapıyorum Türkçe sınıfta debate konuları olduğunda benim de altyapım olduğu için alanda onları çok güzel yönlendiğimi düşünüyorum, çok sağlam fikir alışverişi yaptık, başka dillerde de code-switch yaptık.

(ML2: My M.A. field is social sciences, I am doing my master's degree in the European Union. I think that I have a very good background in the field when there are debate subjects in the Turkish class, we exchanged very solid ideas, we also made code-switches in other languages.)

The class of teacher BL1 was also successful in the listening section of the exam. The possible source could be the focus on pragmatics, and raising awareness of the difference between thinking in NL and TL in this class:

S5BL1: Translation faydası bazen İngilizce düşünmekle Türkçe düşünmek farklı anlayamıyoruz ama hocamız anlamını verince daha iyi anlıyoruz o farkı.

(S5BL1: The benefit of translation is sometimes we cannot understand the difference between thinking in English and thinking in Turkish, but

when our teacher gives the meaning, we understand that difference better.)

On the other hand, the class of teacher BL3 gained the highest score in the reading section. The possible reason could be the use of intensive TP in reading sessions. For example, students claimed that their teacher's translation helps them interpret a sentence from a different, unknown perspective in reading texts:

> S4BL3: Translation faydalı yeni bakış açısı kazanıyoruz o cümle için, reading parçası için takıldığım anlamadığım cümle hoca onu çevirince fikir sahibi olabiliyoruz. Hoca farklı anlamlarını bildiği için kelimelerin o cümleyi iki uç farklı anlamlarla da çevirebiliyor bu da bakış açımızı İngilizce olarak geliştiriyor.
>
> *(S4BL3: translation is beneficial, gaining a useful new perspective for that sentence, the sentence I do not understand for the reading part, we can get an idea when the teacher translates it ... Since the teacher knows different meanings of words, he can translate that sentence with two extreme meanings, which improves our perspective in English.)*

5.12. Findings: RQ6. In What Ways Do Translanguaging Pedagogies Contribute to the Engagement of the Students in Learning?

To find the answer to RQ6, teachers' and students' interviews and visuals were analyzed. Teachers explained why they (do not) use TP in their classes, while students revealed why they (do not) like their teachers' TP. The participants reported a great variety of reasons why they (do not) prefer TP in class but they unified under one concept related to students' learning: engagement. In the following sub-sections, the contribution of TP to learners' emotional, cognitive and social engagement will be explored both from teachers'

and students' perspectives. In addition, TP will be approached also from the aspect of students' level of TL, language skills and areas, and multilingual materials.

5.12.1. Teachers' interviews.

5.12.1.1. *Contribution of TP to emotional engagement*.

Teachers reported several reasons for using TP to engage their students emotionally in the lesson. ML2, for example, wanted to create a "comfortable zone" for students in which students feel safe, relaxed and more motivated to learn. Through TP students have access to their teacher by means of whatever language they feel easy with. Therefore, as teachers stated language should not be a barrier but a bridge between teacher and students in a language classroom:

> **ML2:** Ben o comfort zone yaratıyorum onlara rahat bir alan vermeyi seviyorum, sen yeter ki sorunu istediği dilde sorsun ben cevaplayacağım zaten çünkü Türk öğrencinin motivasyonu çok hızlı düşüyor […] çocuk kendini rahat hissetmeli, bendeki bilgiyi almak istediğinde bana ulaşabilmeli ve bunu hangi dilde yapacaksa ben hazırım yeter ki öğrenmek istesin sorsun, özellikle dil hocası inaccessible olamaz işimiz bu, dil engel olamaz kesinlikle, illa işte İngilizce soracaksın, bu sefer çocuk çekiniyor.
>
> *(ML2: I create that comfort zone I like to give them a comfortable space, as long as you ask the problem in the language they want, I will answer anyway because the motivation of the Turkish student is decreasing very quickly [...]the child should feel comfortable, can reach me when he wants to get the information I have and I am ready to do it in whatever language. As long as he wants to learn it, especially the language teacher cannot be inaccessible, this is our job,*

the language cannot be an obstacle definitely, you will ask English, this time the child is afraid.)

BL3 also used two languages for the emotional benefits of her students to reduce the stress caused by language barriers and increase their motivation. Based on her frustrating L3 learning experience with strict monolingual pedagogy she showed sympathy and understanding to the difficulties students go through and gave her students free language choice. Also, BL3 uses the languages as a way of reaching and showing respect to her students' emotions, identity and background. BL3 does not want to estrange her students but to make them accept her as a friend and obtain a sense of belonging to the class:

BL3: Öğrencilerim öyle hissetsin istemiyorum o yüzden olabildiğince istedikleri kadar konuşsunlar Türkçe de İngilizce de codeswtitch de yapsınlar yeter ki derste olsunlar orda olsunlar […] anlayınca daha çok katılıyorlar motivasyonun artırdığını düşünüyorum, onlara ulaşmaya çalışıyorum gerçekten anlasınlar belki dokunmaya çalışıyorum sadece İngilizceye değil ben size, sizin dilinize, öğrendiklerinize, geçmişe de saygı duyuyorum ve o geçmişe hiç zarar vermeden ötelemeden bağlantı kurmaya çalışıyorum. Dostum beni kabul edin gibi bir şey, translanguaging yaparak öğrendikleri şeyleri kendi identity ye ait hissederler, istediğim şey iyi rahat huzurlu hissetsinler.

(BL3: I don't want my students to feel like that, so they should speak as much as they want in Turkish or in English and codeswitch, as long as they are there in the lesson ... when they understand they participate more, I think the motivation increases ... I respect what you have learned, the past, and I try to connect with that past without

damaging it at all, something like accept me, my friend… they feel belonging to their identity by translanguaging what they have learned, what I want them to feel good and comfortable.)

In addition to BL3, BL1 believes that teacher's behavior and stance in class influence students' attitude to TL so when the teacher is very strict, reserved and not flexible in language choices students may develop negative attitudes and resistance to language learning.

BL1: Çok katı olduğu zaman öğretmen bir şey paylaşmaya çekiniyorlar çünkü senin ders içimindeki tutumunu öğrenci senin karakterin olarak görüyor bu hoca esnemiyorsa gerçek hayatında da böyle katıdır böyle farklılıklara açık değildir diyor senin sınıf içi dışı davranışını değerlendiriyor sana karşı bir tutum belirliyor […] öğretmene negatife tutum varsa o derse dile de negatife tutum oluyor.

(BL1: When the teacher is very strict, they are afraid of sharing something because the student sees your attitude in the lesson as your character. there is a negative attitude to the language for that lesson.)

5.12.1.2. *Contribution of TP to social engagement*.

Teachers also reported the beneficial effects of TP on the social engagement of their students in learning. Teachers reported that the usage of multiple languages in class contributes to class collaboration, the interaction between students such as peer-translation and cooperation which scaffold their learning of TL via socializing:

ML2: Öğrenciler en iyi birbirlerinden öğreniyorlar sınıf içinde de kendi daha yakın hissediyor çünkü aynı zorlukları var birbirine empati kuruyor […] target dili veya başka ortak dil bilmiyorsa monolingualsa o zaman yanındaki arkadaşından translate etmesini izin veriyorum.

(ML2: The students learn best from each other and they feel closer in the classroom as well because they have the same difficulties, they empathize with each other […] if the target language or other common language is monolingual then I let him translate from his friend.)

BL2: Beni anlamadıkları zaman aralarında anlatıyorlar, birbirlerine yardımcı oluyorlar, bu bilgilerini İngilizce Türkçe kıyaslayınca çok daha iyi öğreniyorlar, bu onları motive ediyordu.

(BL2: When they do not understand me, they tell each other, they help each other, they learn this knowledge much better when comparing English to Turkish, this motivated them.)

Language choice flexibility or being given the freedom to choose the language of communication in class also contributes to teacher - students communication by fostering students' participation, in class discussions, attention and focus on the activities.

BL3: İngilizce konuşmalarına zorladığım zaman sınıfta sadece çok iyi olan üç öğrenci konuşuyor, nasıl istersen İngilizce veya Türkçe ifade edin kendinizi dediğimde, öğrenci Türkçe ifade ediyor ama kopmamış oluyor yine de sınıfta benime oluyor, katılıyor, dersi dinlemiş, kafasında sorduğum soruyla ilgili bir fikir var ama ifade edecek kadar İngilizce yoksa bence o öğrenciyi kesmek orda yanlış.

(BL3: When I force them to speak in English, only three very good students speak in the classroom, express yourself in English or Turkish as you wish, the student expresses themselves in Turkish but it still happens to me in the classroom, participates. If there is not

enough English to express it, I think it's wrong to cut the speech or interrupt that kid there)

ML2: İlla işte İngilizce soracaksın, bu sefer çocuk çekiniyor anlamasa da kafasını sallıyor anladınız mı sorduğumda, genuin iletişim olmalı aramızda o yüzden çocuğu serbest bırakıyorum.

(ML2: You will definitely ask in English, this time the child hesitates, he shakes his head even if he does not understand. When I ask you understand, there must be genuin communication between us so I release the child)

Another benefit of TP to the social side of learning allows the teacher to give feedback, clarify unclear points, give instructions, and build a genuine rapport with their students via the language they understand and express themselves the best.

BL1: O an için belki bir instruction ne demek istedi ne yapacakmışız sorup onlara translate ettirip o yüzden yüzde yüz ingilizce konuşuyorum diyemem. Bazen instruction okuyorlar zorsa özellikle , bazen çok katı olmak geri attırıyor öğrenciyi katılacağı varsa da katılmıyor, öğretmen ve öğrenci arası iletişim etkileşim de rahatlatıyor öğrenci biliyor ki sığınacağı bir liman var ben bu limana dönüp yani Türkçeye dönebilirim sığınabilirim.

(BL1: For that moment, maybe an instruction asked what we were going to do and have them translate it, so I cannot say that I speak 100% English. Sometimes they read instruction, especially if it is difficult, sometimes being very strict makes the student jump back and if there is any, disagree. The communication between the teacher and

the student also relaxes the interaction, the student knows there is a port where he can be comfortable, I can return to this port and return to Turkish.)

Other social benefits of TP to students reported by teachers are raising students intercultural and global citizen awareness which broadens their horizon and tolerance to cultural differences:

ML2: Kültürel farklılıklar kazandırıyor öğrencilere global dünyada dünya vatandaşısınız her zaman bunu anlatmaya çalışıyorum, İngilizce bilmek ya da herhangi ikinci üçüncü dil öğrenmek sadece sizin ufkunuzu açmayacak ayni zamanda dünya algınızı değiştirecek diyorum.

(ML2: It gives cultural differences to students, you are a global citizen in the global world, I always try to explain this, I say that knowing English or learning any second or third language will not only broaden your horizons but also change your perception of the world.)

BL3: Translanguaging ayrıca toleransı yükseliyor, racism gibi şeyler azalır, o gün aydınlanma yaşanmaz ama uzun vadede değişebilir.

(BL3: translanguaging also increases tolerance, things like racism decreases, there is no enlightenment that day but may change in the long run.)

5.12.1.3. *Influence of TP to cognitive engagement*.

On the other hand, teachers reported both positive and negative effects of TP on the cognitive engagement in language learning in this context. As for the benefits, the language alternation in class fostered meaningful, inductive learning via connecting languages which results in making a positive transfer and preventing unconscious negative transfer between

them. Building a multilingual network between languages also leads to raising students' crosslinguistic and metalinguistic awareness. This makes students autonomous learners who adopt cross-linguistic strategies and use them independently. Also, according to teachers, TP keeps students' attention on the lesson, activates their prior knowledge and associates it with the new input which leads to active, meaningful and more effective learning.

> **ML2**: Sınıfta etimolojiye değinmeye, false friends cognates öğretmeyi seviyorum çünkü diyorum ki kelime ezberlemekten ziyade anlamlandırarak öğrenmeniz gerekiyor, false negatife transferi engelliyor.
>
> *(ML2: I like to mention etymology in the classroom, to teach false friends cognates because I say that you have to learn by the meaning (in a context) rather than memorizing words, false negative prevents transfer.)*
>
> **BL2**: Türkçe anlattığımda aldığım cevaplardan anlıyorum ki çok daha iyi anlaşılıyor çünkü kafalarında net sorular soruyor Türkçeyle bağdaştırıp kendi kafalarındaki soruları Türkçe gramerle özdeşleştirip daha iyi anlamalarını sağlıyor.
>
> *(BL2: I understand from the answers I get when I explain in Turkish that it is much better understood because it asks clear questions in their minds, associating it with Turkish, and identifying the questions in their minds with Turkish grammar and enabling them to understand better.)*
>
> **BL3:** Sadece İngilizce anlatırken kopan bir öğrenci var artık beni duymuyor bile o anda Türkçeye geçtiğim zaman hemen kafasını çeviriyor yeniden geri dönüyor, kıyaslasın, kafasını çalıştırsın daha

aktive öğrensin, sadece verileni almasın da kafasında da böyle bir bağlantı kursun içinde.

(BL3: There is a student who is just lost while explaining in English, he does not hear me anymore, even when I switch to Turkish at that moment, he turns his head away again… Compare, let him work (run) his brain, learn more actively, he does not just take what is given, but he also establishes such a connection in his mind.)

Another benefit of TP to the cognitive engagement of students is its function as a problem-solving strategy. When the lesson gets stuck due to language barriers, and students do not understand properly the material such as abstract concepts and grammar structures. Alternating to a more familiarized language gives a practical solution and keeps the flow of the lesson. TP saves time, effort, misunderstandings, it facilitates the lesson and offers a shortcut by means of multiple languages.

BL1: Soyut kavramlarda ve gramer soru işaretleri oluyor kafalarında o zaman translanguaging tereddüttü ortadan kaldırıyor dersin işleyişini de hızlandırıyor öbür türlü anlamadıklarını görüyorsun ve bu sefer vakit çok uzuyor bizim de follow a plan gerekir, anlamadıkları yerde Türkçeyi devreye sokuyorum emin olsunlar diye o tereddüttü gidermek için.

(BL1: There are abstract concepts and grammatical question marks in their minds, then translanguaging eliminates hesitation, accelerates the process of the lesson, otherwise you see that they do not understand, and this time the time is too long, we need to follow a plan, I put Turkish into action where they do not understand, to remove that hesitation, so that they can be sure,)

BL3: Mesela present progresive gelecek zaman anlamı verdiğini çok zor anlıyorlar onu diyorum Türkçedeki zaman kayması gibi …o zaman anlıyorlar bunun faydasına gelince hiç üzerine düşünmek ezberlemek çalışmak içselleştirmek zorunda kalmıyorlar zaten onlarda olan bir şey bu, o anda saniyeler içinde gerçekleşiyor bence.

(BL3: For example, they understand very hard that it gives meaning to the present progression and the future tense, I say it is like a time shift in Turkish… Then, they understand the benefit of this, and when it comes to the benefit of this, they do not have to think about it, memorize, internalize, or study this is something they already have, I think it happens in seconds at that moment.)

However, TP is also reported by teachers to have some negative effects on students' cognitive involvement in language learning. Namely, alternating languages might lead to spoiling the balance between TL and students' NL. Consequently, TL might be ignored, and NL becomes the dominating and activated language in class. This deprives students of exposure to, practice, developing native-like proficiency and thinking in TL. In addition, the comparison of languages may result in confusion and negative transfer when students' proficiency level of TL and metalinguistic awareness is insufficient. What is more, TP may lure the students to the "easy way", to "spoon-feeding" without processing the input which is ineffective for a long- term goals and that is why TP is avoided and used only as a last resort strategy.

BL1: Ama en başta translanguaginge başvurmuyorum kolaya kaçmaya oluyor son atışı Türkçe yapmak gerekir. TL kullanınca kendini tekrar paraphraze etme tekrar söyleme ihtiyacı oluyor o da öğrencinin dille daha çok haşır neşir olmasını sağlıyor.

(BL1: But I do not adhere to translanguaging at first, it is going to be easy to run, the last shot should be made in Turkish… When using TL, it is necessary to paraphrase himself again and to say it again, which makes the student more familiar with the language.)

BL2: Türkçe İngilizce kullandığım zaman onlar hemen Türkçe düşünmeye, onları spoonfeeding e direk yöneltiyor, çok fazla Türkçe açıklamaya girdin mi her şeyi Türkçe yapmanı istiyor Türkçe ana dili olduğu için […] türkçeden negatif ama benzer dillerden pozitife transafer yapabilir.

(BL2: When I use Turkish English, they immediately direct them to think in Turkish, direct them to spoonfeeding, when you use too many Turkish descriptions, they want you to do everything in Turkish because Turkish is the main language [...] it can transafer from Turkish to negative but positive from similar languages.)

ML2: Türkçenin gramer yapısı o kadar farklı ki İngilizceden her bir kıyaslama İngilizce sınıfında kafa karışıklığına sebep oluyor.

(ML2: the grammatical structure of Turkish is so different that each comparison from English causes confusion in the English class.)

5.12.1.4. *TP and students' level of TL.*

All teachers believed that to minimize the negative effects of TP on students' engagement, learners' proficiency level of TL should be taken into account. All teachers were unanimous in the view that the use of TP is inversely proportional to students' level of TL, that is, the higher the level, the less TP and more focus on TL in class because students have reached sufficient competence in TL.

ML2: Seviye arttıkça çocuk competent olamaya başladıkça target language artıp secondary language azaltmaya başlıyorum oranını.

(ML2: As the level increases, as the child starts to be competent, I increase the target language and start decreasing the secondary language rate.)

However, when the teaching strategies of TP were discussed separately, teachers reported different views on the use of language comparison. For instance, ML2 reported that students are free in their choice to keep on using comparison as they progress through TL levels:

ML2: Comparisona gelince, level yükseldikçe seçimi öğrenciye bırakıyorum.

(ML2: As for the comparison, as the level increases I leave the choice to the student)

On the other hand, BL1 stated that comparison should be used more in high levels because students have higher meta- and crosslinguistic awareness and more input knowledge to compare.

BL1: Level arttıkça dile karşı farkındalık artıyor o yüzden belki upper levelda bu iş daha kolay oluyor lower leveleda daha zor oluyor çünkü sadece bildiği kadar kıyaslayabiliyor ama upper levelda bildiği daha çok şey olduğu için daha çok şey kıyaslayabiliyor.

(BL1: As the level increases, the awareness of language increases so maybe in upper level it becomes easier and lower level is more difficult because he can only compare as much as he knows, but at upper level he can compare more things because he knows more,)

BL2 shared BL1's opinion with the slight difference that comparison could be increased with students' level but only for grammar structures:

BL2: Gramerde yap, readingte falan yapma, yüksek levelda daha çok yapılır comparison, düşük seviyede daha zor orda Türkçe ve İngilizce bilgisi az A levelda kıyaslanacak bir şey yok, önce bir öğrensin sonra kıyaslarsın.

BL2: Do it in grammar, do not in reading or something, it is done more at high level comparison, it is more difficult at low level there is Turkish and English. There is nothing to compare at A level with little knowledge, you should first learn it and then compare it.)

BL3 claimed that comparison of languages could be done at an equal rate with all levels, because comparison could be done in TL with high-level students as well.

BL3: Kıyaslamaya gelince hep yapılsın, o seviyeye göre azalacak bir şey değil bence, kıyaslama tek dilde TL ta da yapılabilir.

(BL3: Always do when it comes to comparison…. I think it is not something that will decrease compared to that level, the comparison can be made in TL in one language,)

5.12.1.5. *TP and language skills and areas*.

The teachers reported that their preference for using TP might depend on the skill or area being taught. Table 47 below displays the frequency of the codes elicited from the transcribed interviews and representing the skills and areas in which TP is used by teachers.

Table 47

Frequency of codes representing the skills in which TP is used by teachers

Tur prep class	En prep classes			
ML2	**ML2**	**BL1**	**BL2**	**BL3**
9 GR	3 GR	3 GR	6 GR	5 RD
6 VOC	3 VOC	3 WR	4 VOC	4 GR
5 COGN	2 COGN	2 VOC	3 COGN	1 ABS
5 SP	1 RD	1 ABS		1 COGN
3 RD		1 COGN		1 VOC
		1 RD		
		1 SYNT (SVO vs SOV)		

It can be concluded from Table that TP are mostly favored for teaching grammar (f=9;3;3;6;4), vocabulary (f=6;3;2;4;1) and cognates (f=5;2;1;3;1). TP is also preferred for reading sessions (f=3;1;1;0;5) but not by all teachers. Finally, TP is reported to be used individually by some teachers for speaking (f=5), writing (f=3), syntax (f=1) and abstract concepts (f=1;1).

5.12.1.6. ***Multilingual materials and contribution to students' engagement.***

Teachers who were interviewed reported diverse views on the prospect of using printed multilingual materials in their FL classes although they revealed that they have not used multilingual materials before. For Turkish prep context, ML2 would prefer limited use because in multinational class they may lead to language and culture sensitivity, confusion or friction. Students may feel offended or alienated if their language is not included in the materials:

> **ML2:** Türkçe sınıfta multilingual materyal orada çok uygun olmayabilir kafa karışıklığına sebep olabilir, benim dilim niye yok diyebilir öğrenci, o noktada friction yaratabilir.
>
> *(ML2: Multilingual material in the Turkish classroom may not be very suitable there, it may cause confusion, student may that why my language should disappear or non exists, friction may occur at that point.)*

For her English class ML2 was more positive by stating that multilingual materials could be used in the form of multicultural texts appropriate to students' level, with multilingual culture-specific vocabulary and cognates given to raise intercultural awareness:

> **ML2:** Ben İngilizce hazırlıkta da multilingual materyaller olması taraftarıyım, hem multicultural hem multilingual […] İngilizce

Fransızca kelimeler cognates verilmesini kültüre specific ya da multicultural metinler de çok işe yarıyor o ülkenin kültür ile de aşina oluyorsun.

(ML2: I also support multilingual materials in English prep school, both multicultural and multilingual […] English French words cognates efficiency, cultural specific or multicultural texts work very well, you get familiar with the culture of that country.)

BL1 was against printed multilingual materials in class, or they could be used only as supplementary and outside materials. If any to be used they should integrate other foreign languages to link TL to them. NL should not be incorporated because FL is the target and NL may dominate TL in class:

BL1: Bence sınıf içi materyallerde olmamalı written olarak başka bir dil olması çok doğru bulmuyorum o native langauge dozunun kaçırma olayı çıkabilir. Dışardan materyal olabilir iki üç dilde falan ama sınıf içinde karşıyım, ama ana dilin az katılmasını istiyorum daha çok diğer yabancı dillerle entegre ve association olmalı çünkü hedef yabancı dil.

(BL1: I think it should not be in classroom materials, I do not find it accurate and appropriate to have another language as written, it may be a case of missing the dose of native language it may be external material in two or three languages, but in the classroom, I am against it, but I want the mother tongue to participate less, it is more integrated with other foreign languages and association. must be done because the target is foreign language.)

BL2 reflects BL1's view by revealing a negative attitude to the use of multilingual materials in class. Similarly, she is against the integration of NL, because her students' NL (Turkish) is

very different from TL (English) which may result in spoon-feeding and ignoring TL. BL2 favors the inclusion of languages similar to TL due to the benefits of positive transfer between them:

> **BL2:** İngilizce Türkçe açıklamalar kitapta karşıyım hemen Türkçe düşünmeye yöneliyor o onları spoonfeeding e direk yöneltiyor, yani başka yabancı dil de katarsak Türkçenin yanına ok, hatta çok daha iyi olur, sadece Türkçe ana dili olduğu için onu ona yönlendiriyor […] Avrupa diliyle kıyasladığın zaman İngilizce oturuyor daha mantıklı daha anlamlı, benzer dillerden pozitife transfer yapabilir.
>
> *(BL2: I am against the English-Turkish explanations in the book, he immediately tends to think in Turkish, he directs them directly to spoon feeding. That is, if we add another foreign language to Turkish, it would be ok, even better, just because it is a Turkish mother tongue, it directs him to him [...] When you compare it with the European language, English sits more logically, more meaningful.)*

BL3 displayed a very positive attitude to the integration of all languages from students' repertoire and particularly mentions the inclusion of their NL. BL3 believes that NL and other different languages could be used as a warmup, step to TL. Multilingual materials embracing all students' languages may compensate for the languages which teacher does not know and may make students feel more comfortable with TL.

> **BL3:** Ben yapıyorsam kitap da yapmalı teşvik etmeli bence güzel yine çalışırken daha rahat hisseder öğrenci, öğrenci bir anlasın anadilinde, sonra target her neyse onda da anlatsın, sınıfta başka uluslardan kimliklerden varsa onlar da İngilizceden bir şey öğrensinler,
>
> kitap benim bilmediğim dilleri telafi etsin.

(BL3: If I am doing it, the book should also encourage it. I think it is good, again, the student feels more comfortable while working. Let the child understand in his mother tongue, then tell whatever the target is, and if there are other nationalities in the classroom, they should learn something from English, may the book make up for languages that I do not know.)

5.12.2. Teachers' visual tasks.

Apart from the teacher in the Russian class, all teachers completed visual tasks during which they were required to draw a picture to express the atmosphere in their classes. The findings from the visuals supplemented and supported the findings from the interviews, namely, they also reflected the emotional, social and cognitive influence of TP on students' engagement in learning TL.

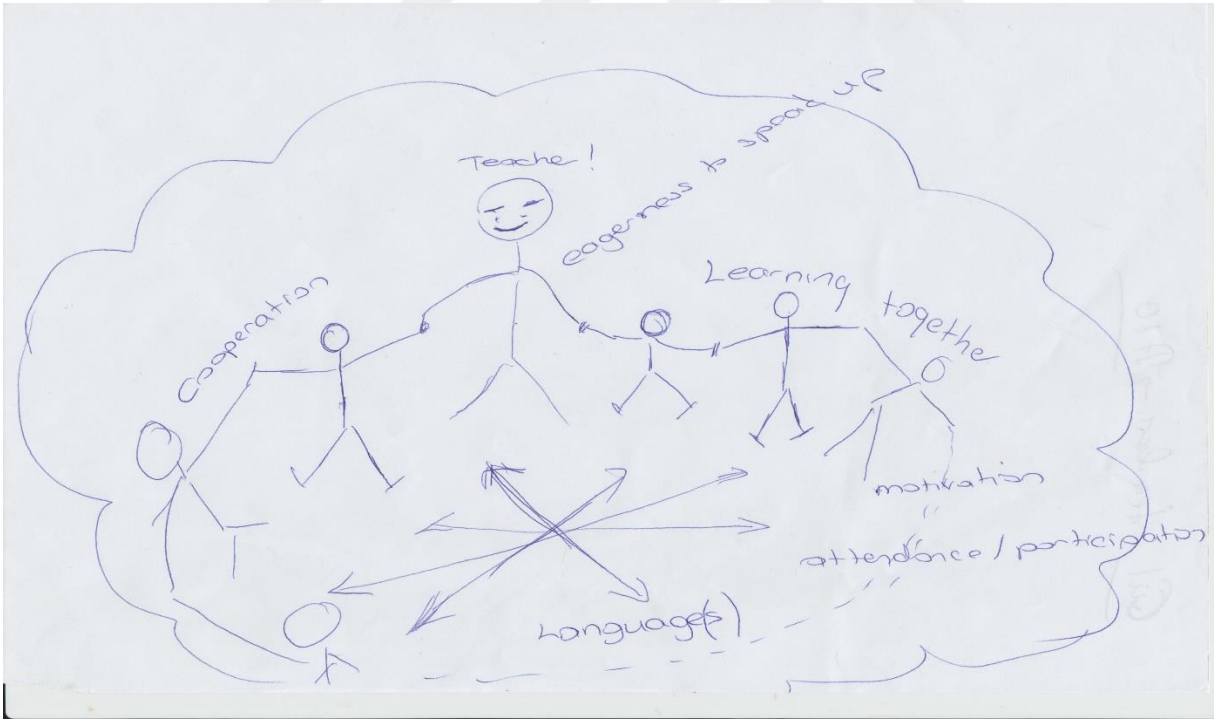


Figure 5.8. Bilingual teacher BL1's graphic elicitation task expressing TP in her English prep classroom.

For example, at the drawing of bilingual teacher BL1 in Fig. 5.8 above symbols of TP were noticed as multiple arrows in the center labeled as ‘language(s). The concepts noted by the teacher reveal that these ‘language(s)’ were means of promoting emotional (motivation), cognitive (attendance) and social (participation, cooperation, learning together) involvement in class.

Bilingual teacher BL2’s drawing below in Fig. 5.9 confirmed the potential negative effects of TP on cognitive engagement of students and revealed a more monolingual, TL-focus teaching perspective by labels at the center like ‘Only American English’, ‘Language learning means speaking’. At the periphery of her drawing BL2 left notes about TP integrating NL like ‘Sometimes Turkish (NL) when necessary’ implying it as an avoided and last resort strategy. However, BL2 also implied the cognitive benefits of TP by expressing a positive attitude to the integration of European languages in her drawing. She used labels like ‘code-switch English-Spanish’ and has added Spanish, Italian for which she used arrows to connect them with vocabulary, grammar and speaking. These notes reflect BL2’s tendency to the integration of similar but avoidance of different and native languages to TL in class.

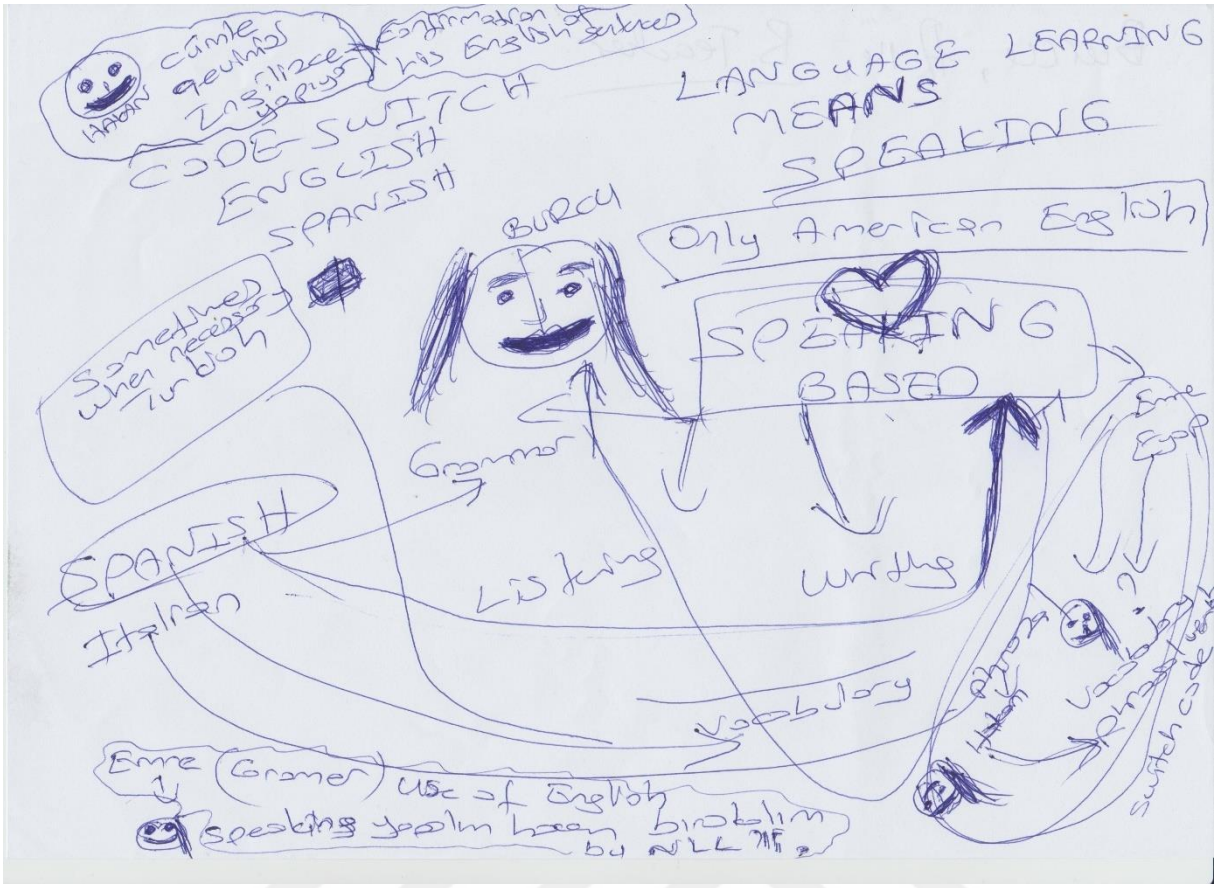


Figure 5.9. Bilingual teacher BL2's graphic elicitation task expressing TP in her English prep classroom.

Bilingual teacher BL3's drawing in Fig.5.10 below also revealed signs of TP and its contribution to the emotional engagement of the students. At the center of her drawing two-way arrows with two languages, English (TL) and Turkish (NL) were noticed. It appears that TL and NL are integrated and used reciprocally by the teacher and students in this classroom. In addition, the languages are associated through the arrows with concepts like 'identity crisis' which is solved by the means of students' NL (Turkish). Also, symbols like smile and unhappy faces, and words like 'happy', 'enjoyable', 'depressed', 'tired', 'I will fail' reveal the emotional aspect of BL3's teaching. BL3 explains this at the bottom of the picture as creating a balance between these polar feelings and doing the teacher job with pleasure.

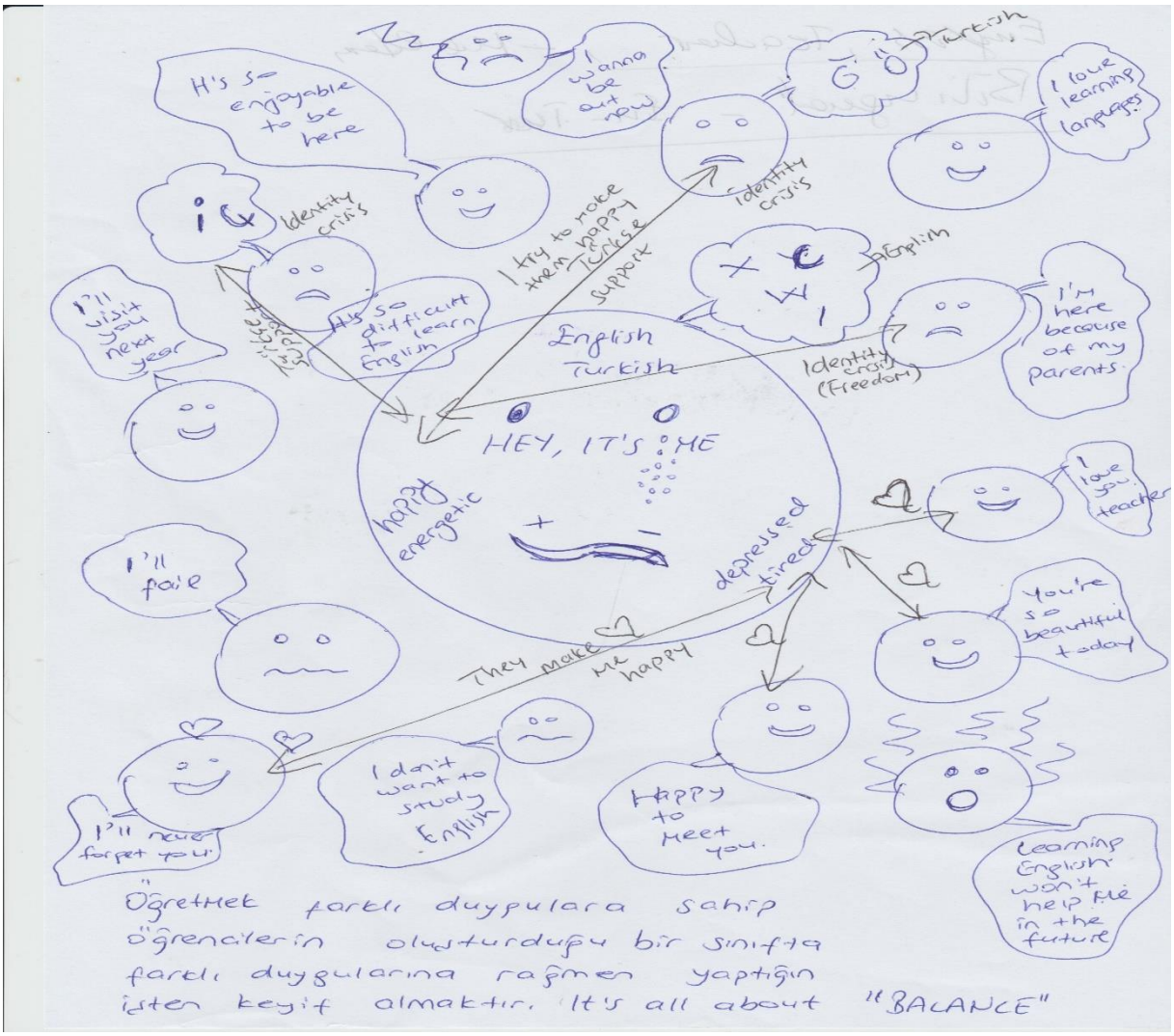


Figure 5.10. Bilingual teacher BL3's graphic elicitation task expressing TP in her English prep classroom.

5.12.3. Students' interviews.

Students from three learning contexts participated in the interview and visual task sessions: learners of English, learners of Turkish and learners of Russian. These students expressed their perceptions of their teacher's TP and the reasons behind them. They reported various views, which gave insight into how TP contribute to their engagement in learning. Like teachers' interview data, students' data was also approached from three main aspects of learning: emotional, social and cognitive engagement. Therefore, the following sub-parts will discuss teachers' TP from students' perspective organized under three main themes of

learning process as (a) emotional, (b) social and (a) cognitive engagement. In addition, TP will be approached from the aspect of students' level of TL and taught skills and areas.

5.12.3.1. *Contribution of TP to emotional engagement.*

Like their teachers, students reported that TP contribute to their emotional engagement in learning. Students claimed that they feel more comfortable and motivated when given the choice to speak in other languages along with TL. For instance, students reported that if they were pressed to speak only in TL, they could not explain their problem or questions, because they would not be capable to express themselves appropriately. Then, they would be frustrated and give up asking the questions. They also could be afraid to ask because their classmates may laugh at or mock them and that their teacher may not understand them, and that is why they need to use other languages.

> **S2T**: *Teacher gives us all freedom to ask in whatever language we want to understand us right, we like it when we have the choice to ask in both English and Turkish* çünkü Türkçe değişik dil olduğu için bazen anlatamıyorsun konuşamıyorsun o yüzden bazen İngilizce gerekir, *if we were pressed to ask the question in target language but cannot say it we would give up asking that question because it could be frustrating to not be able to ask you are afraid to do it and your classmates will be laughing at you […] because I don't know the language how can I ask something and get the exact info for.*
>
> *(S2T: […]because Turkish is a different language, sometimes you cannot explain it, you can't speak so sometimes you need English […])*

In addition, foreign students had emotional benefits from TP for their adaptation process to a foreign country school environment. They reported that some of their classmates faced difficulties at the beginning because they did not know Turkish (local language, TL) and their

teacher could not speak English, French or Arabic. If their teachers had shared languages with these students, then the students would have felt better. Even simple greetings like *Hello. How are you?* are unfamiliar for these students at first, so they want to hear them in a language they know as well, otherwise they lose excitement, motivation and interest in the lesson.

> **S5T***: In the beginning it is not easy to speak only in target language because I have some friends who experienced this kind of situation like their Turkish teacher cannot speak English or French or Arabic they had many difficulties with Turkish at the beginning*, baştan hoca farklı diller konuşsun İngilizce gibi, bazı arkadaşlar var sadece Arapça konuşanlar problem vardı geçmişte ve hocaları İngilizce konuşursa daha iyi hissedebilirler kendini, *when I come to the class and started nasıl sın merhaba all these things and I don't know what it means in my language or in English it will be very hard to continue maintain interest of the lesson, students lose the excitement in this new language*.
>
> *(S5T: […] from the beginning, let the teacher speak different languages like English, there are some friends, only Arabic speakers had a problem in the past and if their teachers speak English, they can feel better […])*

Students from ethnic minority groups also reported potential emotional benefits from TP involving their minority language. Minority students believe that if their languages are included in comparisons specifically when similar to TL, they will feel more comfortable. Also, they would appreciate their teacher speaking minority languages in class because they love that language.

S1ML1: Yanında bir de bildiğimiz diller Arapça Boşnakça gibi olsa daha iyi pekişir.

(S1ML1: Besides, it would be better if the languages we know are used in class like Arabic like Bosnian.)

However, they think that this would be without any significant contribution to learning TL and are considerate about their classmates who cannot benefit from this method because they do not understand that language.

Another contribution of TP to the emotional engagement is that students find it entertaining and motivating. When their English teacher gives additionally French and Spanish meanings of the words and cognates, talks about their etymology, and speaks three or more languages in class, students gain affinity and interest to get familiarized with unknown languages.

S1ML2: Üçüncü dillerde de kelimeleri, o dilin kültüre olarak özelliğini kökenini veriyor hoca faydası eğlenceli yatkınlık oluyor başka dilleri öğrenmek istediğimde daha kolay olur hoca sayesinde.

(S1ML2: In third languages, teacher gives the words and the origin of that language as a culture, it is beneficial and fun, and it is easier when I want to learn other languages thanks to the teacher.)

S2ML2: Meksika yemeğini anlatıyordu hoca İspanyolca konuştu, katkısı da yatkınlık oluyor çünkü hiç duymadığımız bir dil, kulak aşinalık oluyor.

(S2ML2: The teacher was describing the Mexican food and spoke Spanish, and her contribution is predisposition because it is a language we have never heard, ear familiarity occurs.)

Finally, TP as integrating multiple cultures are also reported as an emotional benefit to learning. Students describe the comparison of multiple cultures in class as an entertaining and recreational activity.

> **S3R:** Rus Türk kültürü karşılaştırma çok yapıyor hoca, Ukrayna ve diğer ülkelerin kültürleri ile alakalı ve bu faydalı da dil bir kültürel aktivite olduğu için teşvik edici oluyor derste dinlenme eğlenme fırsatı oluyor.
>
> *(S3R: Teacher does a lot of Russian Turkish comparison, it is related to the cultures of Ukraine and other countries, and this useful language is encouraging because it is a cultural activity.)*

5.12.3.2. *Contribution of TP to social engagement.*

Students reported several contributions of TP to their social engagement in learning. One of the social benefits of TP is related to sustaining genuine communication, the interaction between the teacher and students and thus, higher in-class participation. For instance, students from the Russian group reported that if their teacher speaks only in TL such as Russian it may not be efficient at least for beginner level, because due to the Cyrillic alphabet neither spoken nor written form would be understood by students. As a result, the teacher could not communicate and connect with students to transfer knowledge, which itself would lead to low participation and eventually to dropping out of the course:

> **S1R**: Hoca uç dilde ders anlatıyor ve bunu kesinlikle faydalı buluyoruz çünkü çok daha iyi kolay anlıyorum. Eğer siz baştan Rusça konuşup Rusça yazsaydınız daha kötü olurdu, yazdığınız okuyamazdık söylemleriniz askıda kalacaktı, öğrencilerle iletişim kuramazdınız bilgi aktaramazdınız ve sınıf hızlıca azalırdı başlangıç

için imkansız ana dilin desteğiyle başlamalı, Rusça zaten farklı bir alfabesi var.

(S1R: The teacher is explaining lessons in three languages and we find it very useful because I can understand it much better ... it would be worse if you spoke Russian and wrote in Russian from the beginning, your speeches that you could not read would be suspended, you could not communicate with the students, you could not transmit information and the class would decrease quickly, first of all, it would be impossible for the mother tongue. should start with support, Russian already has a different alphabet.)

In the context of foreign students, TP also seem to have a significant contribution to teacher-students communication. Students reported that some of their friends faced difficulties at the beginning because they did not know the local language and did not share a common language with some of their teachers. If their teachers had shared languages with these students, then the students would have understood the lesson better and participate more. When teachers speak only in TL there is a lack of communication between the teacher and students.

S5T: In the beginning it is not easy for students to speak only in TL. I have some friends who experienced this kind of situation like their Turkish teacher cannot speak English or French or Arabic they had many difficulties with Turkish, they could not communicate with their teacher.

S6T: Baştan hoca farklı diller konuşsun İngilizce gibi, bazı arkadaşlar var sadece Arapça konuşanlar problem vardı geçmişte, ve hocaları İngilizce konuşursa daha iyi anlayabilirlerdi.

(S6T: From the beginning the teacher speaks different languages such as English, there are some friends, only those who speak Arabic had a problem in the past, and if their teachers spoke English they could understand better.)

In order to build effective communication with their teacher, also students from English prep classes preferred to ask both in TL and NL. When students are under pressure to use only TL, the teacher sometimes may misunderstand students' questions due to mispronunciation and incorrect grammar in TL.

S3BL2: Arada Türkçe sormamıza izin vermek bazen iyi oluyor sırf İngilizce cevap vermek zorunda kalsaydık bizi zorlardı çünkü cümleyi tam telaffuz edemiyoruz, hoca yanlış anlayabiliyor yanlış tevarüsümüzden gramer kullanmamızdan.

(S3BL2: It is sometimes good to let us ask in Turkish sometimes, if we had to answer in English, it would have forced us because we cannot pronounce the sentence fully, the teacher can misunderstand our wrong pronunciation because we use grammar.)

In addition, integrating third languages in class may also foster teacher-students connection. Namely, speaking in multiple and different languages in class could be useful for individual students who cannot express themselves well in TL and NL and share other languages with the teacher:

S2BL2: Başka dilde olabilir kendimi türkçe tam ifade edemeyebilirdim ve o dili de hoca biliyorsa olur.

(S2BL2: It could be in another language, I could not express myself fully in Turkish, and if the teacher speaks that language, it would be fine.)

Another reported benefit of TP to the social engagement of the student is that using multiple languages allows the teacher to give feedback, clarify unclear points, and build a genuine rapport with their students via the language they understand and express themselves the best. For example, the majority of the foreign students prefer their teacher to teach in English and, if necessary, in French or Spanish along with Turkish at the beginning stages. For grammar specifically, Turkish - English code-switch is the most favored one because English is a lingua franca, the majority in the class knows it, and it is easy to use for some unclear and complicated points that need clarification. If there are students who know French, Arabic or other languages then they also need the chance to be given clarifications in these languages:

> **S2T:** English is an international language so it is easy to use it and for those who do not know English could be useful because it is an international language plus the majority of people here speak English that's why it is useful, there are some difficult points which have to be clarified, if there are some foreigners who need to be clarified then it is useful to use English or other languages French, Arabic.

The next advantages of TPs, namely comparison of cultures, to social engagement were reported as understanding culture-specific reading texts, TL offensive words, slang and informal language, which gives them the tips how to behave and what to say in TL country so they start to behave like native of TL:

> **S3ML1:** Culture kıyaslama kelime yapısı açısından reading parçasında karşılaştırabiliriz daha iyi anlaşılır.
>
> *(S3ML1: Culture comparison word structure, we can compare it in the reading part, it is better understood.)*

S2BL1: Culture comparison faydası o zaman native gibi davranmaya başlıyorsunuz, tavsiyeleri aldıkça orda yapacağınız hareketleri konuşmanıza dikkat edersiniz.

(S2BL1: Culture comparison is beneficial because then you start acting like native, as you get the recommendations, you will pay attention to talking about the actions you will do there.)

S4BL2: bizim hoca New York'ta kalmıştı ve Amerika'da argo offensive kelimeler orda sorun olur burada olmaz kültürel şeyler, insanlara orda nasıl hitap edileceği anlattı.

(S4BL2: Our teacher had stayed in New York and teacher told us that slang offensive words in America is not a problem, also told us about how to address people there, as well as cultural things.)

5.12.3.3. *Influence of TP on cognitive engagement.*

Just like their teachers, students reported both positive and negative influence of TP on their cognitive engagement. The cognitive benefits of TP were elicited as meaningful and more effective learning by creating multilingual networks and transferring similarities and learning strategies between languages. TP also may function as a problem-solving strategy to foster concentration in class and to avoid misunderstandings. On the other hand, the negative effects of TP were listed as confusion, negative transfer, ignoring TL and distraction in class. Other drawbacks of TP were also reported such as, not understanding the logic of TL structure and not developing productive skills in TL.

One of the important benefits of TP on cognitive engagement was learning better and faster through connecting languages and using them as bridges, pre-stages to learn TL. Students from the English group claimed that with the support of their NL they understand better abstract concepts, because they look for logic and equivalents in their NL, a language

they know and speak well. When they compare grammar, vocabulary and cognates they compare culture and the way of thinking between two languages and write better by understanding better the way of thinking of native speakers. Also, they view NL as a pre-stage, bridge to TL. Without knowing the NL version you cannot understand the English one, like math without learning addition you will not be able to make other calculations:

> **S2BL3:** Türkçe İngilizce kıyaslaması faydaları Türkçe anlamadığımız bir şeyi İngilizcesini anlayamıyoruz toplamı bilmeyip diğer işlemleri yapamamak gibi bir şey.
>
> *(S2BL3: Turkish English comparison benefits; We cannot understand the English version of something that we cannot get Turkish, something like not knowing the total and not being able to do other operations)*

In addition, students reported the cognitive benefits of associating multiple languages. For example, students search for similarities between Turkish (TL) and English (Lingua Franca) then associate with their NL or other languages they know. By searching for cross-linguistic similarities they create a multilingual network between the languages in their repertoire. Thus, they avoid the difficulties of memorizing TL rules, instead, they learn and process the rules in a more meaningful way through language associations. Even when students' English is not sufficient teacher's giving English equivalent of Turkish vocabulary is found beneficial because they can interpret it through other European languages, they know such as French, Spanish or Russian, and they can enlarge their English vocabulary. As a result, they retrieve or guess these words better and faster. They accepted that their teacher' knowledge of multiple languages and comparing them in class, contributed to this way of thinking and connecting languages:

S1T: Mesela Rusça ile veya İngilizce ile Türkçe daha iyi anlayabilirim eğer bir sorun varsa Rusçaya çeviriyorum belki kurallar benziyor ya da İngilizceye, İngilizce Rusçayı bağlayıp Türkçeyi öyle anlıyorum kuralları cümledeki kullanılan kuralları, daha iyi anlayabiliyorum çünkü Türkçe kelime ve kuralları ezberlemek daha zor olabilir.

(S1T: For example, I can understand Turkish better with Russian or English, if there is a problem, I translate it into Russian, maybe the rules are similar or I connect English to Russian and understand Turkish so I can understand the rules used in the sentence better because Turkish words and rules can be harder to memorize.)

S5T: Ben Fransızca ve Arapça sadece biliyorum ama hocanın İngilizce anlatımını anlıyorum ve faydası oldu.

(S5T: I only know French and Arabic but I understand the professor's expression in English and it was helpful.)

S3T: Ben Rusça biliyorum ve İngilizce az anlıyorum ama iyidir ve faydalıydı benim için çünkü İngilizce kelime hazinemi çoğalttı.

(S3T: I know Russian, and I understand a little English, but it was good and useful for me because it increased my English vocabulary.)

S1ML2: Üçüncü diller faydası direk karşılığını Türkçede veya başka dilde benzeri olunca kafada daha iyi oturuyor çünkü benzer kelimelerden çağrışım yapıp aklına daha çabuk geliyor daha kalıcı oluyor, hoca bu şekilde düşünme yetisini yetiştiriyor bizde.

(S1ML2: The benefit of third languages fits better when the direct counterpart is similar in Turkish or any other language, because it

comes to mind faster by making associations from similar words, it becomes more permanent, the teacher trains us to think this way.)

The students from the Russian group also added to the cognitive contributions of connecting multiple languages to learning TL. Students believe that three or more languages comparison and speaking them in class is necessary at beginner level because it brings more chances to understand, to clarify and complement the meaning of ambiguous concepts and it compensates for languages mentioned in class but not known by all students:

S1R: Üç dört dil birden kıyaslansın İngilizce bilmeyenler de sorun olduğunu yansıtmadılar çünkü zaten Türkçesini veriyorsunuz.

(S1R: Three or four languages should be compared, those who do not speak English did not reflect that there was a problem because you are already giving it in Turkish.)

S4R: Tek dilde vermekten daha iyi olduğunu düşünüyorum Türkçe karşılığı bazen olmuyor İngilizce tamamlıyor, tamamen oturtturuyorum.

(S4R: I think it is better than giving it in a single language, the Turkish equivalent sometimes does not happen, I complete it in English, I have it fully fitted)

Knowing the differences between languages was also reported as a cognitive benefit of TP. For instance, the benefits of comparing Turkish-English grammar were listed as processing the information better and understanding faster because students can perceive the differences between them:

S3T: When it comes to comparing English Turkish grammar it is very helpful for this students to understand the difference it helps to process it better and faster.

Another important cognitive contribution of TP is making students more autonomous learners. The students from the Russian group stated that their teacher prompted them to guess cognates across multiple languages which made them gain and develop their own learning strategies. The teacher urged students to guess cognates by giving clues about the languages this word has cognates in. Thus, without being given the meaning of a Russian word in Turkish (NL) or looking it up in a dictionary, students were able to guess it when hearing it due to close pronunciation. Students accepted that in that course they improved their skills to make inferences from the similarities between these languages and TL by themselves. Students also claimed that such a technique was not used much before in other courses and in the Russian course they started to use it independently later on their own.

> **S5R:** Bizi teşvik ediyordunuz bu İngilizceye hatta Almancaya benzer diyordunuz dolaysıyla Türkçe anlamını vermeden yabancı dil benzerliğinden çıkarımda bulunmamıza talep ettiğiniz oldu ve sizin verdiğiniz örneklerden daha sonra Almanca ve İngilizce ile çok benzerlik olduğunu fark ettim, ben de ders esnasında kelimelerle ilk gördüğümde çağrışım yaparak bu olabilir oldu.
>
> *(S5R: You were encouraging us, you were saying that it is similar to English or even German, so you asked us to make inferences from the similarity of foreign languages without giving the meaning of Turkish, and I realized that there is a lot of similarity with German and English after the examples you gave. I also made a connotation when I first saw the words during the lesson and it happened.)*
>
> **S4R:** Cognates tahmin etmek bu derste gelişti önceden İngilizce bildiğim kelimeler çağrıştırıyor, bu cognates tahmini Rusça kurstan önce çok fazla yapamıyordum, İngilizce Rusça cognates teki ses

uyumları kelimenin anlamını veriyor zaten sözlüğe bakmaya gerek yok anlaşılıyor hemen artık biz de kendimiz kestirebiliyoruz tahmin edebiliyoruz o kelimeleri.

(S4R: Guessing cognates has improved in this lesson, it reminds me of the words that I knew in English before, this cognates prediction was not able to do much before the Russian course, the vocal harmonies in English Russian cognates give the analysis of the word anyway, it is understood that we can guess those words ourselves.)

Other cognitive advantages of TP mentioned by students were fostering their focus and concentration on the lessons. Students' explanation of their preference for TL-NL code-switch in class was that when grammar, abstract rules or difficult vocabulary is explained only in TL, students miss important points. Then they do not understand and they lose concentration, connection with the topic. According to the students, difficult grammar topics should be explained in a language students know, just like teaching math.

S1BL2: Sadece İngilizce konuşursa hoca böyle eksik oluyor dinlediğim zaman anlıyorum az çok İngilizce ama gramere anlamadığım bir noktayı kaçırdığım zaman ders dinleyesim kaçıyor direk bir bağlantı olması gerekir bende.

(S1BL2: If only English is spoken, the teacher is incomplete, I understand more or less when I listen, but when I miss a point that I do not understand in grammar, I listen to the lesson, I need to have a direct connection).

The finally mentioned positive effects of TP on cognitive engagement were its practical and problem-solving aspects. Students believe that if they ask questions to the teacher in the language they understand best it will save time and will be more effective.

S1R: İstediğimiz üç dört dilde sormak konusunda da daha iyi çünkü soran kişi hangi dilde daha iyi anlayacaksa daha verimli olur […] derste vakitle yarışıyoruz zaten sınırlı bir sürede ders işliyoruz.

(S1R: It is also better at asking in the three or four languages we want because the person asking will be more efficient in whatever language they can understand better… we are competing with time in the lesson, we are being taught in a limited time.)

Along with the benefits, students reported some negative effects of TP on their cognitive engagement, as well. One of the disadvantages of TP is the danger of losing NL-TL balance and therefore, resulting in ignoring TL in class. Students from English group stated their concern about this issue and reported that if teachers excessively speak NL, this may urge students to think in NL and neglect TL. Some students believe that even grammar must be taught in TL, to simulate native context because this is the way TL will be taught in TL country environment. This will push students' limits to face challenges and will give them the incentive to learn.

S1BL2: Hoca derste sadece İngilizce konuşmalı başka dilde arada örnek verir ama araya fazla Türkçe konuşması öğrenciyi daha Türkçe düşünmeye teşvik ediyor, gramer için de yurtdışına gidersek İngilizce kursa orda kimse bize kendi dilinizde açıklamayacak, bu öğrenciyi zorlayıp öğrenmeye teşvik edebilir Türkçe olabilir ama yoğunlukta İngilizce.

(S1BL2: The teacher gives examples in other languages with only English speaking in the lesson, but the fact that teacher speaks more Turkish in the lesson encourages the student to think more Turkish,

and if we go abroad for grammar, no one will explain to us in your own language, this may be Turkish but intensely English.)

In order to keep the focus on TL, some students even favor monolingual to translanguaging pedagogies in class. For example, some students from English group prefer TL to be the norm of communication with their teachers. They believe that this will challenge them to find a way to produce TL speech. They will be engaged in a genuine dialogue, through which they can observe their own and their classmates' mistakes. They will learn from these mistakes and from their teacher's feedback which will improve their sentence structure awareness and productive skills in TL:

S3BL1: Hoca ya sadece İngilizce cevap vermek daha iyi olur, zor da olsa denerdik, cümle kurma kabiliyetimiz gelişebilir, soru soracağız diyaloğa gireceğiz.

(S3BL1: It would be better to answer the teacher in English only, we would try even if it was difficult, our ability to form sentences can improve, we will enter into dialogue when we ask questions.)

S3BL3: Ben hep İngilizce katılıyorum soruyorum hata yapıyorum ama hatamı öğretmenden duyarak daha etkili oluyor hem katlıyorsun hem de arkadaşların duyuyor.

(S3BL3: I always participate in English, I always ask, I make a mistake, but hearing my mistake from your teacher is more effective, both you participate and your friends hear it.)

S1ML1: Öğrenciler konuşmak zorunda hissederse kendini ve konuşursa daha faydası olabilir sadece İngilizce şart olsaydı, zorlanırsa bir şeyler çıkar.

(S1ML1: If the students feel obliged to speak, it may be more useful if they speak and if only English was a requirement, something would come out if it was difficult.)

Likewise, some students from Turkish prep program prefer their teacher to speak only in Turkish (TL) in class from the very beginning. They believe that focus on Turkish (TL) is needed to understand the logic of this language which is very different from the other languages they know:

S2T: Türkçe kullansın hoca bence sadece Türkçe konuşsun baştan beri, Türkçe mantığı çok farklı anlamamız gerek onu bu şekilde.

(S2T: Let teacher use Turkish, I think teacher should only speak Turkish from the beginning, we need to understand the Turkish logic very differently.)

In addition, another student had some reservations about having the language choice when they speak to their teacher. They noted that, "students should not have absolute freedom to speak whatever language they want to express themselves but to encourage the students or push them hard so they have to try to speak the language they are trying to study".

Another negative influence of TP reported by students is related to confusion or misinterpretation due to similarities between languages. Especially, in cases of no previous exposure to multilingual TP, students believe that comparing three or more languages might lead to confusion about the meanings of similar concepts:

S1BL2: Üç dil kıyaslamak kafa karışırdı diye düşünüyorum, birbirine yakın diller ve anlamı yakın kelimeler daha çok kafa karıştırır.

(*S1BL2: I think comparing three languages would be confusing, languages that are close to each other and words with similar meanings confuse more)*

They explain further that this may cause confusion because these languages are similar to TL and students do not have (enough) competence to understand them. In addition, they are not beneficial and might cause distraction from TL.

> **S2ML1:** Almanca veya Fransızca katsaydınız pek iyi olmazdı çünkü İngilizce öğreniyoruz, seviyemiz sınıfça olarak yeterli değil, ve araya girince kafalar karışabilir, katkıda bulunmazdı, ve ayni dil ailesi olduğundan.
>
> *(S2ML1: It would not be very good if you could cope with German or French because we are learning English, our level is not enough as a class, and when they intervene, they might get confused, they wouldn't contribute, and because it's the same language family.)*

The differences between languages might also bring some cognitive drawbacks to learning TL. One student from Turkish group stated that because English and Turkish grammar are different, translation of whole sentences from Turkish to English is not an appropriate practice. In this way they can not perceive and process the logic of Turkish grammar.

> **S4T**: Türkçenin ve İngilizcenin mantığı gramer olarak çok farklı bütün cümleyi çeviriyorsa bence iyi olmuyor çünkü Türkçe mantığını pek iyi kavrayamıyorum.
>
> *(S4T: If the logic of Turkish and English translates all sentences very different grammatically, I do not think it's good because I don't understand the Turkish logic very well.)*

Similarly, Turkish-English comparison may be inappropriate sometimes because these languages may not have grammatical equivalents and can be incomparable sometimes:

S3T: Different but they can be incomparable when very different and having no equivalents, but there is some Turkish grammar which does not have a comparable grammar in English.

The next anticipated issues with TP in class are that instead of facilitating learning, it may lead to distraction, unnecessary hassle and spoiling the flow of the lesson. Students stated that it is not sensible to integrate third languages in their context where most of the students are monolingual and TL and NL are the only languages shared by everybody in class. For instance, they may miss and not understand a question addressed to some of their classmates in a third language. This may lead to unnecessary repetition of the same questions and answers in different languages so that everybody understands:

S2ML1: Arapça konuşmam anlamı olmazdı eğer sadece ben bilseydim… Arapça mesela kalan sınıf bilmediği için belki ayni soruyu bir kaç kere alabilirsiniz ve hepsine ayni cevabı vermek zorunda kalabilirsiniz.

(S2ML1: It would not make sense to speak Arabic if only I knew… for example, because the remaining class doesn't know Arabic, maybe you can take the same question several times and you may have to give the same answer to all of them.)

S1BL1: Üçüncü bilmediğim dilde başka öğrenci soru sorsaydı hocaya biz anlamazdık, soruyu kaçırırdık. Üçüncü dilde sormak herkesin eşit olduğu bir sınıfta Fransızca da biliyor o zaman olabilirdi. Çok dilli sınıfta olur orda herkes kendi diliyle çağrışım yapar.

(S1BL1: If other students in the third language I did not know when we ask a question to the teacher, we would not understand, we would miss the question. Asking in a third language could also speak French

in a class where everyone is equal. it happens in a multilingual classroom, where everyone associates with their own language.)

5.12.3.4. *TP and students' proficiency level in TL*.

Like their teachers, students reported that TP should be used intensively at beginner levels like A1 and A2 but with progress in TL, the amount of TP should be gradually reduced. They need TP at starting levels because they do not know TL adequately and need other languages to compare with and thus to understand better. However, at intermediate levels and above they prefer TL synonyms or explanation of vocabulary in class. Comparison and associations with other languages could be researched independently out of class then.

S4T: Hoca Türkçe İngilizce Fransızca, İspanyolca Arapça mesela benzer olanlar metrobüs, istasyon anlatırken bu da Fransızcası versin en iyi çünkü karşılaştırma yapabilir daha iyi anlayabiliriz, başlangıçta A1 ve A2 seviyede biz Türkçe bilmiyoruz o zaman, ama B1 den itibaren sadece Türkçe olsa daha iyi olur, başka türlü hep İngilizce isteriz sonra… sonra derste Türkçe anlatsın hoca ve öğrenciler evine dönünce dersten sonra araştırma yaparak kendisi çalışabilir diller arası mantıklar farklı araştırıp daha iyi öğrenebilir düşünüyorum.

(S4T: teacher should give Turkish, English, French, Spanish, for example, if the similar ones are being told like the metrobus, the station this is the best in French because we can make a comparison, we can understand better at A1 and A2 level, then we do not speak Turkish, but from B1 it would be better if it was only in Turkish, Otherwise, we always want English afterwards. Then, after the lesson, the teacher and the students return to their home, they can study

themselves by doing research after the lesson, I think they can research different logic and learn better.)

5.12.3.5. *TP and language skills and areas*.

Students reported that their preference of TP in class depends on the skill or area taught in class. For example, language comparison is useful for teaching grammar, vocabulary and cognates.

> **S2ML1**: Kelime ve cognates kıyaslama güzel oluyor, faydalı çünkü karşılığını tam olarak anlayamıyoruz İngilizce kelimenin ama Türkçe deki anlamını anlayabiliyoruz, gramer de böyle kıyaslayınca daha iyi anlıyorum.
>
> *(S2ML1: comparing words and cognates is nice, efficient because we cannot understand the exact meaning of the English word but we can understand its meaning in Turkish, I can understand better when comparing grammar like this)*

In regard to the spoken languages in class, a shared opinion among students was that teacher should speak TL and NL or a language which students know when teaching grammar, abstract rules or difficult vocabulary, while for the rest of the skills, specifically speaking activities, only TL is preferred.

> **S1ML1:** Gramer, kurallar için karışık İngilizce ve Türkçe, diğerleri İngilizce full.
>
> *(S1ML1: English and Turkish mix for grammar rules, others full English).*
>
> **S4ML1**: Eğer speaking ise sadece TL konuşmanız lazım, sadece İngilizce olsun isterim konuşmanız, konu anlatımı gramer özellikle benim bildiğim bir dil üzerinden anlatmanız gerekir.

(S4ML1: If for speaking, we only need to speak in TL, I just want to speak, and you need to explain the subject in a language that I know, especially grammar.)

In addition, for speaking activity sessions students, prefer to speak in TL to their teacher, while for grammar and writing sessions they want TL and NL combination because otherwise, they cannot ask clarification questions.

S3ML1: Eğer ders speaking ise sadece İngilizce sormamız gerek daha iyi olur, ama mesela gramer sorusunu İngilizce soramayacağım için Türkçe ile birlikte iki dil olarak mix olarak daha iyi olur, ya da writingte bir cümle yazarken orda da iki dil olabilir Türkçe ve İngilizce, writngte biraz Türkçe düşününce onu İngilizce nasıl yazacağım diye merak ediyorum ve hocaya sormak isterim bunu.

(S3ML1: If the lesson is speaking, it would be better to ask only in English, but for example, it would be better to mix the grammar question in English with Turkish as two languages, or when writing a sentence in writing, there may be two languages in Turkish and English, writing a little When I think in Turkish, I wonder how to write it in English and I would like to ask the teacher,)

Differently from the other teaching contexts in the study, as mentioned in previous sections, TP are favored in speaking activities both by their teacher and students only in Turkish prep context. For these students, translanguaging is a natural way of communication due to their multilingual background and their foreign-student status in the country of TL.

5.12.4. Students' visual tasks.

The visual tasks completed by students supported the findings from the interviews. The drawing in Fig. 5.11 below belongs to a multilingual student from the Turkish group.

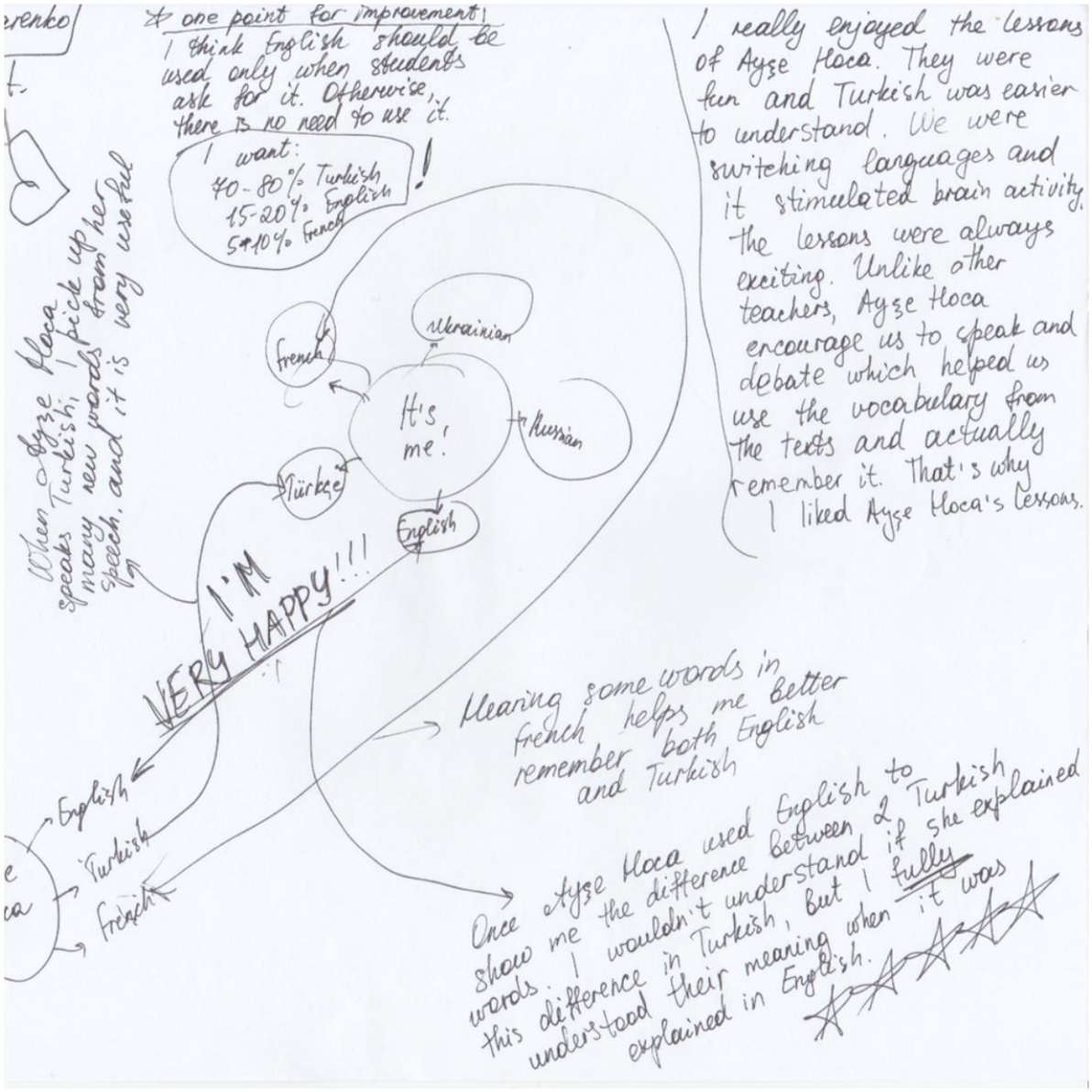


Figure 5.11. Student 1, learner of Turkish, graphic elicitation task expressing his/her attitude to TP in class.

Her drawing reflected her positive attitude to the integration of multiple languages in class. This student has written that she wants at least three languages in class, namely 70% Turkish, 20% English and 10% French. Moreover, this drawing displays the emotional, social and cognitive contribution of TP to students' engagement in learning TL. The emotional benefits were reflected in the heart and the five stars she has drawn, and in her verbal notes. She wrote that because of her teacher's method she is happy, and the lessons are fun, enjoyable and exciting. The social aspects of TP could be elicited from her notes that students participated in

debates and discussions by using multiple languages. The cognitive benefits were stated in her notes according to which code-switching in class stimulated brain activities and made TL easier to understand. Also hearing the same word in English, French and Turkish and explaining the meanings in English, helps in comprehending and remembering those words more efficiently. In addition, she has drawn arrows between the languages she knows and the overlapping languages used by her teacher in class. All this shows that TP activate students previously learnt languages and foster cross-linguistic networks. However, that student also implied the negative effects of TP such as the potential menace of ignoring TL in class. She noted down that languages other than TL should be used only when students ask for it and when necessary, so the main focus should be on TL.

The following two drawings reveal the contribution of TP on learning TL depending on the skill being taught, which supports the interview data. The drawing in Fig. 5.12 below belongs to a learner of English and elicits the usage of TP according to skills. Speaking and listening sessions are preferred by the student (mostly) in TL, while reading, writing and vocabulary with Turkish-English (NL-TL) codeswitch.

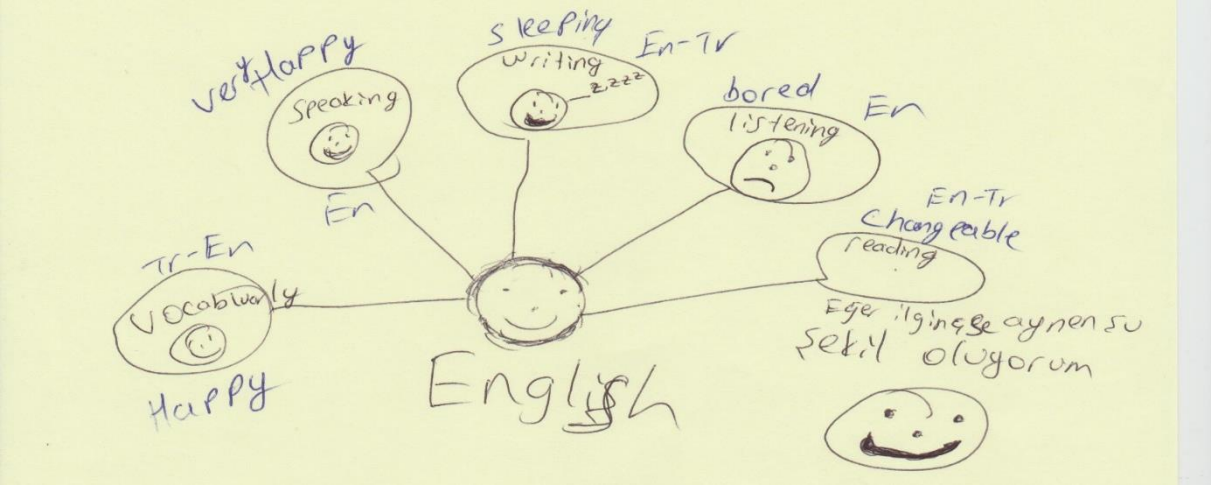


Figure 5.12. Student 2, L2 learner of English, graphic elicitation task expressing skills and areas and preference for TP in the classroom.

The next drawing in Fig.5.13 belongs to a learner of Russian and depicts the desired proportion of the languages used for each skill and area. 40% Russian (TL) was preferred for listening, speaking and writing, 30% Turkish (NL), 25% English was favored for grammar topics and 5% German for some cognates. Just like in the interviews, students prefer grammar to be explained in or with the help of language(s) they know well.

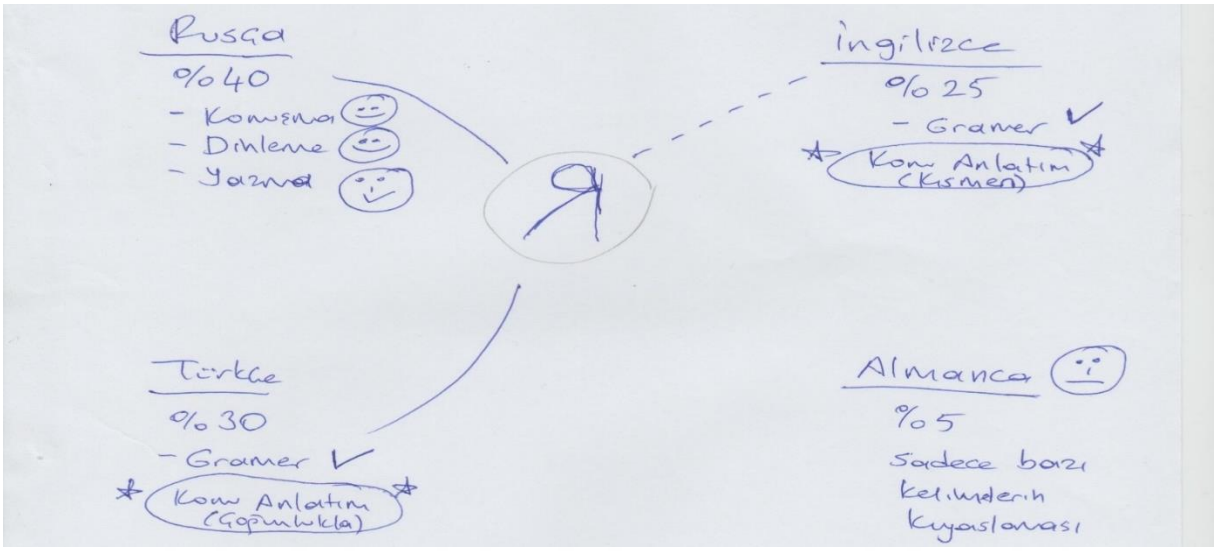


Figure 5.13. Student 3, L3/L3+ learner of Russian, graphic elicitation task expressing skills and areas and preference for TP in the classroom.

5.13. Summary of Quantitative and Qualitative Findings

5.13.1. Summary of findings related to teachers' level of TP practices in class.

The answers to RQ1 and RQ2 revealed the level at which teachers practice TP in class. The quantitative findings indicated that TP are used by all teachers but at different levels. The quantitative differences between Russian, Turkish and English group showed that TP are used the most in the Russian group. This finding confirms that there was an intervention of planned TP, namely a systematic use of oral and accordingly designed printed form of TP in the Russian class. Specifically, the integration of three and more languages is significantly more intensive than the rest two groups. On the other hand, there was no intervention in the teaching routine of the rest of the classes, where only monolingual printed/digital materials

were used. Still, spontaneous TP were practiced there and with significant differences between English and Turkish groups. While the integration of three languages was practiced more in Turkish group, bilingual TP were more popular in English group. Unexpectedly, in the Turkish group with multicultural, multinational and multilingual students, integration of cultures is significantly lower than the rest of the two groups.

The statistical differences between Russian, Turkish and English group were supported by the qualitative ones. Interviews confirmed the intensive and planned use of multilingual TP in Russian group. The interviews and visuals also explained the difference between English and Turkish groups, where spontaneous TP were used. Multilingual and more intensive TP were practiced in Turkish group because both the teacher and her students are multilingual. Also, ML2 was teaching in both Turkish and English groups, so she was able to reveal the differences. Teacher ML2 used TP more in Turkish group because they are more efficient and appropriate in that context. First, the students from Turkish group become more motivated due to their high crosslinguistic awareness, compared to the students from the English group. Moreover, ML2 believes that the more language students know the more TP is to be used, because the more languages students know the higher language awareness they have. Furthermore, TP activate passive languages in multilinguals so they start to associate and compare their languages, which makes them understand better and faster. On the other hand, English prep students are mostly monolingual FL learners, with relatively low meta- and crosslinguistic awareness. ML2 stated that she uses multilingual TP there less because this pedagogy may not work in a monolingual context and may lead to confusion and negative transfer.

Another quantitative difference for the Turkish group is that the integration of cultures is significantly lower than the rest of the two groups. This result was unexpected due to the multicultural, multinational and multilingual context in this group. Their teacher ML2

explained that for Turkish prep context, she would prefer limited and sensitive integration of culture because in multinational class this may lead to confusion or friction. Students may feel offended or alienated if their language or culture is not included in the materials.

The quantitative answer to RQ2B indicated that among five classes in English prep classes the integration of three and more languages is at a significantly high level in the class of multilingual teacher ML2. However, in the rest four classes, bilingual TP are practiced, even though all five classes are homogeneous, namely, 87% consist of monolingual learners of English as FL. The qualitative explanation of this difference was the different opinions between multilingual teacher ML2 and the rest three bilingual teachers. According to bilingual teachers, alternating or comparison to a third language different from TL and NL, would not make much sense and add to L2 learners due to lack of competency in a shared third language between teacher and students. On the other hand, multilingual teacher ML2 reported a very positive attitude to the integration of L3/L3+ with L2 learners in her English class. Apart from her multilingualism and rich experience with various cultures abroad, ML2 mentioned reasons such as making the lesson entertaining and motivating, getting students familiarized with different languages apart from TL and raising their intercultural and cross-linguistic awareness.

Another quantitative difference for the classes in English group was found for bilingual teacher BL3, who uses bilingual TP and incorporates culture at a significantly high level. Her very frustrating L3 learning experience abroad was the source of her intensive use of bilingual TP. She considered that language course very inefficient and demotivating due to the strict monolingual pedagogies used by the teacher there. Exactly this experience oriented her to TP in her classes because she does not want to put her students in a similar frustrating situation.

On the other hand, a statistical difference was found for teacher BL2 in English group, who was reported by her English prep students to apply TP at a significantly low level. Likewise, in the interviews BL2 herself reported the most negative attitude to TP among all teachers. Her BA degree in ELT, TESOL training and living experience in the US have theoretically oriented her more to monolingual teaching practices such as teaching only in TL by using contextual clues, making students think in TL, aiming native-like pronunciations, experiencing TL and the like.

5.13.2. Summary of findings related to students' attitudes to TP.

The answers to RQ3A, RQ3B and RQ3C disclosed different attitudes to TP between the groups of students. The quantitative findings of RQ3A indicate that the students from the Russian group have the most positive attitude to the integration of three and more languages and culture, but do not favor monolingual pedagogies. Therefore, the intervention of planed TP, namely, systematic use of oral and printed form (See App. F for multilingual materials) of multilingual TP in the Russian group, has influenced students' attitudes to TP in a more positive way compared to the groups exposed to spontaneous TP. On the other hand, the groups exposed to spontaneous TP, that is, Turkish and English groups, differed statistically from each other as well. The main difference was that Turkish group vs. English group is more predisposed to TPs, specifically to the integration of three or more languages. On the other hand, the students from the English group prefer bilingual and even monolingual TP.

The most positive attitude to multilingual TP and culture of the Russian group, was qualitatively explained by the students themselves. They highly appreciated the planned use of both oral and printed form of multilingual TP due to several reasons. First, comparing multiple foreign languages in both oral and printed form leads to a better association between them, so they understand better, overcome difficulties of TL and save time to search in dictionaries. Also, it is more effective to decode and process the words, to reduce the

ambiguity caused by potential multiple interpretations and to minimize the confusion caused by the Cyrillic script. On the other hand, monolingual pedagogies are not preferred by Russian group because they may not be efficient at least for the beginner level. Using only TL in class may block the communication and knowledge transfer, because due to the Cyrillic alphabet neither spoken nor written form would be understood by students. This may lead to low participation and eventually to dropping out of the course.

Even though there was no intervention, and both were exposed to spontaneous TP, Turkish and English groups have different attitudes to TP. The main difference was that Turkish group vs. English group is more predisposed to TPs, specifically to the integration of three or more languages. On the other hand, the students from the English group prefer bilingual and even monolingual pedagogies. Teacher ML2, who was teaching in both groups, displayed several causes of these different attitudes. First, Turkish prep program students have some cognitive advantages over English prep students, which leads to more positive attitudes to TP for the Turkish group. For example, English prep students are monolingual, with low meta- and crosslinguistic awareness. For these reasons, some potential risks of TP are anticipated such as negative transfer, confusion, NL dominance and activation, ignoring TL, dependent mechanical learning and spoon-feeding. On the other hand, in Turkish prep context students are multilingual, already having high crosslinguistic awareness of preventing negative transfer, not ignoring TL and not overusing NL. These students are aware of their strengths and weaknesses, they are able to create a balance between TL and other languages because translanguaging is a natural practice for them. For them, teacher's translanguaging is a familiar context of communication and a welcomed way of learning a language. Moreover, through TP the students in Turkish group transfer, develop and use learning strategies from previously learnt languages and deal with difficulties of TL. In addition, they had both high intrinsic and external motivation to survive daily routines because they live in the country of

TL. However, in English group the artificial school context of learning TL made students set short-term goals with an external motivation only.

The final statistical difference found for RQ3A was that Turkish group has the lowest attitude to the integration of culture. This result overlapped with the previous statistical finding that teacher integrates culture at a relatively low level there. Therefore, the students in this multinational and multilingual class do not favor the intense integration of cultures due to culture sensitivity issues and their teacher behaves accordingly.

The quantitative findings of RQ3B indicate that even though all five classes in the English group are homogeneous, namely, monolingual, the class of teacher ML2 was different by displaying a very positive attitude to multilingual TP, compared to the rest four classes. One of the suggested reasons is that in this class, multilingual TP are practiced at a significantly higher level than the rest classes in the English group. Therefore, the teacher in this class, who is multilingual, integrates three or more languages and students like it, even though they are monolingual. The students themselves reported several reasons behind their positive attitude to multilingual TP. The students find it entertaining, very beneficial to learn English because by knowing the associations, similar words between languages they build mental multilingual networks and remember or retrieve these words better and faster. Also, they gain affinity and interest in learning other unknown languages mentioned in class.

The quantitative answers to RQ3C indicate that L2 and L3/L3+ learners, regardless of their TL, prefer different teaching pedagogies. While bi- and multilingual students favor the integration of three and more languages, monolingual learners have an inclination to bi- and monolingual pedagogies. L2 learners explained their preference for NL-TL combination for several reasons. First, they understand abstract concepts, grammar, vocabulary and cognates better this way, because they look for logic and equivalents in their NL. Also, thus they understand the different mentality of TL speakers. For them, NL is a pre-stage, link to TL.

However, L2 learners are not open to the integration of other FLs apart from TL. It may cause confusion because these languages are similar to TL and students do not have (enough) competence to understand them. In addition, they are not beneficial and might cause distraction from TL. They may miss and not understand the questions of their classmates in L3 and it may lead to unnecessary repetition of the same questions and answers in different languages so that everybody understands. Some L2 learners prefer even monolingual pedagogies and want vocabulary to be explained or given synonyms only in TL to be helpful for their exams. On the other hand, L3/L3+ learners find the integration of three or more languages enjoyable and useful to consolidate the meaning of the words and to learn better and easier. What is more, unlike L2 learners, L3/L3+ learners find the comparison of TL to other FL more meaningful than to NL, because they have higher language awareness of their FLs than that of their NL. FL and TL are both learned, not automatically acquired and used like NL. Multilingual learners also reported that teacher's code-switch is very beneficial because when one of the languages spoken matches TL, students understand better and overcome the difficulties of TL. Also, this activates their language repertoire and they can find connections faster and easier between these languages.

5.13.3. Summary of findings related to the relationship between teachers' pedagogies and students' attitude to these pedagogies.

Students' preference for a specific pedagogy positively correlated with the extent to which it is used by their teacher. In other words, the more teacher applies a pedagogy, the more students like it. Interview data supported qualitatively this correlation because teachers and their students stated similar views and even similar reasons to explain their attitudes. This means that teachers' pedagogies are likely to influence the attitudes of their students. By being exposed to their teachers' method, students adopt their teachers' attitudes and

approaches to FL learning. Students' statements were in correspondence with the explanations of their teachers about the preference of specific pedagogies.

5.13.4. Summary of findings related to students' achievement and TP.

The statistical findings for RQ5A indicated the highest listening scores for the class of teacher ML2 among all five classes in Turkish prep program. In other words, compared to the pedagogies of monolingual teachers, multilingual TP applied by multilingual teachers are likely to have a positive effect on the listening skills of multilingual students. The findings for RQ5B revealed the highest listening and reading scores for the classes of teacher BL1 teacher BL3, respectively, in English prep program. The answers to RQ5C gave some clues about a potential relationship between achievement of these three classes and TP. First, these teachers made use of TP at a high level in these classes. To be more specific, bilingual teachers BL1 and BL3 integrated two languages and culture with L2 learners, while multilingual teacher ML2 incorporated two, three or more languages in her multilingual and multinational class. Therefore, the high practices of specific TP for specific learning contexts might have positively affected the achievement of these classes. In addition, in their interviews, ML2 mentioned using TP in speaking, and BL3 reported practicing TP in her reading sessions with high frequency. These frequencies might give light to the high scores of their students in listening and reading sections, respectively. Participants' own words also gave insight into the achievement score of these classes and how TP contributed to it. For example, ML2's multilingual discussions in class, and teaching cognates, false friends may have resulted in building a crosslinguistic network and easier way to remember, retrieve and decode words audially. All these might have contributed to students' listening skills. The class of teacher BL1 was also successful in the listening section of the exam. The possible source could be the focus on pragmatics, and raising awareness of the difference between thinking in NL and TL in this class. On the other hand, the class of teacher BL3 gained the highest score in the

reading section. The possible link could be established with using intensive TP in reading sessions which helped students interpret the reading texts from different, unknown perspectives.

5.13.5. Summary of findings related to the contribution of TP to students' engagement in learning TL.

The answer to RQ6 involved teachers' and students' interviews and visuals. Teachers explained why they (do not) use TP in their classes, while students revealed why they (do not) like their teachers' TP. The views of both parties supported each other and revealed the contribution of TP to learners' emotional, cognitive and social engagement in learning TL. In addition, the data displayed the influence of students' level of TL, language skills and areas, and multilingual materials on TP.

Both teachers and students reported numerous benefits of TP to emotional engagement. Teachers wanted to create a "comfortable zone" for students in which students feel safe, relaxed and more motivated to learn. They used the languages as a way of reaching and showing respect to their students' emotions, identity and background. By giving flexibility in language choices teachers create a positive attitude to language learning and a sense of belonging to the class. Similarly, students, including those from ethnic minorities, felt more comfortable and motivated when given the choice to speak in other languages along with TL. Students want to ask questions in a language they know well so their teacher will easily understand them and vice versa. Also, students find TP entertaining, recreational and fostering affinity to unknown languages.

Teachers and students supported each other in terms of the beneficial effects of TP on social engagement in learning. Teachers reported that TP contribute to class collaboration, the interaction between students such as peer-translation and cooperation which scaffold their learning of TL via socializing. Another benefit is a stronger teacher - students communication

by fostering students' participation, in-class discussions, attention and focus on the activities. In addition, TP allows the teacher to give feedback, clarify unclear points, give instructions and build a genuine rapport with their students via the language they understand and express themselves the best. Finally, TP raise students' intercultural and global citizen awareness. In the same way, according to students, some of the social benefits of TP are related to sustaining genuine communication, the interaction between the teacher and students and thus higher in class participation. Students want shared languages with their teacher, in order to understand the lesson better, to ask questions and to participate more. Also, through TP the students have more chances to get feedback and clarifications from their teachers via the languages they understand and express themselves better. Finally, comparison of cultures contributes to the pragmatic aspect of language such as learning culture-specific behavior, idioms, slang and informal language which gives students tips on how to behave and what to say in TL country.

Both teachers and students had a unanimous view on the positive and negative effects of TP on cognitive engagement. According to teachers, the cognitive benefits of TP are meaningful, inductive learning via connecting languages. This results in making a positive transfer and preventing negative transfer between languages. Building a multilingual network between languages also leads to raising students' crosslinguistic and metalinguistic awareness. This makes students autonomous learners who transfer strategies from their previous language learning experiences and use them independently. Also, according to teachers, TP keeps students' attention on the lesson, activate their prior knowledge and languages and associate it with the new input or TL which leads to active, meaningful and more effective learning. Another benefit of TP is its function as a problem- solving strategy. When the lesson gets stuck due to language barriers, and students do not understand properly the material, alternating to a more familiarized language gives a practical solution and keeps

the flow of the lesson. TP saves time, effort, misunderstandings, it facilitates the lesson and offers a shortcut by means of multiple languages. Just like their teachers, students reported cognitive benefits of TP as meaningful, more effective and more practical learning. TP fosters the association of languages and using them as bridges to TL. Also, TP contributes to students' cross-linguistic awareness, autonomous learning and transfer of learning strategies between languages. In addition, TP functions as a problem-solving strategy by sustaining concentration in class and avoiding misunderstandings. To be more specific, code-switching and hearing the same word in multiple languages in class stimulated brain activities and previous languages. This made students comprehend, remember, retrieve or guess these words and clarify and complement the meaning of ambiguous concepts more efficiently.

However, TP is also reported by teachers to have some negative effects on students' cognitive involvement in language learning. Namely, alternating languages might lead to spoiling the balance between TL and students' NL. Consequently, TL might be ignored and NL becomes the dominating and activated language in class. This deprives students of practicing, developing native like proficiency and thinking in TL. In addition, the comparison of languages may result in confusion and negative transfer when students' proficiency level of TL and metalinguistic awareness is insufficient. What is more, TP may lure the students to the "easy way", to "spoon-feeding" without processing the input which is ineffective for a long- term goals and that is why TP is avoided and used only as a last resort strategy. Likewise, students listed the negative effects of TP as confusion, misinterpretation, negative transfer, and distraction from TL. Students also reported other cognitive drawbacks of TP such as, ignoring TL, not understanding the logic of TL structure and not developing productive skills in TL. Some students even wanted to focus on TL only because then they would be pushed to produce speech in TL. Thus, they will be engaged in a genuine dialogue,

through which they can observe and learn from their own, their classmates' mistakes and from their teacher's feedback.

Both parties echoed each other in terms of reducing TP in higher-level classes. Students reported that TP should be used intensively at beginner levels like A1 and A2 but with progress in TL, the amount of TP should be gradually reduced. They need TP at starting levels because they do not know TL adequately and need other languages to compare with and thus to understand better. Similarly, teachers claimed that the higher the level, the less TP and more focus on TL in class because students have reached sufficient competence in TL. Teachers supported the decreasing of translation and code-switching as students advance with TL. However, teachers reported different views on the use of language comparison with students' progress. Some teachers believed that comparison should be used more in high levels because students have higher meta- and crosslinguistic awareness and more input knowledge to compare. Others let their students free in their choice to keep on using comparison as they progress through TL levels. Another teacher claimed that comparison of languages could be done at an equal rate with all levels, because comparison could be done in TL with high level students as well.

Regarding skills and areas of language and practicing TP, teachers and students were in line with each other. Students believed that TP are useful for teaching grammar, abstract rules and concepts, vocabulary, cognates and sometimes writing. Thus, they can understand their teacher and they can ask clarification questions. For the rest of the skills, specifically speaking and listening activities, only TL is preferred. Teachers were similar in their preferences. TP are mostly favored for teaching grammar, vocabulary and cognates, while less preferred for reading sessions and rarely for speaking and writing. However, differently from the contexts of the rest groups, TP is favored in speaking skills in Turkish group only.

Translanguaging is a natural way of communication for the students in this group due to their multilingual background and foreign status in the country of TL.

The findings related to multilingual materials are a little controversial. Students in the Russian group, who were exposed to planned TP and personally experienced multilingual materials in class, displayed a very positive attitude to such materials. However, the teachers from English and Turkish group, who reported to have never used multilingual textbooks or handouts, revealed various views. Teachers BL3 and ML2 were more positive for using such materials in English prep classes. They suggested that multilingual materials could be used in the form of multicultural texts with multilingual culture-specific vocabulary or even such textbooks should embrace all students' languages (including NL) to compensate for the languages which teacher does not know and to make students feel more comfortable with TL in EFL context. On the other hand, some teachers accepted oral form but were against the use of printed multilingual materials in class. For multinational classes in Turkish group such materials may lead to confusion or friction between students because some students may get offended if their language or culture is not included in the materials. For L2 learners in the English prep, multilingual materials were argued to result in spoon-feeding and ignoring of TL, especially if NL is included. Those teachers were more open to the integration of other FL in the materials instead of NL. They believed that students' other FLs could be linked to TL to cause a positive transfer.

6. DISCUSSION AND CONCLUSION

6.1 Discussion of the Findings

6.1.1. Discussion of findings related to teachers' practices of TP.

The finding related to teachers' practices of TP in class are supported by the literature. These findings indicated that the multilingual teacher used more TP in multilingual classes compared to monolingual EFL classes. Also, the same teacher integrated more multilingual

TP in her multilingual class compared to the monolingual one. This is supported by the behavior of bi- multilinguals along the situational continuum (Grosjean, 2008). When with emergent bilingual students the multilingual teacher switch to bilingual and when with multilingual students she switched to multilingual speech mode. Another support from a study suggested that the overlapping languages of teachers and students fostered translanguaging practices and the integration of languages in these schools (Creese & Blackledge, 2010). What is more, the multilingual teacher believed that TP are more efficient with multilingual learners because they have high cross-linguistic awareness and learn better by interconnecting their languages. This is in line with the third component of teachers' plurilingual awareness of the difference between bilingual learners and multilinguals in the process of language learning (Otwinowska, 2014).

Another finding from the present study indicated that compared with her bilingual colleagues, the multilingual teacher used TP and specifically multilingual TP more intensively even in monolingual EFL classes. This is supported by the research indicating that multilingual teachers with a personal history of multilingualism are more open to multilingual pedagogies than bi- and monolingual teachers. Also, they have higher metalinguistic awareness and are likely to adopt cross-linguistic practices in ESL and EFL classrooms (Higgins & Ponte, 2017; Otwinowska, 2014). Finally, influenced by their educational background and experiences with languages, the teachers from the present study revealed different attitudes to TP. This in line with a study indicating that teachers' attitude to multilingual pedagogies was affected by their direct experience in plurilingual settings which resulted in more code-switching, sharing this experience with students, and showing empathy to their students in the learning process (E. Ellis, 2013).

6.1.2. Discussion of findings related to students' attitudes to TP.

The findings related to students' attitudes to TP were in line with the previous research. According to the present study, planned TP affected students' attitude to translanguaging in a very positive way when compared to spontaneous TP. The systematical integration of L1, lingua franca(s) and TL in both oral and printed form leads to a better association between languages, cognates, similar structures and thus better learning. The benefits of the inclusion of more than two languages in planned TP were confirmed by Cenoz and Gorter (2020), while the advantages of using shared lingua franca to teach L3/L3+ classrooms were supported by Otwinowska (2014). The positive influence of planned TP including trilingual materials was also mentioned by the research as improvement of vocabulary (e.g., cognates, false friends), development of metalinguistic awareness (Leonet et al., 2017), and facilitating the teaching process (Seals et al., 2020). In addition, the combination of oral and printed TP and inclusion of English as a shared lingua franca in the present study was beneficial to overcome difficulties of TL with different orthography (Russian), which was also reported in another study (Wang, 2019) that TP are very helpful for students to cope with the challenges of a different orthography like Chinese and Russian.

In the present study, teachers displayed both positive and negative attitudes to multilingual materials in class. These teachers have never experienced multilingual materials before neither as students nor as teachers. Teachers' negative perceptions of the printed form of TP could be connected with monolingual policy expectations from their education and currently teaching context (Cenoz, 2009; Deroo & Ponzio, 2019; Liu & Fang, 2020; Yuvayapan, 2019).

In cases of spontaneous TP, multinational, multilingual classes of Turkish as SL, favor multilingual TP more, compared to monolingual EFL classes. In multilingual and multinational classes, translanguaging is a familiar context of communication and a welcomed

way of learning a language, without ignoring TL. Apart from L1 and TL, a shared lingua franca was used there and students had high integrative / intrinsic motivation to learn TL. The same features were reported in an article (Wang, 2019) exploring TP in multinational classes with multilingual learners of Chinese as a SL in Hong Kong.

According to both the present study and the previous research, in monolingual EFL classes two languages were favored while translanguaging: L1 and TL, namely, L1 was used as a resource to learn the weaker TL (Phyak, 2018, p. 58). Besides the limited number of languages, the level of TP was reported to be relatively low compared to multilingual contexts. This difference between multi- and monolingual classes was supported by an article (Rosiers et al., 2018) comparing the two contexts. It was only in the multilingual classroom that translanguaging was used by the teacher as well as the pupils for pedagogical purposes and with the integration of additional languages (Rosiers et al., 2018). The present study was also in line with research about the reasons behind the limited practice of TP in EFL contexts. The main concerns about TP in EFL classes are that reliance on L1 would increase in the classroom and the use of English would decrease (Turnbull, 2018), or that teachers would tend towards monolingual pedagogies due to expectations of their institutions (Yuvayapan, 2019).

Another finding of the present study is that there is a quantitative and qualitative difference between L2 learners and L3/L3+ learners. The difference between L3 and L3+ learners is not significant. While L2 learners prefer monolingual pedagogies (TL) and the integration of two languages (L1 + TL), L3/ L3+ learners like the inclusion of three and more languages in class. The positive transfer of both linguistic similarities and cognitive features like learning strategies from previously learnt languages brings cognitive advantages to L3/L3+ learners. This difference between L2 and L3/L3+ learners is in line with the factor model (Hufeisen, 2004) and the dynamic model of multilingualism (DMM) (Herdina &

Jessner, 2002). According to the models, bi-/multilinguals have specific meta-skills or significantly high metalinguistic and metacognitive awareness, which contribute to bi- and multilinguals' cognitive system and make them different from monolinguals in language learning (Hufeisen & Neuner, 2004) (Herdina & Jessner, 2002). L3/L3+ learners are more advantageous than L2 learners because the former have a more diverse and broader linguistic and cognitive repertoire and make use of prior languages and cognitive knowledge. They reactivate and relate all their languages and adapt strategies from previous learning experiences and that is why they prefer the integration in class of three and more languages which they know (Aronin & Ó Laoire, 2003; Cenoz, 2013a; Cenoz & Gorter, 2020; De Angelis, 2007; Dmitrenko, 2017).

According to the present study, L2 learners use NL as a pre-stage, link to TL to understand abstract concepts, grammar, vocabulary and cognates which supports the Revised Hierarchical Model (Kroll & Stewart, 1994; Kroll & Tokowicz, 2005). This model of bilingual lexicon suggests that in order to access the meaning of L2 words, beginning bilinguals use indirect connections via first language translation equivalents.

According to the present study, some L2 learners prefer even monolingual pedagogies and want vocabulary to be explained or given synonyms only in TL to be helpful for their exams. Apart from the cognitive reasons listed above, the monolingual policy of teaching and assessment (Deroo & Ponzio, 2019; Liu & Fang, 2020; Yuvayapan, 2019) also might have had an influence on students' attitudes to TP. This should lead the researchers to another significant issue of TP, assessment, which is out of the scope of the present study and is suggested for further research.

On the other hand, unlike L2 learners, L3/L3+ learners find connecting TL to other FL more meaningful than to NL, because they have higher language awareness of their FLs than that of their NL. FL and TL are both learned, not automatically acquired and used like NL.

This overlapped with some teachers' view that they were more open to the integration of other FL similar to TL in the materials instead of NL. Teachers believed that students' other FLs could be linked to TL to cause a positive transfer. This is in line with the multilingual model of Krisner and their colleagues (Kirsner et al., 1993) according to which, the links between similar languages with shared features such as typology, orthography and cognates, are suggested to be stronger than the links between different languages. What is more, the research (Goral et al., 2006) on similar non-native, FLs of multilinguals found very strong lexical connections and interlanguage activations between these languages, when compared to the connections between FLs and NL of different typology. Another study in Turkish context also supports this connection by indicating that L3 learners of French (TL) make use of English (FL) much more than Turkish (NL) as support to learning TL (Korkmaz (2013).

6.1.3. Discussion of findings related to the positive correlation between teachers' pedagogies and students' attitudes to these pedagogies.

According to the present study, students' preference for a specific pedagogy positively correlated with the extent to which it is used by their teacher. In other words, the more teacher applies a pedagogy, the more students like it. By being exposed to their teachers' method, students adopt their teachers' attitudes and approaches to FL learning. Therefore, teachers' pedagogical practices influence students' attitudes. This is in line with the research (Makalela, 2015, 2018) reporting that TP have developed positive learning experiences, attitudes and multilingual identities of student-teachers in South Africa.

On the other hand, in the research on translanguaging so far the languages of teachers, students and the languages used in the classroom seem to overlap, that is teachers and students know the same languages, or students know or are familiar with the languages used in the classroom. However, in the present study, students' attitudes to TP in two contexts were explored: (1) only languages known by students were integrated and (2) known plus unknown

languages by students were included in class while translanguaging. The findings indicated that students developed a positive attitude to TP even when unknown by students but similar to TL languages were additionally integrated in class. Students explained that even though they are emergent bilinguals, the new languages helped them to build multilingual networks, to associate, guess cognates, and remember and retrieve words easier. This is in line with the multilingual model of Krisner and their colleagues (Kirsner et al., 1993) according to which, similar languages with shared features such as typology, orthography and cognates, are suggested to have strong lexical connections and interlanguage activations compared with the links between different languages. It seems that high exposure to unknown languages but similar to the language(s) in students' linguistic repertoire, also contributes to interlanguage activations of the languages in their mental lexicon. What is more, when monolingual EFL learners were exposed to bilingual TP (L1+TL) vs. multilingual TP (L1 + FLs similar to TL + TL), the group exposed to multilingual TP adopted attitudes similar to those of multilingual students: they liked and preferred the integration of three and more (similar) languages in class. However, the monolingual EFL students exposed to bilingual TP, that is, only to their NL and TL, preferred only these two languages but were not open to the inclusion of third languages. They believed that third languages would have negative effects like the confusion of concepts, without even having experience with multilingual TP. As a result, the influence of the teachers, their background, methods, attitudes on their students and TP were clearly revealed here (Cenoz, 2009), because bilingual teachers used bilingual, while a multilingual teacher used multilingual TP in monolingual EFL classes and teachers' practices were completely spontaneous and natural. Bilingual teachers believed third languages would not make sense due to lack of proficiency in these languages, but the multilingual teacher believed that third languages will raise cross-linguistic awareness of monolingual students, which corresponded with their students' views, respectively.

6.1.4. Discussion of findings related to students' achievement and TP.

A significantly high listening score was found for a multilingual, multinational SL class, exposed to multilingual TP by a multilingual teacher. The score was significantly higher than the listening scores of other multilingual, multinational classes with monolingual teachers. An inference could be made that multilingual students feel more comfortable and effective with multilingual teachers and multilingual pedagogies (Aronin & Ó Laoire, 2003). Similarly, significantly high scores in listening and reading were found in monolingual EFL classes, exposed to intensive bilingual TP. The high achievement in reading and listening in both contexts could be connected to the Bi-/Multilingual Interactive Activation model (Dijkstra, 2003; Dijkstra & Van Hell, 2003). According to the model, during the word recognition-process, bi/multilinguals have non-selective lexical access because the languages are integrated and the mental lexicon accommodates words from all languages. All languages of bi/multilinguals are activated even though the input or the required output is only in one language. Also, the research has shown that when bilinguals or second language learners are involved in the word recognition process they have non-selective lexical access in reading (Dijkstra, 2005) and listening (Marian et al., 2003). Therefore, it could be inferred that compared to only one language, exposure to multiple languages increased the chance of audial and visual interlanguage activation of the languages in bi-/multilinguals' lexicon. This might have resulted in building stronger multilingual networks, better audial and visual word recognition and therefore, in the improvement of reading and listening skills. The previous research has also found that TP have a positive effect on reading comprehension and listening skills in the USA context (Arteagoitia & Howard, 2015). However, another experimental study indicated that treatment of planned TP had a positive effect on improving students' four English language skills as an overall score (Yuzlu & Dikilitas, 2021). The different findings between Yuzlu and Dikilitas's and the present study could be related to the different types of

TP in two studies: planned and spontaneous TP, respectively. In the present study, the reading and listening scores were elicited from classes exposed to spontaneous TP, while in the work of Yuzlu and Dikilitas the scores belonged to students exposed to planned TP.

6.1.5. Discussion of findings related to the influence of students' TL level on TP.

In the present study, particularly in EFL contexts, the participants reported that TP should be used more at beginner levels but TP should decrease as the students' level of TL is getting higher. The research supported this view by claiming that monolingual pedagogies are not convenient for emergent bilinguals (Liu & Fang, 2020; Phyak, 2018) and that inclusion of L1 in EFL context contributes to classes with low proficiency students (Yuvayapan, 2019). However, differently from the previous research, the teachers in the present study also reported that translation and code-switching should be reduced as the students progress, while the comparison of languages could be practiced in all levels.

6.1.6. Discussion of findings related to the practice of TP in language skills and areas.

The findings in the present study indicated that TP are used particularly for teaching grammar, abstract rules and concepts, vocabulary, cognates, reading and sometimes writing. The previous research confirmed these findings in terms of vocabulary, cognates, reading comprehension, complicated concepts and grammar (Arteagoitia & Howard, 2015; Makalela, 2015; Turnbull, 2018; Wang, 2019). However, the present study also indicated that TP is favored in speaking skills and discussion activities but only in multilingual and multinational classes. This could be connected to the natural behavior of bi-/multilinguals which lies in the origin of translanguaging (Cenoz & Gorter, 2020; García & Wei, 2014).

6.1.7. Discussion of findings related to the contribution of TP to students' engagement in TL.

According to both teachers and students in the present study, TP had contributed to the affective, social and cognitive engagement of students in learning TL. These findings were in line with the previous research. For example, both the present study and other articles reported emotional benefits of TP like creating relaxing moments and a sense of comfort, coping with anxiety, and sustaining interest and motivation in learning (González-Davies, 2017; Wang, 2019; Yuzlu & Dikilitas, 2021).

In addition, the present study confirmed the social benefits of TP mentioned in the previous research like sustaining participation, collaboration, intercultural competence, interaction, communication, negotiation, clarification and teacher-student rapport in the classroom (González-Davies, 2017; Pujol-Ferran et al., 2016; Wang, 2019; Yuvayapan, 2019; Yuzlu & Dikilitas, 2021).

Finally, both the present study and the previous research mentioned the contribution of TP on cognitive aspects of learning. The shared findings in the research indicated that TP raised students' cross-linguistic, metalinguistic and intercultural awareness by stimulating comparisons across languages and links between prior knowledge and personal experiences. Also, TP improved comprehensibility and learning, made the class procedures practical and time-saving, and promoted meaning-making and autonomous learning (González-Davies, 2017; Pujol-Ferran et al., 2016; Wang, 2019; Yuvayapan, 2019; Yuzlu & Dikilitas, 2021).

The contribution of TP on learning from affective, social and cognitive aspects is supported by the social constructivist approach to learning and teaching (Roberts, 2016). The cognitive benefits, particularly the building of connections between TL and previously learnt languages to transfer linguistic elements and strategies from previous languages were supported by the factor model (Hufeisen, 2004) and the dynamic model of multilingualism

(DMM) (Herdina & Jessner, 2002) These models suggest that the more languages students know and the more they interconnect them, the better they learn new languages. By speaking and comparing multiple languages in class, TP definitely helps students to reactivate and relate all their languages and to adapt strategies from their previous learning experiences. This brings more cognitive advantages to L3/L3+ students because they have more linguistic and cognitive sources to use than L2 learners (Aronin & Ó Laoire, 2003; Cenoz, 2013a; Cenoz & Gorter, 2020; De Angelis, 2007; Dmitrenko, 2017).

6.1.8. Discussion of findings related to Issues of TP.

Not only benefits but also some issues of TP were reported both by the present study and previous research. The challenges were mainly faced in monolingual EFL classrooms, which prevented the adoption of translanguaging pedagogies in EFL contexts (Liu & Fang, 2020, p. 4,5). The common constraints related to TP in the classroom were listed as monolingual language policy, lack of guidance on implementation, personal linguistic purism ideology, overuse of L1 by students and confusion due to cross-linguistic interference (Liu & Fang, 2020, p. 4,5). Other common issues involved teachers who had worries about linguistic limitations like not knowing each of the languages their students know, or about institutional constrains like translanguaging itself not being included in the curriculum (Deroo & Ponzio, 2019). In Turkish EFL context, the common constraints were about teachers who thought that TP did not contribute to learning English on a long-term basis. Sometimes they need translanguaging just to save time and catch up with the curriculum (Yuvayapan, 2019).

Different from the previous research on TP, the present study revealed some issues of culture integration and multilingual materials in multinational classes. The findings indicated that multinational classes do not favor the integration of multiple cultures in class and the teacher behaved accordingly. What is more, the same teacher, who is multilingual herself, reported that multilingual materials are not appropriate for multinational classes. They may

lead to confusion or friction between students because some students may get offended if their language or culture is not included in the materials. On the other hand, the same multilingual teacher believed that multilingual materials are convenient for multicultural texts and culture-specific vocabulary with EFL learners because they are monolingual and from the same nationality. This cultural sensitivity related to multilingual materials and multinational classes could be explained with the research (Byram, 1998) on multilingual education, which indicated some negative psychological consequences of multilingual curriculum on multi-national/ethnic classes. If the languages included are not part of students' ethnic and cultural identity this will result in stress, and many issues of socialization and cultural identity. In EFL classes, there is a low risk of such negative consequences because English is widespread and not associated with a particular culture (Byram, 1998).

6.2 Implications of the Study

6.2.1. Theoretical implications.

The present study contributed to the theory on multilingual ideologies and dynamic views of multilingualism (Cenoz & Gorter, 2020; V. J. Cook, 1992; Grosjean, 2008), which are the basis of translanguaging. It also supported bi/multilingual psycholinguistic models of bi/multilinguals' lexicon such as the Revised Hierarchical Model (Kroll & Stewart, 1994; Kroll & Tokowicz, 2005), the multilingual model of Krisner and their colleagues (Kirsner et al., 1993) and Bi-/Multilingual Interactive Activation model (Dijkstra, 2003; Dijkstra & Van Hell, 2003). The study also added to two prominent multilingual models which distinguish between the language learning processes of bi-/multilinguals vs. monolinguals like the factor model (Hufeisen, 2004) and the dynamic model of multilingualism (DMM) (Herdina & Jessner, 2002). Another contribution of the present study is giving insight of TP into classrooms different from monolingual EFL classes in Turkish context. Thus, planned vs spontaneous TP, bilingual vs multilingual TP, bilingual vs. multilingual students and teachers

were explored and compared. What is more, different TLs such as Turkish and Russian and different contexts of learning like FL vs. SL were also examined. All the findings and the theoretical basis behind TP implementation suggest that students' languages, particularly similar and non-native ones are interrelated with high interlanguage activation and common access in a shared mental lexicon. Therefore, the function of TP is to activate all languages in students' repertoire, to prompt stronger interlanguage links in students' mental lexicon, to stimulate positive transfer and to contribute to TL learning by engaging students emotionally, cognitively and socially. However, teachers should take students' language background differences into account when adopting TP. They should switch between bi- and multilingual TP depending on students' attitudes or their being L2 vs. L3/L3+ learners.

6.2.1. Pedagogical implications.

The previous research suggested some pedagogical implications of translanguaging in EFL contexts. The researchers suggested that collaboration between teachers and students and amongst teachers should be promoted to understand the needs of the students in a specific context. Second, systematic, planned and context-specific translanguaging between L1 and TL as an instructional and interactional language should be developed in EFL classrooms. In addition, educators should reconsider monolingual policies, and pilot the integration of translanguaging pedagogies into the curriculum by creating materials and assessment criteria accordingly (Liu & Fang, 2020, pp. 6, 7; Yuzlu & Dikilitas, 2021).

The present study recommends teacher educators to raise and foster teachers' awareness of using TP in the classroom. Also, the study suggested some tips for teachers how to adopt planned TP in accordance with the findings. The following chart summarizes the tips for adopting planned TP in three different contexts of language education:

Table 48

Pedagogical Implications for planned TP in different contexts of language education

Type of learner	**Monoling Pedagogy**	**Biling TP**	**Multiling TP**	**Skills and Areas for TP**	**Level (CEFR) of using TP**	**Multilingual materials**	**Issues of TP**
Monolingual EFL learners	✓ Speaking Listening	✓ L1+ TL	✗ Depends on teachers' language background& students' attitude	Grammar Vocabulary Reading Writing	A1, A2, Reduce from B1 on *Comparison of languages all levels	✓ Culture specific vocabulary& texts,	Distraction from TL, Overuse of L1, Confusion Negative transfer, Short-term goals
Multilingual Learners of FL (not English)	✗	✓ L1 + TL	✓ L1(s) + Lingua franca(s) + TL	Grammar Vocabulary Reading Writing	A1, A2, Reduce from B1 on *Comparison of languages all levels	✓ Multilingual word lists, Comparison of two and more languages	Low risk of Distraction from TL
Multinational class with multilingual learners of SL in the country of TL	✗	✓ Lingua franca + TL	✓ L1(s) + Lingua franca(s) + TL	Grammar Vocabulary **Speaking** Reading Writing	A1, A2, Reduce from B1 on *Comparison of languages all levels	✗ not recommended ethnic/culture identity issues	Low risk of Distraction from TL

To sum up, Table 48 above summarizes the tips and suggestions for pedagogical implications of TP in three contexts: (1) monolingual EFL learners, (2) Bi/multilingual learners of FL, but not English, and (3) Multinational class with bi/multilingual learners of SL in the country of TL. In monolingual EFL context, mono- and bilingual pedagogies are recommended, with a list of issues of TP. In the rest two contexts of multilingual students, bi-/and multilingual pedagogies are highly suggested due to the small risk of negative effects. TP should be used for teaching grammar, vocabulary, reading and writing in all three contexts. Only in multinational classes, TP is recommended also for speaking activities. Multilingual materials are suggested for FL classrooms but not for multinational classes due to potential ethnic identity issues and frictions. The levels at which TP, namely, translation and code-switching, should be used are A1 and A2 levels, with a gradual reduction from B1 level on. Only language comparison is suggested for all levels.

6.3 Limitations and Suggestions for Further Research

6.3.1. Limitations.

The limitations of the present study derived from several sources. First, the compared groups in the sample were not homogeneous. Particularly, the profiles of the students in the Russian and Turkish groups were not as homogeneous as that of the students in English preparatory program. In other words, three groups English, Russian and Turkish differed according to several variables such as TL, students' language background, nationality and age. Also, the contexts between groups were different: English and Russian were taught as an FL to domestic students, while Turkish was taught as an SL to foreign students. Therefore, the statistical differences between the groups may not be because of the intervention but due to these uncontrolled variables. In addition, the Russian group is small in number (N=13) compared to the other two groups (N=52, N=93). Another issue is that the researcher is the teacher of the Russian group and that is why only student data is available for this group.

The second limitation is related to the tools. Audio recording, observations could have been used to verify the data from questionnaires and interviews. The recording would be particularly helpful to compare perceptions vs. real behavior of teachers while translanguaging. Thinking-aloud techniques (Ericsson & Simon, 1993) could have been used for teachers to explain their TP in the classroom.

The third limitation is not administering pre-test or pre-questionnaire before the treatment in all groups. Unfortunately, the present study was able to follow post-test design only, which also threatened the validity of the statistical findings.

6.3.2. Suggestions for further research.

Further research on TP is recommended in different contexts, with different designs and tools. For instance, true experimental designs could be followed to compare the effect of panned vs. spontaneous TP, and monolingual pedagogies vs. bilingual TP vs. multilingual TP.

TP in FL vs. SL classrooms also should be compared. Next, more research on multilingual materials implemented in mono, multilingual and multi-ethnic classes is needed. In addition, the psychological effect of exposure to multiple languages and cultures on students' cultural identity in multinational classes requires deeper exploration. More research is also needed on the reflection of TP in the assessment and teaching of language skills and areas. Finally, language analysis of recorded multilingual speech (Wei & Moyer, 2008) of teachers and students in TP classes would contribute to a deeper understanding of translanguaging both as a practice and pedagogy.

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Appendices

Appendix A: CEFR: The Common Reference Levels (Council of Europe, 2020, p.175).

Proficient user	C2	Can understand virtually all types of texts. Can summarise information from different oral and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where someone lives, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix B: Students' and teachers' questionnaire & interview questions

Appendix B1: Students' questionnaire

Students' Attitudes towards Translanguaging Pedagogies

Questionnaire for Learners of Turkish

This questionnaire, which will be used for a Ph.D. dissertation, contains questions concerning foreign language learning. Please give your personal opinion and your answers sincerely. The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. Thank you very much for your help.

Part A. Demographic and Language Background

A1. Please, mark or fill in the necessary information:

Name & Surname: (Optional)	
Gender:	❑Female ❑Male
Age:	
Your class (e.g., B23, B26)	
Country of Birth	
Nationality(ies)	❑ Turkish ❑ Other(s): _____
Native Language(s)	

A2. Please, list all the languages you know including the language(s) you are learning now, in the order of proficiency:

Language	**Where** did you learn it? **(**You may select more than one option)	At **what age did you start to learn** it? (If from birth, write age "0")	Circle the number that expresses **your level of proficiency, on a scale 1-6**: **1** - beginner; **2**- elementary; **3**- intermediate; **4** - upper-intermediate; **5**- advanced; **6** - native-like
1._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
2._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
3._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
4._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
5._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6

A3. * In some situations, multilingual people may use two or more languages simultaneously and change one language to the others. While speaking in one language they use sentences or words from the other languages. Please take into account **these situations of using two or more languages above**, while answering questions **1), 2) and 3):**

1) Do you use two or more languages simultaneously in your daily life?

❑ Yes ❑ No (**If *No***, go to question **No. 4**)

2) In which situation(s) do you usually use <u>two or more languages</u>? (You may select more than one option)
❑with family ❑ with friends ❑ at school ❑ other(s):

3) Which <u>two or more languages</u> do you use in the situations above?
❑ Turkish ❑English ❑ German ❑French ❑Spanish ❑ Arabic ❑ Russian ❑ Other(s)

4) Which language(s) does teacher speak in the classroom? (You may select more than one option)
❑English ❑ German ❑French ❑ Turkish ❑Spanish ❑ Arabic ❑ Russian ❑ Other(s):

Part B.

B.	**Please, give your personal opinion and your answers sincerely about <u>teacher's</u> teaching practices in class for the period <u>October 2018-April 2019</u>.** **Please, <u>circle the number</u> that expresses your view <u>from 1 – 4 for each item.</u>**	***<u>1 – Never</u>*** ***<u>2- Sometimes</u>*** ***<u>3- Frequently</u>*** ***<u>4-Always</u>***
	Part B1. Teacher <u>practices</u> the activities below in class	
1.	In class, Teacher **<u>uses sentence translation activities</u>**.	*1 2 3 4*
In class, Teacher **<u>compares and uses similarities and differences between</u>…**		
2.	… Turkish and English.	*1 2 3 4*
3.	… Turkish and other foreign languages (e.g., French, Spanish, Arabic…).	*1 2 3 4*
In class while teaching, teacher **<u>speaks</u>…**		
4.	… only Turkish.	*1 2 3 4*
5.	… Turkish + English.	*1 2 3 4*
6.	… Turkish + English + other foreign languages (e.g., French, Spanish, Arabic…).	*1 2 3 4*
In class, teacher **<u>let us ask/answer questions</u> in…**		
7.	… Turkish + English.	*1 2 3 4*
8.	… Turkish + English + other foreign languages (e.g., French, Spanish, Arabic…).	*1 2 3 4*
In class teacher **<u>compares</u> <u>Turkish culture with</u>…**		
9.	…my culture.	*1 2 3 4*
10.	…those from around the world.	*1 2 3 4*
	Part B2. -<u>I like</u> teacher's activities / **- <u>I want</u> teacher to use these activities (If she does not use them)**	***<u>1 – No. I do not agree at all!</u>*** ***<u>4 – Yes. I agree completely!</u>***

1.	In class, ***I like*** *it when* teacher **uses sentence translation activities**.	*1*	*2*	*3*	*4*
In class, ***I like*** *it when* teacher **compares and uses similarities and differences between…**					
2.	… Turkish and English.	*1*	*2*	*3*	*4*
3.	… Turkish and other foreign languages (e.g., French, Spanish, Arabic…).	*1*	*2*	*3*	*4*
In class, ***I like*** *it when* teacher **speaks…**					
4.	… only Turkish.	*1*	*2*	*3*	*4*
5.	… Turkish + English.	*1*	*2*	*3*	*4*
6.	… Turkish + English + other foreign languages (e.g., French, Spanish, Arabic…).	*1*	*2*	*3*	*4*
In class, ***I like*** *it when* teacher **let us ask/answer questions in…**					
7.	… Turkish + English.	*1*	*2*	*3*	*4*
8.	… Turkish + English + other foreign languages (e.g., French, Spanish, Arabic…).	*1*	*2*	*3*	*4*
In class, ***I like*** *it when* teacher **compares Turkish culture with…**					
9.	…my culture.	*1*	*2*	*3*	*4*
10.	…those from around the world.	*1*	*2*	*3*	*4*

Appendix B2: Students' interview and focus group questions

Interview Questions for Learners of English/Russian/Turkish in the Audio Recorded Classes

1. Which languages do you know?
2. What is the order of TL* in your class among your languages (2^{nd}, 3^{rd}, 4^{th})?
3. Do (Did) you use two or more languages in your family (in your childhood)?
4. Does your teacher ask you which languages you know? Why do you think she asked you that?
5. How does your teacher teach you vocabulary, by giving synonyms in TL or giving their equivalents in other languages? What do you think about each of these methods?

   a) Would you like it if your teacher gave word meanings in other languages (you know) apart from your NL/SHL* and TL? Why?
6. **!!!(For learners of Russian only)** Your teacher has prepared a multilingual word list with both Turkish and English equivalents of Russian vocabulary there. To what extend do you find it beneficial for your learning?
7. Does your teacher prompt you to guess the meaning of words by using cognates from other languages? If yes, how does it affect your learning?

a) Can you guess the meanings of cognates by yourself now without the help of your teacher? If yes, what is the contribution of your teacher to adopt this guessing strategy?

8. Does your teacher make you translate sentences or phrases in class? To what extend do you find it beneficial for your learning? Why?

a) Does your teacher translate sentences or phrases in class for you? To what extend do you find it beneficial for your learning? Why?

9. Do you like it when your teacher compares grammar and words between languages? Why?

a) Do you like it when your teacher compares TL to your NL/SHL? Why?

b) Do you like it when your teacher compares TL to a third language (e.g.….)? Why?

10. Which language(s) does your teacher speak when teaching in the classroom? Does she code-switch between them?

a) Do you prefer your teacher speak only TL? Why?

b) Do you prefer your teacher speak TL+NL/SHL? Why?

c) Do you prefer your teacher speak TL+NL/SHL+Third language(s)? Why?

11. Which languages may you speak in class to ask and answer questions?

a) Will you find it beneficial if you may ask in TL only? Why? Will you give up asking questions if it is difficult for you to ask it in TL?

b) To what extend is it beneficial if you may ask/answer questions in TL+NL/SHL? Why?

c) To what extend is it beneficial if you may ask/answer questions in TL+NL/SHL+Third language(s)? Why?

12. Does your teacher compare TL culture with the yours? How does it affect your learning?

a) Does your teacher compare World culture with yours? How does it affect your learning?

13. Closing (This is the end of the interview. Do you have any questions? Thank you.)

***TL-** Target Language

*** NL/SHL -**Native or Shared Language

Appendix B3: Teachers' questionnaire

Part A. Demographic and Language Background

A1. Please, mark or fill in the necessary information:

*Name & Surname:	
Gender:	❑Female ❑Male
Age:	
Teaching experience:	_____years
You are currently teaching:	❑English ❑ German ❑French ❑ Turkish ❑ other(s):
You are currently teaching:	❑Reading ❑ Writing ❑ Speaking ❑ Listening ❑ Grammar ❑ Integrated Skills
The class you are currently teaching in	

your institution (e.g., A9, A14):	
Country of Birth:	
Nationality:	❑ Turkish ❑ Other: _____
Native Language(s):	
Education Degree:	❑ Bachelors ❑ Masters ❑ Ph.D. ❑ graduated ❑ in process_____
Living/Working experience in a foreign country:	1.Country: Time period: 2.Country: Time period:

A2. Please, list all the languages you know including the language(s) you are teaching now, ***in the order of proficiency***

Language	Where did you learn it?	At what age did you start to learn it? (If learned from birth, write age "0")	Circle the number that expresses your level of proficiency, on a scale 1-6: 1 - beginner; 2- elementary; 3- intermediate; 4 - upper-intermediate; 5- advanced; 6 - native-like
1._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
2._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
3._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
4._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6
5._____	☐**Home** ☐**School** ☐**Country** ☐**Other:** _____		1 2 3 4 5 6

A3. * In some situations, multilingual people may use two or more languages simultaneously and change one language to the others. While speaking in one language they use sentences or words from the other languages. Please take into account **these situations of using two or more languages above**, while answering questions 1), 2) and 3):

5) Do you use two or more languages simultaneously in your daily life?
❑ Yes ❑ No (**If *No***, go to question **No. 3**)

6) In which situation(s) do you usually use two or more languages? (You may select more than one option)
❑with family ❑ with friends ❑ at work ❑ other(s):

7) Which language(s) do you use the situations above? You may select more than one option)
❑English ❑German ❑French ❑Turkish ❑Spanish ❑Arabic ❑other(s): _____

8) Which language(s) do you speak in your Turkish classroom?
❑English ❑German ❑French ❑Turkish ❑Spanish ❑Arabic ❑other(s): _____

A	**How often do you practice the following strategies in your classroom?** **Please, circle the number that expresses your view from 1 – 4 for each item.**	***1 – Never*** ***2 - Sometimes*** ***3 – Often*** ***4 - Always***
1.	I **use sentence translation activities**.	*1 2 3 4*

I **compare and use similarities and differences between…**					
2.	… Turkish and English.	*1*	*2*	*3*	*4*
3.	… Turkish and other foreign languages (e.g., French, Spanish, Arabic…).	*1*	*2*	*3*	*4*
In class while I am teaching, I **speak…**					
4.	… only Turkish.	*1*	*2*	*3*	*4*
5.	… Turkish + English.	*1*	*2*	*3*	*4*
6.	… Turkish + English + other foreign languages (e.g., French, Spanish, Arabic…).	*1*	*2*	*3*	*4*
In class, I **let my students ask/answer questions in…**					
7.	… Turkish + English.	*1*	*2*	*3*	*4*
8.	… Turkish + English + other foreign languages (e.g., French, Spanish, Arabic…).	*1*	*2*	*3*	*4*
In class I **compare Turkish culture with…**					
9.	…students' culture.	*1*	*2*	*3*	*4*
10.	…those from around the world.	*1*	*2*	*3*	*4*

Appendix B4: Teachers' interview questions

Background Part

1. How does your MA/Ph.D. (if any) affect your teaching philosophy (practices?

2. How does your languages/ Living experience in a foreign country influence your choice of used/spoken languages in class?

Part A

1. Why do/don't you use sentence translation activities? Could you give me examples? How do your students benefit from it?

2. Why do/don't you compare and use similarities and differences between Turkish and English? Could you give me examples? How do your students benefit from it?

3. Why do/don't you compare and use similarities and differences between Turkish and other foreign languages? Could you give me examples? How do your students benefit from it?

4. Why do/don't you speak only Turkish when teaching? For which skills do you prefer it? How do your students benefit from it?

5. Why do/don't you speak/switch between Turkish + English when teaching? For which skills do you prefer it? How do your students benefit from it?

6. Why do/don't you speak/switch between Turkish + English + other foreign languages when teaching? For which skills do you prefer it? How do your students benefit from it?

7. Why do/don't you let your students ask/answer questions in Turkish + English? How do your students benefit from it?

8. Why do/don't you let your students ask/answer questions in Turkish + English + other foreign languages? How do your students benefit from it?

9. Why do/don't you compare Turkish culture with students' culture? How do your students benefit from it?

10. Why do/don't you compare Turkish culture with those from around the world? How do your students benefit from it?

11. Why do/don't you ask your students what other languages they know?

12. Why do/don't you refer to other languages if some words are similar? Could you give me examples? How do your students benefit from it?

13. Why do/don't you refer to other languages if some grammatical constructions are similar? Could you give me examples? How do your students benefit from it?

14. Why do/don't you let students translate to each other when they don't understand the teacher? How do your students benefit from it?

Part B

1. Why do you think that the knowledge of other foreign languages makes it easier to learn Turkish?

2. Why should/shouldn't teachers of Turkish encourage students to compare various languages they know? Does it depend on students' level?

3. Why should/shouldn't teachers of Turkish encourage students to speak/code-switch between various languages they know? Does it depend on students' level?

4. Why should/shouldn't teachers of Turkish compare students' culture with the culture of the target language and/or those from around the world? Does it depend on students' level?

5. Why should/shouldn't teachers of Turkish use multilingual materials integrating Turkish, German, French and other languages known by the students? Does it depend on students' level?

6. What are your arguments for/against the statement that in order to help students activate and transfer knowledge from their previously learned languages, language teachers should **compare** two or more languages in class? Does it depend on students' level, TL, context?

7. What are your arguments for/against the statement that in order to help students activate and transfer knowledge from their previously learned languages, language teachers should **speak & code-switch** between two or more languages in class? Does it depend on students' level, TL, context?

8. What are your arguments for/against the statement that in order to help students activate and transfer knowledge from their previously learned languages, language teachers should **use translation** between two or more languages in class? Does it depend on students' level, TL, context?

Appendix C: Questionnaire Pilot Factor Analysis result tables / Rotated Component Matrixes

Appendix C1: Initial piloting

Learners of English factor analysis. Rotated Component Matrix

	Component			
	1	2	3	4
Item 1			,91	
Item 2	-,31		,79	
Item 3		,58		-,31
Item 4	,84			
Item 5	,86			
Item 6			,34	,65
Item 7		,88		
Item 8		,87		,30
Item 9	,71			
Item 10				,84

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Learners of Turkish factor analysis. Rotated Component Matrix

	Component		
	1	2	3
Item 1			,88
Item 2			,65
Item 3		,34	,36
Item 4	,73		
Item 5	,66		
Item 6	,65		
Item 7		,69	,32
Item 8		,61	,40
Item 9	,52	,47	
Item 10		,68	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Learners of Russian factor analysis. Rotated Component Matrix

	Component		
1	2	3	4

Item 1	,96			
Item 2	,94			
Item 3	,66	,33	,34	
Item 4				,80
Item 5		,59		,43
Item 6	,31			,82
Item 7		,96		
Item 8		,94		
Item 9		,30	,80	
Item 10			,86	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Appendix C2: Final piloting

Learners of English factor analysis. Rotated Component Matrix

	Component			
	1	2	3	4
ITEM1			,75	,33
ITEM2			,82	
ITEM3	,77		,33	
ITEM4		,74		
ITEM5	,34	-,54		,55
ITEM6	,82			
ITEM7				,83
ITEM8	,91			
ITEM9		,78		
ITEM10		,69	,39	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Learners of Turkish factor analysis. Rotated Component Matrix

	Component		
	1	2	3
ITEM1			,88
ITEM2		,60	,37
ITEM3	,87		
ITEM4	-,36	-,43	
ITEM5		,77	
ITEM6	,91		
ITEM7		,71	-,37
ITEM8	,88		-,33
ITEM9	-,30	,80	
ITEM10	,37	,49	

Appendix D: Questionnaire Piloting Reliability statistics tables

Appendix D1: Initial piloting

Learners of English / Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	23,67	19,446	,158	,606
Item 2	23,70	19,231	,129	,617
Item 3	24,00	18,746	,262	,585
Item 4	24,80	18,264	,257	,586
Item 5	24,37	16,067	,421	,540
Item 6	25,20	17,959	,337	,568
Item 7	23,37	17,660	,500	,541
Item 8	23,43	16,894	,509	,530
Item 9	23,92	19,027	,140	,616
Item 10	24,60	18,142	,195	,606

Learners of Turkish / Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	21,81	24,662	,172	,671
Item 2	22,20	22,260	,379	,635
Item 3	22,21	22,363	,300	,651
Item 4	22,95	22,504	,289	,654
Item 5	22,64	21,341	,413	,627
Item 6	23,15	22,566	,316	,647
Item 7	22,21	20,676	,528	,603
Item 8	22,29	21,411	,510	,611
Item 9	22,96	22,758	,346	,642
Item 10	23,10	25,172	,067	,692

Learners of Russian / Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	28,17	27,146	,513	,779
Item 2	28,11	27,163	,539	,778
Item 3	28,34	24,467	,702	,754
Item 4	29,20	26,694	,222	,816
Item 5	29,17	25,734	,411	,785
Item 6	28,89	23,516	,551	,768
Item 7	28,71	25,857	,428	,783
Item 8	28,74	24,785	,536	,770
Item 9	28,80	24,576	,553	,768
Item 10	29,09	25,081	,460	,780

Appendix D2: Final piloting

Learners of English / Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM1	29,49	14,923	,267	,634
ITEM2	29,41	15,303	,162	,646
ITEM3	31,27	11,592	,536	,568
ITEM4	30,16	13,973	,181	,656
ITEM5	29,81	15,547	-,017	,692
ITEM6	31,65	12,734	,533	,580
ITEM7	29,89	12,099	,545	,570
ITEM8	29,57	16,419	-,110	,679
ITEM9	31,65	13,068	,540	,584
ITEM10	29,57	14,697	,264	,633
ITEM11	29,70	12,381	,433	,596

Learners of Turkish / Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	24,83	20,147	,002	,557
B2	24,72	17,036	,479	,436
B3	24,94	16,761	,417	,443

B4	24,83	24,618	-,409	,682
B5	25,06	16,761	,355	,457
B6	25,44	16,614	,408	,443
B7	25,17	17,441	,316	,472
B8	25,44	16,614	,345	,458
B9	25,72	18,095	,178	,513
B10	24,83	16,382	,468	,427

Appendix E: Reliability statistics tables of the questionnaire administered with the target sample.

TL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	EN	92	58,6	58,6	58,6
	TUR	52	33,1	33,1	91,7
	RUS	13	8,3	8,3	100,0
	Total	157	100,0	100,0	

Case Processing Summary

		N	%
Cases	Valid	151	96,2
	Excluded[a]	6	3,8
	Total	157	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics Frequency Items

Cronbach's Alpha	N of Items
,632	10

Item-Total Statistics Frequency Items

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A1	24,40	20,002	,236	,620
A2	24,29	19,660	,337	,606
A3	26,06	16,138	,561	,541
A4.REV	25,38	20,434	,019	,678
A5	24,43	20,346	,134	,638
A6	26,05	16,540	,464	,565
A7	24,13	20,778	,131	,635
A8	25,94	16,482	,443	,570
A9	24,97	18,056	,297	,609
A10	25,15	17,075	,414	,579

Reliability Statistics Attitude Items

Cronbach's Alpha	N of Items
,722	10

Item-Total Statistics Attitude Items

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	26,05	25,125	,348	,707
B2	26,05	24,551	,457	,696
B3	27,26	21,046	,452	,688
B4.REV	27,62	24,503	,205	,730
B5	26,29	25,021	,251	,718
B6	27,54	20,904	,508	,676
B7	26,10	24,290	,364	,703
B8	27,40	20,241	,543	,668
B9	26,36	23,645	,338	,707
B10	26,36	23,340	,416	,695

Appendix F: Multilingual material samples used in Russian group during the treatment based on planned TP

Appendix F1: Multilingual word list / dictionary in three languages (L1, Lingua franca and TL)

***n=neuter; f=feminine; m=masculine**

Друг (m)- friend, arkadaş (erkek)

подру́га (f)- friend, arkadaş (bayan)

Стол(m) – table, masa

Стул (m)– chair, sandalye

расска́з (m) - story, hikaye

го́род (m)– city, şehir

страна́ (f) - a country, ülke

гру́ппа (f) – Group, sınıf, class, grup

Ко́мната (f) – room, oda

Я́блоко (n)- an apple, elma

Appendix F2: Multilingual examples in three languages (L1, Lingua franca and TL)

что это (what is this)? - это дом (this is a house) (bu bir evdir)

какой дом? (which house ?)- Вот этот дом (this house); Вот этот (This one) (işte bu ev)

кто это (who is this)?- это девушка = This is a girl; (bu bir kız)

какая девушка ? (Which girl?) - вот эта девушка (this girl) ; вот эта (this one) (işte bu kız)

что это (what is this)?- это молоко – this is milk (bu süttür)

какое молоко- which (what milk) ? - вот это молоко (this milk); вот это (this one) (işte bu süt)

кто это (who are these)?- это девушки- these are girls. (bunlar kız)

какие девушки (what\which girls) ?- вот эти девушки (these girls) ; вот эти (these ones) (işte bu kızlar)

Appendix F3: Comparison of grammar structures in three languages (L1, Lingua franca and TL)

F3.1:

Предложный Падеж - yani –de halini.

Где? (Nerede?) sorularının cevabını Предложный Падеж ile veriyoruz.

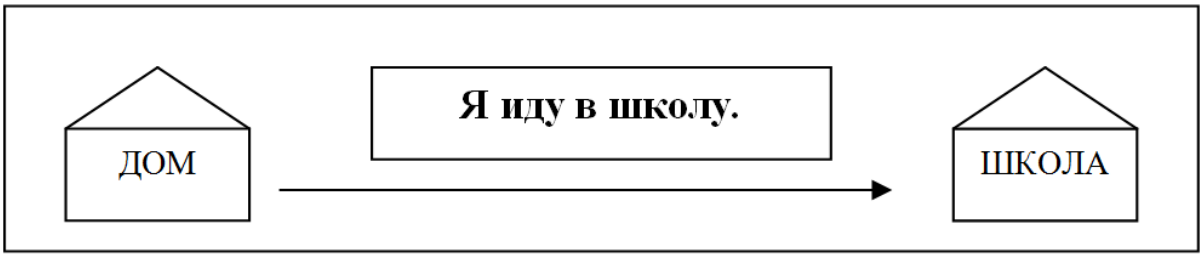
Я работаю в банке.

I work in a bank.

Ben çalışıyorum bankada.

F3.2:

Present continuous tense, şimdiki zaman, şu an gidiyorum



я иду в школу = I am going to school (now, on foot) = Okula gidiyorum (şimdi, yürüyerek)

я еду в школу = I am going to school (now, by transport) = Okula gidiyorum (şimdi, araçla)

Past Continuous tense:

я шла/ехала в школу вчера = I was going to school yesterday= Dün okula gidiyordum

шла- gidiyordum yürüyerek ; ехала- gidiyordum araçla

Appendix G: Samples of CHAT transcription format and command outputs of CLAN (Computerized Language ANalysis) Program (MacWhinney, 2000)

Appendix G1: A sample of CHAT transcription format

RES: kaç dil biliyorsun ve nezaman öğrendin, ingilizce kaçıncı diliniz oldu.

*9L3: türkçe ve boşnakça, çocukken ingilizce üçüncü dilim oldu.

*9L4: çocukken, evede iki dil konuşuyordum türkçe ve zazaca, arabça farsça var biraz ingilizce dördüncü beşinci falan oldu.

*RES: öğretmeniniz yani ben kaç dil bikdiğinizi sorar mı sordu mu sene başında?

*9L4: sordunuz hocam.

*RES: neden sordum sizce?

*9L4: bir gramer konusunu anlatıyordunuz bağlaçlar galiba hahgi dilleri biliyoruz diye sordunuz, ben de farsça dedim sonraa o dilden farsçadan bir bağlacı karşılaştırdınız, faydası oldu bunun çünkü ben ordakini daha iyi biliyordum burda yeni öğrendiğim için daha rahat öğrendim bunu.

%add: EAS PT

*9L3: siz bir konu anlatmıştınız ben de onu anlamamıştım, siz boşnakça anlatmıştınız o zaman anladım.

%add: UND

*RES: sınıfta hangi ve nekadar dil konuşmamı istersiniz, sadece ing mi yoksa tür ve ing mi yoksa ing tür ve sizin bildiğiniz diller mi olsun konuşurken.

Appendix G2: A sample of command outputs of CLAN

> freq +t%cod +t%spa +t%exp +t%coh +t%add +t%err -t* TRANSC&CODES.TEACHERS.cha

freq +t%cod +t%spa +t%exp +t%coh +t%add +t%err -t* TRANSC&CODES.TEACHERS.cha

Sat Mar 21 15:24:35 2020

freq (22-Jan-2020) is conducting analyses on:

ONLY dependent tiers matching: %COD; %SPA; %EXP; %COH; %ADD; %ERR;

****

From file <TRANSC&CODES.TEACHERS.cha>

Speaker: *RES:

1 GR

---

1 Total number of different item types used

1 Total number of items (tokens)

1.000 Type/Token ratio

This TTR number was not calculated on the basis of %mor line forms.

If you want a TTR based on lemmas, run FREQ on the %mor line

with option: +sm;*,o%

Speaker: *ML2:

1 AUT

5 BLB

4 CLA

2 COGN

2 COL

4 COM

5 COMF

2 CONF

3 CONL

1 DEF

1 DIS

6 EMO

1 EXID

4 FAC

5 FAM