

**THE POTENTIAL IMPACTS OF TRANSLANGUAGING ON L2 READING
THROUGH ONLINE LEARNING AT A STATE SECONDARY SCHOOL IN
TURKISH CONTEXT**

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TURKISH CONTEXT**

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ABSTRACT

THE POTENTIAL IMPACTS OF TRANSLANGUAGING ON L2 READING THROUGH ONLINE LEARNING AT A STATE SECONDARY SCHOOL IN TURKISH CONTEXT

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Master's Program in English Language Education

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The purpose of this study is to investigate 5th- grade secondary school students' perceptions regarding the pedagogy, translanguaging, implemented by the researcher teacher in terms of their reading comprehension in L2 and its potential impacts. The study was conducted for 6 weeks with 22 experimental group students and 22 control group students who were in different classes through online learning. The present study was conducted in a state secondary school located in the Eastern part of Turkey. A 6-week (180 h of teaching) translanguaging pedagogy was implemented in the experimental group, but the control group conducted the lesson only in English. In the study, the convergent mixed method design was employed. An independent sample t-test was used in inter-group comparisons, a dependent sample t-test was used in in-group comparisons, and they reported that translanguaging played an effective role in improving students' reading comprehension in L2. Additionally, a questionnaire, semi-structured interviews, observations and field notes of the researcher teacher demonstrated that the students indicated their language learnings, cognitions, interactions, and feelings utilities thanks to translanguaging pedagogy since they were capable of drawing upon all the linguistic resources for negotiation and meaning-making, a sense of comfort, and a sense of motivation to use English. The importance of translanguaging in teaching for researchers and teachers was presented in the implications.

Keywords: Translanguaging, L1, L2

ÖZ

ÇEVİRİMİÇİ EĞİTİM YOLUYLA TÜRKÇE BAĞLAMINDA DİLLERARASI GEÇİŞLİLİĞİN EŞ ZAMANLI OLARAK KULLANIMININ ÖĞRENCİLERİN İKİNCİ DİLDEKİ OKUMA BECERİSİ ÜZERİNDEKİ POTANSİYEL ETKİLERİ

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Bu çalışmanın amacı, beşinci sınıf ortaokul öğrencilerinin, araştırmacı öğretmen tarafından uygulanan Translanguaging yaklaşımına ikinci dildeki okuduğunu anlama ve olası etkileri açısından algılarını incelemektir. Araştırma, farklı sınıflarda öğrenim gören 22 deney grubu ve 22 kontrol grubu öğrencisi ile 6 hafta boyunca online öğrenme yoluyla gerçekleştirilmiştir. Bu çalışma, Türkiye'nin doğusunda yer alan bir devlet okulunda gerçekleştirilmiştir. Deney grubu, 6 haftalık (180 saatlik öğretim) dillerarası geçişlilik pedagojisine tabi tutulurken, kontrol grubunda ders yalnızca İngilizce olarak işlenmiştir. Araştırmada eşzamanlı karma yöntem deseni kullanılmıştır. Gruplar arası karşılaştırmalarda kullanılan bağımsız örneklem t testi, grup içi karşılaştırmalarda kullanılan bağımlı örneklem t testi de hedef dilde öğrencilerin okuduğunu anlama becerilerini geliştirmede dillerarası geçişliliğin etkili bir rol oynadığını belirtmiştir. Ayrıca, araştırmacı öğretmenin anketi, yarı yapılandırılmış görüşmeleri, gözlemleri ve alan notları; öğrencilerin dil öğrenimi, biliş, etkileşim ve duygu durumlarını dillerarası geçişlilik pedagojisi sayesinde belirttiklerini, çünkü öğrencilerin tüm dil kaynaklarından, müzakere ve anlam oluşturma, rahatlık ve İngilizceyi kullanmak için bir motivasyon duygusu geliştirme açısından yararlanabildiklerini göstermiştir. İngilizce öğretiminde dillerarası geçişliliğin önemine ilişkin öğretmenler ve araştırmacılar için de çıkarımlar sunulmuştur.

Anahtar Kelimeler: Dillerarası Geçişlilik, İlk Dil, İkinci Dil



To My Beloved Mum and Dad

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
LIP	Language Introduction Programme
RQ	Research Question
L1	First Language
L2	Second Language



Chapter 1

Introduction

In today's world, English is the code of academy, technology, diplomacy, industry, and also education. From the very beginning, Latin was the primary language for the people who would like to be in an upper social classes, but the dynamics have changed and it left its position to French, so, from that now on, to be educated meant having French, afterwards, as mentioned above, English has become to spread in every field. Thus, learning a language, especially English, has become a necessity, and also this condition brings its problems within the teaching and learning process as well. Most of the times, language teachers confront lots of handicaps that they have to set the suitable methods and teaching strategies according to the needs of a specific class as well as students' profiles. Over the ten years, the changes in English language teaching methodologies have modified the applied practices regarding this issue. As one of the oldest methods, Grammar Translation Method (GTM) used the students' mother tongue as a medium of instruction in language teaching till the release of the Direct Method (DM) (Richards & Rodgers, 2003). Regarding one of the fundamental hypotheses, Comprehensible Input by Krashen (1981), exposure to comprehensible input in the target language is essential for effective second language acquisition and students' mother tongue ought to fully be avoided during the process of second language learning. On the other hand, Nation (2003) indicates the benefits of the use of L1 in certain tasks for discussion, particularly tasks which could not be done in the target language if they are not fully understood first in L1 and backs this argument up with many other studies. Concerning the changes in students' needs and teaching methodologies, the instructors have different viewpoints and practices regarding this issue whether in compliance with second language hypotheses and theories or not (Kayaoğlu, 2012; Mohebbi & Alavi, 2014; Tajgozari, 2017; Almoayidi, 2018).

In the late century, language programs and some bilingual education were developed to provide the needs of minority groups which were recognized in post-colonial contexts. However, these programs did not reckon the practices and the lives of bilingual minoritized speakers by focusing on teaching language as codes and entities through standardized in authoritative texts. Because of the effects of outspread of multilingualism and increased globalization in the world, the monolingual approach was

taken as the right way to walk through in teaching foreign languages into consideration. Is it possible to there is a reason that monolingualism has been remarkable related to race and racism? According to history, the answer is, unfortunately, yes. Racism and race became the organizing principle that constructed all the hierarchies of people into inferior and superior and dismissed others' knowledge as folklore or magic or folklore. (García, 2019) As race and language became mutually constitutive (Flores & Rosa, 2015), language practices of racialized subjects also became dismissed and always deemed inappropriate. However, accepting the importance of multicultural relations and networks, as well as multilingualism, are crucial for both students and teachers. Thus, some new approaches to language teaching are called for. Currently, conventional methods and approaches that are in a multilingual or bilingual setting as educational practices become old fashioned and need to be reformulated and defined again to provide the needs of the learners constantly. Researches accept the lack of ideologies related to multilingualism in education and recommend that translanguaging is a kind of contest for conventional concepts such as target and standard language. To reform teaching methods to the modifications taken place in last few ten years, researchers who work in the education field have indicated the requirement of recent teaching methods and norms taking into consideration the discrepancy of the classroom by respecting to the learners' diversified linguistic competences and skills and their backgrounds. Even though new methods are not simple to into practice all the time for different reasons such as a curriculum needed to be followed, inadequate number of classes, and the deficiency of materials, instructors are still expected to employ a mindset which is students-oriented and they are also expected to think the specific individual needs of the student.

In line with all needs about a new method or approach in language teaching, linguists contributed a new term to the field as Translanguaging, a relatively new approach to language teaching is a language practice that allows language learners to use all their linguistic skills, experience, and competencies acquired in L1 as well as other languages for meaning-making purposes (Nagy, 2018). Translanguaging ensures a shift from conventional methods in which it supposes actual mobility between the linguistic competences and skills of the students as well as the language system(s). Apart from putting the idea of bilingualism as two codes into the centre of teaching and learning process, translanguaging gives space to the ongoing changes of multilingual learners all

over the world. Jonsson (2017) indicates the translanguaging framework covering its ideological implications and also how translanguaging has the power to be useful against policies of homogeneity and ideologies in that it ‘represents ideologies in which different linguistic resources are acknowledged and valued’ (Jonsson, 2017, as cited in Gynne 2019).

As Li Wei (2018) proposed, translanguaging tackles with linguistics of participation when learners and teachers provide participation together in the construction of knowledge. It puts forward the claim that allowing for multiple language use could bring plenty of benefits in foreign language teaching.

1.1 Statement of the Problem

This research was conducted online for the students living in a rural part of Turkey, Elazığ, Maden. Besides, it is a very well-known fact that foreign language education is a huge problem for those kinds of students because of the lack of opportunities in the places they live in. For instance, students are not able to reach any material for their lessons easily because of socio-economical problems of their parents, teachers’ lack of proficiency in their field to teach the language, and also the perception that almost all foreign language teachers stick to the monolingual approach meaning the necessity of mostly L2 use in the classroom. When all the levels of the classes such as 5th, 6th, 7th, and the 8th graders are observed, it is seen that they are not able to learn the language by implementing approaches which are monolingual or monoglossic since they were not taught well in the previous stages of their language education process and also they are not the age of acquiring a language that refers to the early stages of a kid. Regarding the issue of the second language, the distinctive characteristics of acquisition and learning have long been discussed in literature thoroughly. (Krashen, 1982; Chomsky, 1986; Ellis, 1992). The inter-relationship between L2 and L1 and the cross-language influence they have on one another have been asserted to be clarified by former frameworks such as Contrastive Analysis Hypothesis (CAH) and Identity Hypothesis (IDH) about which Klein (1986) stated that the first one (CAH) reports on the effect of L1’ structure on second language acquisition whereas the latter (IDH) indicates the lack of impact L1 knowledge has on L2 acquisition. Therefore, the similar and different parts of both languages result in positive and negative transfers between them. (Klein, 1986).

This research focuses on the ‘learning’ aspects of the second language throughout that facilitative and debilitating effects of the use of learners’ mother tongue could be observed in EFL learners’ second language learning process. Considering the handicaps mentioned above, some questions come to mind such as why teachers could not conduct English lessons by making use of Turkish and English at the same time to provide meaningful learning for the students. The present study aims to find out the impacts on the translanguaging as a pedagogical strategy in terms of reading comprehensions of the students in L2. However, apart from a code-switching implementation, how could this blend of Turkish and English use make sense in students’ minds by using well-planned lesson plans to trigger students' motivation and provide achievement as well? These sorts of questions took me away as a researcher teacher to the term, translanguaging. Although there is no certain consensus about its definition among researchers, translanguaging allows learners to use L1 and L2 to build meaningful learning, but, this condition should not be confused with code-switching. Garcia (2009), defines translanguaging as the act performed by bilinguals of reaching various linguistic features or several modes of what are defined as autonomous languages, to maximize the communicative potential. Concerning these questions, one more question is also coming to the mind why do teachers need to implement the translanguaging pedagogy in their language classes? It could be said that the thing that is called language keeps changing its form all the time, and the ways of teaching and also learning it follows this change as well since it mingles with the other times whose dynamics change, other contexts that vary according to each possible situations stemming from the setting of learning environment, learners’ profile, teacher’s professionalism, etc., and also the relationships to others that affect the interlocutors. Because of these factors, by taking the profile of the class into account, translanguaging pedagogy could be applied by the guidance of the teacher and it could impede us to walk in only one direction and steal a great number of opportunities to constitute a meaningful classroom context for language learning. In relation to these, the present study also focuses on the students’ perceptions regarding translanguaging pedagogy, thus, the researchers could find answers about the reasons why teachers need to apply the translanguaging as a pedagogical strategy in their language classes.

1.2 Purpose of the Study

The purpose of the study is to explore the potential impacts of translanguaging as a pedagogical strategy in Selective English language classes for 5th graders through reading activities by supplying some reading texts as input. These texts are related to receptive skills in language teaching and learning, in the Turkish language which is appropriate according to yearly and daily plans' objectives published by the Turkish National Education Ministry by making them provide the outputs, in English, L2, as through speaking or writing activities, related to productive skills to examine students' reading comprehension in L2 and explore their perceptions towards the implementation of translanguaging.

1.3 Research Questions

The analysis addressed the following research questions:

1. Does the translanguaging experience make a statistically significant difference between the results of the pre-test and the post-test of the experimental group's students on L2 reading comprehension?
2. Is there a statistically significant difference between the results of the pre-test and the post-test of the control group's students?
3. Does the translanguaging experience make a statistically significant difference between the results of the post-test of the experimental and the control group's students on L2 reading comprehension?
4. What are Turkish EFL learners' perceptions regarding the translanguaging pedagogy implemented during English reading classes?

1.4 Significance of the Study

This current study is distinguished from the existing literature by its focus on L2 reading comprehension by implementing the translanguaging pedagogy for the students who live in a rural part of Turkey and do not have a sufficient English language background. This study would shed light on the teaching process of the language teachers, researchers or teacher-researchers who have the same problem in their classes. This study

is not only related to reading or not measuring the reading achievements of students but, also indirectly focuses on the perceptions of the students' writing and speaking skills used as subskills by the teacher in L2 through reading texts in L1. Besides, it is a study that was conducted in a rural place in Turkey, and the students have serious language learning problems because of the lack of opportunities, thus, the results of the study could be useful for the following studies and the researchers who have the same problems. Also, the studies regarding translanguaging in terms of examining reading comprehensions of the students in L2 are just a few in the literature, therefore, the present study could help the researchers with the uniqueness of its topic in terms of its focus on both the reading comprehension of the students in L2 through translanguaging implementation and the classes were conducted through online learning as well.

1.5 Definitions

Translanguaging: Multilingual use and behaviour from a more heteroglossic aspect have arisen curiosity among various researches recommending the term, translanguaging as a way of depicting multilingual practices including the full range of linguistic resources and a bid of a pedagogical approach where multilingual practices are used in learning and instruction (Cenoz & Gorter, 2017; García, Johnson, & Seltzer, 2017).

Online Learning: The use of computers and the internet to facilitate learning and improve performance (Jem, Gunas and Beda, 2021).

Chapter 2

Literature Review

2.1 The Term, Translanguaging

The term, translanguaging, was translated into English as translanguifying, however, it was modified to translanguaging by Baker (2001), which was intended to depict a language practice involving a purposeful succession between the language of output and input in the classroom according to Lewis (2012). Afterwards, it was also used to cover the aim and mode of this linguistic process. However, translanguaging is used to refer to a language practice consisting of the purposeful process of switching between the theoretical emphasis behind it and languages today. Lin (2019) explains the progress of the term, translanguaging, in his article, and it is learned that bilingual education, especially, minority language revitalisation is in the case of Cen William's original work taking part in 1994, and the education of minoritised learners in the work of Ofelia Garcia's work which was published in 2019, and the term is coined to the field by Baker in 2001, and by adding 'trans' to 'linguaging'. Even though it seems like translanguaging is a new term in language teaching pedagogy because of the growing research about it, actually its origins go back to the 1980s in Welsh bilingual education. Lewis (2012) points out that the Welsh term 'Trawsieithu' coined by Cen Williams was translated into English as 'translanguaging' which means the systematic and planned use of two codes/ languages for learning and also teaching in the same class. In addition to them, it could be said that the characteristics of it told above are broadly approved by linguists putting effort into this field, and there is not any consensus about its definition and how the concept of language ought to be understood and what an integrated language system implies in this theoretical framework. The emergence of translanguaging does not come from the educational system and its actors, it emerges from the meaning-making practices of teachers and students that bring various bits of knowledge and epistemologies. As discussed by Otheguy, García, & Reid (2015), translanguaging could be counted as an interest in the intellectual growth of bilingual students' special relevance, and also as explained by Lin (2019), translanguaging is beyond languages since it is not just a practice which consists of usefully and dynamic combined of various languages and language varieties, but also more essentially a process of knowledge construction as well.

Besides, according to García (2019), translanguaging is not something that deals with the product of learning, it is embedded in the learning itself, and it covers the whole learning process. Thus, it could be said that apart from a conclusion, it focuses on the learners' language development by the guidance of the teacher to observe students' progress. Moreover, as expressed by Li (2011), translanguaging constructs a social space for the language users by bringing together various dimensions of their ideologies, attitudes, beliefs, experiences and histories.

Apart from the given definitions above, some researchers or educators define translanguaging as a pedagogy, too. Translanguaging as a pedagogy stands on language ideologies of both teachers and students that make all interlocutors feel valuable and comfortable and also gives them motivation by providing it while language learning when it challenges the current hierarchies of language practices and policy and dig deeper for different ways of languaging in educational settings (Creese & Blackledge, 2015; García & Li, 2014; Paulsrud et al. 2017). The original discussion of translanguaging as a pedagogical practice includes modalities of listening, reading, writing and speaking. Since it has been made progress as a theoretical concept, Translanguaging is open to the multimodal semiotic view in which linguistic signs are part of a broader repertoire of modal resources that sign makers have at their disposal and that carry particular political and socio-historical associations (Kress, 2015). Translanguaging as pedagogy is also related to both local level language policing and classroom management. Generally in educational settings, the educators are the main agents as the students' agency is restricted. A very big problem for teachers is encouraging students to take more control of their learning. Probyn (2009) suggests that pedagogical translanguaging is significant and necessary for supporting students' learning science in the light of the analysis of classroom data, but, Probyn (2009) also alerts that translanguaging is not an adequate situation by itself for the convalescence of the disadvantaged students' learning of science. Besides, social justice and equity need to be tackled to ensure a secure space for pedagogies of translanguaging that provide a chance for the learning of science. While some researchers could define translanguaging as a pedagogy, some researchers do not tend to define translanguaging as pedagogy, instead of this definition, they would like to use the word, interaction. One of them is Li Wei who does not formalize it as a theory of learning or as a pedagogy, and also like the other language teaching pedagogies or

theories, the translanguaging evokes some questions in the mind of teachers and researchers such as what ways diverse students' skills and linguistic experiences are assisted and recognized in the school contexts and how educators do support the empowerment of their learners. However, according to Li Wei (2018), translanguaging could break the ideological divisions which categorize language learners into different educational programs. Translanguaging could show us the new ways to walk towards an educational system that is not only lasted by the mechanism of coloniality but also creates new paths for learners speaking different languages. By doing so, translanguaging could take us one step forward, open new possibilities and direct us to new beginnings. Translanguaging also keeps the balance of two languages inside the classroom by catering for social justice which is an encouraging attitude to all languages as equally worthy sources.

To emphasize the mobility of language, Becker (1991) made such a comparison that 'there is no such thing as language, only continual languaging, an activity of human beings in the world. To entail this argument, another argument belonging to Gasset (1957) could be given. He indicates that language should not be proposed as a thing made and finished or an accomplished fact. Instead of these, it should be regarded as in the process of being made. Recently linguistics has been digging deeper to handle the problems of ontologically apprehending language as not the use of fixed codes but also as meaning-making by portraying human communication through action-oriented terms such as 'languaging' (Bagga-Gupta, 2014; Jaspers & Madsen 2018). However, translanguaging, whether counted mainly as a form of interaction or as a pedagogy, is a model of language that challenge some of the ways this has conventionally been conceptualized in ELT. Language is seen as an ongoing 'process' rather than a 'thing' a 'verb' rather than a 'noun' (Becker, 1988), as in the notion of 'languaging'. Depending on these explanations, the term, languaging, is used to depict the cognitive process of producing meaningful, comprehensible output and negotiating as part of language learning as a tool to change cognition which is to apprehend and a process of making meaning and shaping knowledge to gain experience through language by Swain (2006). Language is as meaning potential and linguistics as the study of how people exchange meanings by languaging (Halliday, 1985), and also languaging, particularly, highlights the importance of culture, experience, feeling, memory and history because of the languaging perspective perceives the

divisions between the linguistic, the extralinguistic and the paralinguistic dimensions of human communication as absurd and presents what the researchers call the unity of the bodily-worldly-neural skills of languaging. The distinction between the language system and mental grammar of multilingual speakers or named languages is pointed out from the translanguaging aspect, and language use is known as fluid and dynamic beyond the politically and socially identified handicaps of languages (García & Li, 2014; Otheguy, García, & Reid, 2015).

To lit a light this issue, a proposal definition was made by García & Lin (2016) that divides two forms of translanguaging which they refer to as “weak translanguaging” and “strong translanguaging”. Both forms of translanguaging enounce different aspects of the language system(s) and the process of language learning. On the one hand, the weak version of translanguaging sustains the conventional language borders but defends making a little softer of these borders, paying attention to the mobility and overlap between distinguished language systems. On the other hand, the strong version of translanguaging does not diversify between languages, it would rather talk about just one grammar from which language speakers select the feature they need in their interactions and one language system. Translanguaging occurs while students whose languages are dominant try to learn what is deemed as an additional language. The main point of the translanguaging could be the movement of the languages that the learner has to mediate for achieving her/his aims in the way of the use of all the languages s/he has. In the article on translanguaging belongs to Conteh (2018) it is mentioned that there are also some controversies covering translanguaging in practice. Some of the researches indicate that code-mixing and code-switching also ensure the structure to apprehend multilingual language use. In that sense, it could be thought that could translanguaging be used differently apart from code-switching or code-mixing? According to Jessner & Herdina (2002) who present the dynamic model of multilingualism, all other extra languages and mother tongues are mutually affecting one another. However, this condition brings the question to the mind that what the difference is between translanguaging and code-switching.

2.2 The Differences Between Translanguaging and Code-Switching

There are some controversial situations while making the definition the terms of code-switching and translanguaging. If it is dug deeper, it could be said that in an educational context, code-switching is defined as the practice of switching between a first and a second language or discourse (Coffey, 2009). In EFL classes, code-switching, explained by Richards & Schmidt (2002) as a change by a speaker (or writer) from one language or language variety to another one, is a common and natural thing for native speakers of two languages, thus; the use of learners' mother tongue should be perceived as a facilitative role to play as a teaching strategy in the process of L2 learning rather than something to be refrained from (Grant & Nguyen, 2017). Additionally, Manyak (2004) suggested that encouraging bilingual students to be engaged in translation in the classroom is a powerful way to facilitate their literacy learning. However, it is suggested that teachers should avoid direct translation of the L2 words into L1 since they believed that the translating strategy dissuades students from learning the L2. Besides, code-switching is thought to present a succession between discrete linguistic codes and systems of language whereas translanguaging is a sort of phenomenon apart from categories of language since the conceptualization of translanguaging has modified in course of time. Therefore, in line with García & Li Wei (2014), code-switching is a process of solely modifying two languages, a succession between discrete monolingual codes, but, translanguaging, conversely, deals with the way how speakers use their linguistic background to construct meaning by the help of interaction. One of the major features of translanguaging is that it regards a usefully and dynamic intertwined use of different languages and language diversities whereas code-switching is based on a monolingual and monoglossic perspective that bilinguals are thought to give directions between isolated and discrete linguistic systems whereas translanguaging stands for expressing a heteroglossic view which sees language systems lacking rigid boundaries in fluidity. The idea proposed by García (2009), translanguaging goes beyond code-switching since it refers to "the process [my emphasis] by which bilingual students perform bilingually in the myriad multimodal ways of classrooms", a sort of process that means comprising of mixing of linguistic characteristics with using of manifold incoherent practices.

There are also some other divisions between code-switching and translanguaging concerning the use of translanguaging. Translanguaging takes its origins from pedagogy,

hereby, it is firmly integrated with pedagogical practices. However, code-switching is used to characterize the succession of languages in all sorts of situational contexts. Translanguaging is charged with a very significant role, particularly in the education field, that it is expected to facilitate the formation of a translanguaging space¹ constructed by translanguaging practices (Li Wei, 2011) so that students could switch among languages and freely use their linguistic competences to discuss and build meaning by the means of interaction. Code-switching is uncommonly institutionally promoted or pedagogically supported (Creese & Blackledge, 2010).

2.3 L1 Use in Language Teaching

According to Ghobadi & Ghasemi (2015), the matter of whether the use of a student's first language, L1, should be forbidden or consubstantiated with the second language, L2, in their L2 learning has been one of the most contentious topics in the field of foreign language education, and, L2 was mostly taught based on the grammar-translation method that focused written texts, along with structural analysis that focused on linguistic and grammar form through the L1 until at the end of the nineteenth century.

A literature review by Hall & Cook (2012) emphasized a steady but slow trend, beginning in the 1990s, to discuss the idea of considering the use of L1 in the field of language education. Hall and Cook's review played an estimable role in multiple pedagogical functions and it explained the use of L1 to be a realistic choice in the classroom setting. The researchers also defended the idea that these studies were ingrained in different theoretical frameworks, such as cognitive and psycholinguistic theories (Cummins, 2007), sociocultural approaches (Antón & DiCamilla, 1999), and multilingual competence (Cook, 2008). While teaching L2 in classrooms, the bilingual approach has been lined up with all these authors.

2.4 From Standard L1 Use to Translanguaging Practices

The use of L1 is seen as a way to facilitate learners in cutting down their affective barriers, as well as developing their belief in their ability to successfully communicate in L2 (Cook, 2001; Kang, 2008; Meritt et al., 2004). Seng & Hashim (2006) underlined an example of this view – they defined how a lower proficiency student confronts handicaps in producing L2 with accuracy and confidence, as they have a deficiency in the linguistic

competence to do so. Accordingly, they could be permitted to make use of their proficiency in L1 to build a bridge the comprehension gap with the L2.

Innovations and developments in ELT have guided several new approaches to language teaching, and presently the broadly accepted understanding of ‘natural approach’ and L2 confinity is challenged. The discoveries put forward by Dulay & Burt (1973), and Turnbull (2001) deduced that teachers explained the use of L1 is presumably not as noxious as thought. Nevertheless, in the last decade, a strong movement called “translanguaging” has been discussed. This approach puts the L1 and L2 use together in a productive technique: “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011).

Translanguaging is the use of one's full linguistic repertoire, a way of teaching pedagogy that lets students read in their native language and discuss or write in the target one, but teachers could not know the L1 of their students, so it could also be explained that it allows students to read one language and put forth productive skills of the target language after that. The main purpose of employing this technique is to use all accessible linguistic resources to make meaning (Garcia & Lin, 2016). Garcia brought forward, that translanguaging is not merely a technique or social practice but also a linguistic theory that provides a competency shaped via social repeated negotiation and interaction and this type of socialization of polyglots arises competencies through their contracting practices.

2.5 Types of Translanguaging

Because translanguaging is a complicated phenomenon for researchers since its forms and patterns of appearance could change in diverse conditions and there is no accurate consensus for the definition of it among researchers conducting studies in the field, there have been a great number of ventures to classify translanguaging practices. Furthermore, the difference between the weak and strong versions of translanguaging portrays the various point of view on the linguistic phenomenon, there are some other categorizations of the term, translanguaging, which need to be explained as well.

In respect of the language proficiency of the language speakers dealing with translanguaging activity in an educational context, apartheid could be made between one-

way and also two-way translanguaging with between independent and dependent translanguaging. ¹García & Li Wei (2014 as cited in Nagy) indicate that bilingual students who are at several phases of the bilingual process have an intention to use strategies of translanguaging for various purposes. Emergent bilinguals that have deficient proficiency in a target language display a dependent version of translanguaging, and thus, they mainly depend on their linguistic skills in the mother tongue. This version of translanguaging is a kind of one way translanguaging where the students use their mother tongue as a scaffolding device with a language of thought unlike bilingual speakers who have more experience and good proficiency in both source and the L2 use a more independent version of translanguaging. They are intended to show a reciprocal translanguaging pattern that is being able to switch between languages by facilitating considering the condition.

Apart from these distinctions, there is one more distinction as well there are two translanguaging types too called spontaneous and pedagogical. Spontaneous translanguaging refers that individuals engaging in translanguaging activity whereas pedagogical translanguaging should be used with a pedagogical aim and is related to instructional strategies. To sum, spontaneous translanguaging stands for the discursive practices used by multilingual or bilingual language speakers, but, pedagogical translanguaging stands for strategies of teaching that are implemented in a multilingual context.

In the study of Cenoz & Gorter (2017), they make the distinction between spontaneous translanguaging referring to the learner's ability to use all linguistic repertoires taken place inside and outside the classroom context and pedagogical translanguaging planned by the instructor inside the classroom and refer to the use of various languages for input and output or to other planned strategies related to the use of students' resources from their entire linguistic repertoires by bringing the actual use of translanguaging as a specified pedagogical strategy and its wider use as incoherent

¹ Li Wei (2018: 23 as cited in Nagy, 2018) defines the translanguaging space as a space of hybridity that is a creative one between L1 and L2 in which entire divisions between the micro and the macro, the individual and the societal, and the psychological and the social are demolished by interaction, a space where students bring together their all linguistic repertoire. It is a place where both teachers and students deal with meaning-making practices.

practices. Thus, it could be said that Garcia & Li (2004) emphasize identifying translanguaging both as a pedagogy for teaching and learning from an educational aspect and as an act of performance out of the educational setting as well. Translanguaging could be divided into at least five different perspectives, which include universal, individual, educational, social and neurolinguistic perspectives (Gynne, 2019).

2.6 Former Studies About Translanguaging

The study of Escobar (2019), presents the analysis of a translanguaging by design activity that was conducted with learners completing an EFL program that consists of nineteen senior students (13 females-6 males, ages 21 to 23) at a Costa Rican University. These students take the Oral Communication course VI under the researcher's guidance. The data is analyzed through discourse analysis that comprises transcribed interviews analyzed in a way of inductive coding. The main focus is the research is to find possible answers to the question, 'how can the inclusion of and attention to students' translanguaging during an in-class purposeful translanguaging by design activity inform our teaching philosophies and our language teaching practices and particularly?'. Escobar (2019), showed the learners pictures of graffiti in Spanish and supported the students to discuss these by using their whole linguistic repertoire. There are also audio recordings of the discussions, selected samples of bilingual languaging, and students' intuitive and spontaneous translanguaging. In light of this study, the classroom interaction he guided presents that learners translanguaged for different aims in various ways. Generally, the research builds an attempt at changing translanguaging from a furtive to purposefully planned practice that is needed to go forward in contesting language separation and monolingual ideologies in EFL programs. At the end of the research, he attains that translanguaging by design activity gives the chance of breaking boundaries between the school and the community. The learners also shiver the separating line between what happens in the classroom in one language and what goes on in the society is discussed in another language. In general, the students speak fluently while they engage in translanguaging. Comment of the students presents that they consider teachers to demand them to learn English as if they were in the USA that students would have to use only the English language all the time. According to other students in the research, the reason why professors avoid translanguaging is to not look unprofessional. Therefore, they hope to

maintain their reputation as good instructors. As for the students, some students indicate that they translanguage since it is easy to understand the things and it makes more sense to them, besides, some students state that they appreciated the activity and felt relaxed since they have been translanguageing for years secretly in the class. Some of them confess that they felt uncomfortable at the very beginning of the activity, but, step by step, all their fear is gone. The reason they felt scared is that this activity is conducted by a professor. However, when they make progress on the task, they do not feel the pressure anymore and use their linguistic repertoire to enrich the conversation. By conducting such a course, Escobar (2019) points out that he does not propose any pedagogical approach to EFL. The positive attitudes of the learners towards translanguageing could create some discussions around the foundations of its ideology.

The research of Prada (2019), works out the way how translanguageing could be used as a tool to support re-configure linguistic, ideological and attitudinal construction in a university that Spanish course is held in the US for heritage speakers. It gives the importance to the boundaries between the engagement of translanguageing in the class and the challenging of the participants about conventional monolingual perceptions administering folk imaginary concerning language credulity, standard, and suitable academic discourse. By using semi-structured individual interviews and ethnographic observations, the study reveals what Prada calls 'a double-action' by the means of translanguageing constructs a sociolinguistic structure which challenges broadly held linguistic ideologies and attitudes about the core of resilient linguistic practices because it induces their normalization and subsumption in a context which has conventionally been off to practices as them.

Another study belonging to Gynne (2019) focuses on the multilingual interactions in (LIP) class meaning the upper secondary Language Introduction Programme placed in Sweden. The LIP is, at best, an individually adapted temporary educational route, and functions as a foundation for further education or establishment in the labour market. There is a cultural discrepancy comprising of immigrants and this discrepancy affects the spoken languages in the country this situation directly affects the education programs as well. The research whose purpose is to produce new knowledge on translanguageing in the way of pedagogical practice and also to gain development for the school itself derives from a deeper project framed ethnographically. The study contains ternary parts. The first

one is about everyday multilingual languaging among the students. The second one examines their doing of language policy from a practised perspective and the last one discusses the implementation process of translanguaging as pedagogical practice. As for the data in the research, it varies such as audio recordings of classroom interactions, field notes, video, interview data and literacy. Micro-analysis of interactional data is used for examining the ways that teachers and learners deal with language policing and (trans)languaging. All in all, learning and teaching through linguistic diversity and participants' understandings of what sort of languaging is suitable is discussed critically to figure the research points mentioned above out. At the end of the study, it is presented that translanguaging through LIP gained a new form which is a stronger one that assists learning in many ways which are essential for multimodal transfer and emergent bilinguals among linguistic sources as bringing the main point to the subject-specific vocabulary translation to build social spaces in such ways that multilingual languaging is entailed (Gynne, 2019). The transformative power of translanguaging makes learners be able to mediate and constitute their sociocultural identities at a very large scale and at the same time, this power enables teachers to construct their own identities too. As indicated by Jaspers & Madsen (2018), liberation, release, or transformation are dependent on the relation between language, participants and setting, which in its turn needs to be understood against the background of wider-scale language ideologies and socio-economic processes.

The study of Jonsson (2019) is an ethnographic one that four English language classes in an alleged bilingual school in Stockholm, Sweden, in which languages are separated as parallel monolingualism in the schedule and planning and that the language competencies of the teachers are also separated within the meaning of those teachers that speak Spanish mainly as their medium of instruction are anticipated to apprehend or speak Spanish. Jonsson portrays that Translanguaging is a prevalent practice made use of both by the learners and the teacher, more importantly, for the interaction that is outside of the classroom. Nonetheless, such practices are used ostensibly without reflection and are not made clear in the language classroom. Jonsson defends making the pedagogical contributions related to translanguaging by discussing the common communicative repertoire between the students and the teachers and supporting them to go ahead and beyond languages to co-construct knowledge and gain knowledge and competencies in

new languages and discuss semiotic and linguistic sources, constructing links between and across them, and also entangling and integrating them. There is a struggle in the classroom that translanguaging discourse is applied and parallels monolingualism.

Apart from the other studies mentioned above, proposing the work of Love (2004), Lemke (2016) & Thibault (2017), Li Wei & Lin (2019) indicate that translanguaging gives importance to the first order of language. Meanwhile, they accept the fact that there is a second order of language which should consider the cultural process such as socio-historical associations as well as feelings, memory and subjectivity happening in the long run. Thus, it could be said that this study also focuses on the advantages of the Translanguaging Approach. However, in a study by Vaish (2019), the challenges of translanguaging in practice are shown. The researcher's study frankly presents the problems of implementing translanguaging pedagogy in an English reading class in Singapore. Even though most of the students in the classroom have multilingual backgrounds, having languages other than English, they present a negative attitude to the teacher's venture to use L1 of the learners in the learning support program. The prepotent educational systems and ideologies are such as that even a restricted understanding of translanguaging within the meaning of using learners' other codes to assist in improving their grammar, vocabulary and comprehension in English is being jibbed, yet, this research illustrates fundamental implications for teachers, advocates of translanguaging pedagogy and policymakers that if the systems and ideologies did not change, multilingual education in which all of the languages are equally valued, learners with the languages that are different from the dominant one in the society would maintain to engage in reaching to the process of knowledge construction.

2.7 Translanguaging in Foreign Language Teaching

Translanguaging in the education field internalizes an approach which is heteroglossic to teaching that gives permission and also supports the applications of multiple language practices. The class could be thought a community of practice²(Wenger, 1998) demonstrates the most appropriate setting for learners and teachers to

² Wenger (1998) explains that a community of practice as a group of people sharing a joint interests for the things they do and aiming at developing their skills by practising constantly.

use and further develop all their language skills and linguistic repertoire. (as qtd by Lewis et al. 2012), Recently some researchers such as García (2009); Blackledge & Creese (2010), working in multilingual classes have been using the term, translanguaging, to delineate multilingual oral interaction. In the education field, translanguaging “refers to using one language to reinforce the other, to increase understanding and to augment the student’s activity in both languages”. In language education, stakeholders must not consider that pedagogy, ideology and practice could be separated from each other since one could not simply develop without the development of the others. All in all, studies on translanguaging have mostly centred on dual-language immersion programs (Palmer et al. 2014; García-Mateus & Palmer, 2017)

Even though there is a distinction between translanguaging as “strong” and “weak”, there is no universally accepted definition of it. There is proof that translanguaging practices are conducted in a great number of education systems in the world (for instance, Cenoz & Gorter (2017) negotiate translanguaging in the context of trilingual education in the Basque Country, and also Paulsrud et al. (2017) gives information about that there are translanguaging practices in institutions of Scandinavian, or Krause & Prinsloo (2016) examine translanguaging in the educational setting of South African) stressing the advantages of those linguistic practices in a multilingual or bilingual setting.

The one who coined the term, translanguaging, in English, Baker (2011) points out that translanguaging also allows a better understanding of the subject matter: thus, to read and discuss a topic in one language, and then to write or speak about it in another language, means that the subject matter has to be digested and canalized. All in all, it could be said that the input is given to students which is related to receptive skills of the target language, but, as for the output, they are taken by considering the productive skills of students, so, students are supposed to present a product. Baker (2001) also discusses other advantages of translanguaging in education such as the simplification of cooperation and home-school bond, the languages, and also the fluent speakers’ integration. Moreover, Statholoulou (2015), indicates the significance of translanguaging in testing and underlines the significance of tests which assist cross-language practices. The complexity of translanguaging in practice and also policy in ELT come from what Hall & Cook (2012) name the ‘entrenched monolingualism’ of these aspects. Although mobility and migration have increased so fast that bring about the growth of

multilingualism, Cummins's 'two solitudes' (Cummins, 2008) remain in many language classes where languages are divided and students' mother tongues are ignored. Language policies, curricula, and assessment practices retain their preoccupations with national and standard languages (Conteh, 2018). There could be lots of reasons why teachers do not prefer using translanguaging which means in some cases, L1 is allowed to be used, such as to be accused of sabotaging the students learning in the schools whose language instructions are set as monolingual. The term, translanguaging has been newly noticed by most researchers and practitioners to boost the efficacy of multilingualism. However, in most parts of the world, the conflicts about the policies related to language-of-instruction still are going on. More work tackling classroom practices is needed in the field.

Nevertheless, there are promising signs as well. Translanguaging brings the question to the minds that why language education should be monoglossic and monolingual in the contexts, especially, in which teachers and also learners are not native English speakers, and why it could not be used for the learners whose English language levels are lower and the ones having not the background information and necessary basis of the target language to continue the language learning process by using the only target language in the classroom. Because if learners passed the age of acquiring language, following a monolingual teaching strategy would create some problems in the field of understanding the lesson, and this situation makes harder the job of teachers, and also makes them slow in the teaching process. Therefore, teachers realise the importance of translanguaging in building rapport with their students which feeds mutual resurgence researches noticing this admit its importance in their classroom-based investigations. Language separation in EFL programs is so ingrained that any translanguaging taking place in the class is done secretly and ignored as a tool that students could gain ownership and emergent bilingual skills, so, it means that whether the teacher allows it or not students are translanguaging one another or they apply to code-switching while they are not under the control of the teacher. Hereby, these teachers and researchers or teacher-researchers have the potential of developing translanguaging pedagogies in the future. The language separation trend is so deep-rooted that EFL instructors may feel that in translanguaging themselves or allowing the students to translanguage, they are violating principles of good teaching, to the point that they try to conceal or ignore instances of translanguaging taking place in their classrooms (García, Johnson, & Seltzer 2017, qtd in

Sánchez, García, & Solorza, 2018). On the one hand, this concealment of translanguaging could happen since instructors were taught to regard language separation as a good practice, so they end up ignoring or even penalizing the practice. On the other hand, for those instructors who do agree with opening translanguaging spaces in their classrooms, concealing translanguaging might be the direct result of their desire to build a positive professional identity, since they know that their department does not endorse a translanguaging stance (García, Johnson, & Seltzer, 2017; qtd in Sánchez, García, & Solorza, 2018). In addition to all of these, translanguaging also provides individuals to make links between their experiences outside of the class. The pedagogical benefits of this could be fundamental to the students depicted by Conteh (2015) whose mindset of speaking about time was enriched as they linked the English words to the vocabulary of their mother tongues. Several studies done by the researchers (Garcia, 2009; Creese & Blackledge, 2015) have shown that translanguaging does not empower just the learner, it also empowers the teacher as well as helps to change and transform the power relations, and takes the duration of learning and teaching on developing identity, making meaning, and enriching experience to the centre.

Although the things mentioned above take the reactions of translanguaging in the foreign language classroom, translanguaging as a linguistic practice could be used in all educational contexts. Lopez et al. (2014), for instance, demonstrate in their research how emergent bilingual students modified between Spanish and English by interacting with mathematical items that made it probable for them to demonstrate their mathematical skills even in situations where their English knowledge was not sufficient. Identically, the alternate uses of various languages such as Arabic, Urdu, English, and in some cases also Sylheti in religious classes in private Islamic secondary schools, and madrasah is explained by Hassan & Ahmed (2015). They indicate that a positive impact of the translanguaging process is the fortification of some concepts with repetition in several languages that cause deeper learning and understanding of the subject material. In language learning classes, translanguaging could be an efficient practice which is pedagogical in a range of educational contexts that language-of-instruction to the language of the school is different from the languages of the learners themselves according to the studies presented in the last decade. This pedagogy breaks the ideological

and unnatural division of the perceptions that are between immigrant against local, L1 against L2, and also minority against the majority.

Many studies state the advantages of translanguaging in foreign language teaching. For instance, Portolés & Martí (2017) examine the linguistic attitudes of young learners, 5 years old, in a multilingual context and demonstrate the way how youngsters use their entire language repertoire as communicating with one another and build new concepts linked to their previous knowledge. The study of Chukly-Bonato (2016) focuses on the analysis of the translanguaging process in the classroom by observing the learners' linguistic attitude for a couple of weeks, then she writes down how translanguaging pedagogy alters their attitude in a very short time. The implementation of translanguaging practices by gratifying the oppression of having to pronounce in amazing English constructed a serene and more peaceful atmosphere in the classroom, therefore, supporting learners to use their language skills better and have an active role in the classroom.

Translanguaging could be a connection factor which helps as a tool to hurdle linguistic and cultural differences. It could be said that translanguaging in the class assists the learning process both as a connection factor tightening the gap between individuals with several linguistic backgrounds and scaffolding tools helping emergent bilinguals to keep up with more advanced learners and meanwhile show and develop their linguistic abilities and skills. Translanguaging could be applied in a broad range of activities for the practice of many linguistic skills such as reading, listening, speaking and writing. The purpose of translanguaging practices is to allow students to use their linguistic competencies at the utmost level by supplying the needs of having to stick to an idealized norm that means native-like speaker, but, it could be said that majority groups have set the norms from the beginnings of the world, but, in today's world, it is high time to lend an ear to the voice of minority groups, and it is time to eliminate the needs of those groups anymore. In a class where English and Spanish use in several speech acts are analysed by Pacheco (2016), the study emphasized the point of implementation of translanguaging practices by the learners and teacher for many goals such as explanation, confirming or providing a specific answer, asking for information, and so on.

Translanguaging strategies could be applied in all sorts of activities comprising all skills, writing, reading, speaking, and listening, in a planned way allowing or encouraging

the use of other languages as well as the target one in the education field. For sure, according to learners' linguistic background and language proficiency, the ways of translanguaging practices might be modified, adjusted and adapted, and also in line with that opinions of translanguaging could be, for instance, reading a text in L1 that covers receptive skills, and then discussing it as a speaking activity in L2 that reinforce the productive skill, or, doing research on a topic in L1, but, write a report about it in L2. Besides, making learners work collaboratively in groups where they share their entire linguistic resources which are identical to each other is a way of aiding the learners' use of their linguistic resources, and building on their background knowledge as well as dealing with the cross-linguistic transfer so that to make better their ongoing and future learning. Especially in classes where the lessons are conducted in a student-oriented manner, translanguaging could be observed to a higher degree.

2.8 Translanguaging Activity

Translanguaging pedagogy says that teachers should not alleviate the use of students' L1 or switch and mix among linguistic codes. Translanguaging is the action that transforms classroom discourses containing both the discourses about the class and the discourses by the participants of the activities in the classroom. Translanguaging discourse exists in classes, and despite all the variables such as age, type of teachers and students, type of program, language policy that the country or the school follows and also subject instruction, it gives convincing proof of its presence. Translanguaging classroom discourse is not only about supporting fluid multilingual practices within the boundaries and limits set up by these role sets, tasks and objectives but also aims at transforming and challenging them (Lin, 2019). Translanguaging aids to disrupt the hierarchy of languages, transforming both students' and teachers' attitudes towards their different meaning-making mechanisms and resources, and enabling learners' full participation in knowledge co-making.

The term, translanguaging, which is in the language teaching field depicts the succession between languages and emphasises the linguistic process. Translanguaging, which is implemented pedagogically digs deeper into a multilingual, bilingual and heteroglossic approach to the process of teaching. One of the major benefits of those practices is that they motivate weaker learners to make them engage more in learning

activities by allowing them also to use their entire linguistic repertoire through a well-planned activity in the classroom to gain objectives for the students. Translanguaging practices also provide a more peaceful atmosphere that which the learning process is conducted creatively which is based on the language skills of each participant building rapport with the teacher to discuss and construct meaning together. The opinion of allowing multilingual or bilingual language use in the class could be problematic for teachers having been educated according to monolingual and monoglossic language norms which rejected the use of other languages in the classroom.

The remarkable thing that ought to be understood is that translanguaging practices if applied well and in the right way, are not harmful to language skills in a specific language; rather, they stimulate language learning by allowing learners to deal with activity in the learning process and also to use their all linguistic skills confidentially in any conditions.

2.9 Online Language Teaching in English Classes

For students and teachers, online learning is a developing educational alternative. The lessons could be conducted via online learning, for those who are not able to attend face-to-face classes regularly, due to time and space limitations. It has developed as the technology itself has more to suggest in terms of educational tools. Another reason why online education has become popular is that it offers the possibility to attend remote universities without having to move to new cities or countries (Alvarado & Calderon, 2013). Universities and colleges are going beyond their physical frontiers to offer qualified education to ensure online learning to distant learners. Despite all the progress, yet, many are still hesitant about the outcomes and the quality of online education. Especially, the year 2020 is dedicated to online teaching, virtualized classrooms, and changing learning behaviours. Looking for a gleam of hope in the COVID-19 pandemic is one of the important challenges that education professionals all over the world have confronted.

Coombs (2010) expresses the development of online teaching also the effect of the latest growth in information technology. As technology has developed and changed, the students/learners could be educated at a distance, or we could say online teaching (Scheg, 2014).

Chapter 3

Methodology

This chapter presents the methods used in conducting the study by introducing the research design, setting and participants, data collection instruments and procedures, data analysis, and limitations of the study. This study utilizes quantitative and also qualitative approaches aiming at investigating possible impacts of the translanguaging as pedagogical strategy in terms of students reading comprehensions in L2 through online learning and students' perceptions regarding their learning as well as the success difference between the experimental and the control group of the students at a state secondary school in the Turkish context.

3.1 Research Design

For this study, the mixed-method approach was used. The mixed-method approach refers to the research integrating or mixing both qualitative and quantitative approaches within a single study to provide a fuller account of the research problem(s). Creswell & Clark (2007) state that mixed-method is “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem”. Leech & Onwuegbuzie (2009) indicate that mixed methods research contains the analysis, collection, and interpretation of both quantitative and qualitative data in a single study or in a series of research which investigates the same underlying phenomenon. The integration of quantitative and qualitative research approaches in mixed methods makes this design rich because it could add pictures, words, and narrative. Thus, mixed methods could highlight both the ‘what’ (quantitative and qualitative) questions and ‘how’ or ‘why’ (qualitative) questions, and this allows the researchers to comprehend the various interpretations of a certain phenomenon. Mixed methods research designs’ typologies have been developed. Creswell (2012) explains convergent (or parallel or concurrent) mixed methods design aims to gather both quantitative and qualitative data in one phase. The data are analyzed respectively and separately, and then made comparison and/or combined. For instance, a researcher gathers employing a survey and an interview at the same time and then analyzes each separately, afterwards the results are compared. This method is applied to

verify findings, confirm, or cross-validate. It is generally applied for accomplishing weakness in one method using the strengths of another. It could also be beneficial and useful in expanding quantitative data through open-ended qualitative data collection.

3.2 Setting and Participants

The purpose of this research is to apprehend whether if translanguaging as a pedagogical strategy would improve the reading comprehension of students in L2 or not and also it aims to understand students' perceptions about the implementation at a state secondary school in a rural part of Turkey. The study was conducted in the 2020/2021 spring semester at a state school in Elazığ, Turkey. 22 participant students were counted as the experimental group, a 5th-grade class the translanguaging pedagogy is conducted, consisted of 12 females and 10 males whereas there is another 5th-grade class consisting of 11 females and 11 males that this approach was not conducted throughout the process to observe the differences between two classes according to the criteria mentioned above. The students in the experimental group were at the level of A2 according to CEFR, Common European Framework that was tested by the teacher before the implementation process by making them have an exam covering four language skills, and also the control group was tested in the same way before the implementation and the level of this class was A2 as well. Also, there was no statistically significant difference between the results of the pre-test of both groups as well.

These students were at the age of 10 to 12 in general. Such an implementation has never been applied to these classes before. By the way, these all students were also bilingual and by learning the English language, they could be deemed as multilingual since the other language they know apart from Turkish, their mother tongue, was Zazaki which was a local language used mostly in the eastern part of Turkey by some minority groups. Concerning those participant students, the experimental group would be assured that any information that might reveal their identity would not be shared with third parties. A consent form (see Appendix C) would be supplied to each participant's parents since they were under the age of 18 for getting their approval in an official way to use the data collected in the questionnaire, and inform them about all the terms and ethical issues in written form as well. A consent form (see Appendix D) for the participant students was also supplied. Pseudonyms are assigned to give anonymity to students.

In addition to all this information, since the researcher teacher is also counted as a participant in the study, background knowledge of the teacher is needed as well as the participant ones. The teacher, at the age of 26, is a Turkish researcher who has been working for four years as EFL, and English as a Foreign Language teacher, and she is a Master's Degree student while conducting this implementation at a private university in Turkey. She has been teaching English in her current school and she has never met the participant students before.

3.3 Procedures

In this part of the research, data collection instruments and data collection procedures were explained comprehensively and in detail, at the same time, the data analysis procedure was clarified as well as trustworthiness, ethical issues and limitations of the study were described.

3.3.1 Data Collection Instruments. This part of the research indicates what sorts of data instruments were used.

3.3.1.1 Pre-Test and Post-Test. A pre-test and post-test design is an experiment in which measurements are taken on individuals both before and after they are involved in some treatment. Pre-test and post-test designs could be used in both experimental and quasi-experimental research and may or may not include control groups. (*see Appendix E*)

Before the implementation of the study, the teacher applied a pre-test based on reading skills and comprehension questions about it and after the process, she applied the same test to both group that are experimental and control groups in a face-to-face setting. The text of the test was received from the EBA (Eğitim Bilişim Ağı, Education Information Network) Platform that state school teachers and students commonly used. Besides, the procedure of scoring was ensured by the teacher that the answers to the test were received long before the students took the tests by the teacher from the EBA Platform. The questions involved in the test were according to the curriculum's objectives and covered just reading skills. Post-test was applied at the end of the research when the study was done to examine the proximity of the change in these results and increase the

construct validity of the study. In this case, it was observed the impacts of the independent variable, translanguaging as a pedagogical strategy, applied for six weeks to the dependent variable, the reading comprehension of students in L2.

By applying these five data collection instruments, questionnaire, semi-structural oral interview, observation and field notes as qualitative data collection tools, also, pre-test and post-test as a quantitative data tool, it was aimed to receive a clear, comprehensive, statistical and interpretive result.

3.3.1.2 Questionnaire. Questionnaires are generally used to analyse people's beliefs, attitudes and behaviours in language learning and teaching. The data that is obtained from questionnaire research could be, particularly, satisfying, insightful, and comprehensive when patterns emerge from a large number of participants, while apparent similarities or differences are detected among groups, or while relationships are ascertained among variables. For researchers, applying questionnaires to their studies makes them feel empowered when we make suggestions for teaching and learning if the pattern that is found is not only strong and prominent but also attested on a large scale. Luppescu & Day (1990) pointed out that 'questionnaire data should not blindly be accepted or considered meaningful unless they have been properly validated'.

The open-ended questionnaire used in this study included four questions in total (see *Appendix A*). The questions focused on the participants' perspectives on the translanguaging pedagogy. Each participant was given an open-ended questionnaire including four questions about the process of translanguaging implementation in the class as a hard copy at the end of the study. All of the students answered all the questions in the questionnaire. The questions were prepared by the researcher teacher according to the literature that was studied in the field long before the implementation.

3.3.1.3 Semi-structured interview. A semi-structured oral interview was conducted with the participants at the end of the per week. Semi-structured oral interviews are frequently used in qualitative research. This type of data collection generally entails a dialogue between researcher and participant. The method enables the researcher to collect open-ended data to explore participants' thoughts and feelings about a particular topic. This method could reveal rich descriptive data on the personal experiences of the participants (Drever, 1995). Since this study aims to understand the students' perspectives regarding the translanguaging implementation to discover some other potential impacts

of the implementation apart from the effects on reading comprehension in L2 of the students.

The interview was conducted with all of the participants in the experimental group who have participated in the online lessons at the end of each week. All the participants answered all the questions each week. The interviews lasted approximately 10 minutes. Because videotaping and sound recording was forbidden in state schools, the researcher teacher took notes of the students' answers. The questions also were prepared by the teacher according to the literature that was studied in the field long before the implementation. The questions focused on students' perceptions, whether it enhanced their reading comprehension or not, other contributions to their language learning regarding the implementation of the translanguaging pedagogy as well as their feelings. (see *Appendix F*)

3.3.1.4 Observation. One of the main ways to collect data in the field for community settings is to observe the participants. The first set of activities in fieldwork observation is to enable comfortable social interaction (Taylor, Bogdan & DeVault, 2015). To be able to get into the group and observe the group, acceptance is essential. In this study, the researcher was easily accepted by the students who were the participants as the researcher was their teacher. The researcher examined the participants in their natural learning environment and took careful objective notes.

3.3.1.5 Field Notes. In addition to the other data collection instruments, field notes were taken by the researcher teacher throughout and /or right after the lesson time regarding the translanguaging acts of the students. Yin (2011) indicates the importance of taking notes while conducting research by mentioning that a researcher should be ready to take notes all the time. When the researchers observe an event throughout a participant or non-participant observation, they construct written or audio notes during or shortly after the observation that are called field notes. As in this study, the researcher was in a position to carry out an implementation and observe the participants; she was placed in a perfect space to take notes of their translanguaging practices. The information to be yielded from the researcher's notes not only may result in significant findings that may need to be checked during the interviews but also would add to the credibility of the study as the answers of each interviewee cannot be fully trusted (Yin, 2011). In other words, it would serve both as a supporter and as a verification tool for the information collected

from the stimulated recalls. In terms of verification, it helps the researcher to be certain about whether the participants are sharing their real experiences and reactions rather than what others may tell them or suggest them to say and to compare and find whether the information gathered through interviews are conflicting or complementary with the field notes.

3.3.2 Data Collection Procedures. This part of the research puts forward how the data were collected.

3.3.2.1 Pre-Test and Post-Test. With the help of these data collection instruments, a study that lasted six weeks, and 30 minutes per week in Selective English lessons, was applied through translanguaging pedagogy to the experimental group whereas the teacher would conduct the lesson only in English in the control group class. At first, the teacher made the two groups have a proficiency test according to the criteria of CEFR before the implementation process. The results showed that both of the classes were A2 which meant they were equal to each other in terms of their English success. After the results, firstly, the pre-test was applied to the both the experimental and the control group to understand that whether the both group were also equivalent in reading comprehension in L2 that was the main focus of the study. Afterwards, the researcher teacher prepared the lesson plans, and she followed those lesson plans for six weeks (*See Appendix G*). However, she just conducted her lesson in the control group only in English, and the English versions of the supporting texts were read by the control group and the same speaking and writing activities were conducted in this class covering 30 minutes per week as well. So, it could be said that the same lesson plans were applied to the control group instead of the Turkish text that was given at the beginning of the lesson to the experimental group. Moreover, the teacher supplied supporting reading texts that were in L1 prepared according to the objectives of the curriculum for the experimental group students, and after reading the text, the students were supposed to be involved in speaking and writing activities prepared by the teacher. Speaking and writing skills were used as subskills for this study since the main focus of the study is to understand whether experimental group students' reading comprehension would improve or not by implementing translanguaging. Finally the teacher applied the post-test to understand that the translanguaging implementation would make significant difference after the study for the experimental group, and to compare the results of the experimental and the control group students' results in terms of their

reading comprehension success in L2.

3.3.2.2 Questionnaire. The research interview aims to explore the experiences, beliefs, views and motivations of research participants on specific matters. Qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena that would be obtained from purely quantitative methods, such as questionnaires (Silverman, 2000). According to Roopa (2012), questionnaires are commonly used in quantitative marketing research and social research. A questionnaire is a series of questions asked to respondents to have statistically functional information about a given topic. When responsibly administered and properly constructed, questionnaires become a crucial tool in those statements that could be made up about certain groups of people or entire populations. They are significant methods of collecting a wide range of information from a large number of participants, often referred to as respondents. Adequate questionnaire construction is crucial to the success of a survey. In the open-ended questionnaire, the options or predefined categories are not recommended. The participant responds in their own words without being constrained by a fixed set of possible responses.

In this present research, an open-ended questionnaire including four questions was given to the experimental group of students at the end of the study to understand their perceptions regarding the implementation better. The questionnaire was given to the students in a face-to-face setting at school, and it was given in Turkish to collect meaningful data because the students were not able to express themselves in English for the questionnaire questions required high English language knowledge to answer. The numbers were given to the each questionnaire as 'P1, P2, P3, and etc.' to represent students' answers. The meaning of translanguaging and what kind of a process the participants would go through during six weeks were told by the researcher teacher to the students beforehand.

The following sample of student responses to **Questionnaire question 1** '*What do you think about the Translanguaging method that is applied under the supervision of your teacher in the selective English courses that last for six weeks?*'. 22 students answered the given questionnaire and their responses were different from each other. P1 stated that '*Learning the language in this way was more practical and easy for me*' whereas P15 indicated: '*I wanted to learn English more than ever from the time we*

conducted lessons in this way. Because it was more enjoyable and easy to learn the language than we were taught in the previous years.'

The following sample of student responses to **Questionnaire question 2** '*How did you feel during the process?*' All the students in the experimental group answered the question, and these were their responses: '*I felt great excitement to learn English*' answered P11 and P4 highlighted his feelings as: '*English was my favourite lesson after this implementation because I understood paragraphs better and I felt happy and relaxed.*'

Most of the students' answers were similar to the given sample responses, and it was deduced that students felt excited to learn the language, happy to conduct the lesson in this way and comfortable since they were allowed to read the paragraphs in L1 before reading the main paragraph in L2.

The following sample of student responses to **Questionnaire question 3** '*How did the translanguaging method contribute to your language learning?*' All the students answered this question as well. P7 answered the question: '*My vocabulary knowledge increased, and I did not forget the meanings of the words*', also P12 stated the fact that her interest increased for the lesson: '*My willing to study English increased*', in addition to it, P19 explained: '*I began to speak English because I was afraid of making mistakes before, but now I do join the class by trying to speak English.*'

The following sample of student responses to **Questionnaire question 4** '*Did the Translanguaging method implemented through online learning enhance your reading comprehension or not?*' 22 answered the question, and P4 responded as: '*When I read an English paragraph, I never understand it before. After this implementation, my reading comprehension increased gradually*', and P9 also wrote something identical with P4: '*It enhanced my reading comprehension*', apart from these P2 gave an answer by focusing the way of the implementation: '*We read the paragraph in Turkish first, then we read a similar paragraph in English, and it was really helpful to increase my reading comprehension in English.*' When it was examined all responses, it was seen that all the students answered the question positively.

3.3.2.3 Semi-structured interview. According to Cohen (2006), semi-structured interviewing is the best way that is used when the researcher does not have more than one chance to interview someone and when s/he would be sending numerous interviewers out into the field to gather data. The semi-structured interview guide ensures a clear set of instructions for interviewers and could supply comparable, reliable qualitative data. Semi-structured interviews are mostly anticipated by observation, and unstructured and informal interviewing enable the researchers to build a mindset of the topic of interest necessary for constructing meaningful and relevant semi-structured questions. The containment of open-ended questions and training of respondents to follow topics that are relevant and might stray from the interview guide does, but, still, ensure the chance for identifying different ways of understanding and seeing the topic at hand.

In this study, the semi-structural oral interview was applied at the end of each week to receive information about students' perceptions about the implementation weekly as well. The interviews were done online by the platform Zoom with each of the students who participated in the class at the end of the lesson, and the researcher teacher took notes of the students' sayings. Semi-structured interviews were not videotaped because it was forbidden in state school. Therefore, the researcher teacher took notes of their answers, the interviews were conducted by asking four open-ended questions which lasted about 10 minutes. The interview process was held in L1 and L2 to increase the credibility and validity of the study. To represent the students' answers and ensure confidentiality, pseudonyms were used as 'P1, P2, P3, and etc'.

The following sample of student responses to **Interview question 1** which was what they thought about the implementation, and 22 students stated different opinions about the implementation of translanguaging. The results of the students' perceptions showed sensible positive affective reactions. The results received from data analysis displayed that the students benefited effectively from the implementation.

Most of the students felt comfortable as they had to chance to answer the questions in L1, and then the teacher translated them into English. Participant 8 emphasized the effectiveness of the implementation and she understood the lesson better in this way. The answers below were the responses of the first week.

Teacher: *What did you think about the implementation?*

P8: *It helped me to understand the lesson better, I think it was an effective way to conduct lessons like that.*

Teacher: *Because when the text was given in Turkish first, understanding the second text in English was easier to understand, right?*

P8: Yes, it was.

P4 also expressed his opinions: *'...I understood the topic well after reading the text in Turkish, and, I felt an excitement to join the class and a curiosity for the next class about what we would learn.'* From the quote, it is understood that translanguaging implementation enhanced his interest in the lesson.

The following sample of student responses to **Interview question 2** *'Did it help you to enhance your reading comprehension?'* In the interview for the second question with P2, he stated that the given text in L1 helped the comprehension of his English readings since he learned the vocabulary easily in this way. The question was asked at the end of the second week. *'Turkish texts facilitated my vocabulary learning as well as understanding the language before reading a similar English text.'* P5 also expressed the implementation's help for making meaning: *'Learning in this way facilitated me to understand the paragraphs better.'*

The following sample of student responses to **Interview question 3** *'What other things did it contribute to your language learning?'* Data was collected from all the students. The responses belonged to the fifth week. P9 expressed: *'I learned the vocabulary easily and it made me feel happy.'* Likewise P13 stated: *'I love English anymore. I listen and read something in English out of the class as well.'* Thus, it was understood that the vocabulary knowledge of the students increased, and they began to show interest in the lesson.

The following sample of student responses to **Interview question 4** *'How did you feel in the class?'* Data was collected from all the students. Most of the students highlighted that they felt comfortable and more secure. Students' answers were from the sixth week. The students' responses were as follows:

P21: *'When I read the text in Turkish first, I felt comfortable since it was my mother tongue and I understood the English ones better afterwards. I felt excitement for the following lessons'* and P17 also described: *I had great fun during the classes because*

I began to comprehend the texts. Learning by having fun made me feel more secure without being forced to join the class. I did join willingly.

When the students' answers were observed, it could be concluded that students felt more relaxed during the implementation since it made sense to their understanding of the lesson and their readings. Especially, when it is looked at the answer of P21 that he reported in the third week of the implementation, it is seen that they did feel happy and excited for the following lessons as well.

Individual semi-structured interviews with students were conveyed to collect further data about their experiences and perceptions of the translanguaging implementation with the platform of Zoom. Some students were not able to make proper sentences in English, so, when it was needed, interviews were conveyed in Turkish and then translated into Turkish by the teacher.

3.3.2.4 Observation. As for the observation, Marshall and Rossman (1989) define observation as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study" (p.79) Participant observation is the process making enables researchers to learn about the activities of the people understudy in the natural setting through observing and participating in those activities. Besides, participant observation aids enable researchers to explore the activities of the people that the study is implemented in the natural setting by participating in those activities. Thus, it could be said that participant observation includes the researcher's involvement in several activities during an extended period that enables her/him to observe the members in their daily lives and to participate in their activities to provide a better understanding of those behaviours and activities. The sample utterances of the students were presented below:

'I understood better know.' P1 uttered this sentence in the first week after reading the text in English because he read a similar text in Turkish before. *'I wish we had conducted the lesson in this way before. Now I want to learn English more'* P6 said.

3.3.2.5 Field Notes. For this research, because the researcher's teacher was counted as a participant, she observed the students during the implementation and took field notes about her observations based on students' perceptions of the lessons. The sample utterances of the students were presented below:

P13 reported in the third week's lesson: *'I thought English was the most difficult lesson, but it is the most entertaining and easy one for me now'*, and also P7 delineated in the fourth week's lesson: *'I learned vocabulary more easily thanks to this implementation.'* By using multiple qualitative methods mentioned above, it was aimed to achieve triangulation.

In this study, pre-test and post-test, an open-ended questionnaire, a semi-structured oral interview, observation, and field notes instruments were used to observe whether a significant difference between the pre-test and the post-test result of the experimental group in terms of their reading comprehension in L2 as well as receive the perceptions of research participants and understand the impacts of the implementation on the students.

3.3.3 Data Analysis Procedures. This part of the research puts forward how the data were analysed in the study.

3.3.3.1 Quantitative. According to Ghasemi and Zahediasl (2012), normality test was performed in order to determine whether the group data showed a normal distribution. As a result of the analysis, it was observed that the data were normally distributed. Parametric tests were used in the analyzes made according to this result ($p > .05$) Pre-test and post-test were used in both the experimental and the control group. The independent variable was taken as translanguaging pedagogy, implemented for six weeks to the dependent variable, the reading comprehension of the students in L2. To compare the results and gain a statistically explanatory insight, the independent sample t-test was used in inter-group comparisons, dependent sample t-test was used in in-group comparisons to analyze the data.

Table 1

Normality Test

	Statistic	p	Skewness	Kurtosis
Pre Test	,968	,659	-,075	-,917
Post Test	,938	,182	-,478	-,513

3.3.3.2 Qualitative. The results of the questionnaire, interview, observation and field notes regarding students' perceptions throughout the lessons were analysed by using coding the keywords. According to the coded keywords, the themes were identified, and to obtain the themes, thematic analysis was used as a method to arrange, identify, and offer insight into, patterns of themes across a dataset (Braun and Clarke, 2012). In the qualitative analysis of the data collection tools that were questionnaire, semi-structured interview, observation, and field notes were used, and according to the obtained data, the perceptions, similar patterns, and recognizable differences among the participants were based on a bottom-up approach to discover the potential impacts of translanguaging on students' reading comprehension in L2. Open-coding was used to determine the categories, and then conceptual groups were constructed from the summaries, which yielded first 18, then reduced to 13 categories. In the end, the researcher reformed the categories into four elective codes as the main themes, named, students' language learnings, cognitions, interactions and students' feelings. To describing the themes and the sub-titles, the study of Yüzlü & Dikilitaş (2022) was taken into consideration. The data was qualitatively analysed to gain a profound insight, dig deeper into the research question.

3.3.4 Trustworthiness. From the qualitative research methods view, writers have explored and proposed the equivalents for reliability and validity (Creswell, 2002). Lincoln and Guba (1985) proposed their alternative terms. They put forward that to show the extent of trustworthiness of a study in terms of qualitative research methods, these criteria must be followed; credibility, internal validity, transferability, external validity, dependability, reliability, conformability, and objectivity.

Credibility, referring to the appropriate use of methodological principles as well as the confirmation of the researcher's findings by the participants to reflect participants'

conceptions regarding the topic being analysed, can be achieved by employing some strategies (Lincoln & Guba, 1985). Firstly, prolonged engagement^{ll} is necessary to build trust and rapport and to learn the culture of people and the setting being investigated. Another strategy for validation is the triangulation of data, data collection methods, investigators and theories. In the present study, data were collected through different data collection tools to corroborate the evidence; the questionnaire and the semi-structured interview were carried out to find out about participants' perceptions regarding the implementation. Field notes were used to support the findings of each data collection tool's findings on the translanguaging practices of the participants. Moreover, since the data was obtained from multiple sources, triangulation of data collecting was used.

As for member-checking, another strategy of validation by asking the participants about the accuracy and completeness of the researcher's interpretations regarding their accounts was also satisfied since the participants were interviewed six times, which enabled the researcher to examine the drafts she formed based on their previous interviews. In addition, to prevent researcher bias, check for errors, find out about over or underemphasized points, and to increase the credibility and trustworthiness of the study.

Transferability is a feature explained by Lincoln and Guba (1985) as the detail regarding the setting and participants provided by the researcher, which helps other researchers to understand whether or not or to what extent the findings of the study could be applied to other contents. Another criterion for validation is dependability referring to detailed, in-depth and neat explanations of the research process (Lincoln & Guba, 1985). This study provided detailed descriptions, explanations and justifications of the data collection tools being used, the implementation of the procedure and step-by-step analysis of the data collected via field notes. Finally, Lincoln and Guba (1985) proposed the term conformability, which refers to data and results' being relevant and reflected objectively. To achieve this, the methodology was described in detail.

3.3.5 Ethical Issues. The participants were assured that they were not exposed to abusive or insecure circumstances, and ethical issues such as privacy, integrity, and consent were considered (Ryen, 2004). Confidentiality and anonymity were assured for the participants. The parents of the participants and the school administrators were

informed about the process of the study.

3.3.6 Limitations of the Study. Although the present study yielded significant findings regarding the use of translanguaging pedagogy and participants' perceptions about it, it had some limitations which were due to the inherent characteristics of the research design, data collection tools, researcher and participants.

The study was carried out only with some secondary school students studying at a state school in the eastern part of the East Anatolia region in Turkey regarding the convenience of the sampling; therefore, the results cannot be generalized to all contexts. Due to the time constraints, administrative issues and the pandemic, students had difficulties in terms of adapting to the online lessons. However, they showed perseverance and determination, and all the students were able to join the courses despite the technical problems. For further study, the study could be applied to more private and high school students as well. The study could also be carried out in different contexts to collect more comprehensive results.

The other limitation in the present study could be because the researcher was also the practitioner and she analyzed the qualitative data collected throughout the six weeks, which could influence the objectivity of the data analysis. Moreover, the researcher was not only the person carrying out the study but also designed and implemented lesson plans according to the aims of the study, which could cause researcher bias.

Despite having the limitations mentioned above, the present study is of great value in the field of implementing translanguaging pedagogy and exploring participants' translanguaging perceptions as it lays the foundation not only for the context in took place where it was implemented as an initial example of its kind but also for the further research to be conducted in the same field with similar and various contexts.

Chapter 4

Findings

This chapter analyses the results of the questionnaire, observations, semi-structural interviews and the field notes of the EFL student's perceptions about Translanguaging as well as the quantitative data about the results of the students' pre and post-tests. The main goal of the study was to find out the impacts of translanguaging on the reading comprehension of the students in L2. The pre-test and the post-tests of the students in both the experimental and the control groups students were identified in this chapter according to the research questions. Besides, the researcher aimed to identify the learners' perceptions about the translanguaging implementation. To collect data, an open-ended questionnaire was distributed, semi-structural interviews were conducted at the end of each week, and the researcher teacher made observations during the lessons and took field notes. The interviews were taken notes since videotaping was forbidden at the state schools. Afterwards, the data were analyzed to identify the common keywords and phrases which were presented as themes. These themes were grouped under the relevant responses and presented in the thematic analysis table. For the semi-structural interviews, triangulation was utilised to raise the validity and reliability of the findings. The results illustrated that four main themes were extracted from analyzing the data: 1) Students' language learning, 2) Students' cognition, 3) Students' interaction, and 4) Students' feelings (See Table 5). This chapter aims to examine the answers to the research questions.

4.1 Does the Translanguaging Experience Make a Statistically Significant Difference Between the Results of the Pre-test and the Post-test of the Experimental Group's Students on L2 Reading?

Table 2

Paired Samples T-Test of Experimental Group

	N	$\bar{X}$	S.S.	t	p
Pre Test	22	73,09	16,66	-7,487	,00
Post Test	22	84,18	12,67		

When the table is examined, it is seen that while the achievement pre-test mean score of the experimental group students is $\bar{X}$ =73.09 and the standard deviation value is S.S. =16.66, the post-test scores of the experimental group students are higher than the pre-test scores. Therefore, it could be concluded that the translanguaging method increased the reading comprehension of the experimental group students in L2.

4.2 Is There a Statistically Significant Difference Between the Results of the Pre-test and the Post-test of the Control Group's Students?

Table 3

Paired Samples T-Test of Control Group

	N	$\bar{X}$	S.S.	t	p
Pre Test	22	74,85	15,85	1,869	,076
Post Test	22	73,33	14,27		

When the table is examined, it is seen that while the achievement pre-test mean score of the control group students is $\bar{X}$ =74.85 and the standard deviation value is S.S.= 15.85, the post-test mean score is $\bar{X}$ =73.33 and the standard deviation value is S.S.= 14.27. According to the results obtained, there is no significant difference between the pretest and posttest scores of the control group students ($t=1.869$; $p>.05$). In light of the scores, the researcher teacher reported that conducting the lesson only in English did not create the same positive effect in favour of the control group students as the translanguaging experience provided for the experimental group students.

4.3 Does the Translanguaging Experience Make a Statistically Significant Difference Between the Results of the Post-test of the Experimental and the Control Group's Students on L2 Reading?

Table 4

Independent Samples T-Test of Experimental and Control Group Post-Test Comparison

	N	$\bar{X}$	S.S.	t	p
ExperimentalGroup	22	84,18	12,67	2,333	,025
Control Group	22	73,33	14,27		

When the table is examined, it is seen that the post-test mean score of the experimental group students is $\bar{X}=84.18$, and the pre-test mean score of the control group students is $\bar{X}=73.33$. According to the results obtained, it could be said that there is a significant difference between the post-test scores of the experimental group students and the control group students in favor of the experimental group ($t=2.333$; $p<.05$). Hence, it could be observed that while the translanguaging group showed an improvement in reading comprehension in L2, the other group could not do the same.

According to the obtained statistical data, the translanguaging experience increased the reading comprehension of the experimental group. The positive impact of the translanguaging experience on reading comprehension in L2 of the experimental group was also proven statistically as well apart from the obtained qualitative data regarding students' perceptions of the translanguaging implementation. The control group could not perform a significant success in terms of their reading comprehension in L2 at the end of the study compared to the experimental group.

4.4 What are Turkish EFL Learners' Perceptions Regarding the Translanguaging Pedagogy Implemented During English Reading Classes?

Table 5

Themes that Emerged from the Qualitative Data

<i>The Themes</i>	<i>Quotes</i>
Students' Language Learnings - Enhancing interest in language learning -Encouraging autonomous learning in English -Assisting making meaning	1. Describing the address of my home in English after reading the text in Turkish about giving directions was very enjoyable. Because I understood the topic well after reading the text in Turkish, and, I felt an excitement to join the class and a curiosity for the next class about what we would learn. (P4) (Enhancing interest in language learning) 2. I did not know how to study and learn English before, but now, I could say that I learned learning thanks to English lesson. When the things are understandable, I would like to learn more. I want to use both Turkish and English till I learn the second language well (P12) (Encouraging autonomous learning in English) 3. Reading Turkish-English texts increased my vocabulary knowledge as well as my reading comprehension . I did not understand the texts when I did not know the meanings of the words before, but, now, I do understand almost each single word when I read an English text after reading something identical to the English one in Turkish (P7) (Assisting making meaning) 4. I hated writing in English before. I was not able to use the words properly to write, however, I could write easily now. I also understand the word order of English better after this implementation. I love learning English in this way a lot! (P6) (Assisting making meaning)
Students' Cognitions - Helping learning - Facilitating the discovery of the language system - Having bilingual cognizance -Acquiring full linguistic repertory	1.Turkish texts facilitated my vocabulary learning as well as understanding the language before reading a similar English text. (P2) (Helping learning) 2. I did not like English classes before because it was just a boring class for me. Now, it is like something in life to me. I have started reading and listening to something in English out of the classes anymore'. (P13) (Facilitating the discovery of language system) 3. When I practiced both languages , it made me feel that I was bilingual , and it had a positive effect on learning English for me' (P14) (Having bilingual cognizance) 4. I did not try to speak English before since I did not understand it, now, by reading the texts in Turkish first, I felt more enterprising to speak English. Because I have begun to comprehend the language. (P22) (Acquiring full linguistic repertory)
Students' Interactions - Supporting authentic language use. -Improving classroom participation -Supporting speaking skills	1. When I used both of the languages, I felt that I had self-determination, and I was not forced to speak English all the time when I talked about my opinions about the activities. My teacher tolerated it at first, but afterwards, I wanted to express myself in English without pretending I could understand it since I really did understand it. Learning the language in this way is more practical and realistic in my opinion. (P3) (Supporting authentic language use) 2. Turkish and English were used at the same time, and, practising English in this way was very beneficial for me since I practised the language with my teacher and friends . (P13) (Improving classroom participation) 3. I tried to speak English with my friends for the first time in my life because I had never wanted to do it beforehand since the lesson was very

The Themes	Quotes
	unbearable to me, yet, now, it is my favourite one. (P16) (Improving classroom participation) 4. In the beginning, I was more inclined to speak Turkish and I also wanted my teacher to explain everything in Turkish, yet, only two weeks later I did try to speak English as far as I could, and while I was doing that I did not feel any anxiety that I had previously. (P11) (Supporting speaking skills)
Students' Feelings -Having fun while learning -Being willing to learn English lesson -Building sense of ease while learning English	1. I had fun during the classes and that was amazing. I realized that English is something very important in life, and learning it with having fun made me feel secure and learn it more as my other friends did' (P17) (Having fun while learning) 2. I noticed that before learning a language I must understand it first. I did not understand well beforehand, but, anymore I do understand the lesson and it also helps me to learn it while I have fun, too (P15) (Having fun while learning) 3. I did not feel any obligation to join the class at first since I was not forced to do it, but then, I wanted to raise my hand from the system and join the class by myself, and by doing it like that it promoted my eagerness to the lesson'. (P16) (Being willing to learn English lesson) 4. I felt more comfortable when we read the texts in Turkish first because the use of my native tongue in my learning process made me feel relieved. When everything was English, it was very unfamiliar to me. (P21) (Building sense of ease while learning English) 5. I learned English better after conducting the lesson in this way. Because reading Turkish passages before reading their similar version in English made me feel relaxing since I did learn the vocabulary better, and, so, I did understand the texts and the lesson better. (P8) (Building sense of ease while learning English)

4.4.1 Theme 1: Students' Language Learnings. This part of the research indicates the impacts of translanguaging on the students' language learnings.

4.4.1.1 Enhancing interest in language learning. Some of the students in the online classes in the second week highlighted that translanguaging promoted their curiosity. Participant 4 stressed in the second week's interview for the fourth question:

'Describing the address of my home in English after reading the text in Turkish about giving directions was very enjoyable. Because I understood the topic well after reading the text in Turkish, and, I felt an excitement to join the class and a curiosity for the next class about what we would learn'.

P19 also stressed in the third week's interview for the first question: *'The lessons were more practical in this way and I understood the lesson better. The better I understood, the more I wanted to learn something new in English and I wondered the*

next topics'. Besides, some identical answers were found in the questionnaire given to the third question about the other contributions of the study:

'Learning in that way aroused curiosity for the upcoming lessons for me.' (P7), and another response emphasizes the fact that the interest of the student in the lesson increased; *'English lessons were very enjoyable and funny, and this situation also increased my curiosity for the lesson.'* (P20). In this regard, students could focus their learning by arousing curiosity and interest in their language learning.

4.4.1.2 Encouraging autonomous learning in English. According to some students in the translanguaging group, autonomous learning ensured the language as something important in their daily life as well. In this regard, P1 and P12 exemplified their views in online class in the sixth week, respectively:

'English was the most difficult lesson for me, but now it is in my life. Because it is not just a lesson, I use it at home as well. Because I did understand how to study it now. I am trying to speak English with my elder brother at home, I do read stories that interest me and try to write simple things in English.'

'I did not know how to study and learn English before, but now, I could say that I learned learning thanks to English lessons. When the things are understandable, I would like to learn more. I want to use both Turkish and English till I learn the second language well'. According to the sample field notes obtained through observation by the researcher teacher, translanguaging implementation also contributed to learning the learning to the students.

4.4.1.3 Assisting making meaning. Some of the students in the translanguaging group mentioned the importance that the approach provided them to comprehend L2 reading passages more simply and construct meaning and apprehend the topics. P20 mentioned in the first week's interview for the second question: *'When I first read a passage in Turkish before reading something similar in English, it helps me to understand the English text easily'*, so, by the means of translanguaging, the reading comprehension of the students has increased. The translanguaging method increased students' reading comprehension in L2.

Likewise, P7 stated in the fifth week's interview for the second question: *'Reading Turkish-English texts increased my vocabulary knowledge as well as my reading comprehension. I did not understand the texts when I did not know the meanings of the*

words before, but, now, I do understand almost every single word when I read an English text after reading something identical to the English one in Turkish'. It could be understood from the quote that translanguaging helped to increase the students' vocabulary knowledge as well.

P6 also stated in the third week's interview for the third question: *'I hated writing in English before. I was not able to use the words properly to write, however, I could write easily now. I also understand the word order of English better after this implementation. I love learning English in this way a lot!'* From this quote, it could be said that translanguaging helped to improve students' writing skills while providing reading comprehension.

4.4.2 Theme 2: Students' Cognitions. This part of the research points out the impacts of translanguaging on the students' cognitions.

4.4.2.1 Helping learning. Some of the students mentioned that translanguaging took a significant place in helping the process of learning. P8 emphasized the practicality of the lesson by answering the first question of the interview in the first week: *'Conducting lessons in this way made a sense to me, and, it was more practical for me'*, as P2 described the use of the texts in both languages provided better comprehension by responding the third question of the interview in the sixth week: *'Turkish texts facilitated my vocabulary learning as well as understanding the language before reading a similar English text.'* The quote highlights that translanguaging helped students to learn the English language.

4.4.2.2 Facilitating the discovery of the language system. According to Yüzlü (2022), the cognitive impacts of translanguaging stands for questioning, and building sense is usually bound up with cognition. Therefore, the P13 uttered in the online class in the fifth week: *'I did not like English classes before because it was just a boring class for me. Now, it is like something in life to me. I have started reading and listening to something in English out of the classes anymore'*. Translanguaging has a fundamental impact to encourage study in the language system, too.

4.4.2.3 Having bilingual cognizance. P14 stated for the fourth question of the

interview in the first week: *'When I practised both languages, it made me feel that I was bilingual, and it had a positive effect on learning English for me'*. Also, P9 mentioned for the fourth question of the interview in the second week *'When I read Turkish before learning the same thing in English, I felt more comfortable and I felt that I knew also English'*. From this quote, it could be understood that students had an awareness that they were bilingual.

4.4.2.4 Acquiring full linguistic repertory. Some of the students in the experimental group expressed that they noticed their hidden potential with the help of the teacher while she provided a full linguistic repertoire for them to deal with learning the language. P22 delineated for the third question of the interview in the first week *'I did not try to speak English before since I did not understand it, now, by reading the texts in Turkish first, I felt more enterprising to speak English. Because I have begun to comprehend the language'*. The quote demonstrates that the learner was capable of practicing speaking for the very first time thanks to the translanguaging experience. Besides, P5 was able to distinguish the actual learning through the practices of translanguaging by answering the second interview question in the second week: *'To me, reading in Turkish before reading in English was a kind of translation and it facilitated me to understand the language itself better. Once I understood the texts, I was eager to learn the language more'*.

4.4.3 Theme 3: Students' Interactions. This part of the research puts forward to the impacts of translanguaging on the students' interactions in the lesson.

4.4.3.1 Supporting authentic language use. Autonomous learning was a significant advantage for language learning. P3 expressed in the fourth week's interview: *'When I used both of the languages, I felt that I had self-determination, and I was not forced to speak English all the time when I talked about my opinions about the activities. My teacher tolerated it at first, but afterwards, I wanted to express myself in English without pretending I could understand it since I really did understand it. Learning the language in this way is more practical and realistic in my opinion'*. Furthermore, P9 mentioned its importance in the online class in the third week: *'Interrelating both Turkish*

and English in such a way drove me to study more English and join the classes as well as I began to use English out of the class. We began to practise English on the phone with my friends while we were talking about the homeworks’.

From the field note and observation of the teacher, and also the student’s interview responses, it could be seen that implementing the translanguaging method for their readings in L2 created positive impacts in favour of authentic language use of the learners as well.

4.4.3.2 Improving classroom participation. Interactional language use of translanguaging was stressed by P13 and P16 in the questionnaire for the first question: ‘Turkish and English were used at the same time, and, practising English in this way was very beneficial for me since I practised the language with my teacher and friends’, and ‘I tried to speak English with my friends for the first time in my life because I had never wanted to do it beforehand since the lesson was very unbearable to me, yet, now, it is my favourite one’. Each activity was interrelated to each other to ensure comprehensible learning as a whole class by providing interaction with the use of speaking as a subskill in the lessons, and it contributed students’ classroom participation.

4.4.3.3 Supporting speaking skills. Another benefit of their speaking skill was pointed out by the students for the fourth and the third interview questions in the fourth week, respectively. P11 and P18 pointed out that their speaking skills improved with the implementation of translanguaging and also they were encouraged to speak more without anxiety: *‘At the beginning, I was more inclined to speak Turkish and I also wanted my teacher to explain everything in Turkish, yet, only two weeks later I did try to speak English as far as I could, and while I was doing that I did not feel any anxiety that I had previously’.*

‘I could not speak before because I did not understand the lesson. We read Turkish texts before reading and doing some activities in English, and it provided me a better comprehension. When I understand the things clearly, I wanted to participate to the class and speak English a lot’.

In addition to it, some students participated to the class more and more. For instance, P10 increased his participation and told: *‘I began to speak English day by day in the lesson because I began to understand the lesson. When everything was in English, I did not understand’.* P3 also wrote about increasing their speaking skills for the second

question in the questionnaire: *'When I spoke English, I knew I was not perfect but I felt a great excitement to speak more. Thanks to this implementation, I felt comfortable to speak as well.'*, and P9 stated: *'Especially, I felt so relaxed while speaking.'*

4.4.4 Theme 4: Students' Feelings. This part of the research shows the impacts of translanguaging on the students' feelings during the research process.

4.4.4.1 Having fun while learning. Learning language must not be tedious. Students should also have fun while learning since language is the life itself. P17 agreed that by answering the fourth interview question in the six week: *'I had fun during the classes and that was amazing. I realized that English is something very important in life, and learning it with having fun made me feel secure and learn it more as my other friends did'*. According to the distinction between current and former learning methods, P15 transferred his opinions about the enjoyment by responding the first interview question in the third week: *'I noticed that before learning a language I must understand it first. I did not understand well beforehand, but, anymore I do understand the lesson and it also helps me to learn it while I have fun, too'*.

4.4.4.2 Being willing to learn English lesson. For developing motivation for the lesson, students must be willing to do it first. For P16, translanguaging facilitated her develop an engagement and voluntary: *'I did not feel any obligation to join the class at first since I was not forced to do it, but then, I wanted to raise my hand from the system and join the class by myself, and by doing it like that it promoted my eager to the lesson'* as she uttered at the online class.

4.4.4.3 Building sense of ease while learning English. Throughout translanguaging practices, it was frankly observed that students felt comfortable while they were learning English. Most of the class joined to the lesson, only a few students had some hesitations, but, at the end of the week 3, they did also begin to take part in the activities. P21 expressed for the second interview question in the first week: *'I felt more comfortable when we read the texts in Turkish first because the use of my native tongue in my learning process made me feel relieved. When everything was English, it was very unfamiliar to me'*.

Likewise, for the fourth question in the questionnaire, P8 responded: *'I learned*

English better after conducting the lesson in this way. Because reading Turkish passages before reading its similar version in English made me feel relaxing since I did learn the vocabulary better, and, so, I did understand the texts and the lesson better’.

To understand the perceptions of the students regarding the translanguaging method that was applied to their reading lessons, questionnaire, semi-structural interview, observation and field notes were used for data collection. In light of the collected data, the main goal of the study found the answer. The main goal of the study was to find out the impacts of translanguaging in terms of reading comprehension of the students in L2, according to the results based on the data collected from multiple sources, it was observed that the translanguaging method increased students' reading comprehension in L2 and the impacts presented above were categorized as themes. The researcher also aimed to identify the learners' perceptions about the translanguaging implementation, and the answers of the students were presented under each theme, and also according to field notes and observation of the researcher teacher, the students developed a positive attitude to this implementation and positively expressed their perceptions.

Chapter 5

Discussions and Conclusion

5.1 Introduction

The present study primarily aimed to investigate the impacts of translanguaging pedagogy in terms of reading comprehension in L2 through online learning with the Turkish EFL learners' who were 5th-grade secondary students at a state school in the Turkish context. As the first step, the pre-test was implemented in the experimental and the control group. The experimental group's reading lessons were prepared by the teacher beforehand including the translanguaging objective whereas in the control group, the lessons were conducted only in English based on the same lesson plans, yet, the supporting texts in L1 were not given to them. During six weeks, an explanatory sequential mixed-method study was carried out. Semi-structural interviews were conducted with the students online at the end of each week and the questionnaire was given to the experimental group participants after the whole study to explore their perceptions about translanguaging pedagogy. At the end of the last week, the post-test was also applied to those both groups to receive statistical data to understand whether they did make a progress in reading comprehension in L2 or not as well as the perceptions of students to strengthen the study itself since only qualitative data could not be helpful and reliable to understand the results clearly.

Firstly, the experimental group improved their reading comprehension in L2 significantly throughout the six weeks, the scores of translanguaging group participants were found to be significantly higher than the other groups according to the post-test results. Also, the perceptions of the participants regarding the use of translanguaging pedagogy in terms of reading comprehension in L2 were found to be highly positive. The translanguaging pedagogy was reported to enhance participants in various areas and had some impacts ranging from their language learnings, cognitions, interactions, and feelings counted mentioned in the findings of the study.

Besides, the participants of the translanguaging group could understand the texts in the target language during the process of the implementation, and they were eager to use the target language in terms of speaking as well more than before since their vocabulary

knowledge also was enriched thanks to the implementation, and using the texts in their mother tongue made them feel comfortable and secure, so, they did take participate to the lessons willingly as well, whereas, the control group students could not display the same performance as the experimental group did. The participants of the control group did not understand the given texts well and this situation broke their spirits for the following classes, and, also, when they could not understand the activity itself or instructions, they intended to use L1 mostly. Especially, while writing was used as a subskill in the classes, they could not finish their task on time because they did not understand the main paragraph, they had to look up the dictionary to write a similar paragraph as the teacher demanded, and also, even though they did look up the dictionary, there were ones who wrote a paragraph about a different topic instead of the topic that the teacher wanted them to write such as the teacher made them write a paragraph about their daily routines, yet, some students wrote about their weekly routines. Because of these experienced situations, the teacher sometimes had to explain the instructions in L1 to make a clear sense to the control group students. The rest of the final chapter includes the discussion of the findings related to each research question. Finally, the recommendations for further research are explained.

5.2 Discussion of Findings for Research Questions

5.2.1 Discussion of findings for the first research question. Table (2) answered the question of the study by presenting experimental group students' reading comprehension in L2 through translanguaging made a progress according to the pre and post tests results. It is observed from the table that the post-test scores of the experimental group students are higher than the pre-test scores ($t=-7,487$; $p<.05$). The translanguaging instruction constructed meaning and displayed knowledge (Garcia, 2009), and helped students' comprehension (Lewis, Jones, & Baker, 2012), ensuring a realistic complete picture of students' linguistic attitude, hence, enhancing their language learning that was related to the first theme. Therefore, it could be said that the translanguaging pedagogy facilitated students' reading comprehension in L2 during the implementation lasted six weeks, and also according to the study of Yüzlü & Dikilitaş (2022), they also implemented a translanguaging pedagogy in their experimental group by using pre and post-tests in the field of the development of EFL learners' foreign language skills in the

Turkish context as well, and, the learners' performance in the experimental group significantly improved after the translanguaging instruction (Yüzlü & Dikilitaş, 2022). However, they did apply this study to high school students whereas the present study was implemented on the secondary school students and this study focuses mainly on the students' reading comprehension in L2 via translanguaging instead of studying other language skills too.

5.2.2 Discussion of findings for the second research question. Table (3) answered the question of the study by presenting the control group students' reading comprehension in L2 by conducting lessons in only English according to the pre and post-tests results. The results have shown that there is no statistically significant difference between the pre-test and post-test scores of the control group students ($t=1.869$; $p>.05$). By interpreting the results, it could be said that the control group could not make a progress adequately in reading comprehension in L2 throughout six weeks when it was compared to the translanguaging group. In the control group, the lessons were conducted only in English, and it caused problems such as understanding the instructions and time constraints stemming from students' lack of comprehension of the texts. According to the field notes of the researcher teacher, the students demonstrated anxiety for the lessons as well, especially for the speaking and writing activities that were used as sub-skills. Besides, if this study is compared to another study conducted in the field, it could be looked at the study of Ledwaba (2020). This study is also about translanguaging as a pedagogical strategy to improve the reading comprehension of grade four learners in a Limpopo Primary School that takes part in South Africa. In this study, pre-test results demonstrated that learners' reading proficiency level was below 50% for both groups, the results of the post-test indicated that the experimental group had shown a more significant improvement than the control group as occurred in this present study as well, and, the findings display a statistically significant difference between the two groups. However, for the present study, the same result could not be observed since there was no statistically significant difference between pre and post-tests of the control group students which was not an expected situation. Such a result might also be due to the fact that online courses were held for the first time by the students since they had adaptation problems to the online classes as well.

5.2.3 Discussion of findings for the third research question. Table (4) answered the question of the study by presenting experimental and control group students' reading comprehension in L2 according to those groups' post-tests results, and according to the results, a significant difference based on students' reading comprehension in L2 was examined by the implementation of translanguaging as a pedagogical strategy between the experimental and the control group. Another study that examined the impact of translanguaging on second language reading belongs to Qureshi & Aljanadbah (2021). The study also involves an experimental and control group as it was implemented in this study too. The students, male undergraduate learners, in the experimental group were to engage in Arabic, their mother tongue, and understand a text in English. The control group completed all the same stages as the experimental group did but using their second language, without recourse to the first language as it was applied in this study as well. According to the findings that there was no significant difference between the two groups. Also, no significant group difference was observed on any of the types of comprehension questions. However, in this present study, there was a significant difference related to reading comprehension in L2 through translanguaging implementation between the experimental and the control group according to the comparisons of both groups' post-tests. ($t=2.333$; $p<.05$) Also, the present study was conducted with the secondary school students. The use of L1 in the reading texts could be facilitative in comprehension (Butzkamm & Caldwell, 2009) according to the findings of the present study, it could provide students to have bilingual cognizance (Scott & Fuente, 2008) as relates linguistic differences between languages. Therefore, it could be said that translanguaging pedagogy ensured students to have bilingual awareness as well related to the second theme that was found in the present study.

5.2.4 Discussion of findings for the fourth research question. In this present study, the researcher teacher tried to understand students' perceptions during reading classes and implemented translanguaging pedagogy by giving Turkish texts before reading an English text containing similar words related to the same topic, and the teacher gathered the data qualitatively to dig deeper into the research question. Reading in L1 before reading something identical in L2 provided a better understanding and reading comprehension for the following classes. According to the findings, four themes were

examined students' language learning, cognitions, interactions and feelings. In these aspects, the present study has resemblances to the findings of the study belonging to Yüzlü & Dikilitaş (2022) since in their study, the themes were categorized as constructive dimension related to students' language learning, cognitive dimension, interactive dimension based on students' interactions in the classroom, and affective dimension regarding students' feelings.

The argument in this research is based on the contention of Lewis, Jones and Baker (2012) that the use of one language through translanguaging facilitates to improve the other, and, from this research, it is seen that students' reading comprehension in L2 made progress during the classes by using texts in L1. Also the study of Hungwe (2019), which took place in South Africa tried to seek out that students, who were first-year learners studying medicine, would demonstrate a better reading comprehension in paraphrasing the texts they read by using translanguaging, and the results demonstrated that translanguaging facilitated learners reading comprehension. In light of the findings of the present study, it was concluded that translanguaging improved students' reading comprehension in L2. The participants from the present study noted that reading through translanguaging improved and helped their language learning, and facilitated the discovery of the language system as well. The Turkish text with the English question, for example, helped learners to sort out the answer more easily.

'Activities were easy for me because I understood the text. The text was Turkish, then we read an English one, then doing related activities was easier and more enjoyable.' P18 indicated in the third week in the lesson. P1 also stated in the sixth week in the lesson: *'Reading Turkish texts helped my language learning.'* Likewise P7 told in the sixth week lesson: *'Anymore, I can say that I know English better.'*

Translanguaging provides direct instruction apart from building an interaction to facilitate learners confront their learning obstacles. The practices of language utilize translanguaging in one linguistic integrity as belonging to more than two discrete languages (García & Wei, 2014). In their study, the translanguaging process was used throughout the task given and presentation. The researchers discovered that learners were easy to answer and apprehend the text by the means of translanguaging pedagogy, according to a gradually rising task score. Also in this present study, throughout the implementation, the experimental class could pay attention to their efforts more while

doing the given activity, and, the learners could actively share their understanding with other students because the students did the activity in a translanguaging pedagogy. This is in line with the studies of other researchers like Swanwick (2015) and Panda (2016) that recommended the use of translanguaging pedagogy in language teaching, especially in teaching reading.

For this reason, it was achieved that students' reading experience and opinions related to the reading text in both languages using the translanguaging pedagogy as a beneficial experiment for developing their reading comprehension in L2 that contributed their language learning. According to the last week's activity, students could autonomously analyze the content of their reading text, and it contributed their making meanings. Thus, translanguaging pedagogy is one of the effective solutions that could be used in teaching and learning English through the reading process. It could facilitate learners to solve their learning hindrances that ensures autonomous learning as well. (Grabe & Stoller, 2013). The learners could make use of the language by applying various features of language to one another in one interaction (Gracia & Wei, 2014).

As for the cognitive impacts of the translanguaging pedagogy on the students, it was examined according to their perceptions, and it was observed that translanguaging pedagogy gained helping learning, facilitating the discovery of the language system, acquiring full linguistic repertory as well as having bilingual cognizance. For discussion, translanguaging proposed students extra cognitive assistance (Storch & Wigglesworth, 2003); thus, it improved their English competence (Hussein, 2013; Otheguy et al., 2018). The study indicated that students used translanguaging (c.f. Seng & Hashim, 2006; Vaish, 2019) when involved in L2 reading activities, and this facilitated them in the production and negotiation of ideas (Hawras, 1996; Kern, 1994). The learners were more willing to speak in English, but, sometimes they did use L1 to express themselves properly, and the teacher tolerated it, and two weeks later, the use of L1 while speaking decreased among students, and it promoted their authentic language use. Participant 3 indicated that:

'When I used both of the languages, I felt that I had self-determination, and I was not forced to speak English all the time when I talked about my opinions about the activities. My teacher tolerated it at first, but afterwards, I wanted to express myself in English without pretending I could understand it since I really did understand it. Learning the language in this way is more practical and realistic in my opinion.'

To gain a full understanding of the texts that students read, this research argues that translanguaging involves reading the text in mother tongues while discussing, writing and speaking the content in the target language, and conducting the lesson in this way made students participate in the lessons, and the study contributed students' interaction as well since they improved their classroom participation, speaking skills and authentic language uses. The present study reveals that the reading in L2 through translanguaging in the classroom made students feel more motivated, secure, relaxed and eager to learn, and improved comprehension (Dikilitas & Mumford, 2020) by getting over handicaps to the pedagogic implementation (Creese & Blackledge, 2010), and supporting a profound understanding (Baker, 2011), as obtained in the qualitative findings. It was also deduced that translanguaging affects students' learning processes and accomplishes the restrictions of language separation and monolingual instruction (Bunch, 2013) as well. This situation provided the chance for the improvement of student-teacher relationships, and meaningful participation (Palmer, 2008), so enhancing learning (Garcia & Wei, 2014).

In the present study, one of the determining impacts of translanguaging experience based on the students' perceptions was that they had also had fun, they were willing to learn English lesson, and they did build a sense of ease while learning English which were related to the theme of students' feelings. Another study that was conducted by Nur, Namrullah, Syawal, and Nasrullah A. (2020), deals with the fact that sometimes learners could not understand the reading material well. Furthermore, most of the students look confusing to comprehending an English text and are lazy to sort out a suitable strategy to integrate their reading comprehension in rural living areas. Translanguaging pedagogy was used as problem-solving for students' lack of reading comprehension. The aim of this research is whether or not the translanguaging pedagogy could increase learner reading comprehension of eighth-grade students. It highlighted that the reading comprehension of the students was enhanced via the implementation of the translanguaging pedagogy at that school. Nur, Namrullah, Syawal, and Nasrullah A. (2020) claim that reading comprehension should be completed by comprehending the meaning, learning the content, and enjoying while reading.

There was a different condition in the control class in the present study. The texts were given in English to the students and they were supposed to do the activities and join

the class in English as well. The students looked up the words from the dictionary with the allowance of the teacher because they had lack of English vocabulary to understand the text. There were just a few students that were willing to look up the meaning of the words in the dictionary. The reason for this situation was that they were lazy to see lots of vocabulary to be translated, then answer the question also in the English language. The researcher found out that when students did not have adequate vocabulary knowledge, students could get bored in the learning process. The students all the time asked for the teacher's help to translate the text so they could participate in the class and do the activities, and all these negativities caused to the lesson be prolonged a lot. From the observation of the researcher teacher, it could be delineated that translanguaging helped students learn vocabulary apart from reading comprehension. In this respect, a student from the experimental group highlighted that: *'I learned vocabulary easily in this way. I did not need to look up the dictionary.'* (P5)

Because the present study is unique in the field in terms of its deals with just the reading comprehension of students in L2 through translanguaging implemented online, sample studies for comparison could not be found. However, there is a study that takes part in China belonging to Zhang (2018). The study of Zhang (2018) focuses on the relationships between online translanguaging practices and Chinese Teenagers' self-identities. The study was conducted in modern metropolitan China where teenagers had more access to global communication networks than ever before. The study aimed to seek out how Chinese teenagers understood their identities as well as how this interrelates to their multimodal and multilingual online expressions. Based on the understanding of their identity and language, the research also emphasized some implications for general language education and pedagogy. The findings revealed that the students were critically and actively improving their self-identities, regardless of cultural and geographical borderlines, or ongoing political ventures to restrict their self-expression. The online translanguaging practices made students enable to express their identities independently with the semiotic resources that were multimodal at their disposal, in a way they might not be able to do offline. It was concluded that translanguaging was a fundamental lens through which to comprehend Chinese teenagers' identity construction. However, the students' perceptions of the present study about translanguaging online for six weeks while reading texts and doing activities about the texts were positive. Even though they

faced some technical problems such as shortage of electricity or internet, all of the students stated that online translanguaging implementation contributed to their reading comprehension in L2 and they felt pretty comfortable during the process since they were able to understand the texts and do the related activities easily, especially when it was compared to the control group.

The most problematic part of the translanguaging implementation was the limited time. Because all of the students were not able to use technology efficiently, both some of the students and the teacher had to spend extra time on the lesson. However, it is essential to present new learning mediums to carry forward the learners' 21st-century skills and facilitate them to develop their language skills.

5.3 Conclusion

This study has shown the perceptions and statistical data regarding translanguaging pedagogy implemented through online learning of the students in their reading comprehension in L2. According to the findings, it could be concluded that the use of a translanguaging pedagogy for providing better reading comprehension could enhance students' performance. It was proved that the use of translanguaging pedagogy in teaching reading comprehension of the fifth-grade student in the Turkish context via online classes has significant impacts on increasing learners' reading comprehension. These impacts were categorized by the teacher as students' language learning, cognitions, interactions and feelings regarding the statements of the students obtained from the data tools through the implementation process.

In the light of applying the t test formula for the students for both groups, the experimental and the control group analyses showed that the students of the experimental group made a progress in terms of reading comprehension in L2 by using the translanguaging pedagogy during the process. According to the qualitative data instruments that the researcher teacher applied, the students also interpreted that this implementation made them understand the lesson better and feel comfortable as well as they would like to use and try to speak the target language without feeling any pressure in class and also outside the class. Lecturers must create an instructional space where translanguaging is nurtured without students having to suppress their linguistic repertoire (Garcia & Lin, 2017). From these data, the researcher deduced that translanguaging could

improve students' reading comprehension via online learning and through collaboration and discussion using students' language practices (Grabe & Stoller, 2011), students gained a deep understanding of the texts as well. Also, translanguaging is reported as beneficial for second language reading comprehension for students attending secondary school (Chu, 2017) or college programs (Hawras, 1996; Hungwe, 2019; Kern, 1994; Seng & Hashim, 2006). Nevertheless, some of these studies needed more methodological meticulousness. For example, some of these studies did not report inter-rater reliability for coding themes (Hungwe, 2019; Kern, 1994; Vaish, 2019), and others reported partial results (Hungwe, 2019). The results have shown the importance of adopting translanguaging to language teaching. The fact that participants in this research were able to read the texts first in their mother tongue provided meaning-making and a deep understanding of the following English texts for the students.

Furthermore, translanguaging pedagogy enhanced learners to take active roles in their learning, in another name it provided autonomous learning for the learners as well, because when they began to comprehend the texts and were able to the activities regarding the texts, they did understand how to study the lesson as well and they showed more interest for the lesson. Therefore, teachers should enable students to take more responsibility for their learning by creating a peaceful and stress-free atmosphere in the class. The translanguaging pedagogy improved the authentic language use that was very significant in the learning process. Most importantly, students should be able to reflect on their opinions regarding what they read, because learning is a developmental process and, so, improve their reading skills and become more autonomous learners.

It is also fundamental to take the advantage of online teaching which makes reaching out to numerous tech tools based on the skills that will be focused on and also on the students' needs and interests. Teachers could integrate online tools into their classes that both students and teachers use effectively to make learning more meaningful.

5.4 Implications

The translanguaging pedagogy that was applied to the 5th-grade students who lived in a rural area and studied in a state secondary school in Turkey provided novel insights into secondary school foreign language teaching. Based on the lesson plans that the researcher teacher prepared, it displayed the improvement in foreign language skills

that supported the concept of translanguaging as a practical theory, the language instinct metaphorizing the natural capacity to acquire languages by ensuring a translanguaging space (Wei, 2018) to experience language learning and interaction in the class, and to enrich students' cognition as well as discovering their feelings. Additionally, the research presented implications for teacher educators and also researchers demanding to consider 'the trans turn in Applied Linguistics' as recommended by Carroll & Mazak (2017).

The context-specific implication for all teachers and teacher educators is that the systematic shuttling between Turkish and English as an instructional and interactional language should be encouraged as beneficial rather than detrimental (Wach & Monroy 2020). Moreover, it is recommended that educators and policymakers should reconsider experiment and one-language policies, by integrating translanguaging practices into materials, curriculum, and even evaluation and assessment criteria. It might also be important to train and inform teachers about the benefits and potential uses of translanguaging to be able to encourage more comprehensive use of the target language. The researcher teacher was aware of the research questions and influenced the process of data collection and implementation. However, the quantitative scores might reduce the subjectivity of any research.

In addition to these, studying the students' online language practices is an alternative way to understand their mastery of different linguistic resources and their communicative repertoires for English teachers preferably. These kinds of online language practices demonstrate how they use the language in real social contexts. In the discussion of the authenticity of the English language as a global language, Pinner (2016) defends that English teaching should give priority to interactions between people in various social contexts to support awareness of language learners. Hence, language teachers should develop and adapt teaching materials, that "embrace students' various voices, stimulate their personal development as multilingual subjects, and engage their real-life purposes and practices" (Chen, 2013).

5.5 Recommendations for Further Research

The present study with the implementation of translanguaging pedagogy through online learning to improve EFL learners' reading comprehension in L2 and the interpretations of participants' use of translanguaging purposed to contribute to the literature regarding translanguaging that has begun to receive rising attention in the field of bilingual education. Demonstrating how the use of translanguaging pedagogy and students' use of translanguaging could help improve their reading comprehension, in this case, the study has some recommendations that could be put into practice for further research related to this topic.

To start with, in this study, translanguaging pedagogy was applied in reading classes in particular. Its implementation could be carried out for remaining skills such as writing and speaking in particular, or in an integrated manner to bring to light its potential effect(s) on students' development of those skills. Furthermore, translanguaging-enriched classes could be given on different online platforms both investigating its impacts on different modalities and bringing learners from multiple backgrounds together. Researchers could integrate several concepts related to technology by using online tools in education such as flipped classrooms into their pedagogy which could increase the effect of translanguaging. Moreover, the present study included two groups –each containing 22 students- and one researcher due to time and resource constraints. Larger-scale research including a higher number of participants could provide more reliable data in terms of statistics.

Besides, a group of teachers applying this pedagogy could report their perceptions about its uses, beneficial aspects as well as obstacles and challenges that could serve as an essential resource for the several teachers who would like to implement this pedagogy in their classes and be helpful for researchers to form their studies.

In addition to all these, as the present study only included secondary school students who are in a state school, further studies could be conducted with students that are in different grades that could ensure important information about how students from various grades or proficiency levels react to the implementation of translanguaging in their classes. Ultimately, the present study could be replicated in different contexts to enhance the generalization of the findings. These contexts could range from private to state schools, universities to kindergarten, and EFL to ESL contexts that would contribute to the

external validity of related studies.



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