

**UNPACKING AND NEGOTIATING PRE-SERVICE ENGLISH TEACHERS'
LANGUAGE IDEOLOGIES: THEIR JOURNEY OF LEARNING TO
FACILITATE TRANSLANGUAGING**



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FACILITATE TRANSLANGUAGING**

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ABSTRACT

UNPACKING AND NEGOTIATING PRE-SERVICE ENGLISH TEACHERS' LANGUAGE IDEOLOGIES: THEIR JOURNEY OF LEARNING TO FACILITATE TRANSLANGUAGING

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The inadequacy of monoglossic language ideologies in describing the fluid language practices of bi/multilinguals requires new conceptualisations of language learning and teaching in English as a foreign language (EFL) contexts. Translanguaging encompasses going between and beyond emergent bilinguals' complex and whole linguistic repertoires, adapting the concepts of creativity and criticality to the language teaching process. Although bilingualism has recently been commonplace and the goal of foreign language education, educational spaces for promoting bilingualism has been rather scarce. Considering how teachers play a fundamental role in perpetuating or disrupting hegemonic language ideologies, it is of paramount importance to act upon changing reality of bilingualism (e.g., Multilingual Turn) and harnessing its educational significance requires intervention in the form of teacher education. To address this gap, the primary purpose of this study is to explore PSTs' negotiation of language ideologies through a course centred around the principles of dynamic bilingualism as informed by heteroglossic language ideologies and this course's impact on their journey of learning to facilitate translanguaging. The data were

collected through multiple research tools. Grounded theory analysis indicated that at the beginning of the course, the PSTs held monoglossic language ideologies. However, as exposure to course content increased and as they reflected more while engaging with translanguaging, they started to unlock and negotiate their existent language ideologies and a shift towards heteroglossic language ideologies occurred. Further discussions and implications for critical engagement of translanguaging pedagogy in pre-service teacher education are provided in this study.

Keywords: Translanguaging, Pre-service Teacher Education, Language Ideologies, EFL Teachers



ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ DİL İDEOLOJİLERİNİN AÇIMLANMASI VE TARTIŞILMASI: DİL ALAŞIMINI KULLANMAYI ÖĞRENME YOLCULUKLARI

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Tek dilli dil ideolojilerinin iki/çok dillilerin akıcı dil pratiklerini tanımlamadaki yetersizliği, bir ortak dil bağlamında İngilizce dil öğrenimine ve öğretimine ilişkin yeni kavramsallaştırmalar gerektirmektedir. Bu itibarla, dil alışımı, gelişmekte olan iki dillilerin karmaşık ve kapsamlı dilsel dağarcıkları arasında ve ötesinde dolaşmayı, yaratıcılık ve eleştirelilik kavramlarını dil öğretim sürecine uyarlamayı kapsar. İki dillilik son zamanlarda yaygınlaşmış ve yabancı dil eğitiminin hedefi haline gelmiş olsa da, iki dilliliği teşvik edecek eğitim alanları oldukça azdır. Öğretmenlerin baskın dil ideolojilerinin sürdürülmesinde ya da bozulmasında oynadıkları temel rol göz önünde bulundurulduğunda, iki dilliliğin değişen gerçekliği üzerine (Örneğin Çok Dilli Değişim) harekete geçmek oldukça önemlidir ve bunun eğitim açısından ifade ettiği anlamdan faydalanmak için öğretmen eğitimi şeklinde bir müdahale gerekmektedir. Bu çalışmanın temel amacı bu boşluğu gidermek için hizmet öncesi İngilizce öğretmenlerinin heteroglosik dil ideolojileri tarafından şekillendirilen dinamik iki dillilik ilkeleri ve dil alışımı eğitimleri etrafında şekillenen bir ders aracılığıyla dil ideolojilerini açıklamaları ve bu dersin diller arası geçişi kolaylaştırmayı öğrenme yolculukları üzerindeki etkisini araştırmaktır. Veriler çeşitli

araçlar ile toplanmıştır. Temellendirilmiş kuram analizi, kursun/dersin başlangıcında katılan hizmet öncesi öğretmenlerin büyük çoğunluğunun tek dilli dil ideolojilerine sahip olduğunu göstermiştir. Ancak ders içeriğine maruz kalma arttıkça ve katılımcılar diller arası geçiş ile etkileşime girdikçe, mevcut dil ideolojilerinin kilidini açmaya ve müzakere etmeye başladıkları ve dil alışımı yanlısı bir perspektif benimseyerek heteroglosik dil ideolojilerine doğru bir geçiş yaptıkları gözlemlenmiştir. Bu çalışmada, hizmet öncesi öğretmen eğitiminde diller arası geçiş eğitiminin eleştirel bir şekilde ele alınmasına yönelik daha fazla tartışma ve çıkarım ortaya koyulmuştur.

Anahtar Kelimeler: Dil alışımı, Hizmet Öncesi Öğretim Eğitimi, Dil İdeolojileri, İngilizce Öğretimi

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Chapter 1

Introduction

1.1 Theoretical Framework

This thesis explores the over-time language ideology changes informed by translanguaging practices and these practices' influence on pre-service teachers' (henceforth PSTs) negotiation of language ideologies (LIs) from a monoglossic stance to one that welcomes bi/multilingualism (Caldas, 2019). To this end, this thesis adopts a language ideologies lens (Kroskrity, 2006). Everyday language practices of people are known to affect LIs as a social production, and accordingly how people use languages reflects their LIs in 1- metalinguistic discourse – their explicit verbal expression about language, and 2- implicit language use through 'contextualisation cues' in Gumperz's (1972) terms. As such, the major concern of this thesis is to present competing and conflicting LIs surrounding bilingualism informed by translanguaging practices – what the participating PSTs say about utilising translanguaging in their own future teaching practices and their both implicit and explicit language ideologies. More specifically, drawing on Kroskrity's (2006) conceptualisation of language ideologies as being rationalizations about language which are either explicitly articulated or embedded in communication and constructed from the sociocultural experience of the speakers. Kroskrity (2006), in this sense, points out that such ever-present set of beliefs provides speakers with frameworks upon which to judge language use. To be precise, these ideological frameworks could have an influence on individuals to discriminate against certain types of language practices and the speakers who embody them (Lippi-Green, 2012). These ideologies were revealed through interviews, reflective papers on the course materials, theory-driven language ideology tracking forms (i.e., given to PSTs to observe any existing changes), and audio-recorded narratives.

Although there is no one consistent definition of LIs, there has been an extensive and growing body of literature on LIs (e.g., Kroskrity, 2010; Milroy, 2001; Rosa & Burdick, 2017). LIs describe "a set of beliefs about language articulated by users as a rationalization or justification of perceived language structures and use" (Silverstein,

1979, p.193). As such, it can be claimed that LIs can be questioned and transformed in bilingual teacher preparation classrooms. Similarly, Kroskirty (2004) defines LIs as “beliefs or feelings about languages as used in their social worlds” (p.498), emphasising that multiple ideologies can emerge and be articulated in a given practice.

The inadequacy of monoglossic language ideologies in describing the fluid language practices of bi/multilinguals has led scholars and applied linguists to theorise new conceptualisations of *language*. These conceptualisations view languages as fluid, complex, and dynamic processes, challenging the deficit framing of bilingualism associated with the double monolingualism of monoglossic LIs (e.g., Garcia, 2009, Otsuji & Pennycook, 2010). In a similar vein, Flores and Schissel (2014) argues that there are two distinctive approaches to bilingualism and bilingual education: double monolingualism and dynamic bilingualism. Centred on two sets of LIs, these two definitions explain two separate approaches to bilingualism and bilingual education. The former is characterised by a monoglossic approach to bilingualism in which the individual develops each language as a separate entity whereas the latter fosters the fluidity of translanguaging practices (García, 2009).

Considering how teachers play a fundamental role in perpetuating or disrupting hegemonic language ideologies (Deroo & Ponzio, 2021), it is of paramount importance to act upon changing reality of bilingualism (e.g., Multilingual Turn) and harnessing its educational significance requires intervention in the form of teacher education. Although the sheer importance of multilingual education and culturally responsive pedagogy have been emphasised (e.g., Lew & Siffrinn, 2019; Iversen, 2019), English-only, hegemonic and monoglossic language teaching still prevails in teacher education programmes. In particular, standardised English ideologies are in the centre of much of what has been done in pre-service teacher education (Deroo & Ponzio, 2021; Garcia & Wei, 2022; Iversen, 2019) and position monolingualism as the norm. To this end, PSTs come to faculties of education bringing with them their own embodied experiences, beliefs, and ideologies as to how to go about teaching languages and language practices overall. As such, pre-service teacher education would provide opportunities for PSTs to embrace and cherish heteroglossic LIs in ways that might shape their future teaching practices, it is of utmost importance to prepare them to redress and resist monoglossic LIs and linguistic inequity perpetuated by many

EFL/ESL settings (Flores & Schissel, 2014; Kiramba, 2018). In this regard, creating a bilingual space where PSTs are trained to learn valuing all linguistic repertoires in instruction systematically would help shift the focus from a monoglossic stance towards a heteroglossic one, whereby bilingual PSTs are introduced to a model encompassing multicultural and multilingual pedagogies through translanguaging practices and pedagogy (Zheng, 2017).

Therefore, this thesis focuses on the language ideology shifts of Turkish pre-service EFL teachers who learn ‘doing being bilingual’ through translanguaging-driven bilingual teaching informed by heteroglossic language ideologies. These theoretical aspects offer principled and informed implications for translanguaging to be utilised in pre-service teacher education programmes. Research into the significance of translanguaging practices to help support bilingual language development has unearthed that translanguaging gives voice to a “heteroglossic language ideology which values bilingualism as a sustainable community source in its own right rather than a merely tolerated transition to majority language monolingualism (a monoglossic ideology)” (MacSwan, 2019, p.186). Specifically, this study examines pre-service EFL teachers’ learning to facilitate translanguaging in the sense of learning to teach (Britzman, 2012) and how they consolidate bi/multilingualism drawing on language ideologies lens. Therefore, as is pointed out by Garcia (2017), “translanguaging has to be recognized as disruptive of monoglossic ideologies about language” (p.262) and training PSTs in ways that would empower them with the necessary pedagogical tools and abilities to incorporate such practices into their own future teaching practices would legitimise and leverage a transformative as well as dynamic bilingual education (Garcia, Johnson, & Seltzer, 2017).

1.2 Statement of the Problem

There has long been a dichotomy between monoglossic language ideologies and bilingualism. Saussurean structuralist thought in linguistics delimited languages and suggested that people speaking two or more languages would have to separate these languages mentally (Lynch, 2017). However, recent conceptualisations of bilingualism are centred around the idea that languages are “whole, bounded systems” (Heller, 2007, p.1). Inspired by this conceptualisation of ‘languages’, language use

involves dynamic processes that transcend boundaries and they are not separate structures that are geographically bounded (Garcia & Wei, 2014; Makoni & Pennycook, 2007). As such, bilingual individuals make use of their whole linguistic repertoire to communicate, construct knowledge and make meaning (Canagarajah, 2011). Such emphasis on bilingual individual's agency to use their full linguistic repertoire across languages and shuttle between these languages to make meaning, communicate, and act in the world (Gort, 2015) challenges the monoglossic language ideology (Kiramba, 2018; Musanti & Rodriguez, 2017). This ideology legitimising and privileging monolingual instruction devalues bilingualism and bilingual education (Garcia, 2014; Hinton, 2015). Similarly, these ideologies and monoglossic view of bilingualism accordingly resulted in subtractive or additive bilingual education programmes which generally use students' first languages (L1) as a way to ensure the transition of students to English-only instruction (Garcia & Kleifgen, 2010). Therefore, as is pointed out by Palmer and Martinez (2013), "learning is often equated with learning in English; primary language and literacy skills are rarely acknowledged and even more rarely used to facilitate learning" (p.273).

In today's super diverse world, bilingualism has been commonplace all around the world. Paradoxically, educational spaces for the development of bi/multilingualism have been rather scarce due to language policies that accentuate monoglossic language ideologies. However, leading scholars (e.g., Canagarajah, 1999; Garcia, 2009; Mazrui, 2004; Pennycook, 2017) have pointed out that the teaching and learning of English has to be freed from "linguistic imperialism" (Phillipson, 1992). Such one-size-fits-all language policies and ideologies overlook the diversity existent in bilinguals and turn a blind eye to their rich cultural and linguistic resources (Garcia & Kelifgen, 2018; Garcia & Wei, 2022).

To this end, all teachers today need to undergo training tailored to the needs of bilingual individuals and bi/multilingualism in the sense that they need to be prepared to see themselves as 'bilinguals' (Garcia, 2009). However, the monoglossic language ideologies are still prevalent in many teacher education programmes. It is a very well-known fact that pre-service teachers' present beliefs affect their future teaching practices and they are influenced by their relevant experiences in English-only teaching/learning practices (Ostorga & Farruggio, 2014). Therefore, it is of paramount

importance for pre-service teacher education to incorporate strategies into their curricula to prepare pre-service teachers so that they can address the needs of culturally and linguistically diverse students (Garcia & Wei, 2014; Paris & Alim, 2017), whereby students' full linguistic repertoires are valued and leveraged to tap into academic challenges. One way of acting upon this trend is introducing and incorporating translanguaging pedagogy (Garcia, 2009; Garcia & Wei, 2014) into pre-service teacher education. Translanguaging pedagogy would, in this sense, prepare bilingual teachers who become aware of their students' linguistic repertoires (Otheguy, Garcia, & Reid, 2015) and help them move from a language-compartmentalised approach to the bilingual classroom to instruction that leverages students' bilingualism (Garcia & Wei, 2014). In this regard, translanguaging, as a socio-educational process, enables bilinguals to construct and constantly modify their sociocultural identities and values, as they respond to their historical and present conditions critically and creatively (Sayer, 2013; Mateus & Palmer, 2017; Wei, 2011). Specifically, it enables bilinguals to contest the 'one language only' or 'one language at a time' (Wei & Garcia, 2017) ideologies of monolingual and traditional bilingual classrooms (Ebe & Chapman-Santiago, 2016; Martinez & Baker, 2010). In this sense, translanguaging both as a pedagogical strategy and a heteroglossic strategy could help improve bilingual teacher preparation (Garcia & Wei, 2014; Seltzer, 2022; Tian, 2020), resisting restrictive and monoglossic language ideologies still circulating in teacher education programmes (Arias & Wiley, 2013). Translanguaging goes beyond being a scaffolding practice for content and language learning; it plays out a transformative role for the student, for the teacher, and for education itself, and in particular for bilingual education. Thus, pre-service teacher education needs to move away from traditional EFL/ESL oriented approaches (i.e., monoglossic language ideologies) to language teaching and learning and focus more on training PSTs embracing dynamic bilingualism (Garcia, 2014). As such, a pedagogical framework enacting flexible bilingualism, which integrates bilinguals' linguistic and sociocultural resources (Creese & Blackledge, 2010), as well as creating learning opportunities where "students are encouraged to draw on their various languages (even if complete fluency is not available) as resources, rather than as barriers" (Van der Walt & Dornbrack, 2011, p.101) should be fostered in pre-service teacher education. This being the case, PSTs should be trained and educated to become multilingual teachers, incorporating translanguaging pedagogies that require skills of

allowing, valuing and mirroring students' voices and linguistic choices (Palmer, Mateus, Martinez, & Handerson, 2014).

1.3 Purpose of the Study

Based on the impetus for the study, the primary aim of the current study is to examine the potential impact of the training on learning to facilitate translanguage as a pedagogical tool and practice (Garcia & Kleifgen, 2018) on pre-service EFL teachers' language ideologies (Hornberger, 2006). Furthermore, drawing on heteroglossic language ideologies (Caldas, 2019), this study sets off to explore the language ideology amongst a group of Turkish EFL pre-service teachers over time within a translanguage space (Garcia, 2014; Wei, 2011) as well as learning to facilitate translanguage during and after the training tailored to the needs of bilingual teacher preparation (Garcia, 2009; Flores & Schissel, 2014).

1.4 Research Questions

In line with the purpose of the study discussed above, the main research question of this study is "what are the possible effects of translanguage pedagogies on pre-service English teachers' (re)formulating language ideologies?". The question then is broken down into specific questions as follows:

1. What are the PSTs' existent language ideologies prior to the training?
2. What are the insights of the PSTs into the course 'translanguage pedagogy' in relation with their language ideologies?
3. What factors are involved in the process of these pre-service teachers' negotiation of language ideologies?

1.5 Significance of the Study

In response to the multilingual turn (May, 2013), the field of ELT has yet to propel itself away from monolingual orientations taking into account a plethora of terms and orientations emerging to characterise various positions on language/s (e.g., flexible bilingualism, metrolingualism, plurilingualism, translingual practice). This study argues that translanguage as a pedagogical tool is advantageous in its potential

to imbue agency and transformation into the language learning and teaching process, laying a particular emphasis on its influence on pre-service teacher training programmes. Similarly, it can be argued that a translanguaging lens represents a paradigm shift away from prioritising English as a second or foreign language towards recognition of emergent bilinguals' multilingual repertoires and their fluid language practices. Glossing over the bilinguality and/or multilinguality of individuals as well as turning a blind eye to their full linguistic repertoire as they go about learning additional languages would only serve the purpose of monoglossic approaches to language learning and teaching. However, translanguaging focusing on “the dynamism of the actual complex interaction of speakers with multiple semiotic resources” (Garcia & Wei, 2014, p.41) would allow individuals to go beyond the tenets of such monolingual ideologies, thus empowering them to make use of their full linguistic repertoires (Hornberger, 2002, 2005). As such, we argue that it is of utmost importance to train pre-service English teachers in ways where they would negotiate their language ideologies as informed by translanguaging practices and where they would accordingly embrace heteroglossic approaches to language teaching and learning. To this end, this study was intended to offer a significant area of research with pedagogical implications for pre-service teacher training and exploration of language ideologies in a unique context of teacher preparation.

1.6 Research Gap

Although there have been various attempts to theorise the term translanguaging in bilingual education (Creese & Blackledge, 2010), the vast majority of the studies has investigated the notion of translanguaging as part of bilingual classroom practices (Martinez, Hikida, & Duran, 2015; Gort & Sembiante, 2015). In a similar vein, there have also been sociolinguistic (e.g., Gu, 2014) and psycholinguistic research (e.g., Wei, 2011) into translanguaging as well as studies investigating learners' views of translanguaging (e.g., Levine, 2011) and linguistic innovation through translanguaging (e.g., Wei, 2020).

Research on bilingual pre-service teachers has mostly focused on the notion of identity (Kleyn & Valle, 2014; Palmer & Martinez, 2013) and their literacy and language trajectories (Brochin Ceballos, 2012). This study, however, is focused on

revealing existing and emerging language ideology shifts informed by translanguaging practices. This study, therefore, sets off to contribute to the understanding of how best to prepare pre-service teachers to become more receptive to multilingualism to teach emergent bilinguals (de Jong 2011; Carley Rizzuto, 2017). Moreover, the current study is intended to contribute to the respective fields of bilingual teacher education by arguing that monoglossic approaches should no longer be the norm and pre-service teachers should embrace heteroglossic approaches to language teaching and learning. As the participating pre-service teachers would have the opportunity to juxtapose their beliefs about language ideologies, bilingualism, and translanguaging respectively throughout the treatment process, this study is intended to offer a framework and theoretical model focusing on a specific monolingual context in which bilingual teachers are trained to become language facilitators adopting a more dynamic bilingual stance. Consequently, the present study is intended to provide researchers, educators, and teacher educators with pedagogical implications in relation with heteroglossic approaches to bilingualism and bilingual teacher education.

1.7 Research Design

This thesis draws on qualitative elements since the focus is to understand the ideological changes existing in the participating pre-service teachers as informed by translanguaging practices and capture the details involved in stories of the actors themselves (Neale & Flowerdew, 2003) in their journey towards bilingual education. As such, the major concern of this thesis is to present competing and conflicting LIs surrounding bilingualism informed by translanguaging practices – what the participating PSTs say about utilising translanguaging in their own future teaching practices and their both implicit and explicit language practices. These ideologies were revealed through interviews, reflective papers on the course materials, theory-driven language ideology tracking forms (i.e., given to PSTs to observe any existing changes), and audio-recorded narratives composing immediate reflections on the training.

There has been an increasing awareness that researchers involved in qualitative research need to reflect diversity and multilingualism of the individuals (Sorensen, Marlin, & Niewöhner, 2018). Social constructivist and interpretive approaches would agree that the very position of people involved in the research process has an influence

on the way the data are collected, analysed, and interpreted based on their understanding of the social world (Temple & Young, 2004). Conducting multilingual qualitative research has three major rationales: ensuring inclusive social research, making diversity between and within groups and societies visible, and increasing cultural competence of the involved researchers (Shklarov, 2007). Hence, the data for this study were collected in the participating pre-service teachers' L1 so as to ensure that their ideological positions and shifts, if any, were captured through thick descriptions and be subject to analysis without any fundamental meaning getting lost in translation and to avoid misinterpretation of any kind.



Chapter 2

Literature Review

2.1 Introduction

This chapter presents an overview of translanguaging with its theoretical background and relevant studies carried out in the field. Additionally, drawing on relevant scholarship, the concept of language ideology is defined and studies conducted in the field are presented accordingly. Furthermore, the interrelationship between translanguaging and language will be provided.

2.2 Bilingualism and Translanguaging

The definition of bilingualism over time has received much scholar attention and it has accordingly been defined and redefined in various ways. Being amongst the very first scholars to attempt to define bilingualism, Bloomfield (1933) argued that being bilingualism requires native-like control of both languages – explicitly implying a firm monolingual stance towards bilingualism. Unlike Bloomfield's (1933) definition, other scholars (e.g., Diebold, 1961; Edwards, 1994; Haugen, 1956) claimed that the presence of at least two languages within one and the same speaker, with no explicit emphasis on how competent they are, would be enough to define bilingualism. These aforementioned stances towards bilingualism can be thought to capture 'two opposite ends' and along such a continuum, Edwards (1994), for example, argued that everyone is bilingual justifying that there is no one in the world who does not know at least a few words in different languages. Taking a more holistic approach to bilingualism, other scholars (e.g., Baker, 2007; Grosjean, 2010; Myers-Scotton, 2005; Turnbull, 2017) along this continuum referred to bilingualism as being able to communicate actively in more than one language. As the definition of bilingualism has changed over time and has wended its way towards a more multilingual path and so too has intended outputs of bilingualism in classrooms – from the traditional models of bilingualism, i.e., subtractive, additive to recent models, i.e., recursive and dynamic bilingualism (Garcia, 2009a). Each conceptualisation and reconceptualization of bilingualism represents and implies a variety of bilingual or translingual practices in the classroom

(Anderson, 2018), which are influenced by codeswitching/codemixing (Myers-Scotton, 1993), languaging (Swain et al., 2009), and translanguaging (Garcia, 2009; Baker; 2011).

Traditional models of bilingualism are *additive*, that is, speakers are thought to ‘add up’ whole autonomous languages or even partial structural bits of these languages or *subtractive*, whereby learners’ first language (L1) is subtracted and no attention is given to their home languages (Garcia, 2009). In figure 1 (Garcia & Wei, 2014, p.14), the traditional view of bilingualism is depicted.

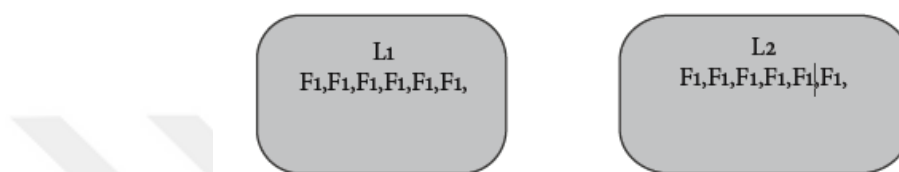


Figure 1. Traditional view of bilingualism

The traditional view of bilingualism represents two autonomous language linguistic systems (an L1 and an L2) with their separate linguistic features (F1 and F2). This traditional conceptualisation of bilingualism resulted in two different approaches to bilingualism and bilingual education, namely, subtractive bilingualism and additive bilingualism. Subtractive bilingualism (see figure 2) refers to a situation where bilinguals’ L1 is subtracted as they progress in their learning favouring monolingualism and taking a monoglossic stance towards bilingualism (Garcia, 2009a, p.47, figure 3.1).

$$L1 + L2 - L1 \rightarrow L2$$

Figure 2. Subtractive bilingualism

This notion of bilingualism argues that bilinguals should be more concerned with learning the standardised national language of the society they live in and almost no attention is given to their home language (Garcia, 2009a). Additionally, additive bilingualism (see figure 3), explicitly rejects monolingualism but still favours monoglossic language ideologies through the development of balanced bilingualism – equal competencies in two languages (Heller, 2006).

common characteristic of bilingualism and bilingual education. In almost all bilingual education programmes virtually, more than one language co-exist and are used in education (Garcia & Wei, 2014). Recently, the authenticity and the effectiveness of monolingual approaches to language teaching and learning have been questioned by several researchers (e.g., Garcia, Johnson, & Seltzer, 2017; Flores & Garcia, 2017; Wei, 2018; Seltzer, 2020), and a variety of approaches viewing bilingualism as a dynamic and integrated system to go about learning content and language has been proposed. Translanguaging is one of these pedagogical approaches that have a rejuvenating impact on language education and it challenges the idea of firmly separating languages in schools, embracing the fluid languaging practices of bilingual individuals (Sanchez, Garcia, & Solarza, 2017).

2.2.1 Background of translanguaging. The term *translanguaging* comes from the Welsh *trawsieithu* and was coined by Cen Williams (1994) and it originally refers to a pedagogical practice where learners deliberately shuttle between the languages at their disposal for input and output in bilingual classrooms (Lewis, Jones, & Baker, 2012). Baker (2001) then translated the term into English as *translanguaging*. The interpretation of translanguaging in academic circles and settings has undergone a process of constant renewal (Xin, Ping, & Qin, 2021). As the term translanguaging started to circulate around and to be discussed in academic circles, the dominant in bilingual education view was that bilinguals have two autonomous languages in their minds and separately make use of these two named languages. As such, translanguaging was initially considered to be a purposeful cross-curricular strategy for “the planned and systematic use of two languages for teaching and learning inside the same lesson” (Lewis et al., 2012, p.3) as was specified by Williams’ (1994) definition of the term. However, with the in-depth study of translanguaging, the aforementioned view of two independent and isolated language systems has been denied by the holistic and dynamic view of translanguaging (Garcia; 2009a; Garcia & Wei, 2004). In studying bilingualism in education, Garcia (2009) used the term translanguaging to refer to bilingual individuals’ fluid use of their whole linguistic resources and repertoire to make meaning and communicate with no regard to named language categories. Otheguy, Garcia, and Reid (2015), in this regard, defined translanguaging as “the deployment of a speaker’s full linguistic repertoire without

regard for watchful adherence to the socially and politically defined boundaries of named languages” (p.281).

Lately, sociolinguistic studies have taken a multilingual turn (May, 2013) due to globalisation and migration requiring linguistic environments whereby speakers with different L1s and from different backgrounds operate making use of their linguistic resources (Arnaut, Blommaert, Rampton, & Spotti, 2016). As such, traditional notions and models of bilingualism are thought to be insufficient to tap into bilingual individuals’ fluid use of languages, which led Garcia (2009) to suggest that bilingualism is dynamic in nature and better be conceptualised as being dynamic and fluid.

The conversion on mixed usage of two or more languages have long attracted scholarly attention and various terms have been proposed to explicate the notion that languages are dynamic and mobile resources within social, cultural, political and historical scopes (Blommaert, 2010). Terms such as polylingual languaging (Jørgensen, 2008), heteroglossia (Creese & Blackledge, 2014), metrolinguism (Pennycook & Otsuji, 2015), code-switching (Auer, 1990), and codemeshing (Canagarajah, 2011) have been adopted and extended by the academia to refer to individuals’ use of two or more languages. Nonetheless, translanguaging, to a greater extent, has encompassed and transcended bilingualism and multilingualism manifested by these terms as it better explains the “sophisticated, dynamic, and creative practice of language use” (Xin et al, 2021, p.2). As is described by Garcia (2009a), “translanguaging are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (p.45).

In a similar vein, Wei (2011) describes translanguaging practices as ‘creative’, ‘critical’, ‘flexible’ and ‘strategic’ in his moment analysis of multilingual Chinese youth in the UK. He further describes the term referring to a space he called Translanguaging Space – a space where language users “break down the ideologically laden dichotomies between the macro and the micro, the societal and the individual, and the social and the psychological through interaction” (Wei, 2017, p.13). To elaborate, Li Wei in his moment analysis (Wei, 2011) describes translanguaging spaces as ‘interactionally created’, arguing:

For me, translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance and make it into a lived experience. (p. 1223)

Thus, it can be argued that for Wei (2011) translanguaging is linguistic performance which not only entails the use of different features of the speakers' repertoire per se, but also creates something new that goes beyond 'the combination of structures' and provides a 'translanguaging space'.

To conclude, based on the relevant scholarship and research cited so far, the core premises of translanguaging can be summarised as follows:

- All speakers have a singular linguistic repertoire, not two autonomous languages, composed of features that might be selected and deployed in different contexts.
- Its stance towards bilingualism and multilingualism is more holistic, cherishing and privileging speakers' own not just linguistic practices but also their semiotic practices over the names languages of nations and states.
- Material effects of socially constructed named language categories as well as structuralist language ideologies is still recognised (Vogel & Garcia, 2017).

2.2.2 Language learning and translanguaging. How best to teach additional languages has always been at the centre of many heated debates in the field of ELT and TESOL, each argument fiercely advocating different views informed and inspired by different theoretical stances as well as ideological stances feeding into the whole

discussion. Amongst these ideological stances and theoretical assumptions, some have been prevalent and have informed our understanding of how individuals learn languages such as that of Saussurian structuralist and monolingual language learning and teaching. This structuralist approach to learning has regarded languages as ‘separate and bounded entities’, mostly turning a blind eye to learners’ rich linguistic resources and to their bilinguality (Lin 2013; Taylor & Snoddon, 2013). In this regard, in many educational settings it has been observed that languages available at learners’ disposal are traditionally kept separate from each other. This ‘language separatism’ has been a dominant ideology in bilingual pedagogy, supporting the belief that a bilingual individual is ‘two monolinguals’ (Grosjean, 1989). Specifically, Creese and Blackledge (2010) point out that there is a variety of terms to describe bilingualism from this dual-monolingual perspective, including terms such as “parallel monolingualism” (Heller, 1999), “bilingualism through monolingualism” (Swain, 1983), and “separate bilingualism” (Creese & Blackledge, 2008). Such classifications reflect the monoglossic paradigm of language learning that evidently positions languages as discrete and separated, which more recent research rejects (e.g., Galante, 2021; Garcia, 2009a; Kleyne & Garcia, 2019; Rajendram, 2021; Romanowski, 2019; Sato & Sharma, 2017; Wei & Lin, 2019).

Criticising and challenging these monolingual and monoglossic approaches to language learning, scholars have recently turned to heteroglossic approaches informed by translingual practices and translanguaging. According to Wei (2018), the actual purpose of learning new languages is “to become bilingual and multilingual, rather than to replace the learner’s L1 to become another monolingual” (p.16). Although the field of Foreign Language Education (FLED) has recently wended its path towards a more ‘communicative’ approach (Celce-Murcia, 2001), monoglossic ideologies (Bakhtin, 1981) still prevails in the field (Wang, 2019). Many language classrooms all around the globe continue to embrace such monoglossic bias, promoting traditional monolingual behaviour associated with language learning and teaching alike (Cenoz & Gorter, 2017; Runcieman, 2021). However, the concept of translanguaging, either as a pedagogically oriented strategy or spontaneous language practice (Cenoz & Gorter, 2017), has taken as its starting point multilingual ideologies replacing the idea of isolated linguistic systems (Garcia, 2009; Vaish, 2019; Lau & van Veen, 2020).

Translanguaging conceptualises language as multilingual, multi-semiotic and multi-modal resources developed by learners as a holistic multi-competence (Cook & Wei, 2016). This heteroglossic view (Bakhtin, 1981) view of language has led many teachers, administrators and scholars to turn to pedagogies that are alternative to monolingual ones in second language, bilingual and foreign language classrooms (e.g., Garcia & Kleyn, 2016; Garcia & Wei, 2014; Mazak & Carroll, 2016; Paulsrud, Rosen, Straszer, & Wedin, 2017). Specifically, Garcia and Leiva (2014) argue that translanguaging means languaging in a new reality, which is open, independent and fluid. This new reality echoes Wei's (2011a) argument that translanguaging highlights two concepts that are fundamental to education: creativity and criticality. Creativity refers to one's ability "to choose between following and flouting the rules and norms of behavior, including the use of language, and the push and break boundaries between the old and the new, the conventional and the original, the acceptable and the challenging" (Wei, 2011, p.1223). Criticality, in this sense, is concerned with one's ability to "use available evidence appropriately, systematically and insightfully to inform considered views of cultural, social, political, and linguistic phenomena" (Wei, 2011, p.1223). As such, it can be claimed that translanguaging has a transformative role (Garcia & Wei, 2014) and a translanguaging classroom can be thought of as a community of practice (Wenger, 1998) whereby teachers and students use and further develop all their language skills and linguistic repertoire.

2.2.3 Translanguaging pedagogies. Translanguaging pedagogy originally refers to "a pedagogical practice where students were asked to alternate between languages for the purposes of receptive or productive use" (Garcia & Wei, 2014, p. 20). Garcia's (2009) conceptualisation of translanguaging is more centred on the fact that translanguaging practices "are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p.45). This notion provides researchers and teachers with theoretical and pedagogical approaches to reconceptualise how we think of languages and how we can better educate emergent bilinguals. Consistent with this notion, pedagogical translanguaging takes as its basis a focus on multilingualism (Cenoz & Gorter, 2021), which challenges and is an alternative to traditional perspectives that emphasise language separation and aims at softening boundaries between languages so that language users make the most of their

own bilingualism and multilingualism (Cenoz & Gorter, 2014). To this end, pedagogical translanguaging can also be defined as “planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students’ resources from the whole linguistic repertoire” (Cenoz, 2017, p.194). In this regard, Cenoz and Gorter (2021) argues that pedagogical translanguaging can take many shapes, but it shares some core characteristics (Table 1).

Table 1

Core characteristics of pedagogical translanguaging

Type of programme	Multilingual education and second/additional language education
Type of student	Multilingual or emergent multilingual
Aims	Linguistic and academic development
Organisation	Planned, designed
Approach	Multilingual/heteroglossic

From Cenoz & Gorter (2021:24)

As for the type of programme, pedagogical translanguaging is very broad, but the main concern of all these programmes is to activate the multilingual repertoire of the learners. Such programmes can be found in bilingual and multilingual education in the form of immersion programmes, minority-language reinforcement programmes or content and language integrated (Cenoz & Gorter, 2021). Pedagogical translanguaging might as well take place in second and additional language education programmes if the focus is on developing students’ multilingual repertoire.

When it comes to *type of student*, pedagogical translanguaging is concerned with students who are already bi/multilingual or are in the process of becoming one (e.g., emergent bilinguals). Pedagogical translanguaging can apply to different school grades and levels of multilingual competence.

Pedagogical translanguaging *aims* at the development of school languages and academic content mastery. The key idea in pedagogical translanguaging is “to maximise the learner’s linguistic resources as a multilingual when developing language and academic subject” (Cenoz & Gorter, 2021, p.24).

As regards *organisation*, translanguaging is systematically and strategically planned and designed by the teacher and it goes beyond, taking the bi/multilingual

learners' repertoire as the starting point, simply "allowing for the flexible use of languages" (Cenoz & Gorter, 2021, p.24) and promotes learner agency so that they can take active roles "to become autonomous regarding the use of his/her own multilingual resources" (Cenoz & Gorter, 2021, p.24).

In relation to *approach*, pedagogical translanguaging adopts a heteroglossic approach to teaching and learning (Cook & Bassetti, 2005; Garcia & Kleifgen, 2018) and cherishes students' bi/multilingualism.

Having this transformative role (Garcia & Wei, 2014), translanguaging has also provided tangible opportunities to normalise bilingual language practices as well as generating new pedagogical approaches stemming from a flexible use of languages in a classroom setting (Prada & Turnbull, 2018). Ever since William's (1994, 1996) definition of translanguaging, it has gained a strong position within the field of multilingualism as an umbrella term for various means of incorporating the entire linguistic repertoire of an individual language user to achieve communication goals in varied communicative contexts and modalities (Garcia, 2012). To this end, translanguaging challenges monolingual assumptions that permeate current language education policy and instead treats bilingual discourse as the norm and uses it as resource rather than ignoring it or perceiving it as a problem (Celic & Seltzer, 2013).

Furthermore, scholars (e.g., Garcia & Kleyn, 2016; Garcia, Johnson, & Seltzer, 2017) developed pedagogical resources informed by translanguaging practices and offered guidance on curricular design, pedagogy, and assessment focusing on translanguaging and on making use of emergent bilinguals' full linguistic repertoire. In a similar vein, the project CUNY-NYSIEB has developed a number of pedagogical resources accessible on the project's website (Cuny-Nysieb, 2020). Specifically, this guide offers practical assistance on how to use translanguaging to help facilitate more effective learning of content and language by bilingual students. To this end, as is pointed out by Sanchez, Garcia and Solorzo (2018), in educational settings there should be 'pedagogical spaces' for learners to be capable of accessing their full linguistic repertoire (Vogel & Garcia, 2017). In this regard, Garcia, Johnson and Seltzer (2017) has identified four main translanguaging purposes in instruction:

1. Supporting students as they engage with and comprehend complex content and texts

2. Providing opportunities for students to develop linguistic practices for academic contexts,
 3. Making space for students' bilingualism and ways of knowing,
 4. Supporting students' bilingual identities and socioemotional development.
- (Garcia, Johnson, & Seltzer, 2017, p.7)

In line with these purposes, Garcia, Johnson and Seltzer (2017) also offer pedagogical strategies that breed into each purpose given above. For the 1st purpose, the following strategies can be used as students are engaged in complex content and texts:

- Teaching students how to build background on a topic or concept in both their home language and their new languages using the internet.
- Assigning bilingual reading and writing partners for mutual support and discussion.
- Encouraging students to annotate texts that they are reading along with the translations of vocabulary and textual information including interesting structures and phrases.
- Encouraging the use of bilingual dictionaries, glossaries, translation applications to make meaning.
- Encouraging students to find phrases, sentence starters, vocabulary, and transition words in multiple languages that are important for their writing.
- Creating bi/multilingual listening centres composed of fiction and non-fiction texts narratives of community members, and books recorded by students or their families
- Allowing students to explain things to each other using all their language resources (Garcia, Johnson, & Seltzer, 2017, p.75).

As for the 2nd purpose, the following strategies can be used to develop students' linguistic practices for academic contexts:

- Allowing students to audio-record ideas using their whole linguistic repertoire.
- Asking students to pre-write a text using all their language resources and then having them choose one language to publish it.

- Providing students with opportunities to translate differing portions of a text.
- Assigning language partners.
- Allowing pairs to “turn and talk” using all their language resources.
- Allowing learners to compare and contrast specific language features across languages at their disposal so as to help them develop greater metalinguistic awareness (Garcia, Johnson, & Seltzer, 2017, p.76).

For the 3rd purpose, the following strategies that make space for students’ bilingualism and ways of knowing can be considered:

- Encouraging students to do research using multilingual reading material on the internet.
- Allowing students to come up with bilingual characters and write up stories including these bilingual characters.
- Encouraging students to think of performance pieces, for instance, plays that include translanguaging for voices of bilingual characters.
- Allowing learners to write for bilingual audiences, not just for monolingual audiences.
- Engaging students in language inquiry tasks so that they can compare and contrast different features of spoken language and come up with word plays (Garcia, Johnson, Seltzer, 2017, p.76).

For the 4th purpose, the following translanguaging pedagogical strategies can be considered:

- Discussing how a story would have developed if the characters were bilingual.
- Inviting family and community members into the classroom to enrich instruction.
- Providing students with texts that highlight two or more sides of a complex issue.
- Extending research projects and other culminating designs out of the classroom and into the community, where students can use their bilingualism for authentic purposes.

- Engaging students in bilingual writing assignments that have a social justice focus, as in letter writing, blogging, editorial or newspaper article writing.
- Choosing topics and texts in different languages that give voice to groups that are commonly silenced or left out of the traditional curriculum.
- Assessing general linguistic performance, as well as language-specific performance, while encouraging students to leverage their entire language repertoire (Garcia, Johnson, Seltzer, 2017, p.77).

Furthermore, Baker (2011) observed how the practice of translanguaging helped students make meaning and gain understandings explaining “to read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and “digested”” (p.289). In this regard, Baker (2011) early on pointed out and emphasised four potential advantages to translanguaging:

1. It may promote a deeper and fuller understanding of the subject matter.
2. It may help students develop skills in their weaker language.
3. It may help facilitate home-school cooperation.
4. It may help the integration of fluent speakers with early learners. (Baker, 2011, p.281)

In sum, pedagogical translanguaging means that we purposefully and strategically design classroom spaces, units and lesson plans that will tap into students’ general linguistic and language-specific performances with a particular focus on “intentionality, purposefulness, and mindful flexibility in translanguaging classrooms (Garcia, Johnson, & Seltzer, 2017, p.79). As such, it is of utmost importance to educate language teachers to acknowledge the potential benefits of translanguaging as well as welcoming their students’ bilinguality in their classroom settings (Canagarajah, 2011; Lau, 2020; Carroll & Mazak, 2017; Mazak & Herbas-Donoso, 2015; Musanti & Rodriguez, 2017; Silwal, 2021)

2.2.4 Training bilingual teachers. In today’s highly diverse world, bilingualism has become more commonplace. However, there is a scarcity of educational spaces for the development of bi/multilingualism due to language policies that accentuate monoglossic language ideologies. To this end, leading scholars (e.g., Canagarajah,

1999; Garcia, 2009; Mazrui, 2004; Pennycook, 2017) have pointed out that the teaching and learning of English must be freed from “linguistic imperialism” (Phillipson, 1992). Such one-size-fits-all language policies and ideologies overlook the diversity existent in bilinguals and is blind to their rich cultural and linguistic resources (Garcia & Kellifgen, 2018). To be precise, there is a critical need for “innovative pedagogies of teacher education that bolster the abilities of teachers and other school-based professionals to draw upon the resources and support the learning needs of a variety of students” (Peercy, 2016, p.165).

To this end, all teachers today could benefit from training tailored to the needs of bilingual individuals and bi/multilingualism (Ascenzi-Moreno & Espinosa, 2018; Garcia, Johnson, & Seltzer, 2017) and come to see themselves as ‘bilinguals’ (Garcia, 2009). However, the monoglossic language ideologies are still prevalent in teacher education programmes. It is well-known that pre-service teachers’ present beliefs affect their future practices, and that they are influenced by their experiences in English-only teaching/learning practices (Ostorga & Farruggio, 2014). Therefore, it is of paramount importance to incorporate strategies into pre-service teacher education that will prepare candidates to address the needs of culturally and linguistically diverse students (Garcia & Wei, 2014; Paris & Alim, 2017; Sanchez, Garcia, & Solorza, 2018), whereby students’ full linguistic repertoires are valued and leveraged to tap into academic challenges. One way of acting upon this trend is the introduction and incorporation into pre-service teacher education of translanguaging pedagogy (Garcia, 2009; Garcia & Wei, 2014). This step would prepare bilingual teachers who become aware of their students’ linguistic repertoires (Otheguy, Garcia, & Reid, 2015) and help them move from a language-compartmentalised approach to the bilingual classroom to instruction that leverages students’ bilingualism (Garcia & Wei, 2014). In this regard, translanguaging, as a socio-educational process, enables bilinguals to construct and constantly modify their sociocultural identities and values, as they critically and creatively respond to their historical and present conditions (Sayer, 2013, Mateus & Palmer, 2017; Wei, 2011). Specifically, it enables bilinguals to contest the ‘one language only’ or ‘one language at a time’ (Wei & Garcia, 2017) ideologies of monolingual and traditional bilingual classrooms (Ebe & Chapman-Santiago, 2016; Martinez & Baker, 2010). Therefore, translanguaging is a powerful pedagogical

strategy that has the potential to fortify and improve bilingual teacher preparation (Garcia & Wei, 2022; Kibler & Salerno, 2020 Makalale, 2015; Seltzer, 2022) in ways where restrictive and monolingual language ideologies still present in teacher education are challenged (Arias & Wiley, 2013).

Thus, pre-service teacher education needs to move away from traditional EFL/ESL oriented approaches (i.e., monoglossic language ideologies) to language teaching and learning, and focus more on training PSTs to embrace dynamic bilingualism (Garcia, 2014). As such, pre-service teacher education should foster a pedagogical framework enacting flexible bilingualism, integrating linguistic and sociocultural resources (Creese & Blackledge, 2010), as well as creating opportunities where “students are encouraged to draw on their various languages (even if complete fluency is not available) as resources, rather than as barriers” (Van der Walt & Dornbrack, 2011, p.101). Therefore, PSTs would benefit from being trained and educated to become multilingual teachers, incorporating translanguaging pedagogies that require skills of allowing, valuing, and mirroring students’ voices and linguistic choices (Palmer, Mateus, Martinez, & Handerson, 2014).

2.2.4.1 Bilingual teacher preparation. Research has called for efforts to make PSTs more receptive to multilingualism for teaching emergent bilinguals (Dubetz & de Jong, 2011; Rizzuto, 2017). Most research into bilingual teacher preparation, however, has centred on issues such as language grouping practices, pedagogical language knowledge (Faltis & Valdes, 2016), advocacy (Caldas, 2019) and critical consciousness (Valenzuela, 2016), while there is little analysis and critique of monolingual and/or monoglossic approaches to bilingualism within teacher education (Palmer & Martinez, 2013). In this regard, it can be claimed that bilingual teachers need to meet the linguistic demands of their bi/multilingual learners and have skills and knowledge as to how to best work with bilingual learners (Ascenzo-Moreno, 2018; Zuniga et al., 2019; Menken & Antunez, 2001).

In one of the few studies in this area, Caldas (2019) adopted an ethnographic design to examine the language ideology shifts amongst a group of 20 Mexican American/Latinx pre-service bilingual teachers within a translanguaging space, exploring the different language ideological approaches to bilingualism through the use of translanguaging as an instructional tool. The researcher used videotaped class

conversations, online written reflections, and semi-structured interviews to examine the participants' bilingual identities, linguistic trajectories and ideologies, and their own reported intended approach to language and content teaching. The results of the inductive analysis showed that all the participants agreed that they would use translanguaging as a language policy in their future practices, as well as proposing a combination of approaches depending on their learners' needs and placing more emphasis on the language, which was more in need of development, rather than separating the languages available. In a similar study by Deroo and Ponzio (2021), the researchers investigated pre-service teachers' meaning making at the nexus of language, identity, and power. Drawing upon Critical Multilingual Language Awareness (CMLA), they collected data through reflective writing about coursework (i.e., multimodal compositions created by pre-service teachers), and interviews where the participants shared their insights into how the compositions informed their understanding of CMLA. The findings revealed that through multimodal composition, the participants demonstrated different degrees of awareness that "one's language practices determine whether they experience acceptance, belonging and access to education" (Deroo & Ponzio, 2021, p.9) – acknowledging that teachers, as adjudicators of language, may reinforce or redress monoglossic language ideologies.

In a similar vein, studies explore strategies to prepare pre-service teachers to address the needs of bilingual students (e.g., Athanases, Bennett, & Wahleithner, 2013). It is well documented that PSTs are influenced by their own embodied experiences in 'English only' language programmes and are inclined to replicate such subtractive practices as professionals (Ostorga & Farruggio, 2014). However, relevant research into the effects of translanguaging practices in the classroom has the potential to shift the focus to bilingual teacher preparation. After Williams' (1996) ground-breaking work, translanguaging pedagogies have discouraged language separation and isolation of bilingual classroom settings in favour of fluid language practices of bilinguals as the norm (Garcia, 2014; Garcia & Kleifgen, 2018; Wei & Garcia, 2014).

The preparation of bilingual education should take into account the dynamic nature of bilingualism, translanguaging theory and pedagogical implications to prepare highly qualified educators and how these may permeate our programs, curricular, and

pedagogy (Collins & Espana, 2019; Makalela, 2015a; Nunez & Espinoza, 2017; Szwed & Gonzales-Carriedo, 2019).

2.2.4.2 Translanguaging pedagogies in pre-service teacher education.

Translanguaging refers to “a pedagogical practice where students were asked to alternate between languages for the purposes of receptive or productive use” (Garcia & Wei, 2015, p. 20). Garcia’s (2009) conceptualisation of translanguaging is more centred on “multiple discursive practices in which bilinguals engage to make sense of their bilingual worlds” (p.45). This notion provides researchers and teachers with the theoretical and pedagogical approaches necessary to reconceptualise how we think of languages, and how we can better educate emergent bilinguals. Musanti and Rodriguez’s (2017) qualitative case study investigated translanguaging practices of pre-service bilingual teachers in academic writing. The data came from a three-part, field-based assignment report that required pre-service teachers to document and analyse 15 hours of their participation in a bilingual classroom. This data was analysed iteratively to ensure thick description. Findings revealed that the pre-service teachers were able to creatively leverage their linguistic repertoire to produce meaningful writing. Furthermore, by creating translanguaging spaces through writing in multiple ways, the participants sought to use translanguaging as a practice in action and a pedagogical tool, defying the monoglossic tradition in bilingual teacher preparation.

Tian (2020), in another qualitative individual case study with one teacher educator, examined the participant’s and her students’ engagement with translanguaging in a teacher preparation course. Data was collected through observation notes, videotaped classes, and field notes, as well as open-ended interviews at the beginning, during and after the course, to gather insights into implementing a translanguaging approach, and student focus group interviews at the end of the semester to gain insights into their experiences and reflections. Findings showed that the teacher educator not only integrated translanguaging as a course content per se, but also created translanguaging spaces. Moreover, it was reported that translanguaging as a pedagogical tool resonated with teacher educator’s teaching philosophy, and helped her to think more critically, and outside of her comfort zone. Similarly, the students were observed to develop a translanguaging stance, and they integrated it into their own teaching practices using a variety of strategies.

In bilingual classrooms, teachers can *translanguage* to help emergent bilingual learners access and comprehend content instruction with as much ease as possible (Garcia & Kleifgen, 2010). Learning to facilitate translanguaging as a pedagogy means that all students' linguistic repertoires are legitimised and leveraged (Garcia & Kleifgen, 2018). Such a shift in the language use of the classroom also challenges the monoglossic status of standard English, and translanguaging pedagogy validates students' language use, and develops teacher and student agency (Mateus & Palmer, 2017). That is, translanguaging recognises the inherent heterogeneity of all language use and the ideological nature of all linguistic borders. In this regard, Sayer (2013), for instance, argues that creating translanguaging spaces enabled students to develop agency to become more critical and creative language users, promoting their 'bilingual identity'. In sum, as is pointed out by Wei (2014) translanguaging is not "...conceived as an object or a linguistic structural phenomenon to describe and analyse but a practice and a process—a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond language(s)." (p.15)

The traditional teaching profession has long treated languages as separate and bounded entities to avoid contamination of one language by the other (Garcia, 2009; Makalela, 2013). Such monoglossic practice is imbued and resulted in separationist ideologies; however, studies have shown that allowing students to shuttle between languages in English-medium schools can improve their academic performance (Allard, 2017; Charamba & Zano, 2019; Daniel, Pray & Pacheco, 2020; Garcia & Kleyn, 2017; Yüzlü & Dikilitaş, 2020) as well as in bilingual education programmes (Hamman, 2018; Karlsson, Nygard Larsson, & Jakobsson, 2019; Poza, 2018). To this end, it would go quite awry to turn a blind eye to the transformative role of translanguaging pedagogy and its empowering impact on pre-service teacher education.

2.3 Language Ideologies

Despite a growing and extensive body of literature on language ideologies (LIs henceforth) (e.g., Irvine, 1989; Kroskirty, 2010; Liu & Tannacito, 2013; Milroy, 2001; Silverstein, 1973; Vasilyeva, 2019; Young, 2014), there is no single consistent and

commonly held definition of LIs. With Silverstein's (1973) pioneering article arguing for the recognition of a more central, mediating role for linguistic ideology as an influential part, or level, of language, language ideologies are broadly defined as: "a set of beliefs or feelings about languages as used in their social worlds" (Silverstein, 1973, p.498). Conceptualisation of the concept of language ideology varies in terms of scope, relationship to power, and level of awareness in the mind of an individual (Woolard, 1998). Woolard (1998) and Philips (2000) discuss three types of data sources for the study of language ideologies: language in use, talk about language, and implicit metapragmatics.

Upon the publication of Silverstein's (1973) pioneering article, LIs quickly attracted much scholarly attention and became a fast-growing area of inquiry in linguistic anthropology owing to its potential to methodically make a strong linkage between language and society. Woolard (1994) considers LIs as an intellectual bridge:

The topic of language ideology is a much-needed bridge between linguistic and social theory, because it relates the microculture of communicative action to political and economic considerations of power and social inequality, confronting macrosocial constraints on language behaviour. (p.4)

Language ideologies are thus best understood as "beliefs, feelings, and conceptions about language that are socially shared and relate language and society in a dialectical fashion" (Piller, 2015, p.4). In this regard, Woolard and Schieffelin's (1994) critical framework informing research into language ideologies helped better grasp the concept: "Representations, whether explicit or implicit, that construe the intersection of language and human beings in a social world are what we mean by language ideology" (Woolard, 1998, p.3). Thus, it is believed that language ideologies link the linguistic with the social in the hopes of advancing a specific, powerful social position (Kroskirty, 2000). According to this conceptualisation and understanding of language ideologies, it can be argued that language use reinforces language beliefs, which in turn shapes language ideologies; and, together, they serve social ends, in other words the purpose of language ideologies is not linguistic per se but social (Piller, 2015) as is depicted in the following figure:

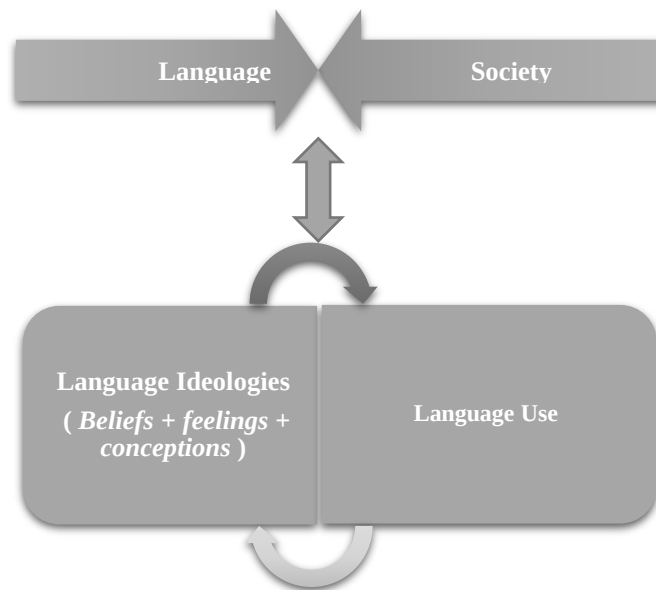


Figure 5. The dialectical relationship between language ideologies and language use

As ideological constructs, language ideologies cannot be surfaced through simple quantification, observation, or measurement (Kroskrity, 2000; 2004). However, Gonzalez (2005) suggested that language ideologies may manifest through meta discourses about “the purpose and use of language, about learning about language, and about learning through language” (p.164). Given that such discourse is also context-bound, language ideologies should not be thought in isolation and understood as “fixed characteristics reflective of an individual’s core being” (Bacon, 2020, p.173). Instead, language ideologies are better understood as performative because individuals draw on different ideological orientations at different times informed by a variety of individual, contextual, and historical factors (Rosa & Burdick, 2017; Rosa & Flores, 2017).

2.3.1 Teacher language ideologies. Language ideologies are rooted in the social practices of individuals (Kroskrity, 2010), meaning they are not only ideas, constructs, notions, or representations per se, but also the practices through which these notions are enacted. When people engage in various language practices, they are simultaneously displaying their beliefs about the nature, function, and purpose of language. Moreover, language practices in the context of instruction also index ideologies of learning and teaching (Razfar & Rumenapp, 2014). Considering the interrelationship between teachers’ practices and ideologies, teacher ideologies can be defined as “not only a connected set of systematically related beliefs and ideas about

what are felt to be the essential features of teaching’’ (Trujillo, 1996, p.127) but also the “practice through which individuals are produced, in turn, produce their orientation to the social structure they inhabit’’ (Trujillo,1996, p.137). Teachers’ language ideologies shape and are indexed in their everyday teaching practices. Teachers’ language ideologies, reflected by either explicitly (i.e., stated beliefs or self-described practices) or implicitly (i.e., unspoken assumptions) can affect the learning opportunities and contexts they provide and create for their linguistically and culturally diverse students (Deroo & Ponzio, 2019; Garcia, Seltzer, & Witt, 2018; Kiramba, 2018; Palmer 2010; Pacheco, Kang, & Hurd, 2019).

This perspective assumes an inextricable link between language ideologies and pedagogical decisions, practices, values, and interests (Kroskrity, 2010). A language ideologies perspective, in this sense, merges language beliefs with practice in much the same way that ‘teacher beliefs’ are sometimes integrated with ‘teacher practice’ to discuss teacher ideologies.

Given that teachers are “at the metaphorical heart of language policy implementation’’ (Henderson, 2017), examining their current language ideologies and introducing them to bilingual education, allowing them to negotiate their ideologies would contribute to our understanding of how their ideologies play out in their instructional decision-making processes. How teachers’ language ideologies influence the process of implementation and construction of language teaching has been well-established (Freeman, 2004; Lemmi et al. 2019; Iversen, 2021; Palmer, 2011). Freeman (2004) argued that the central issue for implementing a bilingual education is centred on ideologies, saying “the real challenge is destabilizing established language ideologies and replacing them with alternative language ideologies’’ (p.82). Reflecting on this, it seems that pre-service teachers’ negotiation of understanding of so-called ‘legitimate’ language practices is of utmost relevance to their existing language ideologies. However, few teachers, whether pre- or in-service, receive sufficient training in how to support bilingual learners (Young, 2014). This lack in teacher education requires a call for more research into how best to support teachers to prepare for working with bilingual learners (Bailey & Marsden, 2017; Mazak & Carroll, 2016).

Language ideologies have a constant presence in society and impact the perceptions of individuals about language use. In the case of pre-service teachers, language ideologies may also affect perceptions about language teaching and learning. Lucas and Villegas(2007) argue that educating teachers who understand and become aware of the position of language and language use may have the potential to reflect this on how they instruct their English language learners. Therefore, PSTs need to become cognizant of their own language ideologies and the language ideologies of their students (Caldas, 2019; Collins & Espana, 2019; Nunez et al., 2020; Zúñiga et al., 2019).

2.3.2 Effects of teachers' language ideologies on bilingual education. Shifting the focus from the theoretical underpinnings of teacher language ideologies towards bilingual education, we argue that it is essential to learn about language ideologies of future teachers because such knowledge can be tapped to improve the dialogue on how to better teach bilingual learners. Specifically, bringing to the surface language ideologies of teachers, whether pre-service or in-service, could inform pedagogical decision-making processes and help to develop equitable views of language, bilingualism, and bilingual education (Banes et al., 2016). Therefore, it is of great importance to make a distinction between LIs emphasising monoglossic and heteroglossic approaches (Flores & Schissel, 2014). Monoglossic LIs considered heteroglossic language practices as an obstacle to creating national citizens (Gal, 2006), which suggests that it was deemed to be necessary to create a codified, standardised language “to cleanse the language of perceived impurities” (Flores & Schissel, 2014, p.456). However, monoglossic language ideologies also assume “that legitimate practices are only those enacted by monolinguals” (Garcia, 2009, p.115). This emphasis on monolingualism has resulted in two approaches to bilingualism and linguistic diversity, namely, subtractive bilingualism and additive bilingualism. The former favours monolingualism and argues that emergent bilinguals should be more concerned with the standardised national language of their society and gives almost no attention to their heritage language (Garcia, 2009), while the latter explicitly rejects monolingualism, but still favours monoglossic language ideologies through the development of balanced bilingualism – equal competencies in two languages (Heller, 2006).

With monoglossic language ideologies being inadequate to tap into how bilinguals make use of the languages at their disposal (e.g., their linguistic repertoire), there have been various attempts to reconceptualise ‘language’, moving away from such ideologies towards those of heteroglossic ideologies (e.g., Creese & Blackledge, 2010; Canagarajah, 2011; Garcia, 2009; Garcia & Wei, 2014; Otsuji & Pennycook, 2010). These heteroglossic ideologies take bilinguals’ fluid language practices as a starting point and argue that fluid language practices are “legitimate forms of communication that enable emergent bilinguals to develop metalinguistic awareness that can be used as a starting point in adding new language practices to their linguistic repertoires” (Flores & Schissel, 2014, p.461).

Given the importance of enacting and following up on LIs in an attempt to move away from monoglossic approaches to language learning and teaching towards one welcoming bi/multilingualism, it is essential not to underestimate the importance of preparing and training pre-service teachers to embrace and cherish heteroglossic approaches and grow in awareness of linguistic inequality (Nunez & Espinoza, 2019). Gal (1992) posits that ideologies are not simply ideas and beliefs held by an individual, but they are also practices through which these conceptions are enacted; thus, they influence the decisions on practice. Razfar (2003) further extends this notion by stating that, “although there are few explicit instantiations of language ideologies (e.g., teacher invokes English-only rules or other explicit beliefs about language), teachers display their beliefs about language through how they organize language learning, the types of literacy skills they value, how they assess student work, what they chose to repair, and how they repair” (p. 251). In other words, enacting language ideologies is a way of displaying “the beliefs held by individuals about the nature, function, and purpose of language” (Razfar, 2012, p.63). Similarly, Palmer (2011) states that ideologies are revealed in practices, which shows that decisions are not made in a vacuum (Arias & Wiley, 2013), but are constantly influenced and guided by ideologies.

A qualitative study in the northern United States carried out by Flores and Schissel (2014) illustrated a monoglossic setting in which subject matter was taught only in English. However, even within such a restrictive environment where the only purpose of students’ home language was to transition students into an all-English

setting, the participating teachers welcomed their students' full linguistic repertoire – using their own experiences of learning Spanish as an example for their students. To be precise, Flores and Schissel (2014) commented on this arguing that teachers recognised their own progresses in language learning “as dynamic rather than static” (p.465) positioning themselves as language learners with their students. The findings of these cases in this study showed that having heteroglossic ideologies leads to establishment of a space where students' dynamic bilingualism is valued and acted upon.

Examining pre-service teachers' experiences with language ideologies in clinical placements, Pacheco, Kang and Hurd (2019) explored how the participating PSTs developed and interrogated language ideologies in relation to translanguaging. The data for the study were collected in one academic year (2017-2018): 3 semi-structured interviews were conducted at different phases in PSTs' clinical placements. The first interview was conducted when PSTs were observing actual classrooms and participating as classroom assistants in these classrooms. The second interview was carried out when PSTs took up partial classroom control, often teaching a specific subject area (e.g., small group language instruction, or guided reading). The final interviews were conducted after PSTs had taken full control of the classroom for two months. Findings of the study showed that ideologies pertaining to translanguaging could be considered as a bridge for connecting languages, a scaffold for participation, and a sign of students' linguistic expertise and understanding of the content. It was also observed that ideologies of translanguaging can be transgressive of language policies and norms. Based on these findings, the study concludes with recommendations for supporting PSTs in clinical experiences through attention to curricular and dynamic approaches to translanguaging as well as specific attention to language ideologies.

In a similar study, Henderson (2016) investigated language ideologies of two third grade teachers tasked with implementing a dual language bilingual education program so as to explore the relationship between teachers' language ideologies and local language policy. Drawing on multiple measures of language ideology (survey, interview, and observation), the study found out that each teacher espoused both hegemonic and counterhegemonic language ideologies, all of which was reflected in

classroom language practices. Henderson (2006) also argued that each case illuminates the ideological struggle of each teacher within their own contexts, including how different levels of language policy shaped or constrained teacher agency accordingly. Specifically, although it was observed and reported that both teachers constructed pluralist classroom spaces for students to make use of all their language resources, each classroom was embedded within a transitional language ideology and influenced by the monoglossic ideologies of standardised tests.

In another mixed-methods study, Bernstein et al. (2018) examined the language ideologies of 28 preschool teachers as they were engaged in a transition from English-only (i.e., monolingual) to bilingual education. Using the language ideology survey developed by Fitzsimmons-Doolan (2014), Bernstein et al. (2018) analysed the participating teachers' language ideologies and the relationship between the ideologies and demographic and experiential variables. The findings of the study indicated that the participating teachers' language ideologies were more pro-multilingual; however, particular ideologies correlated with different kinds of experiences. Teachers' educational background and whether they studied a language other than English were seen to positively correlate with pro-multilingual beliefs. Overall, Bernstein et al. (2018) argued their findings highlight that teachers' experiences, their ideologies, and classroom language policies are all interrelated and have pedagogical implications.

Building on the concept of 'translanguaging stance' (Garcia et al., 2017), Seltzer (2022) sets out to examine how this stance's three interwoven elements (e.g., the personal, the political, and the pedagogical) might situate English teachers to redress and reject oppressive language ideologies. In so doing, Seltzer (2022) relied on her work with a classroom English teacher in order to further explore how teacher preparation programmes can integrate "self-reflective, consciousness-raising activities and projects into their coursework to encourage candidates to grapple with these three elements of their teaching stance" (Seltzer, 2022, p. 1). To this end, Seltzer (2022) argues that one way of helping teacher candidates to develop a stance that actively disrupts monolingual ideologies and enact this stance is through a 'critical translanguaging approach'. Specifically, Seltzer (2022) asserts that focusing on these three interrelated elements of translanguaging stance could be a way of redressing monolingual and restrictive language ideologies in their teaching practices.

In a similar vein, a qualitative study carried out by Lindahl, Fallas-Escobar, and Henderson (2021) explored how Linguistically Responsive Instruction (LRI) had an impact on 50 Latinx pre-service teacher candidates' language ideological dilemmas. In so doing, the researchers operationalised LRI as a series of three reflective tasks; namely, language portraits, ideology trees, and utterance analysis, all of which prompted the participating PSTs to reflect upon their own ideological orientations. The findings of the study revealed that the participants had the opportunity to scrutinise issues in relation to broader ideologies in circulation and personal ideological orientations towards themselves, their future learners, and society. The researchers reported that due to tensions generating dilemmas, the participating PSTs were observed to engage in language and ethnicity gatekeeping. That is, institutionalised ideological stances had an impact on how these participants perceived linguistically and ethnically diverse speakers in different ways. Furthermore, Lindahl, Fallas-Escobar, and Henderson (2021) point out that engaging in LRI helps provide both evidence of the language ideologies circulating amongst PSTs and surface ideological tension as well as creating opportunities for ideological clarity. As such, the researchers conclude that LRI tasks might as well turn out to be powerful tools for PSTs to indulge in critical thinking and reflection on their own multilingual assets and how those can be leveraged across disciplines.

Language ideologies can visibly be expressed orally, in written discourse or through explicit language uses or behaviours (Gal, 1992; Kroskrity, 2004; Razfar, 2006). Individuals have both dominant and individual ideologies, and heterogeneous and oftentimes conflicting language ideologies (Lew & Siffrinn, 2019). Hence, multiple language ideologies can circulate even though they are unrecognised (Kroskrity, 2004). In this sense, teachers' language ideologies may influence the implementation of language policies in schools and classrooms. Specifically, these ideologies perpetuate what kinds of language practices are valued in enacting language policies and are disclosed as discourses in curricular, syllabi, and teachers' practices and interactions with students (Catalano, Reeves, & Wessels, 2018; Wei, 2016). To this end, teachers' efforts to create spaces and opportunities for students to draw on their whole linguistic repertoires might as well depend partly on their language

ideologies (Banes et al., 2016; Garcia, 2009; Fitzsimmons-Doolan, Palmer & Henderson, 2017).



Chapter 3

Course Design

This chapter outlines how the course ‘translanguaging pedagogy’ is designed and what is done each week throughout the course.

3.1 Design of the Course

Drawing on language ideologies lens (Kroskirty, 2006), the current training is concerned with creating opportunities for PSTs to conceptualise and internalise their current understanding of language teaching and learning alike and reflect on the processes involved. Introduced to theoretical concepts and stances around bilingual education and bilingualism, the PSTs are prompted to use these terms and concepts in purposeful activities as is suggested by Johnson (2006). Specifically, Schön (1983) claims that if teachers have the chance to reflect, they would also be able to promote and foster critical awareness and take an active role in the learning process rather than those of passive roles (Sandholtz, 2002). To this end, the relevant literature has found the need to prepare PSTs to become more receptive to and reflect on bilingualism and bilingual education before they actually start the profession (Dikilitaş & Mumford, 2020; Peercy, 2016). Research into bilingual education as well as translanguaging pedagogies in classroom with in-service teachers is a growing field (Dikilitaş & Bahrami, 2022; Yüzlü & Dikilitaş, 2022; Fillmore & Snow, 2018 Palmer et al., 2014). However, this analysis has not reached the teacher preparation programmes yet (Caldas, 2019). In light of these developments, researchers have started to draw upon existing scholarship to envision how translanguaging pedagogy might enable language teachers to problematise monolingual English language beliefs, embrace linguistic diversity, and accordingly adopt pedagogies that can truly tap into language learners’ dynamic meaning-making practices (Canagarajah, 2011; Pennycook; 2008; Poza, 2017; Seltzer, 2022; Wei & Garcia, 2022).

Amidst this debate, Turkey, albeit socially multilingual, is politically a monolingual country with several minoritized languages (Dikilitaş & Bahrami, 2022). In Turkey, English is also considered as an additional language without any systematic

and structured system for the inclusion of heteroglossic pedagogical practices (Yüzlü & Dikilitaş, 2022). Within the Turkish context, for instance, Bayyurt et al. (2019) postulate that it is necessary to educate pre- and in-service teachers with an awareness of the importance of the involvement of English as a Lingua Franca (ELF) perspective in their teaching practices. Moreover, Bayyurt et al. (2019) argue that pre-service teacher education programmes in EFL contexts like Turkey should find ways to align teacher education aims and processes with these fresh ways of looking at teaching and learning English. However, the most recent English language teacher education programme (2018) in Turkey, which was centrally prepared by the Higher Education Council (YÖK), does not involve or have a course component on the role of bilingual teaching practices or bilingualism – leading to, albeit unconsciously, monolingual pedagogical approaches to foreign language instruction. Therefore, pre-service teachers in Turkey graduate without having learnt or grasped what bilingualism is and how bilingual pedagogies (i.e., translanguaging as it is in this course) could inform their understanding of teaching English. As such, the current training implemented in this study was intended to help the participating PSTs discover the knowledge through active participation in activities in translanguaging pedagogy. Specifically, we argue that translanguaging pedagogies have the potential to disrupt the hegemonic influence of not just the standardisation of named languages associated with particular nations and social groups per se, but also the political dimensions of such hegemony. To this end, the participating pre-service teachers were also provided with a wide array of activities including discussions, awareness-raising activities, reflection on practice (Schön, 1983), drama-based pedagogies, lesson planning and micro-teaching sessions in translanguaging spaces in the hopes of helping them capitalise on their own bilinguality and perpetuate heteroglossic approaches to bilingual education.

3.2 Course Content

The course offered to the PSTs comprises of three stages: pre-training language ideology tracking (i.e., through the theory-driven language ideology tracking tool), while-training which included 28-hour training on bilingual education, the role of translanguaging pedagogies in EFL contexts, audio-recorded reflective narratives, PSTs' reflective papers, language ideology tracking, micro-teaching sessions, and

post-training semi-structured interviews. While-training phase was designed to provide in-depth translanguaging pedagogy with a particular focus on the theoretical aspects of bilingualism and translanguaging as well as pedagogical implementation of translanguaging with hands-on tasks about translanguaging stance and design (Garcia et al. 2017). As such, the participating PSTs engaged in relevant activities whereby they reviewed and (re)visited their own understanding of foreign language teaching, were introduced to translanguaging pedagogy and reflected on their emerging understanding of translanguaging pedagogy. Initially, the PSTs received readings, watch videos about translanguaging and relevant teaching practices, discuss their existent and emerging thoughts and understanding of translanguaging pedagogy, reflect on their language ideology as informed by translanguaging, write reflective papers on the current issues, and develop lesson plans incorporating translanguaging and implement it in their demo lesson in class. The languages used in the while-training were both Turkish and English in order to further help PSTs conceptualise and reflect on how the systematic use of all languages available at their disposal would affect the learning process. The process of systematically incorporating both languages provided an opportunity to make use of ‘loop instruction’ where the PSTs observed how translanguaging could be utilised in a classroom setting; thus, intensifying the effects of translanguaging pedagogies as discussed in the course. Specifically, the PSTs would read articles in English and discuss in groups in their L1 and then report back to the whole class in Turkish – an environment where they could actively make use of their whole linguistic repertoire and their bilingualism in a translanguaging space (Wei, 2017). During the while-training phase, the PSTs had the opportunity to design, lay out and execute lesson plans based on their emerging understanding of translanguaging pedagogies.

The rationale behind the training can be summarised as follows:

The initial purpose of the training aimed to make the PSTs’ current understanding explicit so that they can come to understand their position – methodological and practices -, reasons and the theory that they follow to justify how they would teach English and their current and emerging ideological stances, which were challenged by introducing them to new concepts such as dynamic bilingualism and translanguaging. Additionally, the training aimed to have PSTs express their

understanding of foreign language teaching and bilingualism in the hopes of deepening their understanding so that they can formulate or reformulate their language ideologies and reconceptualise accordingly their language teaching practices through translanguaging stance (Garcia et al., 2017). Furthermore, the current training aimed at helping the PSTs comprehend translanguaging practices and apply these practices in ways that would be distinguishable from monolingual practices. As the philosophy of the current training is concerned with learning through experience (Dewey, 1938), ‘loop instruction’ in the current training reflects and projects translanguaging in order for the PSTs to make meaning while exploring translanguaging pedagogy.

Furthermore, the training as described in the current study builds on Garcia, Johnson, Seltzer’s (2017) concept of a translanguaging stance which encompasses three interrelated elements: the personal, the political, and the pedagogical. A focus on stance or “the philosophical, ideological, or belief system that teacher draws from to develop their pedagogical framework” (Garcia et al., 2017, p.27) takes into consideration PSTs’ subjectivities and their ideologies that shape who they are or who they would become (Varghese, 2020). In the hopes of developing a stance that might actively disrupt oppressive language ideologies and help PSTs enact such a stance would be through what Seltzer (2020) termed a *critical translingual approach*. This approach involves engagement with theory and scholarly literature particularly concerned with translanguaging, language ideologies, critical literacies, and critical language awareness as well as multimodal texts that invite inquiry into the intersection of language, power, and identity. In brief, this critical translingual approach is centred around a- bringing forth students’ translanguaging; b-fostering students’ critical engagement with multilingual, multimodal texts; c- fostering critical thinking and language and literacy practices that can get the students to question deficient ideologies circulating in academic settings and beyond. As such, this training attempted to foster this stance across the coursework that is given below:

Table 2

Course content week by week

Weeks	Content	Objective	Tasks	Language (s)
Week 1	Introduction to the course & pre-training language ideology tracking	Data collection through theory-driven language ideology tracking tool		ENG & translanguaging space (Wei, 2011)
Week 2	Review of Theories of Language Learning & Teaching Methods	Reflection & discussing and revealing existing language ideologies. Data Collection through the 1 st task.	Task 1: Writing a reflective paper discussing use of Turkish in language teaching with personal examples from their own language learning experiences.	ENG & translanguaging space (Wei, 2011)
Week 3	Introduction to Bilingualism and Bilingual Education (Baker, 2011, ch 1).	Subject matter & Discussions in a translanguaging space (Wei, 2011)		ENG & translanguaging space (Wei, 2011)
Week 4	Introducing Translanguaging. (What is Translanguaging? Vogel & Garcia, 2017)	Subject matter & discussions in a translanguaging space	Task 2: 2 nd reflection paper on Moore's (2018) Becoming bilingual in the EFL classroom. ELT Journal, 72 (2), 131-140.	ENG & translanguaging space (Wei, 2011)
Week 5	Translanguaging practices. Examples & non-examples (Translanguaging Guide by Celic & Seltzer, 2013) & Garcia, Johnson, & Keltszer (2017), ch 5.	Awareness-raising & Discussions in a translanguaging space (Wei, 2011)		ENG & translanguaging space (Wei, 2011)
Week 6	Designing Translanguaging practices (Trainer input). Translanguaging Guide (Celic & Seltzer, 2013) & Garcia, Johnson, and Keltszer (2017) ch 7.	Hands-on Practice Data Collection: Theory-driven language ideology tracking tool.		ENG & translanguaging space (Wei, 2011)

Table 2 (Cont.)

Weeks	Content	Objective	Tasks	Language (s)
Week 7	Introduction to drama-based pedagogies (e.g., Boal's Forum Theatre) to re-enact bilingual education (Trainer input)	Seeking to enhance PST's critical awareness of bi/multilingualism through translanguaging practices and by providing rhetorical opportunities for them to take a stance, persuading others to understand their ideological perspective.		ENG & translanguaging space (Wei, 2011)
Week 8	PSTs' dramatized performances enacting bilingual education in translanguaging spaces	Data collection: Videorecording To help PSTs move on to turn the classroom into spaces where real life bilingual situations can be rehearsed and discussed.		ENG & translanguaging space (Wei, 2011)
Week 9	PSTs' dramatised performance cont'd	Data collection: videorecording Reflection of translanguaging practices on PSTs themselves.		ENG & translanguaging space (Wei, 2011)
Week 10	Dynamic Bilingualism as the Norm: Envisioning a Heteroglossic Approach to Standards-Based Reform (Flores & Schissel, 2014)	Data Collection: Video-taped discussions around the issues brought up in the article to examine PSTs' educational trajectories and language ideologies Data collection: Theory-driven language ideology tracking tool		ENG & translanguaging space (Wei, 2011)
Week 11	Lesson plan preparation incorporating translanguaging practices (Trainer input)			ENG & translanguaging space (Wei, 2011)

Table 2 (Cont.)

Weeks	Content	Objective	Tasks	Language (s)
Week 12	Micro-teaching sessions			ENG & translanguaging space (Wei, 2011)
Week 13	Micro-teaching sessions			ENG & translanguaging space (Wei, 2011)
Week 14	Wrap up & focus group interviews	Data collection: Focus group-interviews with the PSTs to help them capitalise on their language ideologies and their overall understanding of bilingual education as well as translanguaging practices in their future teaching practices.		ENG & translanguaging space (Wei, 2011)

3.3 Implementation

3.3.1 Ethical considerations. A major concern in qualitative studies is to ensure the confidentiality and the protection of participants' right as well as avoid discomfort of any kind. In this regard, all the data collection tools (i.e., theory-driven ideology tracking tool, questions for reflective audio-recorded narratives, the reflective paper tasks, reflective journal, informal teacher log, semi-structured interview questions along with the course content & syllabus) were submitted to the Human Subject Ethics Committee of the University where the study was conducted. Upon getting the written permission of the committee (Appendix II), the research provided the trainees with informed consent forms to explicitly get their consents to participate in the current study. The trainees were also given pseudonyms to ensure anonymity throughout the study.

3.4 The Training Process

The course lasted for 14 weeks, starting off on the 11th of October, 2021 and finishing on the 18th of January, 2021. In the first week, the trainer met the trainees in the classroom and informed them about the study as well as introduce them to the course. Following that, the trainer handed out the consent form in which the scope,

requirements, timing, and procedures of the study were clearly explained and presented to the participating pre-service teachers. Then, the course attempted to, first, unearth the participating pre-service EFL teachers' existent language ideologies through the newly developed theory-driven language ideology tracking tool. Following that, the training began and further information on how the training unfolded each week in detail can be found below:

3.4.1 Week 1. In the first week of training, the trainees were introduced to the course and their responsibilities throughout the term. A copy of the course syllabus was uploaded onto the online platform in order for the trainees to make sure that they keep up with what would happen each week in the course. Upon the introduction to the course, the theory-driven language ideology tracking tool was sent out to the participants to have an overall understanding of PSTs' understanding of the issues to be brought up in the upcoming weeks (i.e., translanguaging, systematic inclusion of bilingual learners' whole linguistic repertoire, their existent language ideologies and the like). The questions were formed in English, but the participants were asked to respond in Turkish (i.e., in line with translanguaging stance), or loop instruction.

3.4.2 Week 2. In the second week of the training, the trainer prompted the trainees to revisit their beliefs and experiences in relation with foreign language teaching methodologies and approaches. To be precise, the second week of the training was devoted to reviewing of theories of language learning & teaching and creating opportunities for the trainees to further reflect on their beliefs of how best to teach a foreign language (i.e., asking them questions like 'is it really possible to lean on one approach to teach foreign languages?'; 'is there really a best approach to about teaching English?'). At the start of this week's session, the trainees were shown two visuals (i.e., one saying 'English only zone' and the other visualising 'bilingual education') and were asked to comment on them. In this regard, the trainees were invited to engage in group, pair, and whole discussions in translanguaging spaces, i.e., asking them to discuss some questions in pairs in their L1 and the report back to the class in English and vice versa. Also, the trainer walked the trainees through traditional EFL/ESL methods in ways that continuously prompted the trainees to reflect on whatever it was that was being discussed. At the end of the session, the trainees were invited to respond to some more reflective questions such as: What's bilingualism,

how would you define it, do you think you are bilingual, how's bilingualism relevant to the approaches and methods we have discussed and the like. They responded to these questions in groups of 3 and recoded their responses as part of their audio-recorded narrative journals. They uploaded their immediate reflections onto Google Drive right after they were done recording. After that, the trainer assigned the trainees with a reflective paper which asked them to discuss use of Turkish (or their L1) in language teaching with personal examples from their own language experience and discuss how use of L1 in L2 classroom would affect the process of language learning & teaching drawing on their personal embodied experiences.

3.4.3 Week 3. In the third week of the training, the trainees were introduced to bilingualism and bilingual education. Prior to the in-class session, the trainees were assigned to read Baker's (2011) chapter on bilingualism and bilingual education in order to help them have a working definition of what bilingualism is all about. The trainer also prepared a graphic organiser (Appendix II). In the hopes of helping trainees open up and intriguing them in a better way, the trainer projected several statements about bilingualism and asked the trainees whether they would agree or disagree with those statements one at a time. Upon sharing their insights and opinions, the trainer zoomed in on some technical terms as regards bilingualism (i.e., different kinds and dimensions of bilingualism) and asked the trainees to which definition they would refer to define their own bilingualism. Following that, the trainer provided the trainees with a piece of curriculum they would be expected to teach (e.g., a unit from a course book) and were asked to analyse it through the lens of a newly introduced concept and were asked to adapt that piece of curriculum so that it would better serve bilingual learners. In order to reflect on this piece of curriculum, the trainees were prompted through some reflective questions such as: How does this piece align with or stand in opposition to what you have learned about today or what you read? How would you go about explaining your adaptations to an administrator? Discussions in groups and pairs all took place in a translanguaging space as discussed before. By the end of this week's session, the trainees were asked to share their reflections, opinions, and insights by audio-recording immediately after the class as part of their audio-recorded narrative journals and uploaded them onto Google Drive.

3.4.4 Week 4. In the fourth week of the training, drawing and reflecting on what had been done the previous week, the trainer started off talking about a completely new theory and phenomena, translanguaging. None of the participants had known what translanguaging was nor had they ever heard of it before. Prior to the class discussion, the trainer asked the trainees to read an article authored by Ofelia Garcia on translanguaging. Just like the 3rd week, the trainer provided the trainees with a graphic organiser (Appendix II) to help them better grasp what the article was discussing. The trainer started the class off with a couple of warm-up questions where the trainees were prompted to reflect on their current and existing understanding of bilingualism as well as how translanguaging informed their understanding. Following that, the trainer focused on what translanguaging as a theory is all about, the differences between code-switching/mixing/meshing and translanguaging (i.e., how translanguaging can be an all-inclusive term). Having elaborated on the term translanguaging, the trainer created opportunities for the trainees to further reflect on certain issues in relation to bilingual education with a particular focus on English-only policies circulating around them. Thus, by the end of this week's session, the trainer asked the trainees to record their immediate reflection based on what they discussed and a couple of more questions (i.e., how is translanguaging a different lens with which to view language systems? What is beneficial in adopting a translanguaging approach, or educational lens, for language teaching and learning?) and uploaded them onto Google Drive.

3.4.5 Week 5. In the fifth week of the training, the trainees were first asked to share their insights into what had been done the previous week and then proceeded to discuss how translanguaging can be used by teachers in different types of classroom contexts. Drawing on the issues brought up in the last session, the trainees were also asked to give concrete examples to illustrate translanguaging purposes in practice. One of the primary purposes of this week's session was to help the trainees begin to profile their own classroom settings with a translanguaging space. In so doing, the trainer walked the trainees through what a translanguaging classroom looks like, specifying any classroom could be a translanguaging classroom so long as students have the opportunity to deploy their full linguistics repertoires. Discussing and further expanding on their emerging understanding of a translanguaging classroom, the trainer moved on to explain how translanguaging is enacted in classroom design. To do so,

the importance of creating a multilingual ecology in classroom settings were emphasised through some examples, a sample translanguaging Lesson Plan and a translanguaging unit plan. Drawing on 5 stages of the translanguaging instruction design cycle: explorer, evaluar, imaginar, presentar, and implementar (Garcia et al., 2017), the trainees were introduced to translanguaging instructional design cycle. Exemplifying each, the trainer moved on to give more examples as regards instructional practices and what they look like and how they are enacted in a classroom setting through vivid examples (e.g., listening stations in L1; bilingual characters in drama-based activities, etc.). At the end of this week's session, the trainees recorded their immediate reflections and uploaded them as part of their audio-recorded narratives onto Google Drive.

3.4.6 Week 6. In the sixth week of the training, reflecting back and drawing on what had been done the previous week, the trainer continued to talk about how to design translanguaging practices by providing further examples and non-examples of translanguaging practices, more sample lesson plans incorporating translanguaging practices as well as some videos on translanguaging practices. To this end, the trainees were asked to complete an activity (see Appendix IV) where they needed to match examples and non-examples of translanguaging practices in groups in a translanguaging space. Following that, the trainer provided the trainees with further recommendations for translanguaging focusing on all four skills of English. Afterwards, the trainees were asked to go through some sample lesson plans incorporating translanguaging practices. At the end of this week's session, the second round of theory-driven language ideology tracking tool was sent out to the trainees in the hopes of observing their emerging language ideologies.

3.4.7 Week 7. In the seventh week of the training, the trainees were introduced to Augusto Boal's (2000) Theatre of the Oppressed. Initially, in order to have a thought-provoking introduction to this week's session, the trainers asked some reflective questions (i.e., 'how would you define art?', 'what do you think about the use of arts in education as a way to move students beyond the classes?' and the like). After a very engaging discussion, the trainer proceeded to elaborate on Boal's (2000) Theatre of the Oppressed. Then, the trainer focused specifically on Forum Theatre and the practicalities of Forum Theatre (i.e., a problem posed by the spect-actors is

improvised and then those who are not on the stage have the power to interrupt the play in order to replace the oppressed characters and offer a solution). Afterwards, the trainees watched an example video of a forum theatre scene to better familiarise themselves with what it is all about. The whole purpose of introducing the trainees to Forum Theatre was to enhance their critical awareness of bi/multilingualism through translanguaging practices and providing rhetorical opportunities for them to take a stance, persuade others to understand their ideological perspectives. After the session, the trainees were given two different scenes (see Appendix IV) and asked to form groups and prepare their forum theatre scenes to act out the following two weeks in the classroom.

3.4.8 Week 8 & 9. In the eighth week of the training, a group of trainees started acting out their forum theatre scenes. Due to the limited class time, only 4 groups could perform their forum theatre scenes in the 8th week. Each group chose a scene and created their own scenes based on these scenes provided beforehand. Each group, first of all, acted out their scenes as it is with no interruption to get across their message to the audience in any language they preferred (e.g., translanguaging space). Then, when they were performing the same scene the second time, the audience had the opportunity to interrupt and replace the oppressed character and change the flow as they found fit in the given scenario, which generated a lot of interest and role reversal in each scene. All of the scenes were based on what had been discussed up until that week in the training and the trainees made sure there was at least one oppressed character in order for the audience to better reflect on issues related to bi/multilingualism and translanguaging alike. With the permission taken from the trainees, this week's session was videotaped for further analysis later on.

3.4.9 Week 10. In the tenth week of the training, the trainer provided the trainees with a reading graphic organiser (see Appendix II) and assigned them with an article authored by Flores and Schissel (2014). Based on the issues brought up in the article, the trainer explicitly talked about monoglossic and heteroglossic language ideologies and asked the trainees to further reflect on these issues, prompting them to persuade the others to understand their own ideological stances. As they were discussing the aforesaid issues, the trainer asked the trainees to explicitly and reflexively refer to how translanguaging could be of relevance to what they were discussing. Moreover, as the

discussion continued, the trainees had the opportunity to reflect on possible ways of infusing heteroglossic language ideologies into their own teaching practices – comparing it to monolingual teaching practices. At the end of the session, the trainees were asked to provide responses to the theory-driven language ideology tracking tool in order to observe the emerging language ideologies of the trainees.

3.4.10 Week 11. In the eleventh week of the training, the trainer moved on to talk more about translanguaging pedagogy in action. Specifically, in this week, trainees were introduced how to tacitly prepare lesson plans incorporating translanguaging and execute these plans in micro-teachings. First, the trainer built up on what had been discussed in the previous weeks by elaborating on how to structure activities that will create translanguaging spaces in actual classrooms. Discussing four purposes of translanguaging, namely, 1- supporting students as they engage with complex content and text, 2- providing opportunities for students to develop language practices for academic purposes, 3- drawing on students' bilingualism and ways of knowing, 4- supporting students' socio-emotional development and bilingual identities, advancing social justice (Garcia et al., 2017), the trainees were asked to read a vignette from a teacher to see how this teachers uses translanguaging strategically to (1) introduce an unfamiliar genre to their students in an English medium class, (2) encourage their critical engagement with this new genre, and (3) provide opportunities for students to produce this new genre. Therefore, the trainees had the opportunity to see and focus on how a teacher structures whole class and small group activities that leverage students' bilingualism, with particular attention to a group of learners. Following the discussion based on the vignette, the trainer proceeded to talk about translanguaging pedagogical strategies and how these strategies can inform the trainees' teaching practices during different stages of a lesson. Afterwards, the trainer zoomed onto how to enact a translanguaging pedagogy in the trainees' future classrooms. In so doing, the trainer provided the trainees with a blank protocol (i.e., taken from Garcia et al., 2017) that might aid reflection and planning for translanguaging (see Appendix V). The trainees could use this protocol to document how they would use (or would not use) translanguaging, and to generate concrete ideas for new ways to use translanguaging. The primary purpose of this tool was to encourage the trainees to consider the various aspects of their pedagogy – their own

stance, design, and shifts, and think critically about whether these aspects make space for translanguaging. Providing more examples on how to integrate translanguaging practices into classroom, the trainer and trainees worked on lesson plans and discussed how they would prepare their micro-teaching demonstrations that were going to unfold in weeks 12 and 13. At the end of the session, the trainer moved on to ask further questions to the trainees to reflect on in their audio-recorded narratives this week and upload them onto Google Drive.

3.4.11 Week 12 & 13. In the twelfth and thirteenth weeks of the training, the trainees employing a real teaching situation based on their previously prepared lesson plans demonstrated their micro-teachings individually by taking turns in an order that had been previously sorted out. Receiving feedback on their initial drafts individually from the trainer and crafting and editing their lesson plans, the trainees prepared a whole class lesson plan strategically incorporating translanguaging during different stages of a lesson (i.e., see some lesson plans prepared by the trainees in the Appendix VII). Each trainee executed a part of their lesson plan in the classroom and received feedback both from their peers and the trainer to better conceptualise how translanguaging could be integrated in an EFL setting. The trainers kept writing in his researcher journal his thoughts and opinions.

3.4.12 Week 14. In the last week of the training, the trainer did an overall wrap-up, creating more spaces for the trainees to reflect on their emerging understanding of the issues that had been brought up until that moment. Then, the trainer conducted focus-group interviews with the PSTs to help them capitalise on their language ideologies and their overall understanding of bilingual education as well as translanguaging practices in their future teaching practices.

The relevant data for the study were collected through the course described in this chapter and the data collection and analysis procedures are described in further details in the following chapter.

Chapter 4

Methodology

This chapter outlines the research design, the setting and participants, and procedures that were conducted and limitations of the study. The procedures will consist of types of sampling, data collection instruments, data collection procedures, and the data analysis.

4.1 Research Design

The current study aims to investigate the impact of translanguaging pedagogies on PSTs' negotiation of their language ideologies during and after the training in which they discussed foreign language teaching ideologies, practices, teacher roles and student outcomes. For this purpose, it was important to get a comprehensive picture of the PSTs' journey of learning to facilitate translanguaging pedagogies and how their language ideologies were (re)formulated through translanguaging experiences. To this end, the employment of a qualitative research design was deemed to be necessary as it allows researchers to comprehend people's interactions and their construction as well as re-construction of the meaning that they relate and attach to their experiences (Merriam, 2009). Specifically, the focus of qualitative research is on participants' perceptions and experiences, and the way they make sense of their lives (Fraenkel & Wallen, 1990; Golden-Biddle & Locke, 2006). The attempt is therefore to understand not one, but multiple realities (Lincoln & Guba, 1985).

In order to achieve these goals, this study employed qualitative elements to collect and analyse data (Creswell, 2013; Merriam, 2002). In this regard, the current study adopts Grounded Theory approach which is intertwined with conceptual thinking and theory building (Strauss & Corbin, 1998) and which helped us induce a pattern of the pre-service teachers' language ideologies. Grounded Theory approach is intended to allow us to capture the major characteristics of the participants' language ideologies in an exploratory manner. To this end, the researcher in this study holds an emic perspective in approaching the phenomena at hand, comprehending the participants within their contexts. Also, the data for the current study was gleaned

through a wide variety of tools, i.e., semi-structured-interviews, theory-driven language ideology tracking tool, audio-recorded narratives, reflective papers, researcher journal, and informal teacher logs. Furthermore, the study is carried out in its natural settings and the collected data is dealt with adopting a holistic view (Glaser & Strauss, 1967). There has been an increasing awareness that researchers involved in qualitative research need to reflect diversity and multilingualism of the individuals (Sorensen, Marlin, & Niewöhner, 2018). Social constructivist and interpretive approaches would agree that the very position of people involved in the research process has an influence on the way the data are collected, analysed, and interpreted based on their understanding of the social world (Temple & Young, 2004). Conducting multilingual qualitative research has three major rationales: ensuring inclusive social research, making diversity between and within groups and societies visible, and increasing cultural competence of the involved researchers (Shklarov, 2007). Hence, the data for this study were collected in the participating pre-service teachers' L1 so as to ensure that their ideological positions and shifts, if any, were captured through thick descriptions and be subject to analysis without any fundamental meaning getting lost in translation and to avoid misinterpretation of any kind. The translation of the coded data as well as the quotes and statements that are presented in this thesis are simultaneously done by both the researcher and an expert in the field of interpretation studies. Upon translating the coded segments and quotes, the researcher and the expert sat together to negotiate further conflicts, if any, and decided on the final forms of the translated materials as presented in the findings section. Table 2 below presents the summary of the research design.

Table 3

Summary of the Research Design

Research Questions	Instruments	Proposed Analysis
1. What are the PST's existent language ideologies prior to the training?	1. Theory-driven language ideology tracking form 2. 1 st reflection paper	Deductive & Inductive Analysis
2. What are the insights of the PSTs into the course 'translanguaging pedagogy' in relation with their language ideologies?	1. Theory-driven language ideology tracking form 2. 2 nd reflection paper 3. Audio-recorded narratives 4. Video-recorded Forum Theatre scenes 5. Semi-structured interviews	Deductive & Inductive Analysis
3. What factors are involved in the process of these pre-service teachers' negotiation of language ideologies?	1. Audio-recorded narratives 2. Semi-structured interviews 3. Video-recorded micro-teaching demonstrations	Deductive & Inductive Analysis

4.2 Setting and Participants

Fifty-six (56) pre-service ELT teachers studying at a foundational, non-profit private university located in İstanbul, Turkey participated in this study. The vast majority of the participants (N = 38) were juniors in their 3rd grades and the rest (N = 18) were seniors in their final year at the department in the fall semester of 2021-2022 academic year. Furthermore, the vast majority of the participating pre-service teachers (N = 53) were bilingual (i.e., speaking Turkish as their L1 and English as their L2), whereas, others (N = 3) are multilingual speaking Turkish, Arabic, Swedish, Kurdish, Bulgarian, and English.

As for the sampling strategy, a purposeful sampling was utilised. In this sense, homogenous sampling strategy (Creswell, 2013) was adopted as the participating pre-service teachers belong to a group that has defining characteristics. The participating pre-service teachers are given pseudonyms to protect their privacy and confidentiality in line with the ethical codes.

4.3 Researcher Positionality

As regards my own positionality, I am a bilingual researcher and a teacher educator with an academic background in teaching English as a foreign language and applied linguistics. Also, I am a fluent translingual speaker who has worked as an English language instructor at tertiary level for 4 years and pre-service teacher education for the last 3 years. Throughout my BA studies, an English-only classroom policy prevailed and dominated much of what we did and learnt about how to teach English, to the point that transgression on the boundaries of English as a named language were highly discouraged and taken as evidence of lack of proficiency. In retrospect, such limited views as regards language boundaries negatively affected my own self-efficacy beliefs and my confidence in my bilingualism. Fortunately, encountering the concept of translanguaging and the scholarly work framing it (e.g., Garcia, 2009; Garcia, Johnson, & Seltzer & Baker, 2016; Wei, 2011) later in my career as I was registered to a course in my PhD programme called Early Bilingualism changed my own ideological orientations and classroom practices. Eventually, this personal experience led me to further research into translanguaging and frame my PhD thesis centred around the construct of translanguaging and how translanguaging could potentially help pre-service English teachers (i.e., with whom I have been working with for the last 3 years) in unpacking and negotiating their language ideologies as well as negotiating circulating language ideologies accordingly.

4.4 Researcher Role

Creswell (2013) postulates that social researchers, especially those employing qualitative methodology, should make their roles as researchers clear to the best of their abilities in order to ensure credibility of their research. As such, qualitative research brings advantages (Smyth & Holian, 2008) and challenges (DeLyser, 2001) with itself for the researcher who has an emic stance. To be precise, the emic stance might help researchers to tell and judge the truth (Bonner & Tolhurst, 2002); however, it is also likely for qualitative researchers to experience a problem of familiarity which may lead to a loss of objectivity or a bias (DeLyser, 2001) in addition to the role duality (Gerrish, 1997). In the current study, the researcher, who is also the trainer, has an emic stance, which is why it is of utmost importance to ensure four criteria as is

suggested by Guba and Lincoln (1985) for trustworthiness; namely, the credibility, transferability, dependability, and confirmability. To this end, Lincoln and Guba (1985) suggest some techniques and strategies pertaining to the aforesaid criteria: persistent observation, triangulation, peer-debriefing, prolonged observation, referential adequacy, negative case analysis for establishing *credibility*; thick description for *transferability*; inquiry audit for *dependability*; confirmability audit, audit trail, reflexivity for *confirmability*. To overcome such challenges due to the emic stance and to provide trustworthiness and credibility of the study, we utilized data triangulation, peer-debriefing, and thick description strategies to ensure the credibility of the findings. Also, the data collection and analysis processes were also audited by an expert in the field (Dikilitaş, debriefing) who has an etic stance.

4.5 Procedures

The data collection instruments and procedures are introduced in this part of the study. A proposed data analysis is also presented.

4.5.1 Data Collection Instruments. The present study employs a qualitative research design and qualitative data collection instruments were utilised. Multimodal datasets (Antoniadou, 2017; Bezemer & Mavers, 2011) including texts, sound, image, and videos were utilised. Specifically, the data for the study comes from theory-driven language ideology tracking tool, reflective papers, audio-recorded narratives, semi-structured interviews, researcher journal, and informal teacher logs.

4.5.1.1 Developing the theory-driven language ideology tracking tool. In order to trace and track the participating pre-service English teachers' language ideologies before, during and after the training, a language ideology tracking tool consisting of 4 questions was developed. The first draft of the tool was developed from the existent studies researching into language ideologies (e.g., Kroskrity, 2009; Palmer, 2011; Caldas, 2019). Upon putting together all 4 questions, I sought professional evaluation of and feedback on the questions from researchers working on language ideologies (Kroskrity, e-mail exchanges), translanguaging (Garcia, e-mail exchanges), and designing qualitative research studies. The former two researchers acted more as *external auditors* reviewing and commenting on the questions as well as asking specific questions and providing objective assessment of the tool (Creswell, 2011).

The latter researcher was a peer-debriefer reviewing and asking questions and this process of on-going and recurring discussions, comments, and reviewing helped enhance the validity of the tool. Having received feedback on the initial draft of the questions, I went back and re-framed the questions to make sure that they resonate with and are consistent across different researchers (Gibbs, 2007), enhancing the overall validity of the tool to be used. To be precise, in the first draft, some questions were ambiguous and needed further elaboration. The 1st question, which read ‘Do you consider yourself a bilingual speaker/learner?’, was changed to ‘Do you consider yourself a bilingual speaker/learner? If yes, why? If no, why not?’ creating more space for the participants to elaborate on their feelings and thoughts. Similarly, the 2nd question, which initially read ‘What do you think about the standard or model form of a language being the most appropriate for language education?’ was thought to be difficult for the participants to understand content-wise and it was taken out from the tool based on the feedback provided by one of the external auditors. Also, the 3rd question, which initially asked for the participants’ opinions on letting their students use their L1 in the classroom, changed to a more specific question following the peer-debriefing session. The re-framed version of the question was more concerned with the systematic use of languages available at participants’ future students’ disposal in order to better track the participants’ changing ideologies regarding their understanding of bilingualism. Specifically, one of the external auditors indicated that translanguaging is not simply about the use of an L1 in a classroom. It is about understanding bilingualism not as the addition of two autonomous boxes, the addition of a language, but the ability to leverage bilinguals’ unitary repertoire. Therefore, it is important to track the participants’ changing ideologies as regards their understanding of bilingualism as simply having two languages and teaching as the addition of an additional language to bilingual individuals as having a unitary repertoire of features and meanings from which they select to communicate effectively (Garcia, 2009), and teaching a language as adding features to their unitary repertoire.

In a similar vein, it was equally of utmost importance to check to determine if the language ideology tracking tool was reliable. Silverman (2005) defines reliability as "the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions" (p.244). In the

hopes of ensuring the reliability of the tool, certain procedures were followed. Having completed framing the questions based on the initial comments provided by the external auditors and the peer-debriefing sessions, I interviewed four other pre-service English teachers who were not participating in the current study in what Dörnyei (2007) calls ‘validation interview’. The primary reason behind this strategy was to better see if the wording of the questions was sufficiently clear and to make sure each pre-service teacher interpreted the questions in similar ways and had no difficulty responding. Having asked the questions and noting their responses, I also invited the interviewees to express their views on the questions because these interviewees could be thought of as *counterparts* to their participating peers. This strategy also provided the researcher the opportunity to go over the questions in more depth and make sure the tool was ready to be utilised in its current version. These interviews were carried out online through Microsoft Teams and were recorded after the interviewees gave their consent in order for me to go back to the recordings and analyse in depth whether the questions were understandable. To this end, after a careful analysis and an iterative process of moving back and forth between the responses and the recordings, interviewees were observed to have no difficulties in understanding the questions and provided relevant responses in line with the purpose of the language ideology tracking tool.

Following the validation interview and an iterative process of reading through the questions, framing and re-framing them, I sent out the final form of the tool (Appendix I) to all the researchers for their final comments and feedback. All the researchers confirmed the final form of the tool and explicitly stated that the tool was ready to be utilised.

The finalised form of the tool was utilised before, during, and after the training in order to observe whether there were any changes as regards the participants’ language ideologies. Table 3 presents the summary of the data collected through the theory-driven language ideology tracking tool.

Table 4

Summary of the responses to the theory-driven language ideology tracking tool

Pre-Training	6233 words
While-Training	7651 words
Post-Training	7919 words
Total	21803 words

4.5.1.2 Audio-recorded narratives. Audio diaries or as in this study audio recorded narrative can be used in qualitative studies that enable researchers to explore participants' lived experiences in-action and in-situ within a specific context over time (Kenten, 2010). These audio-narrative diaries can be thought of as a versatile ethnomethodological tool, which can be defined as an approach that uses natural talk to co-construct knowledge and realities (McCreaddie & Payne, 2010). In this regard, the participating pre-service teachers in this study were asked to audio-record their immediate reflections right after class meetings, narrating their thoughts, feelings, conceptions, and beliefs in order to capture whether the training on translanguaging pedagogies had any impact on their language ideologies. Throughout the training, the PSTs were prompted to audio-record their reflections for 5 weeks – each breeding into a different aspect of the training. Table 4 shows the data collection summary for audio-recorded narratives.

Table 5

Data Collection Summary of the Audio-recorded Narratives

Weeks	Audio-recorded narratives
Week 2	65 minutes
Week 3	125 minutes
Week 4	66 minutes
Week 5	121 minutes
Week 10	137 minutes
Week 11	145 minutes
Total	659 minutes

4.5.1.3 Interviews. Given that interviews are a part of our social life and reality, it is also one of the frequently used research instruments (Dörnyei, 2007). Being one of the most often used methods in qualitative inquiries, Dörnyei (2007) argues that there are different types of interviews (e.g., structured, unstructured, and semi-

structured) along with different interviewing techniques (e.g., focus group and retrospective).

Semi-structured interviews have pre-prepared guiding questions and prompts; however, the format is open-ended, and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner. In this regard, the focus group interviewing technique could help yield high-quality data as it can “create a synergistic environment that results in a deep and insightful discussion” (Dörnyei, 2007, p. 144). For the purposes of the current study, focus group semi-structured interviews were conducted in the hopes of allowing PSTs to capitalise on their language ideologies and their overall understanding of bilingual education as well as translanguage practices in their future classroom. Based on the purpose of this study, several questions were developed and then were reviewed by an expert through debriefing sessions. Following the debriefing sessions, the questions were edited, revised, and reformulated based on the feedback provided by the expert.

4.5.1.4 Researcher journal. As the researcher and trainer, I kept a journal from the first session onward. Having read all of the reflection papers or listened to the participants’ audio-recorded narratives, I jotted down my own interpretations about PSTs’ reflections and their experiences about the training. For instance, I noted, as an overall interpretation about the 4th week that “Some of the PSTs are still having difficulties in conceptualising and internalising the concept of translanguage and how they can apply it in their own future teaching contexts” (Week 4). This note helped me see areas of improvement and realise that the PSTs could not capture the essentialities and practicalities of the translanguage pedagogies. Such reflective memos were practical in the sense that they helped guide (Jasper, 2005) the researcher have a better understanding of the participants’ learning to facilitate translanguage pedagogies during the training.

4.5.1.5 Informal teacher logs. Because the researcher was also the trainer in this study, this created another opportunity for data collection procedures. I had the chance to have informal chats with the participating PSTs about the effects and impact of the training. At different phases of the training, trainees shared their experiences and feelings as to how translanguage pedagogies informed their understanding. For example, in week 11 over a class break, one of the participating teachers said “I have

been talking to practising English teachers for the last couple days for an interview assignment that I need to submit, and I have discussed with them how empowering translanguaging is for bilingual learners. Although they seem to be a bit hesitant about the idea of including full linguistic repertoire of their students, I try my best to explain translanguaging has numerous benefits both linguistically and socially” (Informal Teacher Log, Week 11). Such informal logs provide different perspectives on the developmental change of the participating PSTs in terms of their deeply rooted beliefs representing novel narratives of their language ideologies, which is important in educational research. To get participants’ informed consent, they were asked to read the content of the analysis, i.e., member checking was ensured. Table 5 presents summary of data collection tools

Table 6

Summary of Data Collection Tools

Theory-driven language ideology tracking tools	Audio-recorded Narratives	Reflective Papers	Researcher Journal	Informal Teacher Logs	Interviews
21803 words	659 minutes	8653 words	6278 words	978 words	368 minutes

4.6 Data Analysis Procedures

The collected data were initially transcribed verbatim and then coded using MAXQDA. Data analysis employed content analysis making use of both deductive and inductive approaches since we are inspired by a constructed framework of language ideologies (Kroskirty, 2004) as well as further diving into the issue at hand in an exploratory manner. To secure trustworthiness (Lincoln & Guba, 1985), I adopted four criteria: credibility was assured by the time devoted to data collection, the researcher spent 4 hours a week over the course of 14 weeks in the research context; transferability was attained by providing thick description of the context; dependability and confirmability were provided by documenting the research procedures of data collection, analysis, and interpretations as well as simultaneous joint coding through sustained negotiation. Debriefing with an expert (Dikilitaş, debriefing) was also ensured for the classification of the coded data in the hopes of minimising possible bias due to the researcher’s immersion into the research context.

Furthermore, ten percent of the collected data were coded by a second independent coder who is an expert in the field of language education and conducts qualitative research studies. Inter-coder reliability was applied in this study to measure the degree of agreement when two coders apply codes to related data units to validate coding (Gwet, 2014). At points where there were differences in the coded segments between the two researchers, the differentially coded data units were discussed by the researchers so as to reach consensus (i.e., consensual coding) for further data analysis (Krell et al., 2019). After several discussions and consultation with the data, consensus between the two researchers was reached across all coded segments. The inter-rater reliability of the coding system was assessed using Cohen's kappa and the result was $\kappa = 0.86$, indicating a high level of agreement between the two raters. Furthermore, the 95% confidence interval for the kappa coefficient was [0.76, 0.96], indicating a statistically significant level of agreement. To this end, further exploration of the emerging codes and themes was conducted employing an exploratory approach to data analysis (Lincoln & Guba, 1985). Specifically, it is acknowledged in this study that deductive and inductive approaches can inform each other, rather than being incompatible (Goetz & LeCompte, 1981; Bingham & Witkowsky, 2022).

In this study, I drew both on deductive and inductive approaches as they complement each other in various ways. First, deductive strategies are useful for sorting data into organisation categories and for developing attribute codes (Miles et al., 2020) to better organise data by data, location, participant, time period and the like. Second, deductive strategies can help researchers organise data into categories to maintain alignment with research questions of the study. Also, deductive practices can help researchers to apply theory or conceptual frameworks, creating codes based on the components of theoretical frameworks informing the study, and then sorting data into predetermined theory-based categories. Inductive analysis, on the other hand, is a more emergent strategy, where researchers read through the data and allow codes to emerge in a bottom-up analytic strategy. More specifically, inductive analysis can help, first of all, make meaning from the data – a process of condensing codes created during open coding to chunk the data into fewer analytic concepts. To this end, it is acknowledged in this study that deductive and inductive approaches can inform each other, rather than being incompatible (Goetz & LeCompte, 1981; Bingham &

Witkowsky, 2022). Specifically, the first step was to critically decide on how the data might proceed because analysis starts before collecting data (Saldana, 2014). Following that, the second step was to begin analysing the data right after data collection was conducted (Glaser, 1978) employing a systematic and analytical approach as is suggested by Grounded Theory (Creswell, 2013).

In my analysis, six particular methods are referred to as part of grounded theory's coding canon; namely, In Vivo, Process, Initial, Focused, Axial, and Theoretical Coding. Precisely, In Vivo, Process, and Initial coding are first cycle methods – processes for the initial stages of data analysis which help split data into individually coded segments. Focused, Axial, and Theoretical Coding are the second cycle methods – coding processes for the latter stages of data analysis that constantly compare and re-organise the emergent codes into categories and then develop 'axis' codes around which other codes revolve. That is, coded segments are synthesised “to formulate a central or core category that becomes the foundation for explication of a grounded theory” (Saldana, 2016, p.55). Figure 6 below represents a visual synopsis, drawing on Saldana's (2016) conceptualisation, of data analysis procedures employed in the current study:

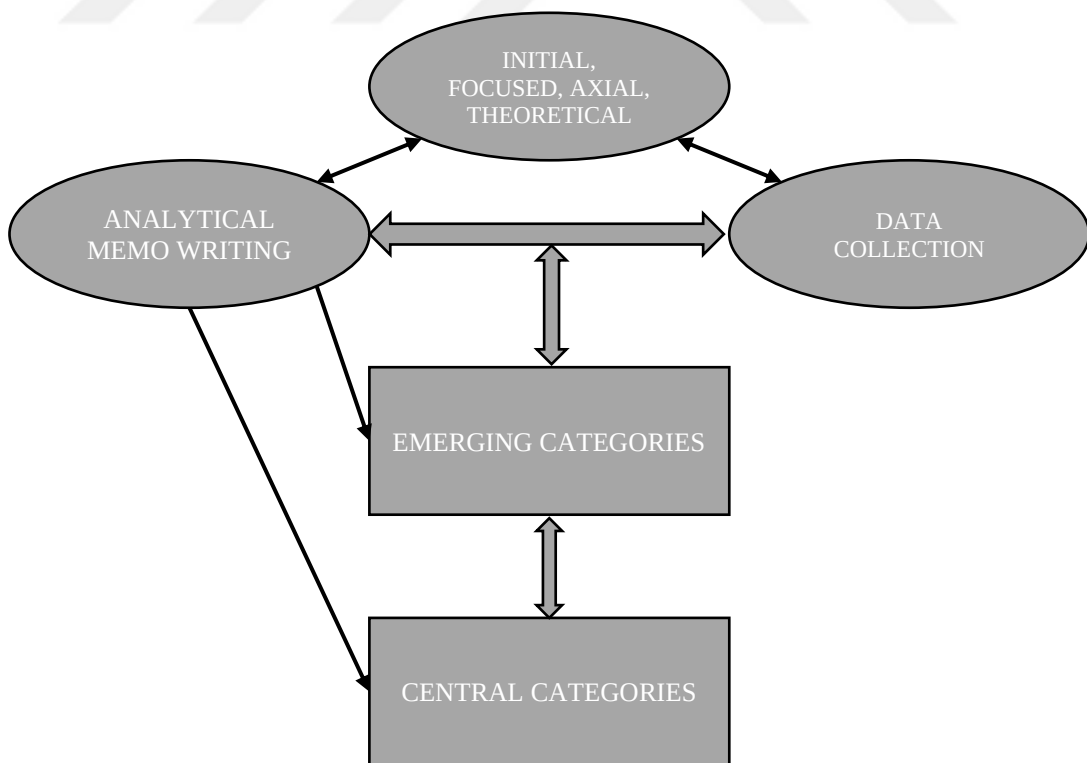


Figure 6. Data analysis procedures

Chapter 5

Findings

In this chapter of the study, findings of the study will be presented under different sections and related sub-sections on the basis of the research questions:

1. What are the PST's existent language ideologies prior to the training?
2. How does the translinguaging pedagogy influence PSTs during and after the training in terms of their language ideologies?
3. What factors are involved in the process of these pre-service teachers' negotiation of language ideologies?

In the first part of the study seeking answers to the first research question, 55 pre-service English teachers' responses to the theory-driven language ideology tracking tool (TDLIT henceforth) and the first reflective paper that they wrote on the use of L1 in language teaching were analysed considering the language ideology frameworks (Kroskirty, 2006). To this end, the participating PSTs' language ideologies prior to the training are explicated in detail. In doing so, it was also observed that there were certain similarities and commonalities emerging from the data analysis, which helped me organise the findings in ways that captured these aforesaid similarities through the conceptualised language ideology lens. Specifically, these similarities in the PSTs' language ideologies are further elucidated tacitly based on three cases: 1) monoglossic language ideologies, 2) ambivalent language ideologies, 3) heteroglossic language ideologies. Extracts from the participants' statements provide evidence for these emerging themes. In order to thematise the findings, excerpts are analysed and categorised in accordance with the themes identified. In this regard, the table below visualises the main characteristics of the participating PSTs' language ideologies prior to the training.

Table 7

Major themes with sub-themes regarding PSTs' existent language ideologies

Monoglossic language ideologies	Ambivalent language ideologies	Heteroglossic language ideologies
Bilingualism means good command of both languages	L1 use only when needed	Creating a bilingual environment humanizes language learning
Deficient understanding of bilingualism	Perceiving L1 use only as translation	Use of all languages facilitates learning
Rigid separation of languages	ELT department imposing L2 only practices	Systematic use of L1 and L2
Judicious use of L1	Immersion into only L2 over time	
Level of proficiency playing a role		
Reference to future monolingual teaching self		
Cross-linguistic comparison of all language use		
L1 use punished by teachers		

5.1 Findings about the first research question dwelling on the pre-service teachers' language ideologies prior to the training.

The first research question of the current study focused on the PSTs' existent language ideologies before the training in particular relation to how they envision language teaching and learning, their insights into bilingualism, and their thoughts as regards the systematic inclusion of L1 and L2 in language teaching and learning. The findings are based upon the PSTs' first-round responses to the theory-driven language ideology tracking tool (TDLIT) sent out to them prior to the training and the first reflective paper that they wrote on the inclusion of L1 in language teaching and learning. Data gleaned from the responses to the theory-driven language ideology tracking tool are *italicised* while data from reflective papers are **in bold**.

5.1.1. PSTs' existent language ideologies

5.1.1.1 Monoglossic language ideologies

Bilingualism means good command of both languages

The vast majority of the participants (n= 44) were seen to hold a monoglossic definition of bilingualism prior to the training. In this sense, eighteen of the participants explicitly referred to bilingualism as only having native-like competence. Şevval, for instance, defines bilingualism as “having the ability the use both languages at a level that is native-like”. Similarly, Mehmet defines bilingualism as “you might be considered bilingual only if you can use both languages at a level that will be similar to those of native English speakers”. Based on these definitions, most of the participants seem to adopt monoglossic language ideologies as regards their own bilinguality. Musa, for example, stated that *“because I was born and raised in Turkey I do not think I am a bilingual person. Also, even though I speak English, I am not as good at it as a native speaker, which is another reason as to why I do not consider myself a bilingual person.”* Similarly, Güneş explicitly refers to his own bilinguality as *“a bilingual person is someone who can speak two or more languages like a native speaker”*. In this regard, most of the participants (n=39) also rigidly separate languages by saying:

No matter how good I can communicate through English, my language abilities in English will always be inferior to Turkish because these are two separate languages stored in our brain and my native language is Turkish and this has numerous effects on how I speak English. (Zeynep, TDLIT, Round 1)

Deficient understanding of bilingualism

Although some of the participants (n 28) refer to themselves as bilingual, their understanding of bilingualism seems to have been affected by monolingual deficient conceptualisations of bilingualism. Deniz, for example, says that *“I think I am a bilingual because I have been learning English ever since I formally started schooling and I can easily communicate in English, However, the fact that my thoughts and opinions initially spring to me in Turkish makes me question whether I really am a bilingual person”*. In a similar vein, Ali states that *“Yes. I believe I am a bilingual*

because I am able to communicate almost at the same efficiency in both Turkish and English. And since I use both languages on a daily basis, they belong to my active linguistic repertoire.” To this end, Melis describing her own bilingualism states that **“I do not consider myself as a bilingual because even though I am competent in both languages, I am not as good as a native English speaker when I speak English”**. Similarly, Ilayda’s conceptualisation of bilingualism seems to be rather deficient as she explicitly indicates *“Yes, I am a bilingual, but I am not as comfortable in speaking in English as I am in Turkish – my mother tongue”*. By the same token, while reflecting on the inclusion of L1 in language classrooms, they referred to and conceptualised bilingualism in deficient ways. To exemplify, Dilara states that *“I think L1 can only be used when it’s needed. Other than that, English will become like a translation course or like other courses. But the case is teaching a language there. Students need to be exposed to the target language as much as possible and this is what bilingualism means in my opinion”*.

Rigid separation of languages

The vast majority of the participating PSTs were observed to hold monolingual ideologies and seem to have the tendency to go for monolingual approaches in teaching once they start the profession. Most of them have explicitly stated that the use of L1 in any form, for example, in a language classroom would do more harm than positively affecting the process of language learning mostly based on their personally embodied experiences in language learning. The following quotes illustrate how the PSTs prior to the training were inclined to separate languages:

I want to change the perspective a little bit. Right now, I am the teacher and I have all the power that I need to shape the lesson. The first thing I would do is eliminate the use of L1. I want my students to learn the language, not translate the words from their minds. Using L1 in the classroom is laziness for both teacher and students and that laziness is not helpful. We are living in Turkey, and they will have enough time to speak and think in Turkish outside the classroom. That means they will have enough time to discuss or share their ideas outside the classroom (Burak, Reflective Paper 1)

The use of mother tongue can negatively affect the development of students in the target language. This causes the teacher to encounter difficulties. It can lead

to the student not being a fully professional language user and especially being incompetent in a globalizing language, which can negatively affect his professional life. (Ceren, Reflective Paper 1)

As is obvious in the statements up above, the participating PSTs before the training adopt monolingual language ideologies and they are inclined to rigidly separate languages. This separation of languages is also justified by most of the participants indicating that as much exposure to the target language as possible is the only way to teach a foreign language based on their own embodied experience. In this regard, Ipek, for instance, stated that **“I would definitely forbid the use of L1 except if there was someone who had difficulty understanding something, because looking at my experience when I was in a state school in primary even after we were familiarized with English language and we knew how to use it the teachers kept using L1 so since we knew the teachers allow such a thing we used to use L1 mostly and we were not utilizing English as a result we never actually made use of the things we have learned and kept focusing on our L1 so we missed the chance of exploring English language completely and our speaking skill suffered immensely.”**

Similarly, participating PSTs seem to have pervasive language separation ideologies, suggesting that languages are to be compartmentalised and harnessed on the premise that each language works as an entirely separate system for language learners. In this regard, Hazan, for instance, stated that **language classrooms are the only places where students have finally the chance to use the TL. Hence, there is no useful point to use L1 unless it is really needed.** Such thoughts constructed upon monoglossic principles that silence the way in which language learners could make use of their whole linguistic repertoire seem to be adopted by other PSTs. For example, Aslıhan stated that *“Not switching between L1 and L2 will keep learners more focused on comprehending the target language and help develop their L2 learning skills faster and more efficiently. Also, a teacher using only L2 in a language classroom will encourage the learners to speak confidently and with clarity.”*

Some of the participants at the beginning of the training explicitly stated that the ideal way of teaching English is to make sure to have learners be exposed to the

additional language as much as possible – excluding their native language. The following quote supports this finding:

When I think about the concept of translanguaging, it seems to be about making use of learners' all languages. I mean, this could be beneficial in foreign language classrooms, but only to a certain degree. However, if I think further about this and reflect on whether L1 use could be beneficial - considering the situation in Turkey – I feel like this would negatively affect the process of L2 acquisition. Learners could use this to their advantage in the sense that they would never speak in L2 and just do everything in Turkish (Beren, ARN).

As is apparent from the above-given quote, the participants adapted a monolingual language ideology, separating languages available at language learners' disposal. Such ideological stances were expressed by other participants:

Melis: *For instance, I don't see myself as a bilingual because...*

Oğulcan: *Why not?*

Melis: *I mean, although I am inclined to fully understand and appreciate British culture now as I search and try to better understand what things are like in their culture, I was not exposed to English from birth, and I learnt how to speak English later in my life. Do you understand what I mean?*

Oğulcan: *But bilingualism...*

Melis: *And I don't speak it like a native speaker does, so how can I possibly say that I am a bilingual person? (Melis & Oğulcan, ARN, week 2)*

The discussion between Melis and Oğulcan also illustrates how the monolingual bias was the dominant ideological stance amongst the participating pre-service teachers. Melis' insistence to consider bilingualism as a monolingual product and her not considering herself a bilingual indicate how monoglossic language ideologies (i.e., the monolingual bias) also circulate in pre-service teacher education.

Judicious use of L1

Some of the participating PSTs before the training started were observed to consider and allow L1 use in differing ways but only to a certain degree and only when it is deemed to be necessary, which is illustrated below:

... when I look back to how I started in 5th grade, a little Turkish wouldn't have been so bad. The panic and confusion we experienced caused us to pay more attention to what page we should be turning than focusing on the teachers' utterances. Since we had no knowledge at all, some Turkish could have been useful and wouldn't have caused discouragement or behaviour issues. In short, I think the use of L1 in L2 classes should be starting with minimal usage for very early beginners and gradually getting less minimal to none as the level gets higher. (Emre, Reflective Paper 1)

Based on my experiences, if used mindfully, L1 can indeed become a powerful pedagogical and educational tool on many occasions, such as scaffolding, checking comprehension, providing instructions, explaining complex contents or even managing the classroom. (Leyla, TDLIT, Round 1)

As can be seen above, the participating PSTs based on their experiences point out that judicious use of L1 is of relevance to language teaching. However, this inclusion of L1 is based upon monolingual approaches to language teaching, suggesting that L1 use in language teaching can be necessary at times but it should not be 'overdone'. To exemplify, Şirin also argues that *"Although I believe using L1 in an English class is not effective, using only the target language can also cause some students to shy away from the lesson; for example, a student may not understand what the teacher is talking about and cannot state his/her problem as he/she needs to speak in the target language to express his/her feelings. I believe the most effective way is to use mostly the target language in the lesson but be able to switch back to L1 if students need further explanation."* Evidently, the participating PSTs, as explicitly articulated, favour ideologies of language separation in that they either understand bilingualism as 'double monolingualism' or linguistic purism and they seem to discriminate against certain types of language practices.

Level of proficiency playing a role

Elaborating on their opinions and thoughts in relation to systematic inclusion of L1 and L2 in language classrooms, some of the participants were seen to take into consideration the proficiency level of language learners. To be precise, Aylin expressed: *“Personally, for me the usage of L1 and/or L2 in classroom purely depends on the students’ knowledge and confidence in the language.* Pelin also stressed the importance of language learners’ proficiency in deciding whether to include L1 by saying: *“The amount of L1 used in language classrooms should be predetermined by the students’ proficiency level and learning needs.”* In a similar fashion, the PSTs, keeping languages separate and compartmentalised, stated that level of proficiency is an important factor affecting the process of language teaching and learning. Ali, for example, explicitly adopting a monolingual approach, states that: **“I would use little to no Turkish and I would only use it for translations of a word, verb etc. For example, in our Literature classes, we always do everything in English whether it be transcribing the text, discussing the meaning of the line, reading the book, novel, poem etc. are all done using English. Therefore, I think it is more beneficial for experienced learners to learn in L2 rather than L1 in terms of their competence.”**

Reference to future monolingual teaching self

Most of the participants explicitly refer to their future teaching practices in ways that might embrace monolingual approaches to language teaching. PSTs’ conceptualisation of language teaching prior to the translanguaging training were explicitly influenced by monoglossic language ideologies that have been circulating in teacher education programmes. For instance, Buse, reflecting on her future teaching practices, wrote that: **“as an English teacher candidate, I would integrate L1 in my language learning classrooms to keep the young learners engaged in the topics; but I would immediately change this method and stop integrating L1 in my classroom when I observe that the learners are at a level where they are already interested and are not struggling with comprehending basic instructions to follow in the classroom.”** By the same token, when the participating PSTs envision how they would go about teaching languages once they start the profession, some of them are inclined to allow some room for L1 inclusion; however, this inclusion seems to be

based upon deep-rooted monoglossic ideologies of language separation as is pointed out by Buse: **“If I, at any point in my own teaching, realize that my class actually needs to be instructed in Turkish for a short while, I would of course switch languages for the needed amount of time to make them feel included and seen but then again I would switch back to only English.”** Similarly, Can argues that: *“If we use L1 when teaching an L2, it is not effective. If we try to teach English and speak Turkish in the classroom, students will think in Turkish then try to respond in English and it is not an effective way to teach language.”*

Cross-linguistic comparison of all language use

Reflecting on the use of L1 and how they define bilingualism, most of the participating PSTs were observed to compare languages available at their disposal to justify or juxtapose their language ideologies. That said, Ceren wrote that:

When people try to learn a foreign language, they usually try to create parallel rules by thinking like their mother tongue. It has been observed that individuals who have just started learning a foreign language, in particular, are constantly under the influence of their mother tongue and negatively transfer certain things. In fact, individuals' ability to make sense of rules and symbols in a foreign language depends on first being able to make sense of them in their mother tongue. However, it is very important to keep the balance in this regard. In most countries where English is used as EFL, especially younger students are prone to L1 use and use it actively, but this situation should be reduced or even completely stopped in the following years. (Ceren, Reflective Paper 1)

As can be inferred from the above-given statement, the participating PSTs were mostly influenced by and embraced monoglossic language ideologies before the training. More specifically, the vast majority of the PSTs' conceptualisations of language use and learning relied overly on monolingualism – ideologies which construct language as a bounded system and which gloss over the fluidity of bilingual language use. Similarly, some of the participants were observed to hold monoglossic language ideologies that operate upon the enactment of English-only policies that force language learners to leave what constitutes part of their intricate linguistic repertoire outside the walls of the classroom in order to avoid cross-linguistic contamination

(Martinez et al., 2015). The following quote illustrates such pervasive monoglossic language ideologies:

I believe that the use of L1 in language classrooms is unnecessary. In that sense, context-based learning can be very useful. Learning through other means, with real life examples, issues and integrating the language into personal experiences helps understanding concepts. When examples are relatable for students, they become more meaningful. If L1 is used in this context, then it would have no meaning and not become advantageous. The use of L1 would also slow L2 development, all communication and learning that could be done in L2 would leave its place and time to L1 (Mehmet, Reflective Paper 1)

As can be seen from the above-given statement, monoglossic language ideologies that the participating PSTs held before the training suggest that legitimate language practices are only those enacted by monolinguals, and this leads to ideologies of language separation in ways that bilingual teaching practices that allow learners to utilise all of their linguistic resources are frowned upon; so much so that L1 use might inhibit language learners' development of language abilities.

L1 use punished by teachers

Some of the participants, reflecting on their personal experiences in language learning and the role of L1 in their own learning of languages, reported that their classrooms were mostly Only-English zones and if they somehow made use of their whole linguistic repertoire, this would result in different kinds of 'punishment'. Melis, for instance, wrote that: **"From my personal experiences, we had an English teacher in middle school, who has put up a rule that if you speak even a word of Turkish, you would have to put money in the jar as a punishment."** Such monolingual solutions to encourage language learners to speak English in classrooms are clearly by-products of monolingual approaches circulating in language learning and teaching environments. Similarly, Melis, referring back to her own language learning process, stated that: **"Back in primary school, if we had spoken Turkish at any time in the classroom, our English teacher would ask us to put money in a box"**. Another clear implication of monolingual approach is exemplified by Doğa who stated that: **"One of my secondary school teachers did not allow us to speak in Turkish at all. He even initiated a penalty – if you speak even a word in Turkish, you would have to pay**

a small amount of money for each word uttered in Turkish. Our teacher brought a small penny bank and those who were punished needed to put Money into that penny bank. At the end of the month, he would buy us bars of chocolate and candies of different kinds.”

5.1.1.2 Ambivalent language ideologies. Even though most of the participants were observed to hold monolingual and monoglossic language ideologies prior to the training on the whole, there were also some PSTs who, even if slightly, acknowledged the dynamic and fluid nature of bilingualism. However, this acknowledgment is not so straight-forward and can readily be visible; instead, it can be stated that the participating PSTs are still in need of better conceptualising what bilingualism is all about to get rid of all the puzzlement and question marks that they might possibly have.

L1 use only when needed

A key sub-theme that we identified was related to how the PSTs thought they would make use of their learners’ L1. To be precise, even if they still favoured the idea of exposing their learners to only-English practices, there might as well be instances of allowing them to use L1 but only to a certain degree or only when they are engaged in certain kinds of activities. To this end, Aylin stated that: **“when I went to state school for high school, Turkish was extensively used especially in teaching grammar. I would hear English terms much less often. Since grammar was almost like a scary dream for most people who are learning English as a foreign language, it was a priority to make learners understand better by using their L1. From my point of view, while teaching grammar, there is no inconvenience in using Turkish to some extent”**. Ironically, Aylin also stated that: **“Even though Turkish provided us with comfort in learning English, it would be better to take care of the learning process only in English”**. As is evident, the ambivalence in the PSTs’ ideological stances are the result of their own embodied experiences which are shaped and influenced by what they had experienced when they were language learners, meaning their language ideologies have always been in dialogic relationship, affecting and shaping one another. By the same token, İrem stated that: **“L1 becomes a catalyser, rather than a hindrance, to enhance the comprehension of tasks, encourage the learners to participate and support the teacher-student as well as the student-student interaction in terms of allowing them to communicate more”**

but then again, she also explicitly and in a contradictory manner wrote that: **“However, teachers should be cautious about using unnecessary or too much L1 in such situations since some explanations in L1 can also be more confusing and make it more challenging for students to associate”**. Evidently, some of the participating PSTs’ ideological stances towards bilingualism and bilingual education on the whole, even if they were inclined to challenge monolingual bias and monoglossic language ideologies (i.e., whether it be consciously or unconsciously), were observed to be ambivalent in that they opposed to the systematic inclusion of whole linguistic repertoire but would at the same time indicate situations under which they would make exceptions.

Perceiving L1 use only as translation

The ambivalent ideological stances that some of the participating PSTs seemed to embrace could be understood as stemming from multiple misconceptions as regards what bilingualism means. That said, Şevval, for instance, stated that: **“As a teacher candidate I am today, I certainly know and understand the use of L1 consolidates the relationship between teacher, student, and L2”** but when she further explained and articulated on her thoughts, she argued that: **“In my experience, the direct usage of L1 such as giving Turkish vocabulary and asking for the English equivalents is the most used form of L1 usage. This creates an unhealthy habit of acquiring vocabulary only when a Turkish equivalent is provided, which is why L1 should be completely forbidden in language classrooms”**. Apparently, while she thought L1 use could facilitate language learning, she also misconceived the use of L1 as only translation and this resulted in completely avoiding L1. Such ambivalent ideological stances adopted by the PSTs were observed to result from their language learning experiences dominated by monolingual and hegemonic ideologies privileging language separation. In a similar vein, Ayşe stated that: *“I believe it is important to not deprive the students of such opportunities to link their L2 with their L1, especially since further research will surely unravel new findings that will help us understand better the relationship between a learner’s L1 and the effects it has on their learning”* while she also considered L1 inclusion as a deficient way of teaching and learning languages by stating that: *“The more we use L1 in classes, the more students try to translate from L1 to L2 because if the learning process includes too much use of L1*

the student will translate between the languages.” Obviously, the PSTs’ such ambivalent language ideologies can be attributed to the tacit understanding of deep-rooted English-only policies that they experienced and to the hegemonic ‘language prestige’ making way for language separation ideologies even though they had the tendency to cherish bilingualism.

ELT department imposing L2 only practices

Another relevant sub-theme that emerged in relation to the participating PSTs’ ambivalent language ideologies was related to their studies in the department of ELT. Emre, for instance, explicitly stated that *“Ever since I started studying ELT major, I have always been taught and told that we should never use L1 in our classrooms, however, after our previous class, I am starting to wonder where and how much I should be using it”*. Although it can be argued that PSTs’ ambivalence in their ideological stances may be the result of no or partial awareness, it is clear that their postures are also shaped by language ideologies embedded in the teacher preparation programmes. In a similar vein, Şule stated that: **“I have always wondered why people would be so strict about not letting learners use their L1 to help facilitate language learning and I must admit I have always had this tendency to include L1 when I become an English teacher; however, the courses I have taken in our department so far made it clear that L1 use would only have detrimental effects on language learning but I still wonder if there is any kind of justification as to how we can include L1.”** Clearly, PSTs do not thoughtlessly embrace such ideologies, in fact, their embodied experiences, as is apparent, would lead to situations where they might struggle to conceptualise and reflexively reflect on their ideological stances (e.g., ambivalent at times) and the teacher education program that these PSTs are affiliated to help shape their language ideologies.

Immersion into only L2 over time

Another sub-theme pertaining to ambivalent language ideologies that some of the PSTs hold is that of how they postulate the transition from L1 to only-L2 is the way forward in language classrooms. As such, some of the participant argued that L1 use can be allowed only to help ease the process of language learning every now and then but gradually what matters is to switch to only-English practices that ignore

liberating, undisturbed fluidity of meaning making. The following quote supports this particular finding:

I believe the use of L1 in L2 classrooms would affect the process of language learning in a negative way if used unreasonably at inappropriate times while teaching. Turkish use in language teaching can be necessary at times, but it shouldn't be overdone as it would slow down a student's learning process. What I mean by that is, at first, teachers can use L1 to ease students' stress levels; however, continuing to do so will become excessive once students gather enough knowledge and confidence for practising in the second language in my opinion, slowing the language learning process from progressing forward. (Ömer, Reflective Paper 1)

The quote above highlights the effects of ambivalent language ideologies on how the PSTs speculate about whether bilinguals' creative, flexible, and swift unenforced meaning production would be of relevance when their emerging language abilities are taken into consideration. Such inconsistencies in how they articulate and embody their language ideologies are further explicated by Oğuz: "... *L1 use may help teachers cut corners often, even though the toll it takes on actual learning process is quite endangering and unpredictable since it blurs the line between creating a positive connection between both languages and building unhealthy language habits*" and further commented on how important it is to make sure that everything subsequently is done in English: "*if there is no background for us teachers to rely on and create an L2 Only Zone, L1 might occasionally be of help as a tool to predict and prevent errors, but after a while introduce our only-L2 environment in a safe, healthy, and coherent way.*"

5.1.1.3 Heteroglossic language ideologies. Although the vast majority of the participating PSTs were observed to hold and embrace monoglossic language ideologies prior to the training, the data analysis revealed that there are also some PSTs who were observed to be in favour of heteroglossic language ideologies. In this regard, the notion of 'heteroglossia', according to Bakhtin (2008), underlines the hybridity, heterogeneity, and diversity of language. It encompasses language varieties on all formal linguistic levels, as well as languages being stratified into "languages of social groups, professional and generic languages, languages of generations" (Bakhtin, 2008,

p.271) and so forth. In other words, heteroglossia describes the various conditions that influence how an utterance is used and perceived in a given context in terms of the cultural, social, and political aspect of communication (Bakhtin, 1986).

Creating a bilingual environment humanizes language learning

Some of the participating PSTs reflecting on their thoughts and opinions about bilingualism and bilingual education before the training stated that cherishing language learners' full linguistic repertoire in classrooms could serve as a helpful tool as can be seen in the following excerpt:

One final comment that I would like to make about this topic is, as a future English teacher, I will always disfavour the separation of a learner's L1 and L2, because when existing in harmony, not only do the two languages complement each other, but because an L1 brings a part of the learner's personality and culture into the classroom. And regardless of what the teacher does, a teacher must not under any circumstance cause the learner to be alienated from their background or to treat an L2 as a separate body of knowledge, because in the end, both an L1 and an L2 will be the same tools that the learner uses to gain, give, and appreciate knowledge (Asiye, Reflective Paper 1)

As is illustrated in the above-given quote, Asiye appreciates bilingualism and holds an ideological stance that does not view languages as separate, bounded entities and argues that acknowledging language learners' whole linguistic repertoire would humanize language learning in ways that will bring about more equity and equality in the process of language learning as well as being aware of the 'social justice' such an approach would bring about. Similarly, another PST stated that an 'only-L2' classroom environment would have negative influences on the learners' feelings. Özlem, in this regard, stated that: **"Another downfall of L2-only I can fully back up with my experience is about students' feelings. I observed my peers feeling alienated from the class and I have heard many of them say they felt like there was a distance put between the teacher and them"**. Apparently, recognising and appreciating all kinds of languaging practices as legitimate means of meaning making is yet another step forward towards humanizing language learning in line with heteroglossic language ideologies.

Use of all languages facilitates learning

Another sub-theme that we identified was related to how the languages available at learners' disposal could facilitate the process of language learning. Some of the participating PSTs stated that allowing L1 use could help promote and foster the process of language learning in ways that monolingual approaches could fail to do so as is shown in the following excerpt:

Moreover, teachers can make use of L1 to facilitate the students' knowledge about lexical and grammatical issues as well as the target culture. For instance, providing explanations in L1 on more abstract and complex vocabulary items would be more effective for a language learner and just as time-efficient for the teacher. This is not about taking the easiest route in teaching, but it is rather about eliciting and evoking the schemata of the learners, which can be much beneficial to build the new information upon and enhance their understanding of it. Providing that the students come across problematic phrases or structures, they should feel comfortable to refer to their L1 to reason, speculate and verify their understanding (Melisa, Reflective Paper 1)

The statement given up above illustrates how this pre-service teacher articulates her understanding of L1 use in a language classroom, which is tightly linked with and informed by heteroglossic language ideologies – contesting separation of languages at any level. In a similar vein, Burak stated that: *“I think the L1 use in the classroom has been, demonized, if you will! That being said, an L1 is still a language that will play a role in the learner's journey whether we take it into consideration or ban it from the classroom, so I think a teacher should figure out how to incorporate both L1 and L2s in a classroom”*. It is clear that some of the participants favour the idea of making sure to include all languages available into teaching, which is closely in line with the notion of heteroglossia and accordingly heteroglossic language ideologies.

Systematic use of L1 and L2

Reflecting on their opinions as regards the inclusion of L1 and L2 in classroom settings, some of the participants, albeit implicitly, were observed to be inclined to make way for systematically including bi/multilingual practices. This particular finding is supported by the following excerpt:

As a result, I agree with the idea that L1 should be used in language teaching. The realization of this use under certain conditions will even allow students to better learn L2. The freedom of the students to use their native language in the same lesson with the language they have learned will give them the opportunity to express themselves more easily and establish the connection of two different knowledge with each other. The use of Turkish can become a great advantage, not only when the student does not understand part of the lesson, but also for the student to better grasp the subject. In fact, the freedom of using L1 can allow the teacher to provide more accurate information (Elif, TDLIT)

As it can be inferred from Elif's approach to systematic inclusion of all languages, considering better learning outcomes, some of the pre-service teachers avoid seeing 'language' in terms of *one*, and bilingualism in terms of enumeration of languages. Such heteroglossic language ideologies also indicate that many of the PSTs are in need of honing their understanding of bilingualism and bilingual education in the hope of expressing and further articulating their ideological positions and stances.

Furthermore, some of the participating PSTs explicitly argued that systematic inclusion of all language use would only yield more positive outcomes and there are no doubts clouding their minds as to whether to include all languages in a classroom atmosphere. That said, their reflective thinking seems to ally with heteroglossic language ideologies as is supported by the following excerpt below:

In light of this, it can be only a positive aspect to language teaching to integrate L1 in the instruction whenever and wherever needed for a productive and effective outcome. To achieve success in student learning, the instructor needs first to analyse the learner, that is, check the age of the students and the prior knowledge of them, and look at what needs to be learned. A teaching strategy can be planned to be employed accordingly as to how exactly to incorporate L1. The balance needs to be kept by the teacher. Through this crucial awareness, the teacher makes sure that no student will be left behind and helps each one of them understand and keep up with the pace and engage them in tasks and communicative activities (*Enes, Reflective Paper 1*)

In this excerpt, Enes discusses the importance of including students' L1 in the classroom as it helps break up the cliches and sets up a more inclusive atmosphere

whereby learners' whole linguistic repertoire is welcomed. Inevitably, it is unearthed that even before the training started, some of the pre-service teachers hold heteroglossic language ideologies which embrace the fluidity and linguistic diversity, laying a particular emphasis on the utmost significance of an ideological stance that in particular prioritises critical reflexivity and explicit engagement with bi/multilingual pedagogies. Similarly, as Ali was reflecting on his thoughts about using only English to teach English, he explicitly stated that: "*I think using the target language only for the medium of FL instruction is a meaningless obsession*", which apparently indexes the inherent heteroglossic language ideologies that some of the participating pre-service teachers holds.

According to the findings presented in line with the first research question, it was seen that the vast majority of the participating pre-service English teachers (n=45) displayed monoglossic and monolingual stances towards language teaching and learning. Although there were a few participants who seemed to hold heteroglossic language ideologies prior to the training, the language separation ideology was found to dominate their ideas about not just language teaching and learning per se, but also their ideas about bilingualism and bilingual teaching. The ideologies herein discussed also indicate that the participating PSTs had never been introduced to what bilingualism actually means nor had they ever been made aware of approaches to foreign language instruction that embrace heteroglossic language ideologies. To be precise, as is unearthed by our data analysis in regard to the first research question, these pre-service English teachers had been trained to integrate Only-English approaches into their classroom settings. In this sense, the findings of the first research question also revealed that such monoglossic language ideologies dominated their prior language learning experiences. For the vast majority of the participants before the training, these aforementioned ideologies seem to be so entrenched that they seem to be the only way to envision foreign language learning and teaching. To this end, it was apparent that this endeavour, nevertheless, necessitates that the participating pre-service teachers be willing and eager to address certain tensions that arise from problematising the status quo and the ideologies that have been shaping their understanding of teaching languages. These ideologies, in turn, might shape the participating pre-service teachers' pedagogical approaches and their students'

interactions in the classroom. As such, doubling down on the assumption that hegemonic language ideologies are the normative form of foreign language teaching and learning seem to be prevalent in this group of pre-service English teachers before they were introduced to translanguaging and translanguaging pedagogies.

Furthermore, the findings of the first research question revealed that one of the misconceptions in the monolingual approach is that to achieve communicative success “uniformity and sharedness” should exist (Canagarajah, 2013, p.75). When language teachers, whether they be in-service or pre-service, have a monolingual approach to language teaching, different languages and standards, as was unearthed by this study, are imposed as a result of an ideology. That is, teachers’ orientations could be influenced by their language ideologies about what is the appropriate way to go about teaching. In this regard, based on their educational and linguistic trajectories and their perceptions of learning foreign languages, some participants argued that early language separation policy during instruction would come in handy, specifying that an early focus on proficiency in each language separately would allow students to be able to mix languages and be better equipped to make cross-linguistic comparisons. Overall, the findings of the first research question unearthed that the monoglossic language ideologies dominate the participating PSTs’ beliefs and opinions about language teaching and learning before they were introduced to translanguaging.

5.2 Findings about the second research question dwelling on the PSTs’ insights into the ‘translanguaging pedagogy’ course in relation with their language ideologies.

In this part of the study, I will zoom in on the influence of the training on the PSTs’ language ideologies. In so doing, I also aim to explore the impact of the training on how the PSTs conceptualise translanguaging. That is, the second research question is explored in detail in this section of the study:

- b. What are the insights of the PSTs into the course ‘translanguaging pedagogy’ in relation with their language ideologies?

In parallel with this research question, PSTs’ audio-recorded narratives, their responses to the second round of the theory-driven ideology tracking tool, the second

reflective paper and the post-training interviews with each of the PSTs were analysed. Analysing a wide array of data collection tools, some themes indicating changes in the PSTs' language ideologies as informed by translanguaging pedagogy were induced. These categories are: **From Resistance to Support, Debunking the monolingual bias, Adopting a pro-translanguaging lens.**

Initially it was seen that the participating pre-service English teachers' ideological stances as regards bilingualism and bilingual education at the very beginning were monolingual-oriented. The vast majority of the participants regarded bilingualism and bilingual education as a concept that is informed by monolingual principles and monoglossic language ideologies and were seen to adopt these ideological stances. However, as the training progressed and the participants engaged in more reflective tasks and discussions informed by dynamic bilingualism and translanguaging, a shift towards a more holistic view of bilingualism and bilingual education started to emerge and that is discussed under the category of *From Resistance to Support*. The second category, *Debunking the monolingual bias*, was induced based on the vast majority of the participants' changing views and beliefs about bilingualism and bilingual education and it was observed that the training had an influence on their ideological stances over time. The last category, *adopting a pro-translanguaging lens*, is the category that explicitly captures the participating PSTs' adopting translanguaging pedagogy as a desired goal of additional language teaching and learning. In order to have a comprehensive picture of the changes in the PSTs' language ideologies, findings of the second research question are presented together for each category. Data gleaned from the responses to the theory-driven language ideology tracking tool are *italicised* while data from reflective papers are **in bold**. Data gathered from audio-recorded narratives are marked "ARN", while data coming from post-training interviews are marked "PTI".

5.2.1 From resistance to support. In this category, the participating pre-service teachers' changing views in relation with bilingualism and bilingual education are presented in further detail. As was discussed, the vast majority of the participants were initially observed to embrace monoglossic language ideologies. However, as exposure to course content increased, and as they reflected more and interacted longer by translanguaging, their ideologies were observed to be influenced. Specifically, pre-

service teachers whose ideologies are described in this category moved from initial resistance to support. The figure below visualises the aforesaid movement:

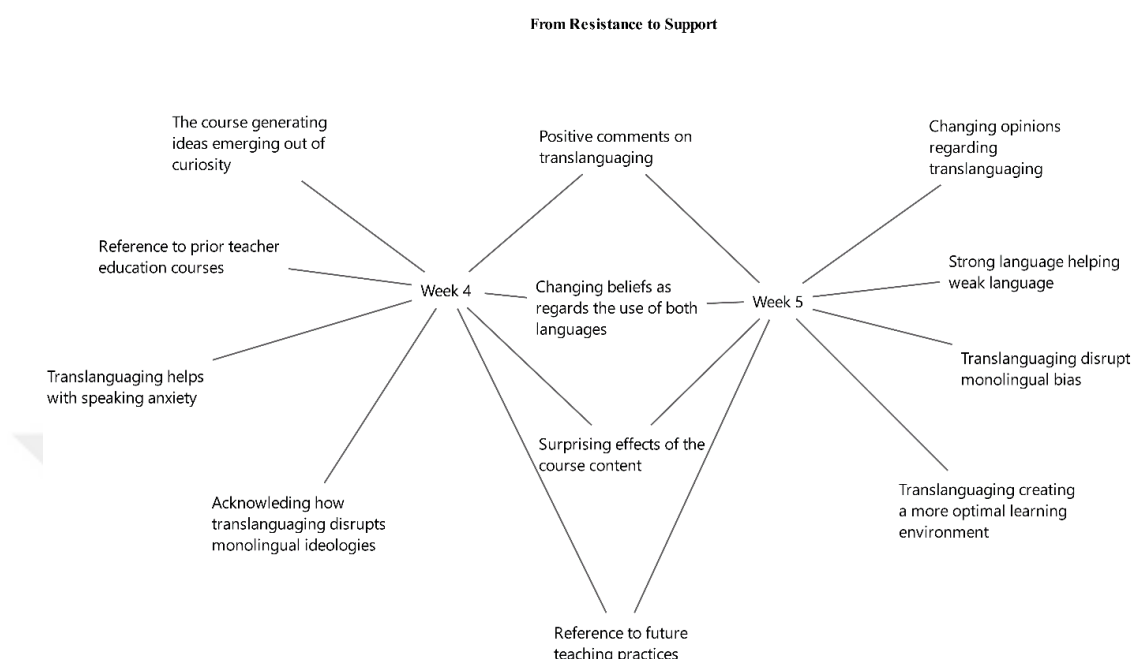


Figure 7. The movement from resistance to support

The course generating ideas emerging out of curiosity

Some of the participants pointed out that the course content was generating further interest in what exactly bilingualism is and how to define it as is exemplified by Emre who said:

... One final comment about what we did in our class today, I really wonder how much L1 we can use. I mean, is there a limit? I feel like there has to be some... sort of... strategies as to how exactly we can incorporate learners' L1 into our teaching. I really want to dig more into this issue and end up with some concrete examples. I think this is what we are going to be talking in the upcoming weeks in our course. (Emre, ARN, Week 4)

As is apparent from the above-given quote, the course content prompted the participants to reflect on their existent beliefs and wonder what things are actually like after their first contact with dynamic bilingualism. This particular finding is also supported by some other PSTs who said "Okay, I have just realised that bilingualism

is a lot more confusing than I thought. However, what gets me even more excited is *that we will be talking about these issues throughout the course, and I really want to get to the bottom of things*". In a similar vein, Ahmet talking about the course content states that *"I've never thought much about what bilingualism is because I've always had this particular definition in my mind but Ali Hoca walking us through a variety of definitions of bilingualism got me like 'okay, this is getting even more interesting' and I really want to learn more and see how it would be beneficial if it is used pedagogically in a classroom atmosphere"*. Burcu, in this regard, explicitly stated that discussing the course content in a way that they had never done arouse more curiosity by writing that **"This week in our class we used our L1 to discuss some questions and then reported back to the whole what we discussed in English, and this was something I have never done before. This strategy I believed helped me better elaborate on what I wanted to say, and I am really eager to learn more about whether this could be used in language classrooms too."**

Reference to prior teacher education courses

Some of the participants, reflecting on issues brought up in the course, referred to some other courses that they had completed prior to this training and indicated that in these courses they were explicitly taught that including L1 in foreign language classrooms would thwart their efforts to teach English. To exemplify, Özlem said that *"I have so far taken many different courses where we talk about how to teach English and in all those courses some of our professors told us not to include learners' L1 in order to make sure they are exposed to as much English as possible"*. However, in this course the participating pre-service teachers were introduced to what dynamic bilingualism is and how it differs from monolingual teaching principles from early on. To this end, some of the participants, referring to their prior experiences, touched on this issue as is stated by Hasan:

... of course, translanguaging is not a new concept; it's been around for years but considering what we have done in our courses so far at university and I am a 3rd year ELT student and also considering my educational background and what we did back in primary and secondary schools, it seems to be a new concept. Because so far, frankly, I've never done anything close to what translanguaging theories nor have I ever had a professor talk about it till

now. But the more I get to know what bilingualism is and how translanguaging is relevant to our teaching, the more I want to find out how best I can incorporate it into my teaching (Hasan, ARN, Week 4)

Apparently, PSTs' embodied experiences negatively influenced them particularly in relation with the question of whether to include L1 or not in foreign language classrooms. However, their engagement in the course content and the fact that this training is delivered in a translanguaging space (Li, 2011) seem to influence the PSTs see things through a different lens. For instance, Buğra discussing how translanguaging could be a different lens to view language education stated that: "... well, to be honest, as I also said in our discussion today in the classroom, for me the idea of allowing students to use their L1 as they are learning L2 was a 'no no' mostly because of other courses that I've taken. However, thanks to today's discussion, I am now more curious as to how, if at all, we can make use of different strategies to actively use learners' different linguistic abilities". To this end, it was apparent that the participating pre-service teachers' ideological stances are influenced by their previously embodied experiences and discussions; however, as they were exposed to course content discussing different sorts of issues pertaining not just to translanguaging per se, but also bilingualism and reflecting on their own bilinguality, their language ideologies are accordingly influenced, and they start to cast aside thoughts of monolingual bias.

Translanguaging helps with speaking anxiety

Reflecting on translanguaging, some of the participants pointed out that translanguaging could help language learners feel more comfortable when they speak in the additional language. To exemplify, İlkem wrote in her reflection paper that **"Allowing students to choose which language they would like to use as they engage in different kinds of activities in the classroom is a very important feature of translanguaging in my opinion. Also, I think this would reduce the speaking anxiety to a great degree in foreign language classrooms"**. In this regard, some of the PSTs also argued that translanguaging can enhance language learners' communicative practices through the use of linguistic flexibility, which often leads to linguistically creative outcomes. To be precise, they stated that translanguaging could serve as 'emotional safe spaces' as is supported by the following finding:

Thanks to translanguaging, EFL learners could have the opportunity to shuttle between languages, as far as I understood, and employ a variety of features from their whole linguistic repertoire. This, in my opinion, could enable learners to deal with difficult and uncomfortable conversation in a more supportive manner and atmosphere in classrooms where they can also reduce feelings of stress and isolation. (Ayşe, ARN, Week 4)

Similarly, some other participants touched upon how translanguaging could leverage the entirety of linguistic repertoires following the introduction to the translanguaging in the training. Referring back to their own language learning experiences, they stated that English-only environments has the potential to alleviate the anxiety that language learners at times face when trying to interact only in English, which is exemplified by the following quote:

... when you asked us to write a reaction paper to discuss what we think about systematically including L1 in language learning and teaching by referring to our language learning experiences, I discussed how hard it was for some of my classmates to speak in English mostly because they would get super nervous, and they would ask me to help them translate what they wanted to say. Speaking in Turkish in our classes was punished by the teacher and that would make my classmates even more nervous. So, now that we've just been introduced to the theory of translanguaging, I wonder what things had been like if our teacher had let us use all of our language abilities. I do not have a precise answer to that question yet, but I feel like things would have been a lot easier for my classmates and I really want to learn more about how translanguaging could be used in language classrooms. (Irmak, ARN, Week 4).

Acknowledging how translanguaging disrupts monolingual bias

Prior to the training and at the start of the training, the vast majority of the participating pre-service teachers favoured the idea that language learning and teaching largely operates on the premise that monolingualism is the default for human communication that the learning of additional languages is likely to be examine vis-a-vis monolinguals' communicative competence. However, starting in Week 4 when the participants for the first time were introduced to translanguaging and were prompted to reflectively enquire into what bilingualism is all about and whether monolingualism

should be the ultimate goal of how languages are taught and learnt, some of the participants stated that such an assumption (i.e., bilingualism is a double monolingualism) seems to be unrealistic. Precisely, some of the PSTs stated that the belief that an L2-only classroom policy maximises language learning opportunities are no longer applicable in a world where bilingualism is spreading even faster than before; thus, acknowledging how translanguaging has the potential to disrupt monolingual bias that have dominated much of what is done in language learning and teaching. The following quote supports this particular finding:

Translanguaging, unlike other views that we have discussed in our teacher education programmes, considers languages that individuals speak ‘as a whole’. This view of not seeing languages as separate entities is in sharp contrast to traditional ideologies and I really like this. (Mine, ARN, Week 4)

In a similar fashion, it was observed that some of the participants stated that L1 inclusion in classrooms have been discouraged under the belief that learners need to leave their L1 outside the door in order to venture into acquiring their L2 as this would avoid ‘cross-linguistic contamination’ and the acquisition of the new linguistic system could be easier. However, some of the participants also pointed out that through translanguaging, language learning could be more effective. For instance, Gökem said that:

Bilingualism and translanguaging has been gaining more and more attention in the field of education. They represent the change in educational ideologies from monolingualism to multilingualism. This shift is clearly tied to globalization, the increase in contact among different cultures and, consequently, the emergence of a more diverse population. Considering such changes happening around us, I think translanguaging has the potential to lead to a better language learning where learners are freed from restrictions that do not normally exist in real life. (Gökem, ARN, Week 4)

Positive comments on translanguaging

Starting in the fourth week, some of the participants were observed to provide positive comments about translanguaging. During the course, the PSTs were constantly prompted to reflect on their ideological stances in order to delve further into

their beliefs and opinions about bilingualism and bilingual education. The vast majority of the PSTs were reported to hold monoglossic language ideologies prior to the training; however, their engagement in translanguaging, and relevant discussions carried out in translanguaging spaces in the classroom were seen to help them revisit their already existent ideological stances, which generated some positive comments on translanguaging as is exemplified by the following quote:

... To begin with, translanguaging provides a different and a more critical lens through which to view what we do in classrooms. This view, in fact, claims that teaching cannot be based on a one-size-fits-all principle and that it is not just about using Turkish or English to teach; instead, it is more inclusive. I mean, even if you come from a culturally different background, you can still use translanguaging, which also means that you can be better equipped to teach and create a better learning environment accordingly. (Onur, ARN, Week 4)

Similarly, Ozan also emphasised the possible benefits of translanguaging by saying that *“Translanguaging views languages as a whole instead of separate entities as we discussed in the classroom. So, when we are learning additional languages, because those languages are available in our minds and are in constant relationship with each other, during the process of acquiring additional languages, our strong language could, I believe, help the weak language. That’s why, I feel like translanguaging has numerous benefits and I believe this is what we are going to be talking about from this week onwards”*. By the same token, Büşra also pointed out that **“Up until today, I’ve always favoured the idea that language learners should only be exposed to the target language. However, what we discussed today in the classroom generated some interest and I think translanguaging could be more useful than I anticipate”**. To this end, some of the participating pre-service teachers also indicated that translanguaging could help teachers build better rapport with their students as is given in the following quote:

When it comes down to advantages and disadvantages of systematically including both languages in a classroom setting, I think one of the advantages of translanguaging in educational settings is that the interaction between teachers and students could be enhanced as no one is going to feel that they

have to do things in a certain, restricted way and this seems to be what I like the most about translanguaging for the time being. (Çağla, ARN, Week 4)

Changing beliefs as regards the use of both languages

Elaborating on their opinions and thoughts in relation to using languages available at learners' disposal, some of the participants were observed to report changing beliefs – comparing what they thought before the training started to their reconceptualization of bilingualism as well as referring to what they had encountered and learnt throughout their studies at university. As such, Ayça, for instance, said that:

We have always been taught that even if we somehow have to include learners' L1, it has to be judicious as too much L1 would lead to situations where learners could form bad habits like never speaking in L2 again and/or their pronunciation would never be on a desired level of attainment. Yet, the video you had us watch in the classroom and things we discussed before and after the video helped me change my own opinions favouring such separation of languages. (Arda, ARN, Week 5)

In similar fashion, some of the PSTs also discussed how their opinions about the inclusion of learners' whole linguistic repertoire started to change thanks to the course content. For example, Alp said that *“Unlike before, I now think that L1 could be an asset rather than an impediment as learners employing their full linguistic abilities would be better able to engage in complex and cognitively demanding L2 tasks”*. Challenging the monolingual bias that the participating pre-service teachers have been exposed to and pushing themselves out of their comfort zones onto new territories, they were also observed to advocate for the use of multiple languages. In this regard, Ceren, for instance, stated that *“I believe just like most of my classmates, we've always been informed that L1 use in language teaching should never even be a matter of discussion and we should avoid it at all costs. But this view seems to be outdated and not realistic considering what we talked about in the classroom today. It is still a very new concept for me, and I still have some question marks in my mind, but I feel like translanguaging has the potential to create a more humanistic learning environment”*.

Surprising effects of the course content

Reflecting on what is discussed in the course, some of the participating pre-service teachers expressed their surprise as to how their new understanding of language learning and teaching affected them. To be precise, for instance, Burcu, as she was discussing whether translanguaging provided a different lens to view education, stated that:

Frankly, I did not know what translanguaging was before this course. This course has so far informed me in different ways. Up until now, we have always been told that when we teach, we should always make sure to use the target language because what we teach is the English language itself and never use Turkish in the classroom. However, talking about translanguaging and learning more about it showed that using L1 in the classroom would actually be very useful and helpful as it helps accelerate the process of acquiring a second language, making significant contribution to foreign language learners. Realising this and how beneficial translanguaging could turn out to be did really surprise me as we have always been told not to use and avoid students' L1 at all costs. (Burcu, ARN, Week 5)

As can be seen from the above given statement, starting in the 5th week, the participating pre-service teachers' ideologies were influenced. Their initial resistance to L1 use in the classroom as well as their ideological stances were observed to soften. Similarly, the participants also pointed out how the course surprised them by connecting new knowledge with knowledge and concepts that they already know, thereby constructing new meanings and understanding of language learning and teaching. This particular finding was also seen to have an influence on the PSTs' ideological stances as is illustrated by the following quote:

Coming to the classroom having no clue what translanguaging would turn out to be, I thought it was just going to be an approach to language teaching which was going to be quite similar to what we've been discussing in our other course. However, the more we delved into the issue at hand, the more surprised I became! I'd never think an approach would support the idea of integrating students' full language abilities and I think I really like this idea. I also always

thought that whatever we do in a classroom, it should be in the target language, but now thanks to Ali Hoca and translanguaging, I really want to dig deeper into the issue and get to the bottom of things (Cemre, ARN, Week 5)

Apparently, this quote provides evidence of a shift in the participating pre-service teachers' ideological stances. Specifically, the discussions in the fifth week helped the participants see things in a different way, elaborating on their already existent knowledge and moving onto new conceptualisations where their ideological stances are also influenced. Their engagement with theory and scholarly literature – particularly translanguaging, as well as multimodal texts that invited inquiry into the intersections of language, power, and identity seems to help the participating pre-service teacher to develop a stance that disrupts monoglossic language ideologies. To better illustrate, Ayça wrote that: “... **I don't remember we've ever used in any course Turkish to first discuss things in Turkish and then report back to the whole class in English or vice versa and seeing how this actually could work made me question lots of things that we have learnt about till now. Also, the materials we have been provided by our instructor and the articles about translanguaging had me question things and be really surprised and even though it is still a fairly new concept, I really want to learn more about translanguaging**”.

Reference to future teaching practices

Although the overwhelming majority of the pre-service teachers before the training stated that they would continue to teach English separating languages (i.e., monolingually and/or with a monoglossic view of teaching), after they were introduced to the translanguaging both as a theory and pedagogy, their ideological stances were observed to shift towards a more supportive view of incorporating students L1 or translanguaging into their teaching practices. For instance, Ekin, explicitly indicated that:

I know that I will be using translanguaging in the future as I would like my students to work in groups. In this way, they could help each other when they have difficulties in expressing themselves in the target language. I would let them use their mobile phones or bilingual dictionaries to look out for resources in their native language. They could engage in discussion in their L1s as they

want, and they can translate if they want to. That is why I find translanguaging encouraging. (Ekin, TDLIT)

As is apparent from the above-given statement, Ekin explicitly favours the idea of utilising translanguaging in her teaching. Based on their readings, the classroom discussions, the translanguaging space created in the course, the PSTs were observed to disrupt monoglossic language ideologies and took up a different stance that encourage the dissolution of linguistic hierarchies that are linked to calls for students to separate rather than integrate their language practices (Baker-Bell, 2020). This particular finding is also supported by Sema who stated: *“The term translanguaging is a fairly new concept for me to take in; however, I really like the idea of letting students use all their languages in the process of language learning as I think this is how I’ve learnt English myself. Now that I know this is also supported by literature, I am 100% sure that I will use it in my teaching”*. In a similar vein, some of the participants also pointed out that the more they understand what translanguaging is and how it could possibly be used in a classroom setting, the more they are likely to incorporate such pedagogical activities into their own future teaching practices as is illustrated by the following quote:

What we talked about today in the class as regards translanguaging enlightened and informed greatly as I was a bit biased and considering translanguaging simply as translating everything done in a foreign language classroom. However, I have realised that translation could only be one of the many techniques that could be used along with translanguaging. In addition to this, there should be certain criteria to follow up on when we use translanguaging. For example, putting up bilingual posters around the classroom, doing various kinds of in-class activities are really important. To elaborate, let’s say there’s one Turkish and one Arab learner in the same classroom and we are talking about, say, ‘cats’. The Arab student is really knowledgeable about cats; however, the Turkish student does not know much about cats. As a teacher, when we pair up these two students, we can create an atmosphere where both of these students make use of their L1 on their own and talk to each other in English to a greater extent to inform each other. This is like killing two birds

with one stone, which is why I am pretty sure I will use translanguaging in my future teaching. (Deniz, ARN, Week 5)

As can be seen in the statement up above, the course helped generate further interest in the issue of how best to utilise translanguaging in classrooms and Deniz's prejudice against translanguaging started to dispel because she had a better grasp of what it is and how it could work out as a pedagogic strategy. In this sense, when they referred to their future teaching practices, their language ideologies were observed to shift towards a more heteroglossic understanding of language teaching as informed by translanguaging practices.

Changing opinions about translanguaging

Although initially the overwhelming majority of the participants expressed a preference for monolingual teaching practices, they started to have contradictory thoughts about this as they had longer exposure to the course content and had the chance to observe how translanguaging (i.e., through the translanguaging space created in the course) unfolds. Some of the participating pre-service English teachers stated that their opinions regarding translanguaging changed as they were reflecting on whether translanguaging provided a different lens through which to view teaching and learning. This particular finding is illustrated by the following quote:

Yes, I definitely think translanguaging provides a different lens as translanguaging is a method that would help learners feel more comfortable. It enables learners to use their home languages and the home language and target language are in a relationship. I have never imagined it would be like that. I mean, I have never thought our L1 could help the process of learning an additional language. So, translanguaging is really helpful in helping out language learners in many ways and I can't wait to learn more about it. (Şeyma, ARN, Week 5)

The statement above indicates that taking up a critical approach embracing translanguaging practices helps shape the pre-service teachers' language ideologies as they engage with translanguaging and other theories that shed light on the *linguaging* of bilinguals. Also, engaging with multilingual and multimodal texts across different genres that sparked conversation about the inadequacy of monolingual teaching

practices seem to push the participants to think about their evolving personal and pedagogical stances. To be precise, Mehmet initially was against the idea of including bilingual pedagogies in foreign language classrooms as can be seen in the following quote:

I believe that exposure is very important and in EFL countries the classroom might be the only place where students are exposed to it. Therefore, English must be used at all times. Also, using students' first language is giving them the easy way, they should be pushed towards thinking, problem solving so that they are attentive and try to pick up as much as they can from concepts. (Mehmet, TDLIT, Round 1)

However, being exposed to the course content and engaging with content centred around dynamic bilingualism and translanguaging, Mehmet's ideological stance has also been observed to change as is supported by the following quote:

The bilingual posters on the wall, seeing learners' L1 on these posters and the overall environment in a translanguaging classroom are really what got me so excited. I think having students, for example, read in their L1 and report back to the whole class in L2 or vice versa is super fun and makes logical sense. In so doing, learners could better understand both the context and the content as they would be able to make use of all their language abilities to engage with complex content and shape up, for example, their response in the target language in a better way thanks to their L1 involvement. (Mehmet, ARN, Week 5)

It can be inferred from the above given statement, learning about translanguaging through translanguaging provides authentic and self-directed learning which had an explicit influence on the participating pre-service teachers in the sense learning and 'doing' translanguaging simultaneously could be more influential to convince the pre-service teachers and that, in return, influences their language ideologies.

Strong language helping weak language

Another sub-theme that we identified captures the move from resistance to support in relation with the participating pre-service teachers' language ideologies is that of how they began to view the constant relationship between the languages available at bilingual individuals' disposal. As such, some of the PSTs argued that the strong language (i.e., L1) would help with the learning of weak language (i.e., L2). The following quote supports this particular finding:

In my opinion the interaction of different languages in one classroom looks like that: people, I mean students, talk about a particular topic and as they are engaged in conversational activities, there might be this one expression which they could find easier to express either in their L1 or in the target language and they could go for whatever one they want. Or they could brainstorm ideas and wrap their minds around the topic that they will talk about in their L1 and share their opinions in the target language. If students are given the opportunity in their L1, I am sure more ideas will generate, and they will be better able to express themselves in the L1. (Çağla, ARN, Week 5)

The quote above illustrates how this pre-service teacher articulates her understanding of the benefits of translanguaging – the strong language helping the weak language in the process of additional language learning. That is, the participating pre-service teachers' shifting language ideologies as well as their current conceptualisation of language education is in keeping with the heteroglossic language ideologies. To this end, Ozan reflecting on his opinions about how translanguaging informed his current understanding stated that: *“I think we need to acknowledge how translanguaging could provide better learning environments if we let our students' strong languages, i.e., their L1, help boost the process of learning an L2”*. In similar fashion, Deniz, reflexively referring to her own language learning process, stated that:

I think the very first beneficial thing about translanguaging is the fact that the languages are in constant relationship with each other. In my opinion, when I learn an additional language, my mother tongue helps me out with the process of figuring out the foreign language, I mean my mother tongue, I feel like, is the foundation of the additional language/s that I learn. (Deniz, ARN, Week 5)

As is apparent from the above given statements, starting in the fifth week, the participating pre-service teachers started to acknowledge how translanguaging could come in handy in the process of learning additional languages, which also indicates that the participants' current and emerging language ideologies were affected by the exposure to the course content.

Translanguaging disrupt monolingual bias

Acknowledging possible benefits of translanguaging, the participating pre-service English teachers also explicitly stated that translanguaging would be considered as a reaction to monolingual bias that has been circulating in our field and calls for a paradigm shift in the field of Foreign Language Education. Specifically speaking, Buse, for example, discussing whether translanguaging provided a different lens to view language education stated that:

Unlike other views, translanguaging looks at languages we know as a whole in a single, unitary system. This seems nice to me as it is in sharp contrast to the traditional ideologies and as it views the languages as a whole. Additionally, I am really surprised and happy to see that there has been much debate over translanguaging and L1 inclusion in language classrooms as these studies help us better respond to the question 'why translanguaging?'. We might as well go through times where the English-only bias could disappear thanks to translanguaging once we start the profession. I am really excited to find out what the future holds in the store for us. (Buse, ARN, Week 5)

As is seen in the above-given statement, the course content helped foster the participating PSTs' pedagogical and personal stances in a way that enacted a more critical translingual approach and that disrupted oppressive language ideologies. Discussing their roles as 'standard bearers' and models of linguistic correctness tasked with remediating language learners who fail to meet the standards of so-called academic language (Flores & Rose, 2015), some of the participating PSTs reflected on their changing understanding of their roles as teachers. The following quote supports this particular finding:

... apart from that, I would not try to have my learners speak like native speakers because I am a teacher-to-be and I don't speak like a native myself.

Well, I think, being so obsessed with this idea of ‘speaking like a native’ is not really possible, which is why I would not even bother. At the end of the day what really matters for learners is to be intelligible and communicative in English. (Emine, TDLIT)

The above given statement illustrates that the more the participants reflected on their understanding of the issues brought up in the course, the more they recognised how translanguaging is in sharp contrast to monoglossic language ideologies, which also feeds into the participants’ emerging and/or changing language ideologies.

Translanguaging creates a more optimal learning environment

Some of the PSTs stated that strategically incorporating translanguaging in teaching and creating a space for translanguaging in the classroom would benefit the students. To be precise, questioning their past learning experiences, some of the participants pointed out that translanguaging helped them perceive teaching and learning through a different lens. To exemplify, İhsan stated that: *“Oh yeah, wow. So, there is such a thing! I mean it has always existed, but I couldn’t help but question why our teachers did not make use of our L1s”* and he also elaborated on how translanguaging, in this sense, could create a more optimal learning saying that:

... while they are learning an additional language, I think they will also be able to make use of their home languages and as far as I’ve understood that sounds very doable to me. Through making use of all their languages, they will Show the same amount of interest in whatever they are doing in all the languages, and this surely will reduce the stress level in a language classroom. I mean, there is going to be a less intimidating environment and if there is a more comfortable learning environment, the learning gains of the learners will certainly double up (İhsan, ARN, Week 5).

As is apparent from the above given statements, an overwhelming majority of the participants started to acknowledge how translanguaging pedagogy would elevate and leverage bilingual learners’ language learning particularly in the classroom. To this end, some of the participants also stated that teachers could integrate translanguaging pedagogy to create more equitable learning opportunities. For example, Şevval wrote that: **“I think that translanguaging gets rid of the language**

barriers and everyone in the classroom could express themselves more comfortably and confidently, creating equal opportunities for each and every learner”, which also illustrates how the participating pre-service teachers’ language ideologies surfaced and their stances were influenced by the course content accordingly.

5.2.2. Debunking the monolingual bias. This category was induced based on the vast majority of the participants’ changing views and beliefs about bilingualism and bilingual education and it was observed that the training had an influence on their ideological stances over time. This observed ideological change was in the direction of debunking the monolingual bias that most participants held prior to the training. The figure below illustrates the participants’ current language ideologies:

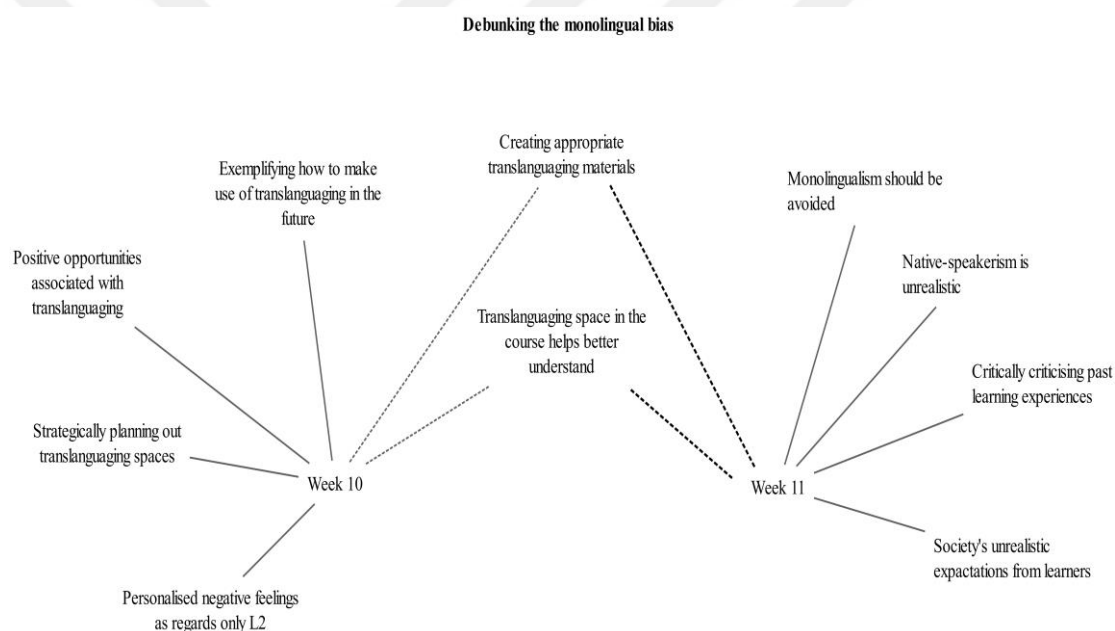


Figure 8. PSTs’ shifting language ideologies

Exemplifying how to use translinguaging in classrooms

An overwhelming majority of the participants, unlike their initial resistance, explicitly stated that they were ready to make use of translinguaging in their future classroom practices. Starting in the eleventh week, the PSTs discussed how they envision their future teaching practices and whether translinguaging would be an integral part of their teaching.

First, when we first defined translanguaging at the beginning of the term, I did not really think that we would be able to use it in a classroom. I thought it was just another approach; however, as we dived deeper into what it was and how we can integrate it into our teaching practices through different kind of activities, I realised that we could utilise it in classrooms. For example, when I have a video in the lesson and if this video, say, is in Turkish, I would add English subtitles or if the video is in English, then I would add Turkish subtitles. Other than this, when the learners are engaged in group work and discussion, I would allow them to use any language that they feel most comfortable with but, I would ask them to, for example, report back to the class in English to strategically make sure to integrate translanguaging. (Burcu, ARN, Week 10)

As can be inferred from the above-given statement, as the participating pre-service teachers engaged more and more in critical reflection on ideologies around monoglossic language ideologies, their criticality across the training seems to have been fostered. To be precise, PSTs' engagement with theory and scholarly literature helped them translate such stances into their understanding of 'best practices'; thus, their language ideologies shifting towards more inclusive conversations about bilingual education. To this end, for instance, İlkem wrote that: **"Before I start, I can see that why we are due to read and write about our thoughts on this article. In the classroom, we are doing the same things and taking the same steps. Our teacher lets us talk our minds and tries not to intervene. If the teacher intervenes in the process, students will follow the teacher's lead"** and she continued to further elaborate on her changing beliefs and opinions by saying: **"Language learners are bilinguals, and their knowledge comes from both languages. They can compare and relate some rules and methods from different languages. With that, I believe that limiting students limits their knowledge"**. In a similar vein, Ahmet also exemplified how he could make use of translanguaging in his future teaching practices:

In my future teaching I am planning to have my students engage in lots of group discussion activities. I think translanguaging could be very helpful in such activities. Learners would be better able to express themselves and can more freely express themselves without thinking about the language barriers that

have been exposed on them. I mean, they would, for instance, discuss first in Turkish as they would help them explain themselves better and more comfortably unlike only-English approaches where they are forced to speak in one particular language, and this would rob them off the opportunity to express themselves as freely. Ahmet, ARN, Week 10)

As is seen in the above statement, the participating pre-service teachers articulated their ideas of how translanguaging now makes more sense to them and how their ideological stances changed towards the appreciation and acknowledgment of their future emergent bilinguals.

Positive opportunities associated with translanguaging

Elaborating on their current conceptualisations of foreign language education, the PSTs adapted a lens through which to analyse bilingualism differently. The concept of translanguaging helped them shift their ideological stances from a view of languages as bound entities to a more fluid view of languages, acknowledging the linguistic repertoires of emergent bilinguals. Specifically, the participating pre-service English teachers' current language ideologies were observed to adapt a lens which shifted the perspective from a monolingually oriented approach to one in which the heteroglossic nature of bilingual practice is recognised. This is supported by the following quote:

I think that translanguaging pedagogy would enable learners to acquire the second language in a more comfortable environment. Expecting learners to speak only in one language and forcing them to do so would only give them a harder time. The biggest opportunity that comes with applying this translanguaging pedagogy is, as I said, related with creating a safer environment in language learning. Other than this advantage, I think the learners could be more willing in such an atmosphere because in only-English classrooms they would get demotivated when they fail to express themselves as much as they would like to do. (İrem, ARN, Week 10)

As is obvious from the above given statement, İrem argues that there are positive opportunities that might exist if translanguaging is practised in language classrooms – engaging learners more without leaving anyone behind. Similarly, discussing whether

translanguaging could offer any positive opportunities when incorporated into language teaching, Hasan argued that:

... For example, when learners have difficulties in understanding certain things, they would want to ask and clarify but because they are forced to speak only in English and they would not express their ideas adequately in English, they would step back and would not ask their questions freely. Learners really care about what other learners think of them and when they feel like their English is not good enough, they would again hold themselves back in engaging in conversations as everything has to be done in only-English environments. Translanguaging would get rid of such issues. How does that happen? If the learner has the chance to ask questions in any language that they know, they would not hesitate to ask their questions and that would help with their learning process. They would not fear whether the question that they would have to ask in English will come out of their mouths with good grammar and the right vocabulary items; they would not have to deal with such things psychologically, they would rather focus on communicating. (Hasan, ARN, Week 10)

The above-given statement illustrates that translanguaging has the potential to break down so-called boundaries between languages and help recognise bilingualism as one cohesive system. Consciously uprooting their long-held monolingually oriented language ideologies, Hasan, just like most of the participants, was observed to adopt translanguaging and uproot his language ideologies.

Strategically planning out translanguaging spaces

Learning more about translanguaging and discussing how best to make use of it in various contexts were seen to shift an overwhelming majority of the participating pre-service teachers' language ideologies and their monolingual mind-sets. To be precise, over time the PSTs were observed to navigate the conflict between regimented language ideologies and translanguaging. In this sense, some of the participants stated that it was of utmost importance to strategically plan out translanguaging spaces in EFL classrooms when they were discussing whether they would have any obstacles if

they were to utilise translanguaging pedagogy in their future teaching classrooms as is exemplified by Büşra:

I think the biggest challenge I might possibly face with is the overuse of Turkish. However, if I manage to strategically plan out the balance of languages beforehand, I would be able to overcome this issue. I mean, balancing out the use of both languages would encourage learners to use both languages equally to support the weak language. Like I said, strategic inclusion of translanguaging would not cause any problems; on the contrary, it would help speed up the learning process in various ways. (Büşra, ARN, Week 10)

Although apparently Büşra claims that she might encounter some obstacles when she attempts to utilise translanguaging pedagogy, she points out that she can handle such possible obstacles if she manages to strategically (i.e., informed by the pedagogical contributions of translanguaging) dwell on them. To this end, Deniz also brought up a similar issue discussing the strategic inclusion of languages available within the relevant context: *“I think the first beneficial aspect of translanguaging is the fact that languages help each other. In my opinion, when I learn a second language, my first language helps me a lot in the process. When I have difficulties in understanding certain things, I can refer to my first language to clarify what I don’t understand in the foreign language. So, I will plan and lay out my own lessons considering the diversity existent in my future classrooms – a more strategic move away from monolingually oriented language teaching practices”*. Similarly, discussing how they would incorporate translanguaging into their own teaching practices, some of the participants stated that planning out everything in advance considering students’ needs, interests, and the overall class profile is of utmost importance. This is supported by Cihan who argued:

I feel like the lesson should strategically be planned out beforehand by paying attention to every detail. To successfully create this atmosphere where the languages of learners actually feed into and help each other through translanguaging, it is really important to plan and lay out the lessons accordingly. Also, students need to be encouraged in a similar way, I mean they need to be encouraged to communicate more, talk to each other more, and

engage in more discussion-based activities to make use of all their languages. If this is achieved, the teachers would be able to take some precautions against possible problematic scenarios, which, like I said, requires strategic planning. (Onur, ARN, Week 10)

As is apparent from the above given statement, Onur points out that even when they encounter certain difficulties in their attempts to make use of translanguaging pedagogy, they can sort out such problems if they strategically plan what is to be done in the classroom beforehand. As such, it was apparent that an overwhelming majority of the participating pre-service teachers articulated their beliefs and envisioned practices that reflected a translanguaging stance thanks to what they had been working on during the course.

Personalised negative feelings as regards only L2

Surfacing their language ideological stances and reflecting on their emerging stances over the course of eleven weeks, the course participants called upon their prior experiences with language learning to envision a translanguaging stance within their language pedagogies. Participants who were observed to align with heteroglossic language ideologies expressed certain negative feelings associated with only L2 policies. To exemplify, Merve shared how learning English provided first-hand experiences as to why she would be inclined to use translanguaging in her future teaching practices by saying that: *“I already feel like I would give my instructions both in Turkish and English. Other than this, I would not force my students to communicate with me only in English. I have encountered this kind of restrictions in my student life, and I would not like to do what I hate to my own learners in the future”* (Merve, ARN, Week 10). In a similar vein, reflecting on her own embodied experiences Defne also stated that: *“... because if I have to speak for myself, as you know our department is 90%, 95% in English and because of that I felt at times that I was not good enough. I mean, in terms of speaking for example, I would not participate as much as I want as I had to do so only in English and that affects me negatively, especially in terms of participation”*. In similar fashion, some of the participating PSTs stated that only L2 policies in language classrooms would lead to alienation as is given in the following excerpt:

The teacher asked a question and a student who wanted to be included in the lesson tried to answer it in Turkish. The teacher had interrupted the student directly and told the student that she could not hear her and that he should speak in English. The student could not continue his answer, and after a very short time he took his attention off the lesson and became interested in other things. Teachers need to encourage students to speak English, but I think they should do this without breaking the enthusiasm of students or causing them to panic about speaking and translanguageing would come in handy to avoid such issues that might exist in language classrooms and strategic inclusion of translanguageing is what is needed. (Elif, Reflective Paper 2).

Providing a case to back up her argument, Elif argues that forcing language learners to speak only in English would lead to situations where they might hold back and do not speak at all even when they want to. Taken collectively, such examples also demonstrate participating pre-service teachers' meta-reflective awareness of how their experiences with language learning helped them better conceptualise translanguageing.

Creating appropriate translanguageing materials

The current training provided the participating pre-service teachers with the opportunity to process their language beliefs and ideologies with one another across the semester, creating a supportive space to collectively discuss ways in which they would confront their own micro-level constraints to developing a translanguageing stance. Sharing how they would apply tenets of translanguageing to teaching learners across contexts, most of the PSTs touched upon the importance of creating appropriate materials to make sure that their learners' whole linguistic repertoire is visible in everything that they would be engaged in. For instance, Emre exemplified his ideal classroom atmosphere where he would create a multilingual ecology as is given below:

As we discussed in class today, with the help of technology we can create charts on which there might be different languages depending on the languages available in the classroom setting. I would also find bilingual materials and videos. I would ask my learners to search and look up things in their mother tongues. I mean, it would somehow be possible to find related materials which

would encourage learners to make use of their mother tongues to better engage in language learning. (Emre, ARN, Week 11).

It can be inferred that the participating pre-service teachers in the eleventh week better conceptualised how translanguaging pedagogy would leverage language learners' process of learning additional languages and provided relevant examples as how exactly they would make use of this pedagogy in their own teaching practices. Similarly, some of the participants arguing that translanguaging might help language learners feel more secure as they indulge in the process of learning an additional language stated that creating appropriate materials was of utmost importance, citing Garcia and Li's (2014) contention that translanguaging involves creative integration of all semiotic systems to support meaning making. The following quote illustrates this finding:

I think using translanguaging could provide a myriad of opportunities for us. For instance, our students' English language abilities would be weaker than their Turkish language abilities and because of their insecurities in expressing themselves in English due to their proficiency would demotivate them greatly. However, through translanguaging we can make sure to have our students rely on their full linguistic repertoire to express themselves fluently and confidently without hesitating to make mistakes or without the fear of wrongly expressing themselves. And it would be possible to communicate with every student irrespective of their linguistic repertoire through translanguaging. However, I understand that this would not happen overnight. (Can, ARN, Week 11)

As can be seen, Can's articulation of his own beliefs illustrates a translanguaging classroom is a space built collaboratively by the teacher and bilingual learners as they use their different language practices to teach and learn in deeply creative and critical ways. In so doing, incorporating relevant materials that will help language learners to manoeuvre and navigate their way through complex content might as well open myriad learning opportunities. Rather than watering down instruction, which risks oversimplification and robs students of opportunities to engage in productive grappling with texts and content, translanguaging better enables teacher to teach complex content through appropriate materials, which in turn might help learners more

successfully. To this end, Selim, for instance, said that: “... *students in the classroom should have certain skills to be able to talk to each other. I mean, we, for example, might have make sure to pair up students so that they can actually make use of their both languages; that is really important. Also, as we plan out our lessons, we need to be really strategic to create spaces where learners can actively use their whole language abilities. We need to give them a reason to see that all their languages are of relevance to their learning; students need to realise that it is done for their own good. So, in brief, in my opinion, it really is important to create this space where learners can see the need to make use of all their languages*”. That is, translanguaging contributes to the creation of a new kind of classroom, one that takes bilingualism and bilingual understanding of language as the norm, putting bilingual people at the centre.

Translanguaging space in the course helps better understand

Making space for the participating pre-service teachers’ bilingualism and ways of knowing, the course provided tangible opportunities for them to internalise whether translanguaging would really be of help when individuals are in the process of learning additional languages. Specifically, the participants were provided with opportunities to reimagine how bilingual students would be better educated in various contexts. The whole way through the course, a translanguaging space was always visible, transcending traditional definitions of monolingual and bilingual education and instead building on the linguistic complexity of language practices used by the participating pre-service teachers. In this regard, discussing how to integrate translanguaging pedagogy into their teaching, Defne stated that the translanguaging space provided in the current course helped her better grasp the concept as is illustrated in the following quote:

We discussed how we can integrate translanguaging into brainstorming activities today. In fact, this is what we have also been doing since the beginning of the term and that is the reason why I feel so close to this course and feel the most comfortable in. This course has been an amazing experience for me; I am really happy to have taken it. *Ali Hoca* (the instructor of the course) has allowed us to discuss things in Turkish and asked us to report back to the whole class in English or vice versa, and this shuttling between languages

helped us all, I believe, learn and understand better everything that we have been talking about. I would like to take this opportunity and thank you so much for designing such a course, Hocam (Simge, ARN, Week 11)

As is seen in the above-given statement, when pre-service teachers are provided with opportunities to confront their underlying personal language ideologies and if they closely examine and uproot their language ideologies, they might adopt more linguistically inclusive perspectives of teaching and learning accordingly. The current course helped contribute to this shift by setting up an environment whereby the participating pre-service teachers were strategically allowed to make use of their whole linguistic repertoire. Noticing how the aforementioned way of doing things actually works out, the participating PSTs, negotiating their current language ideological stances, began to embrace a more heteroglossic perspective. Similarly, Ezgi also explicitly referred to how this translanguaging space in the current study informed her understanding of how she would enact such pedagogies in her future teaching practices by saying that: *“In the future in my classroom setting I am pretty sure that translanguaging will visibly integrated because this is what I am experiencing as a student in my professor Ali’s class and that helps express myself and my opinions more comfortably and confidently, which is why I would love to have my students feel as I do right now through translanguaging”*. In a similar vein, Burcu also stated that she would make use of translanguaging pedagogy in her future classrooms referring back to how this space is enacted in the current study: *“... in fact this is what we have also been doing. I mean, I am recording this audio in Turkish, but we were mostly speaking in English in class today. So, we shuttle between languages available at our disposal to reflect on what we learn. I would make use of a similar activity in my future teaching practices to include translanguaging”*.

Monolingualism should be avoided

Engaging with the course materials, reflecting on these materials, discussing these issues brought up in the extant literature in the classroom, the participants’ language ideologies were observed to shift towards a more inclusive perspective of defining what bilingualism is (i.e., dynamic bilingualism) and what bilingual education is all about. In this sense, acknowledging that the language practices of bilinguals are

multiple and dynamic, complex and interrelated, and constantly adapting and adjusting in response to affordance that emerge in everyday communicative situations (Garcia, 2014), the vast majority of the PSTs argued that monolingual education seem to run counter to the sociolinguistic reality of bilingual individuals and such approaches to language education should be avoided. In this regard, Burak, for instance, bluntly indicated that: **“I think we need to remove the monolingual approach and it is still a question for me why we aren’t removing it already”**. Elaborating on his opinions, Burak went on and wrote that: “Ever since I have started studying in this department, we have mostly been instructed on how to make sure that our students are exposed to this so-called meaningful input, as in the sense that it is native-like. However, this course and things we have been discussing made me question a lot of things and I can now confidently say that monolingualism is not the way at all to teach English and translanguaging should be more visible in what we do”. Similarly, İlayda also stated that the use of the whole linguistic repertoire is the way forward, rejecting the monolingual bias as is given in the following quote:

... before this course, I’d always thought that the more we use L2 the better people would learn the target language as they would be exposed to only the target language; however, when I reconsider my beliefs and think about this now, I can see that translanguaging could be very beneficial and support each other in various ways (Gözde, TDLIT, Round 2)

Drawing on her own personally embodied experiences with how to best teach additional languages, İlayda’s response to the second round of the theory-driven language ideology tracking tool reveals that her language ideologies have shifted and reject the monolingual bias. In similar fashion, sharing her opinions whether and how translanguaging helped see things from a different perspective with a critical eye, Burcu stated that understanding what translanguaging is helped her look at things from an angle she had never done so before as is illustrated in the following quote:

I did not know what translanguaging was before this course. To be frank, this course made me realise that we had always been told that when we teach English we should always make sure to make use of only the target language and avoid Turkish at all costs; however, the more I learnt about translanguaging

the more I realised that including L1 in the classroom could actually work out in ways that I would have never imagined and conceptualised before this course. Realising this surprised to a great extent as I said we had always been told to not use L1 and seeing that it could, on the contrary, be very beneficial surprised me a lot. (Burcu, ARN, Week 10).

As surprised as Burcu was, it was apparent that her previous beliefs and opinions as regards teaching monolingually had changed and this change rejected the monolingual bias that she had previously been exposed to.

Native-speakerism is unrealistic

Reading through an article on how translanguaging unfolds in an EFL setting and writing a reflection paper on how this article informed their understanding of bilingualism and translanguaging pedagogy, the vast majority of the participants were observed to emphasise that expecting emergent bilingual to attain this so-called native speaker proficiency was impossible and unrealistic. To exemplify, Hasan wrote that:

I had my personal worries against Translanguaging, but the literature review and student reflections in this paper convinced me that Translanguaging would in fact support the learning process of bilinguals (or even better for multilinguals). I loved Moore's term of "pseudo-nativeness". One student said that it was "really difficult to speak a foreign language with someone who you know can speak your native language". This made me wonder how I was even expecting this from my future students, and I came to an agreement with the paper that sticking to a native focus was indeed an unrealistic goal. (Hasan, Reflection Paper 2)

As can be seen, this quote shows how engaging with the course materials and reflecting on these materials in a space whereby the PSTs were prompted to call upon their past experiences led to situations where they questioned the monoglossic language ideologies and articulated their changing language ideologies. In this sense, Zeynep also shared her changing views as regards this so-called native-speakerism when she was discussing whether she considered herself bilingual upon being introduced different conceptualisations of bilingualism along with the translanguaging pedagogy by saying:

Right now, yes. at first my thoughts about the description of a bilingual person were someone who can speak two or more languages like a native speaker, but now I think that being bilingual means speaking two or more languages proficiently enough to explain themselves and due to that yes I do consider myself bilingual since I believe that I can express myself in two languages. (Zeynep, TDLIT, Round 2)

Apparently, Zeynep was amongst those participants who initially considered bilingualism as having native-like proficiency in all the languages spoken by individuals and based on this monolingual definition of bilingualism she did not consider herself as a bilingual individual. However, her engagement with the course content had an influence on her language ideologies in a way that she could confidently say that she started to consider herself as a bilingual individual, too.

Critically criticising past-learning experiences

Throughout the course, the participants were provided with opportunities to call upon and draw on their past learning experiences so as to better externalise what they had been learning in the course. As such, eleven weeks into the course, the PSTs were observed to critically criticise their past monolingual learning experiences. This particular finding is supported by the following quote:

Looking from a learner's perspective, only if our teachers back in the day would let us use translanguaging in our classes, especially at lower levels, it would be so helpful as it is in the article. I always loved the conversations and discussions that we had in the English classes back in the day, I still do, and I think that best way to learn a language is to speak and being exposed to the target language. So, I think letting students speak with their peers in their mother language for preparation to work in target language is not a bad thing. On the contrary we see it is useful to do it as in the article itself. I wish that our teachers were not so strict about using mother language because we see the results in the article and how useful it can be if it is used properly in EFL classrooms (Ayşe, Reflective Paper 2)

As is obvious from the above-given statement, the participants' extended prior experiences contributed to their questioning and rejection of monoglossic language

ideologies. Through the course, they had the opportunity to develop new understandings and critically reflect on them. Similarly, some of the participants pointed out that translanguaging is a practical theory of language based on how bilingual individuals actually use language. İrem, in this regard, stated that: “*In the past, our teachers would ask us to ‘turn off’ our Turkish and ‘turn on’ English only in our language classes robbing us of the creativity that we would have taken up back then. I understand this better now thanks to this course.*” Similarly, some other participants stated that the course content generated further interest in how they envisioned language teaching and learning. For instance, Büşra argued that translanguaging would offer myriad opportunities for the learning of additional languages in a better way as is seen in the following quote:

Personally, I was very impressed by a response a participant made in the research and that was the moment I actually internalised why translanguaging is so natural: “... it’s really difficult to speak a foreign language with someone who you know can speak your native language”. I think this data extract in the quote explains a lot about why the monolingual approaches are stressed and the need for a multilingual approach emerged. It really is very difficult and awkward to speak a foreign language with someone who has the same native tongue as you, because it actually makes you feel the political pressure of the most dominant language in the globe. It creates an unfriendly environment for learning, since there is a rule the learner must obey, and the motive behind the rule is not clearly explained. (Büşra, Reflective Paper 2)

As is seen, critically and reflexively sharing their opinions, the PSTs’ language ideologies were influenced by what they had been introduced to in the course.

Society’s unrealistic expectations from learners

Acknowledging the fact that translanguaging supports a heteroglossic language ideology (i.e., viewing bilingualism as valuable in its own right), the vast majority of the participating pre-service teachers stated that societies tend to impose unrealistic expectations. This particular finding is supported by the following quote:

It was interesting to see how the majority of students who perfectly spoke a second language did not see themselves as bilinguals. They thought they could

only be bilingual if they talk like a native speaker. I think society's unrealistic expectations from second language learners are the reason behind this view the students had about bilingualism in this article. (Haluk, Reflective Paper 2)

Translanguaging can be approached from affective, cognitive, and social perspectives of learning. Seeing how beneficial translanguaging would turn out to be in EFL contexts, the participating pre-service teachers argued how societies might be influential in the process of learning and teaching additional languages. In this regard, some other PSTs were seen to question linguistic equality perpetuated by societies. To exemplify, Murat said that: *“No matter where you live, societies and the people in these societies believe that if you speak like a native speaker, this is more prestigious. However, reading through Moore’s article helped me once more to realise that this is completely unrealistic and is in contrast to the reality of bilinguals. Better yet, translanguaging would help dissemble such ideologies favoured by societies and would be more realistic”*.

5.2.3 Adopting a pro-translanguaging lens. This category explicitly captures the participating PSTs’ adopting translanguaging pedagogy as a desired goal of additional language teaching and learning. Specifically, by the end of the course it was apparent that the vast majority of the participating pre-service English teachers’ language ideologies were influenced by the course content. The figure below illustrates how the PSTs negotiated their language ideologies over the semester and how their language ideologies shifted and wended towards a path where they were observed to adopt a pro-translanguaging lens:

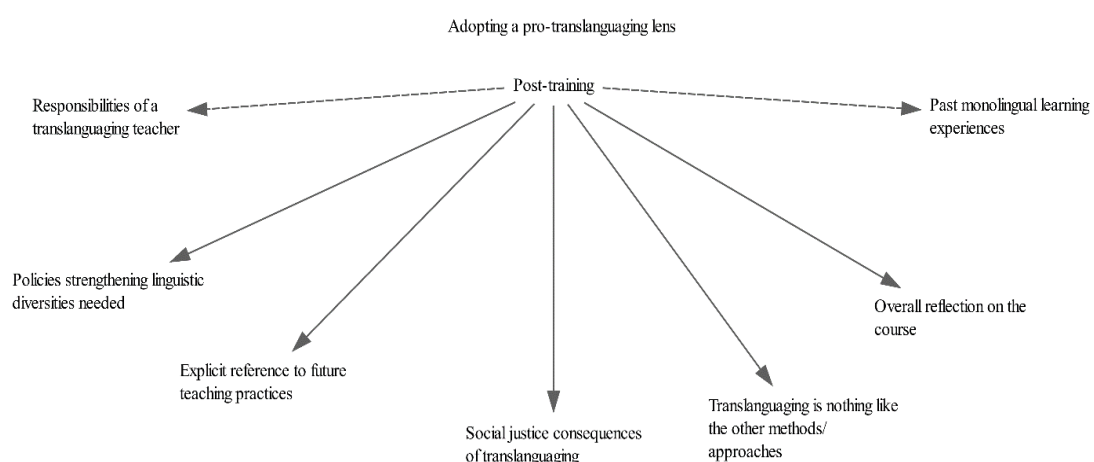


Figure 9. PSTs’ adopting a pro-translanguaging lens

Responsibilities of a translanguaging teacher

The first sub-theme that emerged in relation with the participating pre-service teachers' shifting language ideologies is that of translanguaging teachers' responsibilities. An overwhelming majority of the PSTs post-training argued that teachers utilising translanguaging would have many responsibilities, all of which should be in line with heteroglossic language ideologies. To exemplify, Ayça argued that:

Teachers who decide on using translanguaging in their teaching should first make sure that they know their class and their needs well enough. The teacher should see his or her student's whole linguistic repertoire as something to be built upon rather than ignored. From designing lesson plans, units and assessments that are appropriate to the translanguaging pedagogy, the teacher also must make sure that their students have enough exposure to language features needed for academic tasks (Ayça, PTI)

Although Ayça was amongst those pre-service teachers whose language ideologies were in line with monolingualism (i.e., considering languages as separate entities), which she also pointed out in the post-training interview saying that *"My overall experience with the translanguaging approach has been like a bumpy road. At first, just like most of my friends I was against the idea of including language learners' L1 in the classroom. But in the end, I realized that it is mostly positive"*, she was observed by the end of the training to embrace heteroglossic language ideologies informed by translanguaging pedagogies. As is also seen in the above-given statement, Ayça explicitly discussed the responsibilities of teachers utilising translanguaging, which is in line with heteroglossic language ideologies. In similar fashion, an overwhelming majority of the course participants were observed to embrace and welcome language ideologies that are in sharp contrast to how they explicated their initial (i.e., prior to the training) language ideologies and they all discussed the responsibilities of translanguaging teachers, laying emphasis on different features as can be seen below:

... translanguaging teachers should be providing enough engaging opportunities to support their students' identities as "dynamic" bilinguals, by doing things like creating multilingual word walls, posters, cognate charts, or

having versions of books in both English and home languages. But any teacher can do this. The teacher's role when using translanguaging goes beyond that. In short, the teacher has to tap into her students' whole linguistic repertoire while teaching. With getting plenty of feedback from students, teacher would make sure that they are going on a right path (Burcu, PTI)

As can be seen above, the participating PSTs based on their exposure to the course content point to different responsibilities of translanguaging teachers. Burcu, in this regard, lays a particular emphasis on the importance of supporting learners' identities as dynamic bilinguals. Similarly, Ali also touched on translanguaging teachers' responsibilities. The following quote illustrates how the course content informed Ali's understanding of teachers' responsibilities:

So, as a teacher, my responsibilities would be finding valuable resources in both languages, coming up with different activities that would integrate the usage of both languages, encouraging the students to use their whole linguistic, cultural, and cognitive resources. If I am teaching a class that has foreign students, and I do not know their languages, I need to find a way to communicate with them in their L1 to create an equal learning opportunity. I need to be open to the idea of learning a new language, about my student's culture, background, their customs, traditions, etc. So, I am both a teacher and a student in a translanguaging classroom. It is my job to know my students, to analyse them, and observe their knowledge of the subject matter, so I can transfer the knowledge accordingly. (Ali, PTI)

As can be inferred from the quote above, Ali, referring to his own future teaching practices, calls for a bilingual classroom environment whereby the multilingual ecology is accordingly fostered to tap into his future learners' bilingualism as well as his role of being a co-learner.

Policies strengthening diversity is needed

Adopting heteroglossic language ideologies, the vast majority of the participating PSTs at the end of the training were observed to call for a change in policies regarding language teaching. In this sense, Hasan stated in the post-training interview that: *"People generally have this idea that all language learners should be*

modelling after its native speakers. I believe that this greatly limits students who are from linguistic minorities, like Hispanic or Asian students in America” (Hasan, PTI). He also went on and added that:

I think that policies strengthening linguistic diversities are greatly needed in such native countries like the US, Canada, and Australia. In these countries we see racism a lot, and the “*minorities*” not only shows through physical appearances but through minority groups’ languages as well. One example I think of is the immigrant Asian parents in America, even though they are the ones who are being oppressed in their daily lives just for using their native languages, they always want their children to specifically speak English at school or to get better at it. They don’t want their children to suffer the same fate perhaps, but these kinds of parents simply overlook the linguistic imperialism that fuels the same racism against them. I believe that this can be turned into an advantage if parents are informed of how beneficial translanguaging actually is. (Hasan, PTI)

As is seen in the above-given quote, Hasan discusses how translanguaging might have social justice consequences and support bilinguals’ way of living and their bilingual world accordingly. Specifically, Hasan was observed to acknowledge that translanguaging would help avoid separation of languages that belong to individual bilinguals; thus, eliminating the possible risks of creating a ‘racist’ environment in certain contexts. In a similar vein, some other PSTs also discussed how long-rooted ideological stances existent in the field of language teaching should be dispelled. Murat, for example, wrote that: **“As much as we individually try our best to integrate translanguaging into our classroom practices, there might be certain issues, like parents and the admin at schools. So, I think considering the powerful role of translanguaging in the process of creating a more ‘just’ environment, we need policymakers to take some steps and acknowledge the very existence, nature, and relevance of translanguaging to foreign language teaching”**. In this regard, Burcu also stated that translanguaging is a powerful way of speaking for bilingual individuals and “... *it is high time policymakers took this role of translanguaging into consideration*” (Burcu, PTI).

Explicit reference to future bilingual teaching practices

The vast majority of the participants, reflecting on their future teaching practices during the post-training interview, reported that translanguageing had greatly influenced their way of thinking; thus, affecting their language ideologies, too. Mustafa, for example, discussed how translanguageing pedagogies would inform his teaching as is seen below:

As a future teacher, I will make sure to use translanguageing pedagogies within my classroom. Firstly, I believe that when learning a new language, it is important to feel safe and comfortable with the language. Because, if the student feels limited and pressured when learning the language, he cannot express himself when using that language. As translanguageing enables students to use their whole linguistic repertoire, it provides students with comfort, and I find it significant when learning. Also, I find translanguageing highly effective in terms of improvement of bilingualism. (Mustafa, PTI)

The quote above highlights the effects of the course content on the participating pre-service teachers' negotiation of and shifting their language ideologies. Precisely, Mustafa here discusses how he would make use of translanguageing in his future teaching setting, which is in accordance with heteroglossic language ideologies. To this end, Gül also stated that translanguageing pedagogies would have an impact on her future teaching practices by pointing out that:

There is no denying that translanguageing pedagogies are on the rise now. It already has affected me as a pre-service teacher, so I think that it will have some impact on my teaching in the future. I would love to have culturally diverse classrooms that have many different home languages. And I would love to teach English to bilinguals (or even better, multilinguals) while also raising awareness to the linguistic inequalities and hierarchies that are present, because languages are indeed a part of people's identities, and they are surely political, especially in our current world where one of the global powers is the US. (Gül, PTI)

Apparently, over-time and lengthy exposure to the course content and translanguageing pedagogies as informed by heteroglossic language ideologies had an

impact on the participating pre-service teachers. Specifically speaking, the vast majority of the participating pre-service teachers during the post-training interview stated that they envision their future teaching practices as informed by translanguaging pedagogies and heteroglossic language ideologies. As such, most of the PSTs also stated that translanguaging requires to be strategically implemented. The following quote supports this particular finding:

The word “strategically” here feels important to me because I think this differentiates it from “code-switching”. Code-switching can be taken as a “lapse” of thinking, where speakers rely on other language(s) to convey their message. It certainly has a negative connotation in this example. By “strategic”, I think Garcia means that bilinguals are *not* to be viewed as individuals who have a lack of knowledge in languages they speak, like semilingualism would suggest. Bilinguals, unlike how other approaches/methods ignored, are not “two monolinguals in one” to be treated as having double or split personalities according to translanguaging also. (Ayça, PTI)

As is obvious from the quote above, the course participants by the end of the training internalised and much better conceptualised what translanguaging is all about and calls for. In this sense, their language ideologies were observed to be shifting towards a more inclusive way of understanding language education.

Social justice consequences of translanguaging

Another sub-theme that we identified was related to the fact that translanguaging with itself brings certain social justice consequences. Specifically, most of the participants discussed how translanguaging would bring justice in terms of the distribution of opportunities and so-called privileges within a community and/or society at macro level. The following quote supports this particular finding:

If we follow translanguaging practices and make it get accepted on a broader level (*as in globally*) I believe that it would also lower the “intolerance” of natives who hate hearing languages other than their own, because racism does not come inherently, it is taught. And if we teach our students early on to acknowledge each other’s plurilingualism, they will become interculturally competent as well. I also believe that teaching language should focus on

embracing a realistic goal, where the students are not being forced to participate in one dominant language to achieve a native-like proficiency – because it sounds too much of a colonial practice rather than teaching. Like how translanguaging argues, languages are indeed political and social constructs (Elif, PTI).

In this excerpt, Elif is not simply displaying a heteroglossic discourse. Elif also talks about how we would enact a process of social transformation through translanguaging, releasing emergent bilinguals from the constraints of English-only monolingualism or a static additive bilingualism, and creating a space for the dynamic bilingualism. To this end, some other PSTs also zoomed onto the social consequences of translanguaging. For instance, Murat stated that: *“Translanguaging has done an amazing job in eliminating what I personally call a “language hierarchy”, where teachers believe that students should always speak in English, only until they are fully lost and then using the L1 is permissible. Thus, translanguaging puts emphasis on the learners’ L1 as well as L2, which in my opinion gives the students the confidence that they are in the classroom to become language users and not simply English students”* (Murat, PTI). Similarly, Merve also stated that: *“For instance, cognates can serve to raise linguistic awareness by helping learners recognize similarities between languages while using topics of social justice or other culturally diverse materials can help learners feel included. Translanguaging, thus, differs from other methodologies and approaches since it empowers speakers of minority groups not only by including their own linguistic and educational background but also by including their personal background”* (Merve, PTI).

Translanguaging is nothing like other methods/approaches

Reflecting on whether and how translanguaging is different from other approaches and methods that the participating pre-service teachers had learnt over the course of their involvement in teacher education, the vast majority of them stated that it is so distinct in so many levels. To illustrate, Burak said that: *“Starting from repetition-oriented, intensive grammar teaching to those which shifted our focus into communication and actual language usage, other approaches/methods that we have learnt so far were nothing like Translanguaging”* (Burak, PTI). To this end, some other participants also elaborated on the fact that learning about translanguaging was an eye-

opening experience and it was a totally novel concept for them to focus on. In this sense, some of the participants stated that translanguaging capitalises on language learners' complex linguistic abilities, which is something that they had never been introduced to before this course. The following quote supports this finding:

Translanguaging is a language pedagogy approach that recognizes and capitalizes on learners' complex and multicultural language experiences. Some argue that translanguaging pedagogy places too much emphasis on learners' bilingualism, while others fear it will jeopardize the dialectal patterns and language isolation that have long been seen to be essential for language sustenance and growth. Translanguaging is a pedagogical method that uses students' flowing languages to increase their involvement with and understanding of difficult topic and materials. Both of the named languages which are the subject of bilingualism are practical relevance through translanguaging pedagogy. It treats them like component of the students' language capacity in a horizontal continuum instead of as different containers in a centralised structure (Ayşe, PTI)

As is obvious in the above-given statement, Ayşe rejects how monolingual teaching practices conceptualises bilingualism and language learning and teaching (i.e., treating languages as separate entities) and she, just like most of the participants by the end of the course, argues that translanguaging is the enactment of dynamic bilingualism, challenging the view of languages as autonomous and pure. Similarly, some other PSTs also indicated that translanguaging is a different approach to language education and taps into emergent bilinguals' way of living as is given below:

Translanguaging can be used to explain how multilingual people employ linguistic resources to make meaning of and engage with the world and other people around them, and it can relate to a teaching approach of using many dialects at the same time. Individuals who use translanguaging, as contrasted to monolingual language teaching, select and communicate from a unified linguistic repertoire to interact, have language privileges further than the labelled languages of countries and people and acknowledge the material and ideological consequences of socially constructed language classifications. (Özlem, PTI)

The statement given up above illustrates how this pre-service teacher emphasises translanguaging pedagogies are different from the traditional language teaching approaches that have been circulating in the field. It is clear that the vast majority of the participating PSTs favoured the idea that translanguaging is a different approach which brings about a shift in the conceptualisation of language education and this shift is in line with heteroglossic language ideologies.

Overall reflection on the course

Elaborating on their opinions and thoughts in relation with the course and the content that they had been exposed to over a semester, the vast majority of the participants shared their overall opinions on the course. It was observed that the overall impact of the course was highly positive, and the course content greatly influenced the participating pre-service teachers' language ideologies. Mehmet, for instance, stated that although he was in favour of monolingual teaching principles before the course, his ideas and opinions changed drastically. In this regard, he stated that:

Initially, I was completely against the idea of even talking about the odds of letting my students use their L1. I feel fairly confident with the concept of translanguaging pedagogy now; however, I cannot understand how it is not as common as I believe it should be. My experience with it has changed my perspective and helped me discover new ways to approach students and use different methods in the classroom when teaching English (Mehmet, PTI).

Some other participants stated that their experience was quite interesting and shocking at times as can be seen in the following quote:

... my encounter with translanguaging pedagogy has been an interesting one. Since I have learned English in a traditional way, and I hadn't heard about this method before, it came as a surprise that all the linguistic resources could be engaged in the classroom in second language learning (Melis, PTI).

Melis also went on and added that:

... The beauty of multilingualism needs to be preserved, for culture, knowledge, and identity are precious and special and can be built upon. We definitely have to treasure the translanguaging pedagogy that has its benefits beyond language learning at the end of the day. (Melis, PTI)

As can be seen up above, the participating pre-service teachers' encounter with translanguaging was mostly positive and encouraging. To this end, Murat, for instance, stated that:

... translanguaging is a language strategy accordance with the principles of dynamic bilingualism, language repertoire, and the social creation of language limits. In addition, pushing us to pay attention to the social practice of language and to choose a viewpoint that is socially acceptable. I believe, as a whole, translanguaging effects students' motivation of learning language in a long process. Instead of being a narrower classroom environment student may become more confident and successful by the help of the translanguaging strategy. That's why translanguaging in classroom made me think that there is no one way to learn a subject. (Murat, PTI)

The quote above illustrates how translanguaging would promote the language learning process in a motivating manner. To this end, some of the participating PSTs also discussed how this course had helped them see things from a different perspective with a critical eye. The following quote supports this particular finding:

The first time I heard the description of translanguaging, I was not only surprised but also sure that it would never work in the Turkish context. During my whole educational experience in the university, I was told about using the target language in the classroom, exposing students to as much L2 as possible and having them produce as much L2 as possible. After the lectures, discussions and the research we have done, I have realized that all languages can work together in the classroom rather than competing with each other. I also understood that translanguaging is not a new idea that hangs in the air without any strong basis, but it can be strategically integrated into the classroom for students to use for learning (Yaşar, PTI)

Büşra's experience with the course and course content was also seen to be rather positive and had a positive impact on her understanding of language teaching and learning. As such, some other participants explicitly stated that the translanguaging space created in the course provided them with the opportunity to better grasp what translanguaging is all about over time as can be seen in the following quote:

Overall, my experiences with translanguageing started with me feeling a bit shocked but turned out to be very positive. In the beginning, I was going through the denial stage of the five stages of grief because I was finding out what I have been learning my entire university years was not something that was definitive and right. When I first started to grasp the ideology of translanguageing and questioned things, the more logical it became (Emre, PTI)

Discussing his initial puzzlement and shock, Emre went on and added that:

... the discussions we had in our classes and reflections we had made me realize how close minded I was. When I recall the first time, I completed the given survey and how I completed it second time makes me be embarrassed about how silly I approached it the first time. Nowadays, I feel so happy and thankful that I was able to take this course and see how much L1 truly mattered in language classes. Considering that I wanted to work in an ESL setting with many emerging bilinguals, learning about translanguageing turned out to be the most important lesson that I had in the last four years so I would like to thank you here Hocam for both creating this safe translanguageing space and walking us through what bilingualism is really about. (Emre, PTI)

As can be inferred from the above given statements, an overwhelming majority of the participating PSTs' end-of-course reflections projected their overall understanding of the course content as well as their journey of learning to facilitate translanguageing, all of which seem to be in accordance with heteroglossic language ideologies.

In brief, according to the findings presented in line with the second research question it was seen that the vast majority of the participating pre-service English teachers (n=49) displayed heteroglossic language ideologies. In other words, as exposure to the course content increased, and as they reflected more and more while also engaging longer with translanguageing, their ideologies were also observed to be influence. Learning about translanguageing through translanguageing were observed to provide authentic, self-directed, which kept the participants assessing efficiency of using translanguageing in teaching as well. In this sense, it is clear that learning and 'doing' translanguageing simultaneously were more influential to convince oneself about the practices which might influence language ideologies in turn. Precisely, the

course allowed the PSTs to experience translanguaging and identify potentials in teaching as informed by their shifting language ideologies and through translanguaging.

5.3 Findings about the Third Research Question Addressing What Factors Are Involved in the Process of These Pre-service Teachers' Negotiation of Language Ideologies

Data gleaned through the theory-driven language ideology tracking tool, audio-recorded narratives, reflective papers, and post-training interviews were analysed to answer the third research question:

c. What factors are involved in the process of these pre-service teachers' negotiation of language ideologies?

Analysis of the collected data revealed that there are some factors that had an influence on the participating pre-service teachers' negotiation of their language ideologies. In this regard, findings of the present study suggested that the participating PSTs' personal engagement and involvement in the course content had an impact on their negotiation of language ideologies in the sense that their initial resistance and how they envisioned bilingualism and bilingual education moved away from monoglossic language ideologies to heteroglossic language ideologies. To this end, creating *ideological spaces* that move away from monoglossic language ideologies towards heteroglossic language ideologies and *implementational spaces* that provided concrete tools to enact this vision in the classroom influenced the pre-service teachers' language ideologies. Additionally, findings of the current study revealed that certain contextual factors such as the institutions that they might work at, the parents, and the policies set up top down had either strengthening or constraining impact on the participating PSTs' language ideologies during and after the course. In order to thematise the findings, excerpts are analysed and categorised in accordance with the themes identified. In this regard, the table below visualises the main factors influencing the participating PSTs' negotiation of language ideologies during and after the training.

Table 8

Major themes regarding the factors influencing PSTs' language ideologies

Doing translanguageing decenters the personal	The fear of lack of institutional support
The course content fosters critical thinking	Parents' insistence on English-only approaches
Dissonance learning affects translanguageing	

5.3.1. Doing translanguageing decenters the personal. A key theme that emerged in relation to personal factors playing out in the process of the participating pre-service English teachers' negotiation of language ideologies was related to the the translanguageing space enacted in the current course. Specifically, throughout the course, the PSTs were made aware that their ways of *languageing* were universal and standard. That is, an environment where they would draw upon their whole linguistic repertoire to engage in the activities and discussion carried out in the course. To this end, the vast majority of the participating pre-service teachers during and after the training indicated that the translanguageing space created in the training helped them better conceptualise what translanguageing is and how they could make use of certain strategies in their future teaching practices. For instance, Mahmut stated in the post-training interview that: *"Although initially I had a real hard time understanding what translanguageing was, I could better understand what it is later on. I mean, when I look back at what we did in this course, I'd never been asked to alternate between Turkish and English ever before and now that I feel I know what translanguageing is, I can understand why you had us use all our languages"*. Similarly, most of the participating pre-service teachers touched on how comforting it was to use their mother tongue along with the additional language in this course and how this affected their ideological stances. Melis, for example, expressed that:

In my future classroom, I definitely think there will be a translanguageing space where my students' L1 will visibly be integrated as this allows us to express ourselves more comfortably and more freely in our classrooms, just like in this course class right now (Eda, TDLIT, Round 2)

Similarly, Burcu also discussed how the translanguageing space in the course had an influence on her newly emerging language ideological stances by saying that:

Our classes are delivered in an environment where we can make use of all of our languages. For example, by the end of each class, our professor asks us to audio-record our opinions, thoughts, and reflections in Turkish even if the course content was in English on that day. I think this is a perfect example of translanguaging and helped me see how biased I was about the systematic inclusion of L1 and L2 in language teaching before I had been introduced to dynamic view of bilingualism. (Burcu, ARN, Week 10)

The above-given quote implies that personally ‘doing’ translanguaging and seeing this novel concept in action helped shift the participants’ language ideologies. To be precise, this process began with extended self-reflection and inquiry into the personal so that existing ideologies could surface. Moreover, the PSTs were prompted to explore how language and ideologies around language have functioned in their own educational life and teacher education experiences and they were pushed even further to recognise how their ways of thinking about language have been shaped over time.

5.3.2 The course content fosters critical thinking. In the hopes of fostering pedagogical elements of dynamic bilingualism and translanguaging alike, the PSTs were provided with approaches to help them design effective instructional spaces, taking into account heteroglossic views of bilingualism. This process required in how the PSTs conceptualised English (i.e., it is not a bounded system, but a flexible social practice interwoven with emergent bilinguals’ fluid language practices), and this conceptualisation, according to the vast majority of the participants, was made possible through the course content which fostered and required critical thinking. To illustrate, Can wrote in the second reflective paper that: **“Knowing the culture and learning to look from those people’s point of view is important. When we are reading a poem or a story, we need to be aware of the time that the story is occurring for us to fully understand the concept. So, why are we not doing it when we are learning a language? I started to question the education system more and more every lesson.”** Similarly, Enes stated that:

In the beginning of the term, it was a slightly difficult way to fully understand and apply the term translanguaging. However, our teacher made this path as easy as possible for us. Knowing this important link between translanguaging and bilingualism was one of the first things we learned early on in our lessons.

After that, the concept of translanguaging started to appear in all our minds in the lessons, both from our teacher's expression techniques and from classroom discussions and brainstorming (Enes, ARN, Week 11)

As can be seen, the PSTs' enquiry into the concept that they had never heard of before generated further interest in a way that also had them think out of their comfort zones onto new territories. Both at micro and macro level, the participants were observed to reflexively discuss how translanguaging informed their understanding in various way, looking out for justifications as to how these newly introduced concepts make sense to them and how they perceive the issue at hand calling upon their own ways of knowing.

5.3.3 The fear of lack of institutional support. Although the overwhelming majority of the participating pre-service English teachers in the post-training interviews stated that they would incorporate translanguaging pedagogies into their teaching when they start the profession, some of them also expressed their fear of lack of institutional support. That is, they were not entirely sure what kinds of reactions they would receive when the administration, for example, finds out that their teaching is based on the dynamic view of bilingualism. For example, Dilara, expressed in the post-training interview that: *"Teachers may also need to reassure administrative people who don't believe in translanguaging practices, or they may need to convince school administrators who do not fully grasp translanguaging. The teacher's role here would be simply suggesting school to give the approach a chance and decide after seeing the results of it."* Likewise, some other participants pointed out that the schools they might work at should be more supportive and collegial. Özge, to exemplify, indicated in her tenth week audio-recorded narrative that: *"I feel like I am getting readier to embrace the idea of translanguaging each week. However, one thing that worries me the most is 'what if the school admin doesn't let me use translanguaging; then what?' Am I then just going to give up on the whole idea?"* In this regard, although the ideological space (i.e., understanding of their existent ideological stances) was created in the current training, some participants expressed their fear of not receiving institutional support in their endeavours to apply translanguaging pedagogies. Similarly, elaborating on the importance of working environment, Ayça pointed out that:

Different from the conventional teaching methods that we have seen throughout our school life and what we have learned in our journey as future teachers, translanguaging may also be more helpful for teachers in a sense that they might design their activities in mainly L1 or L2, whichever they are more confident with. In such cases, as it helps students relate with teachers it may also help teachers understand students better. Yet, in order to go even further, we need the support of the institutions that we will work at. Without their support, things might get more challenging. (Ayça, PTI)

The above observations indicate that in addition to their changing language ideologies, the participating pre-service teachers seek support from authorities to justify their engagement with translanguaging pedagogies. Likewise, Buğra stated how school could turn a blind eye to the realities of emergent bilinguals by stating that:

Also, some schools still believe that only with the English-medium classrooms, they could reach the global standards and getting closer to the native-like proficiency. So, the students' home language can totally be disregarded, and the materials are in the target language solely... I hope one day all schools embrace their students with their linguistic resources as it is and arrange the sources accordingly. (Buğra, PTI)

Therefore, it is apparent that working environments could be considered as constraining contextual factors that might influence the move away from monoglossic language ideologies. However, Ceren stated in her post-training interview that:

I have been looking for other approaches since the time I took my first step into being a teacher, and I could not actually meet an approach that I saw myself doing with love. I can say that this has changed with translanguaging. To exemplify from my own experience, I studied English in a monolingual primary school, and in some cases, this stressed me out. Now, with some trainings I received and the term translanguaging coming into my life, I realized that my English education could progress much faster with the right approaches even at that time. (Ceren, PTI)

As is seen in the above-given statement, the working environment could also be regarded as a strengthening factor in the process of these pre-service teachers' negotiation of their language ideologies.

5.3.4 Parents' insistence on English-only approaches. Another key theme related with contextual factors was observed to be that of parents' insistence on imposing English-only approaches to language teaching and learning. For example, Kübra, as she was discussing her responsibilities of translanguaging teachers in the post-training interview, stated that:

For example, if a parent finds out that I am making use of L1 in my classroom, she may visit authorities in the school and make a complaint. If the authorities warn me about such usage in the classroom, I would suggest conducting a meeting with the parents and the authorities, for me to explain myself and get them familiar with the approach. (Kübra, PTI)

Although Kübra points out that her interaction with parents would be considered as a constraining factor, she also indicates that she would not hold back but try to justify her approach. Similarly, some other participants regarded parents' role in the school environment as possibly constraining contextual factors in their efforts to apply translanguaging. To exemplify, Buğra discussed how important it is for parents to be familiar with emergent bilinguals' ways of learning by stating that:

As I said students are not familiar with this and this is also true for the parents and the school administrations too. Because of that, teacher who uses translanguaging might encounter some problem with families and administrations and at that moment instead of running away or getting into a serious fight with them, we need to explain what translanguaging is and what it offers to the learning of English if it is used properly. This is one of the responsibilities of a teacher who uses translanguaging because it is normal that people will oppose this because they think that the best way to teach English is the only English policy; however, as future teachers, we need to show the importance of translanguaging. (Buğra, PTI)

Apparently, the PSTs' reference to their future teaching practices encompasses parents' possible reactions to their implementation of translanguaging. They envision themselves as teachers who make sure to put their emergent bilinguals' needs at the

centre of their teaching, no matter how challenging it might get at times – thinking constantly about overcoming such constraining contextual factors and hurdles. In brief, the findings of the present study revealed there are some constraining and strengthening factors involved in the process of the participating pre-service English teachers' negotiation of language ideologies. While personal factors seem to positively influence the ideological shifts observed in the current study, certain contextual factors were reported to be strongly linked with how the participating pre-service teachers would enact their ideological spaces in various implementational spaces.

5.3.5. Dissonance learning affects language ideologies. Dissonance learning is a type of educational technique that encourages learners to challenge their existing beliefs and opinions by engaging in critical thought and considering different perspectives. It is based on the idea that learning is enhanced when one is exposed to information that conflicts with existing beliefs. This encourages learners to go beyond the surface of a topic and consider its complexities, making it an effective way to develop deeper understanding and critical thinking skills. It can also help students better understand how their own values and beliefs are shaped by the world around them. To this end, some of the participating pre-service teachers were observed to seek and strive for what they already know about language teaching and their changing language ideologies. Metin, for instance, stated that:

I would like to state that in the beginning of the first couple lessons we had, I thought that Translanguaging couldn't work properly in a classroom with real students. The reason behind that is probably Translanguaging is standing against everything we taught in the beginning from the University and the way I learned English. (Metin, TDLIT, Round 2)

As is seen here, Metin's cognitive representations of his beliefs and expectations about language teaching and learning contradict his new conceptualisation of language learning and teaching. In this sense, he went on and stated that:

When I was in the primary school, middle school, and even in high school, my teachers forbidden any type of using L1 in the classroom. Learning English this way and learning how to teach English for three years straight this way made me question the Translanguaging at first. However, when I used translanguaging in my internship classes and used it in other classes with real

students, and the more get to know what is translanguaging, my thoughts about it became positive (Metin, TDLIT, Round 2)

The above-given statement illustrates how Metin is motivated to adjust his beliefs, expectations, and behaviour in order to achieve harmony and equilibrium. To be precise, language ideologies are socially-constructed beliefs regarding languages and their speakers. They can be positive or negative in nature and can shape the way language is perceived and used in various contexts. For instance, some language ideologies may promote the preservation of language diversity, while others support the standardisation of a dominant language. The connection between dissonance learning and language ideologies revolves around the ability to compare and contrast different ideologies on language use. Through dissonance learning, individuals can examine their own language ideologies and try to adjust them to better reflect reality. Specifically, by seeking dissonance between language ideologies they hold and language realities, some of the participants were observed to argue that emergent bilinguals can increase their language repertoire, which can, in turn, benefit language diversity. This particular finding is supported by Çağla who stated that:

Up until this course, I've never favoured the idea of including language learners' mother tongue in what I would do in the classroom. However, reading through the articles, seeing how translanguaging could actually work out (and possibly better than what I initially perceived), I am now more open to the idea of systematically including my learners' whole linguistic repertoire. (Çağla, PTI)

As can be inferred from the above-given quote, some of the PSTs were seen to challenge their existing beliefs and opinions by engaging in critical thought and considering different perspectives, which is in keeping with dissonance learning. That is, it was seen that pre-service teachers' learning was enhanced as they were exposed to information that conflicted with their existing beliefs, which, in turn, encouraged them to go beyond the surface of a topic (i.e., translanguaging) and consider its complexities as well – making it an effective way to develop deeper understanding and critical thinking skills.

Chapter 6

Discussion and Conclusions

6.1 Discussion of Findings for Research Questions

The purpose of this study was to examine the potential impact of the training on learning to facilitate translanguaging as a pedagogical tool and practice on pre-service EFL teachers' negotiation of language ideologies. In so doing, the relevant qualitative data were gathered through a wide array of tools; namely, theory-driven language ideology tracking tool, audio-recorded narratives, reflective papers, semi-structured interviews, researcher journal, and informal teacher logs. The following section sets off to discuss the findings of the study thoroughly in relation with each research question.

6.1.1 Discussion on the PSTs' existent language ideologies prior to the training. The purpose of the first research question was to find out the existent language ideologies of the participating pre-service teachers prior to the training. The in-depth analysis of the first round of the responses to the theory-driven language ideology tracking tool, the first reflective paper and the audio-recorded narratives revealed that the participants held three different language ideologies before the training, which are monoglossic language ideologies, ambivalent language ideologies, and heteroglossic language ideologies. These existent ideologies prior to the training were based on Kroskrity's (2006) conceptualisation of language ideologies as being rationalizations about language which are either explicitly articulated or embedded in communication and constructed from the sociocultural experience of the speakers.

The first major finding was that the vast majority of the PSTs were observed to hold and embrace monoglossic language ideologies prior to the training. To be precise, their definition of bilingualism and bilingual education, their comments on the systematic inclusion of languages available at emergent bilinguals' disposal, and their past-learning experiences were in line with monoglossic language ideologies. Most of the participants prior to the training were observed to state that bilingualism is either having equal proficiency in all languages spoken or it was based on the notion that 'bilinguals are two monolinguals' (Grosjean, 1982). One of the reasons as to why the

PSTs conceptualised bilingualism in this way could be attributed to their past learning experiences. Much of what is done in the field of language education is still dominated by monolingual bias (Flores & Schissel, 2014; Garcia, 2009; Seltzer, 2019; Lin, 2019). Specifically, the vast majority of the students were reported to hold monolingual ideologies and seemed to have the tendency to go for monolingual approaches in teaching once they start the profession. Some participants explicitly stated that the use of L1 in any form in a language classroom would do more harm than positively affecting the process of language learning mostly based on their personally embodied experiences in language learning. In this sense, participants' teachers in the past seem to be likely to have some influence on their ideological stances at the beginning of the term. Extended prior experience causes student teachers to develop personal beliefs and knowledge about teaching. Through their teacher education, they are enculturated into the profession. This process may sometimes create a tension between “old” and “new” schemes due to different factors such as prior experience (Rodrigues & Mogarro, 2019) and predispositions about teaching (van Veen & Slegers, 2006; Zembylas, 2003).

Monoglossic language ideologies are the view that there is a single, preferred language that should be used in any setting (Kiramba, 2018; Kroskirty, 2009). These ideologies can have an impact on pre-service teachers, as they can lead to a bias in favour of certain languages and against others. Pre-service teachers may be encouraged to only use the preferred language in their classrooms and may not be given the opportunity to explore the use of other languages. This could lead to a lack of understanding of the benefits of bilingualism and multilingualism which could, in turn, lead to a lack of understanding of the diversity of emergent bilinguals. To combat this, pre-service teachers should be given the opportunity to explore the use of multiple languages in the classroom (Caldas, 2019; Deroo & Ponzio, 2021) and should be encouraged to be respectful of different languaging practices of their learners (Schissel & Reyes, 2020; Seltzer, 2022). Enacting such a view would accordingly help PSTs become more culturally responsive and ensure that all learners feel respected and included.

Another striking finding that emerged in relation to the participating pre-service English teachers' language ideologies prior to the training was that of ambivalent

language ideologies. Ambivalent language ideologies refer to the conflicting attitudes and beliefs that individuals and communities may hold towards language and its use. These attitudes may be shaped by a variety of factors, including social, cultural, and historical influences. For example, a person may have positive attitudes towards their native language and view it as a marker of their identity, but at the same time, they may also see the value in learning a second language adopting a monolingual stance as regards how exactly to go about learning additional languages. Therefore, this can create ambivalence in their feelings towards language and its use, which is what was observed in the current study prior to the training as the participating pre-service teachers were prompted to surface their existent language ideologies through the theory-driven language ideology tracking tool and the reflective paper that they wrote about the systematic inclusion of L1 in language classrooms. The findings of the study point out that from the onset, the vast majority of the PSTs were emphatic that they would mostly favour monoglossic language ideologies as exposure to as much English as possible is of utmost importance. However, it was also observed that at times they would defend separation of languages as good teaching practices while at others they would make use of L1 to, for instance, explain grammar and give grammar examples as well as explaining vocabulary. To be precise, the participating pre-service teachers explained that they would make use of L1 only when needed, laying a particular emphasis on the possibilities and opportunities of having their future learners be exposed to as much English as possible. That is, the PSTs with such language ideologies at the beginning of the training considered their future learners' L1 as the last resort, especially if they fail to successfully explain the new concepts in English (Alkhamsi; 2019; Cook, 2001). In similar fashion, the PSTs' ambivalence prior to the training was seen to relate to the idea that the systematic use of L1 would exacerbate the so-called problems of first-language interference, because it encourages the false belief that there is a word-for-word equivalence between languages (i.e., perceiving L1 use only as translation). This misconception as regards the use of L1 in language learning and teaching alike was observed to have an influence on the PSTs' existent language ideologies prior to the training, which is in line with the assumption that the pre-service teachers' former learning experiences affect how they would envision their future teaching practices (Caldas, 2019). In this regard, the participants' ambivalent languages ideologies were observed to have a number of restraining

effects. For instance, the PSTs, whether it be consciously or unconsciously, did not fully recognise the value and benefits of dynamic bilingualism and their future students' emergent bilingualism, which is thought to possibly result in a one-size-fits-all approach to language education that is not responsive to the unique needs and experiences of bilingual learners (Garcia, 2009; Palmer et al., 2014; Peercy, 2016; Wei & Garcia, 2022). Similarly, their studies in the teacher education programme that they had been learning how to teach additional languages had an impact on their ambivalent language ideologies in the sense that they had always been instructed to make sure not to make use of their learners' L1 in the future or only judicious use of their L1, which accordingly resulted in a situation whereby the PSTs were unsure whether and how to let their future learners draw on their full linguistic repertoire to go about learning the additional language/s (Garcia & Wei, 2014; Lucas & Villegas, 2011; Ruiz, 2010; Yi-Cline, 2019).

The last major finding was that even though the overwhelming majority of the participants were observed to embrace monoglossic and ambivalent language ideologies, there were some participants who held heteroglossic language ideologies (Bakhtin, 2008). Heteroglossic language ideologies can be thought of as referring to beliefs and conceptions about language and its usage that could be characterised by a recognition of the diversity and complexity of language systems (Markova et al., 2007). Such an ideological stance involves an acceptance and valuing of emergent bilinguals' full linguistic repertoire and their fluid language practices as well as an understanding of the ways in which language is shaped by social, cultural, and historical factors. In this sense, some of the participating pre-service English teachers reported that creating a bilingual environment would humanize language learning (Childs, 2016). Furthermore, based on the findings of the current study, it might as well be argued that pre-service English teachers who hold heteroglossic language ideologies may be better able to understand complexities of bilingualism and to provide support and resources for bilingual learners, promoting inclusive and equitable language practices in their future classrooms (Flores, 2014; Wei, 2022). As such, it can be argued that the PSTs with heteroglossic language ideologies prior to the training could be considered to be 'readier' to embrace and welcome translinguaging pedagogy

as they find out more about the premises of bilingual education in line with heteroglossic language ideologies (Iversen, 2019).

6.1.2 Discussion of the PSTs' insights into the course 'translanguaging pedagogy' in relation with their language ideologies. The second research question aimed at unearthing the participating pre-service teachers' insights into translanguaging pedagogy and their negotiation of language ideologies. The thorough analysis of the collected data indicated that the PSTs moved along a continuum over the course of one semester, which are resistance to support, debunking the monolingual bias, and adopting a pro-translanguaging lens. These three emerging ideological stances also illustrate the effects of the course on the participating pre-service teachers' negotiation of their language ideologies – a shift towards a more inclusive view of language learning and teaching as informed mostly by heteroglossic language ideologies. To begin with, the vast majority of the participating pre-service teachers were initially observed to hold monoglossic language ideologies. However, as exposure to course content increased, their existent ideologies were observed to wend towards a more supportive view as regards bilingualism and bilingual education while they also segued into translanguaging pedagogy. To be precise, translanguaging as a pedagogical tool could be thought of as an approach that allows pre-service teachers to better understand the language-learning process and the experiences of their future emergent bilingual learners. The approach emphasizes the use of multiple language in the classroom, helping to bridge the gap between bilinguals' home languages and the language of instruction (Cenoz & Gorter, 2021; Garcia & Kleifgen, 2018). In this regard, pre-service teachers, reflexively engaging with the theoretical aspects and pedagogical implications of translanguaging the whole way through, were made aware that they would gain a better understanding of the linguistic, cultural, and social backgrounds of their learners through translanguaging and that they would be better able to foster a sense of inclusivity and acceptance in their classroom settings (Baker, 2011) and improve their foreign language skills (Yüzlü & Dikilitaş, 2021). To this end, the course created an environment where the PSTs had the chance to surface their current language ideologies and then they were exposed to translanguaging and dynamic bilingualism (Garcia & Wei, 2014) in a translanguaging space (Wei, 2011). In so doing, it was observed that the course helped generate further interest and

curiosity in the participants, which prompted to further reflect on translanguaging and whether they would consider utilising such an approach in their future teaching practices, which echoes what Seltzer (2020, 2022) suggested in her *critical translingual approach* and is similar to Garcia, Johnson, and Seltzer's (2017) concept of a translanguaging stance. In order for the PSTs to develop a stance that actively disrupted oppressive language ideologies, they were encouraged to engage with theory and scholarly articles as regards translanguaging and multimodal texts that invited inquiry into (re)conceptualisation of language learning and teaching – enabling them to further interrogate the dominant monolingual approaches and ideologies circulating in the field of foreign language education. As such, the overwhelming majority of the participating pre-service teachers' initial resistance was seen to soften up and they began to negotiate their ideological stances accordingly. Results of the present study also illustrated that reflecting on their newly emerging language ideologies, the PSTs at times referred to their past language learning experiences and mostly criticised how there was this attempt to fully immerse them into only English. Unlike their initial monoglossic language ideologies, the findings indicated that the vast majority of the participants came to see themselves as 'bilinguals', which is in line with Garcia's (2009) conceptualisation of bilingualism. Therefore, it could be argued that training pre-service teachers tailored to the needs of bilingual individuals would benefit them to develop a more inclusive stance (Ascenzi-Moreno, 2018; Garcia et al., 2017) and move away from separation of languages (i.e., in sharp contrast to what they had been exposed to as they were learning additional languages).

As the participating pre-service teachers had the opportunity to interact longer by translanguaging, their ideologies were observed to be influenced to a greater degree. That is, the PSTs' language ideologies were observed to change in the direction of debunking the monolingual bias. The vast majority of the PSTs began to discuss how they would make use of translanguaging pedagogies in their future teaching practices, how translanguaging provides positive opportunities (e.g., more equitable learning environment), how important it is to strategically plan out translanguaging and create appropriate translanguaging materials as well as avoiding the dominant monolingual bias and considering 'native-speakerism' as an unrealistic goal of foreign language education. Adopting a more linguistically inclusive perspective of emergent

bilinguals' language practices and confronting the underlying personal language ideologies of the PSTs, the course content helped support the participating pre-service teachers' in negotiating the limitations of monolingual language ideologies (Goodwin, 2017) and recognise translanguaging as one powerful way forward (Dikilitaş & Bahrami, 2022; Garcia & Wei, 2014; Poza; 2017; Wei & Garcia, 2022). The findings of the study also suggest that debunking the monolingual bias through critical engagement with translanguaging both as a theory and pedagogical tool, the pre-service teachers were prompted to acknowledge the constraints of monoglossic language ideologies and monolingual bias alike and notions of language separation and recognise ways of advocating for learners' dynamic language practices (Garcia & Leiva, 2014), which aligns with the existent studies in the literature (e.g., Bunch, 2013; Daniel, Pray, & Pacheco, 2020; Flores, 2020; Goodwin, 2017; Otheguy, Garcia, & Reid, 2015; Seltzer, 2022). Similarly, results of the study pointed out that the participating pre-service teachers began to reframe the purpose of English teaching as highlighting and leveraging emergent bilinguals' learners existing language abilities rather than remediating their so-called deficits (Flores, 2020; Seltzer, 2019b). The PSTs, for instance, discussed how they would prepare appropriate translanguaging materials in their future classrooms to enact their newly emerging language ideologies in the implementational spaces (Hornberger, 2005), which is also argued by Garcia et al. (2017) and Seltzer and Garcia (2020) respectively. Specifically, Seltzer & Garcia (2020) argues that in order to leverage student bilingualism and enact a translanguaging pedagogy in classrooms, teachers need to (1) embrace a translanguaging stance regarding the acquisition of English, (2) center their translanguaging stance around texts that challenge monoglossic native speakers and standard language expectations and engage students in critical discussions about English itself, and (3) make translanguaging shifts that destabilise the role of the English teachers as linguistic experts (p.23). Furthermore, the findings revealed that the PSTs stated that 'doing' translanguaging the whole way through the course helped them better conceptualise and internalise what translanguaging is all about as well as helping the benefits of such an approach to foreign language education. As such, it can be argued that the PSTs started to consider English learning not something as linear resulting in monolingualism; rather, they started to acknowledge that their future learners are emergent bilinguals with full capacities who add new features and

foreground some features as they interact with different people and tasks (Garcia & Wei, 2014). In this sense, the participating pre-service teachers were also observed to recognise the fluid and dynamic nature of language use and challenge the idea that languages should be used in discrete, separate ways. To be precise, the translanguaging space in the course as well as engagement with course materials helped them understand and value linguistic diversity of bilingual individuals. Hence, it can be argued that making space for the PSTs to grapple with the realities of bilingual individuals could usher in the shifting language ideologies of the participating PSTs which would extend past their pre-service teacher education into their classroom practice (Seltzer, 2022), enabling them to teach English in ways that tap into and leverage language learners' translanguaging (Salerno, Andrei, & Kibler, 2019; Seltzer & Garcia, 2020).

Another major finding of the current study was that by the end of the course, an overwhelming majority of the PSTs adopted a pro-translanguaging lens as regards language learning and teaching. To be precise, the findings revealed that most of the PSTs, drawing on their engagement with the course discussions and materials, adopted heteroglossic language ideologies. That is, the PSTs were observed to discuss the responsibilities of translanguaging teachers, called for policies that strengthen linguistic diversities with an explicit reference to their future bilingual teaching practices, argued translanguaging has social justice consequences and it is 'nothing like' the other methods/approaches they had learnt before. In this regard, the PSTs touched on certain common responsibilities of teachers using translanguaging; namely, embracing heteroglossic language ideologies, supporting learners' identities as dynamic bilinguals, and creating a multilingual ecology in the classroom (Garcia et al., 2017), which concurs with studies that argue translanguaging could be a powerful way of addressing unique needs and experiences of emergent bilinguals (Otheguy, Garcia, & Reid, 2018; Pennycook, 2017; Wei, 2017). Moreover, the PSTs argued that there should be novel policies that acknowledge the dynamic bilingualism and how best to teach foreign languages as informed by translanguaging pedagogies, which is in line with the existent research studies in the field (Akbar & Taqi, 2020; May, 2013; Cenoz, 2017; Cummins, 2019; Setlzer & Collins, 2016). In this regard, the findings of the present study also indicated that these policies should strengthen the diversity in

bilingualism, adopting heteroglossic language ideologies. Therefore, it can be argued that creating opportunities where the pre-service teachers were able to call upon their own learning experiences as well as surfacing their own language ideologies as regards issues pertaining to bilingualism and language teaching helped them conceptualise and adopt different perspectives that move away from monoglossic language ideologies circulating in the field of foreign language education (Cenoz & Gorter, 2022; Flores, 2019). In addition, the results illustrated that incorporating dynamic bilingualism and translanguaging pedagogy in pre-service education would actually help dispel linguistic purism and hierarchy that have been dominant in language education (Seltzer, 2022). The overwhelming majority of the pre-service teachers did not only display heteroglossic language ideologies per se, but they also started discussing how they could enact a process of social transformation through translanguaging, releasing emergent bilinguals from the constraints of monolingualism or a static additive bilingualism, and create a space for the dynamic bilingualism (Nunez & Espinoza, 2017; Prada, 2021).

6.1.3 Discussion of the factors involved in the process of the PSTs' negotiation of their language ideologies. The third research question aimed at exploring the factors that affected the PSTs' negotiation of their language ideologies. The in-depth analysis of the collected data indicated that some of the influential factors affected their negotiation in a strengthening manner even though some factors might have a constraining effect on their attempts to fully immerse into translanguaging pedagogies and try out this new concept in their future teaching practices. Precisely speaking, the PSTs discussed how translanguaging decenters the 'personal' in the sense that 'doing' translanguaging the whole way through in the current course helped them realise that their own languaging practices were universal and standard. This realisation of how beneficial translanguaging could turn out to be in foreign language learning environments prompted the PSTs to reflexively reflect on and enquire into the personal so that existing ideologies could surface. Moreover, the PSTs were prompted to explore how language and ideologies around language have functioned in their own educational life and teacher education experiences and they were pushed even further to recognise how their ways of thinking about language have been shaped over time, which is line with Seltzer's (2019; 2022) suggestion of creating a critical translingual

approach in teacher education. Similarly, engaging with course content that is mostly concerned with creating a safe and welcoming environment for emergent bilinguals, the PSTs were observed to articulate their opinions and thoughts in a more critical manner. As such, it can be argued that disrupting oppressive language ideologies, the course attended to the participating PSTs' subjectivities and realities, in particular, to the ideologies about language that shape their subjectivity (Ball, 2009). This emphasis on the subjectivity is in sharp contrast to "methods fetish" (Bartolome, 1994; Daniel et al., 2020) that characterise teacher preparation programmes and these so-called best practices when it comes to how to go about teaching languages. To this end, it is clear that engaging with translinguaging pedagogy and with what it offers had an influence on the participating pre-service teachers' negotiation of language ideologies.

However, the findings also revealed that the fear of lack of institutional support once they start the profession would also be an influential factor. Specifically, this fear seems to stem from the fact that some schools might not provide the conditions where the teachers might have the chance to make use of their learners' full linguistic repertoire, incorporating translinguaging pedagogy. This particular factor also illustrates there might be hesitance to include translinguaging due to the lack of institutional support, which echoes Iversen's (2019) study. Iversen (2019) discusses the pre-service teachers' hesitance towards integrating students' L1 into language teaching. The primary reason behind this hesitance is reported to be the lack of encouragement and support both from their own instructors and their field placement schools. In similar fashion, the PSTs also mentioned that the use of L1 in their current context is likely to be a rare practice as the prescribed national approaches to language teaching as well as the institutional policies strongly favour monoglossic language ideologies (Yuvayapan, 2019). Hence, as is seen in this study, it is of utmost importance to inform all the stakeholders about how translinguaging and heteroglossic language ideologies would actually come in handy in the process of learning additional languages (Dougherty, 2021; Kampittayakul, 2019). Moreover, the findings of the present study revealed that challenging the participating pre-service teachers' existent beliefs and thoughts by engaging them in critical thought and having them consider different perspectives as regards language learning and teaching, their language ideologies were influenced. To be precise, it can be argued that the increased

familiarity with translanguaging pedagogy, which was at odds with the participants' initial language ideologies, contributed to the process of these pre-service teachers' negotiation of their existent language ideologies in the form of 'dissonance learning'. The whole way through the course, the PSTs were informed about the importance of supporting bilingualism and translanguaging in the classroom, while also grappling with the reality that up until this course they had not received support of any kind as regards their possible role for teaching emergent bilinguals. As such, it was observed that the aforesaid situation led to a feeling of 'dissonance' as they also attempted to reconcile their beliefs about the importance of supporting bilingualism and translanguaging. However, this dissonance was observed to elevate the participating pre-service teachers' ideological stances towards the acceptance of heteroglossic language ideologies (Voegler, 2021). To this end, it is also clear that the connection between dissonance learning, and language ideologies revolves around the ability to compare and contrast different ideologies on language use. Through dissonance learning, pre-service teachers were prompted to examine their own language ideologies and tried to adjust them to better reflect the new reality that they had been engaged with, taking into account ideological stances (Anzaldúa, 2015).

The current study also showcases that engaging with translanguaging pedagogy and heteroglossic language ideologies has a number of socioemotional and socio-political effects. Since translanguaging challenges dominant monolingual language ideologies and instead promote bilingualism (Garcia, 2011; Garcia & Kleyn, 2016), allowing emergent bilinguals to become more visible and empowered, it could also be used to build social bridges between monolingually-oriented parents and teachers in the hopes of fostering understanding and acceptance of linguistic diversity. Some of the participants stated that there might be some contextual factors as in the parents' insistence on English-only approaches; however, this insistence could be softened up by making sure to raise awareness and familiarity of parents. In similar fashion, the findings of the present study point out that translanguaging could have a range of socioemotional effects (Back, Han, & Weng, 2020; Seltzer & Baker, 2016) on emergent bilinguals. It can be empowering for some, allowing them to express their identity, culture, and sense of belonging (Anzaldúa, 2015; Zavala, 2019). It can also provide a sense of comfort and security, by allowing individuals to access the language

and culture of their background (Kirsch, 2020; Rajendram, 2021). Dwelling on these socioemotional and socio-political effects of translanguaging, the course might have had an impact on PSTs' language ideologies shifting towards a more heteroglossic understanding of language teaching and learning.

6.2 Pedagogical Implications

The current study is likely to offer numerous pedagogical implications for pre-service teachers, teacher educators, curriculum designers, and in-service teachers. In light of the findings of this study, the aforesaid implications are discussed in further details in what follows.

6.2.1 For pre-service teachers. The findings of the study revealed that translanguaging pedagogy could initiate a shift in pre-service English teachers' language ideologies from those of monoglossic to heteroglossic language ideologies as it constantly keeps them critically engaged in conversations centred around emergent bilinguals' realities (i.e., languages are not separate entities). That is, enacting a translanguaging lens in pre-service teacher education through a course whereby the PSTs have the chance to experience translanguaging has an impact on their language ideologies and how they come to view language learning and teaching as informed by heteroglossic language ideologies. To be precise, the gathered data elucidated that creating a translanguaging space while learning about what it is all about ensures deep learning and touches on PSTs' deeply rooted, albeit unconscious, beliefs about language education. Therefore, a course where pre-service teachers are introduced to translanguaging pedagogy should be integrated into curricula of each pre-service teacher education programme virtually. Based on the findings of the present study, similar courses encompassing and reflecting on the syllabus of this course could be replicated in different pre-service teacher education programmes.

The traditional teaching profession and teacher education programmes have long treated languages and language education as separate entities so as to avoid so-called 'contamination' of one language by the other, resulting in separatist ideologies (e.g., monolingual bias). However, the findings of the present study demonstrated that creating an atmosphere where the PSTs surface their language ideologies and learn more about translanguaging has an empowering and transformative impact on pre-

service teacher education. Therefore, this study revealed that language ideologies and pedagogical decisions, practices, and values are interrelated. In this sense, preparing pre-service English teachers to work with bilingual learners would better encourage and support them reconceptualise bilingualism and reconstruct their teaching practices based on dynamic bilingualism and translanguaging. Based on the findings of this study, the following points could be taken into consideration as pre-service English teachers are in the process of training:

- a. Creating spaces for pre-service English teachers to revisit their past language learning experiences and reflect on them,
- b. Providing opportunities for them to surface their language ideologies and negotiate their existent language ideologies,
- c. Introducing them to dynamic bilingualism and translanguaging as informed by translanguaging pedagogies,
- d. Setting up an atmosphere where they are both introduced to translanguaging theoretically and are also given the chance to experience ‘doing translanguaging’ in a translanguaging space (i.e., loop instruction).
- e. Equipping PSTs with only knowledge related to additional language development would not suffice. They can also develop nuanced perspectives of emergent bilinguals’ linguistic backgrounds and resources which could be leveraged for learning; thus, decentering monolingual bias

6.2.2 For teacher educators. The findings of this study also illustrated that it is incumbent on teacher educators to help pre-service teachers to examine the ideologies that shape their perceptions of bilingual education and frame their approach to teaching English. However, this awareness would not be enough; PSTs must be pushed to integrate such awareness into their stances so that their misconceptions and biases can be addressed in ways that recognise and leverage their future learners’ translanguaging. This study also explicitly shows the benefits of providing PSTs with the opportunity to view themselves as agents in interpreting and implementing language policies in the course and in the field of language education. As they start to view themselves as language policymakers, they are also provided with ownership of their evolving role as future bilingual teachers. The findings also highlighted that in

pre-service education, it is highly significant not to impose restrictions of any kind as regards ‘the best’ way of going about teaching; instead, PSTs need to be introduced how to strategically and systematically include L1 in their teaching to perpetuate a more equal learning environment, inclusive of bilinguals’ ways of knowing and being as well as their cultural and social identities. As such, this study showed that prompting pre-service teachers to cultivate and negotiate their language ideologies through exposure to translanguaging pedagogy has the potential to better inform and enable them to examine ways they may, consciously or unconsciously, devalue learners’ diverse language practices and as an alternative, adopt pedagogical practices that position learners’ translanguaging as a vital resource for learning.

Moreover, as this study revealed, translanguaging breaks down imagined boundaries between languages and recognises bilingualism as one cohesive system. As the findings suggested, throughout the course, the pre-service teachers (re)visited their related experiences of learning and teaching and had the opportunity to link academic concepts to their everyday activities of learning and teaching, a process which helped them gradually generate equitable concepts of bilingual pedagogies as informed by translanguaging and heteroglossic language ideologies. As such, it is of utmost importance to provide pre-service teachers with opportunities in tangible ways to take up a theory-based stance and models in order to go about designing innovative classroom pedagogy. That is, pre-service teachers, throughout their required coursework, can infuse scholarly work that introduces them to bi/multilingual pedagogies including translanguaging, micro teachings based on the principles of dynamic bilingualism, critical language awareness, and other bilingual activities into tangible classroom practice ideas in their training to become teachers. To this end, as informed by the findings of the current study, teacher educators in pre-service teacher education programmes can take into account the following points:

- a. They can go beyond raising awareness; instead, they can create spaces where pre-service teachers are pushed to first-hand experience what translanguaging is all about and how relevant it could be to their future teaching practices,

- b. They can present pre-service teachers with multiple theoretical perspectives and provide a variety of examples in which PSTs can reflectively work together to apply varied theories to classroom practice,
- c. They can create in-class activities that model multiple/hybrid language use in order for pre-service teachers to understand how the theoretical aspects might align with pedagogies that support equitable and socially just classroom instruction (i.e., learners' bi/multilingual resources are precious assets)
- d. They can navigate disagreements in ways that keep pre-service teachers engaged and feeling that their knowledge and contributions are valued,
- e. They can support pre-service teachers to interrogate their own language ideologies as part of a translanguaging shift while PSTs reflectively develop and enact a translanguaging stance.

6.2.3 For curriculum designers. Although bilingualism has been commonplace all around the globe, educational spaces to legitimise and leverage language learners' ways of knowing and bilinguality have been rather scarce due to monoglossic ideological stances. However, this study shows that it is an issue that needs to be embedded in the praxis of teacher education programmes to prepare teachers to welcome linguistic and cultural diversity in their classrooms as well as capitalising on their own bilinguality. In this regard, ELF settings also need to create spaces that benefit emergent bilinguals by providing balanced instruction in multiple languages for better student output. Hence, teachers knowledgeable in such pedagogies and the positive effects of bilingualism on cognition, personal, and social well-being in such would valorise the bilingualism of emergent bilinguals rather than see it as a barrier to teaching and learning and support learners academically and emotionally. This being the case and in looking across the experiences of the participating PSTs as is illustrated by the findings of this study, it can be argued that curriculum designers can consider the affordances of translanguaging as organic languaging practices occurring naturally and authentically in classrooms as well as the cognitive advantages of dynamic bilingualism. This consideration presents multidimensional avenues for curriculum designers to lay a particular emphasis on. In this regard, this study, albeit tentatively

at best, has some recommendations to offer with regard to designing curricula that take into emergent bilinguals' fluid language practices:

- a. They can infuse translanguaging practices in the language curriculum and that could help shift pedagogy away from monolingualism without fearing the use of languages other than English in the classroom and bring about the cognitive advantages of dynamic bilingualism,
- b. Translanguaging can be used as a way not only of promoting learners' bilingualism, but of embracing heteroglossic language ideologies that seek to make connections between the diverse identities and realities of emergent bilinguals in the process of learning additional languages; therefore, curriculum designer could embark on integrating translanguaging practices,
- c. They could explicitly refer to emergent bilinguals' fluid language practices as well as the advantages and benefits of such languaging in the language curriculum,
- d. They can offer practical suggestions as to how to design translanguaging effectively in EFL classrooms, how to measure outcomes of translanguaging, and how to create transformation in student talk by allowing them to use all the languages available at their disposal.

6.2.4 For in-service teachers. The findings of the present study showed that some of the PSTs were concerned about whether they would actually be able to enact their translanguaging stance in the implementational spaces once they start the profession. Therefore, this study also has some pedagogical implications with regard to school contexts (i.e., institutions) and parents, administrators, i.e., all the stakeholders involved in educational spaces. The constraints that the participating PSTs reported in line with the third research question were related to 1) an institutional language policy, 2) a lack of support and guidance on implementation, 3) parents' assumptions and perceived dangers, such as overuse of L1 by learners. In this regard, this study has some recommendations both for institutions and parents:

- a. Those with administrative duties at schools can evaluate the effectiveness of how translanguaging practices could be incorporated into language teaching and learning,

- b. Teachers and institutions need to have in-depth discussions regarding the language policy as monolingual teaching is not a practical choice; thus, recognising the significant role of emergent bilinguals' L1,
- c. Institutions and teachers could collaboratively inquire into emergent bilinguals' learning needs to better grasp and evaluate how they best learn additional languages and the relevance of translanguaging practices in this process,
- d. Parents can be made more aware of cognitive advantages of dynamic bilingualism and how translanguaging can support their children's language and cognitive development,
- e. Parents could be informed about how pedagogical translanguaging actually unfolds in language learning by making sure not to leave any questions they might possibly have unanswered.

In conclusion, this study points out that shifts in PSTs to take up a translanguaging stance is possible. The findings also provide insights into how PSTs might adopt a translanguaging stance where they not only view their learners as “resourceful” agents (Pennycook, 2012, p.99) of their own languaging, but also perceive their agency to resist monolingual English ideologies from the ground up. Creating spaces where pre-service EFL teachers grapple with issues that are centred around bilingualism and bilingual pedagogies by ushering in new ways of (re)negotiating their language ideologies and possible future practices (i.e., redressing and rejecting monolingual bias and monoglossic approaches to foreign language education) that extend past their pre-service teacher education into actual classroom practices is of utmost relevance. A key goal for pre-service teacher education should be to prioritise pedagogies that dismantle elitist hegemony of any kind, move further towards interrupting normative monolingual ideologies, and accordingly bring to focus a more realistic and inclusive perspective on foreign language education and pre-service teacher education alike. Honing our understanding of the pedagogical implication of such a stance also requires the acknowledgement of a critical bilingual stance in teacher education. To this end, we call for increased resistance to conventional monolingual bias and English hegemony within teacher education

programmes in favour of the critical and liberating turn that translanguaging represents.

6.3 Recommendations for Further Research

The present study puts forward a number of recommendations for future research in the field. First and foremost, this study was carried out with pre-service English teachers who had not received any training on bilingual education or translanguaging pedagogies. Thus, a similar study can be replicated in different pre-service teacher education programmes both in EFL and ESL settings. Further research might as well make use of different research methods whereby a group of pre-service teachers would receive translanguaging pedagogy training and another group would continue with their studies in a traditional (e.g. monolingual) way in order to compare the results of both groups in terms of how they perceive bilingual education.

Moreover, translanguaging pedagogy does not only require subject knowledge *per se*, but also multimodal materials that would cater for the needs of teachers aiming to incorporate translanguaging into their teaching practices. As such, providing bilingual materials that are aligned with the principles of translanguaging pedagogy can be an important aspect that further research could take into consideration. Similarly, further research would also pay particular attention to establishing assessment standards and instruments that are grounded in the principles of translanguaging pedagogy.

Finally, it is of prime importance to create spaces where teachers, whether pre- or in-service, could surface their existent language ideologies and then work on their current understanding to see the value in professional development in terms of translanguaging pedagogy as well as negotiating their language ideologies. Teachers can indulge in critical dialogues around translanguaging in teacher education courses so that they can further unpack and reflect upon the opportunities and challenges underlying translanguaging implementation across different contexts and deepen their adaptability and flexibility. Last but not least, further research need to perceive translanguaging not just as scaffolding, but as a means of holding the promise of transforming the language hierarchies with an explicit social justice agenda to counteract monolingual bias in education and legitimise bi/multilingualism as the

norm and goal without promoting the banal cosmopolitanism circulating in all educational spaces.

6.4 Conclusions

The present study significantly contributes to the existent literature by examining the impact of translanguaging pedagogy and on the negotiation of the participating pre-service English teachers' language ideologies. The findings revealed that as exposure to course content and engagement with translanguaging pedagogy increase in a reflexive and reflective manner, pre-service teachers' ideologies are influenced. Precisely, learning about translanguaging through translanguaging provides authentic self-directed learning which constantly kept the PSTs assessing the efficiency of using translanguaging in teaching. This study demonstrates that learning and doing translanguaging simultaneously could be more influential to convince pre-service teachers about the practices which, in turn, might influence language ideologies. In this sense, the results also revealed that the course allowed the PSTs to experience translanguaging and identify potentials in teaching. Besides, at the start of the training it was demonstrated that the PSTs' existent language ideologies were mostly monoglossic. That said, the findings also revealed that translanguaging-driven teacher education could trigger a movement away from such monolingual approaches to ones that welcome and cherish fluid language practices of bilinguals. Accordingly, this study, examining pre-service EFL teachers' learning to facilitate translanguaging in the sense of learning to teach and how they consolidated bilingualism drawing on their language ideologies, showed that translanguaging has the potential to disrupt monoglossic ideologies about language and could leverage a transformative as well as dynamic bilingual education adopting a pro-translanguaging lens.

The findings of the current study also identified an opportunity to work systematically with PSTs' language ideologies to challenge their perspectives and enable them to develop greater awareness of their own heteroglossic language ideologies and see the potential of including all languages in foreign language education. As such, it can be asserted that a pedagogical framework enacting flexible bilingualism, which integrates bilinguals' ways of knowing and their sociocultural resources, should be fostered in pre-service teacher education. Thus, the results

revealed that PSTs need to undergo training tailored to the needs of bilingual individuals and be educated to become ‘multilingual teachers’, incorporating translanguaging pedagogies that require skills of allowing, valuing, and mirroring learners’ voices and linguistic choices (Palmer et al., 2014). Moreover, this study illustrated that translanguaging as a pedagogical tool is advantageous in its potential to imbue transformation into language ideologies of pre-service teachers. In this sense, the findings affirmed that adopting a translanguaging lens would initiate a shift away from prioritising English as a foreign language towards recognition of emergent bilinguals’ bilingual repertoires and their fluid language practices. Specifically, it was observed that translanguaging would allow PSTs to go beyond the tenets of monolingual ideologies, thus empowering them to tackle the dominant monolingual bias perpetuated in the field of foreign language education. To this end, the findings of this study contributed to the understanding of how to prepare pre-service teachers to become more receptive to bilingualism to teach emergent bilinguals by showing that monolingual approaches should no longer be the norm. As is evident, the PSTs had the opportunity to juxtapose their beliefs about language ideologies, bilingualism, and translanguaging respectively through the course, which purports that making space for PSTs to grapple with heteroglossic language ideologies influences their own language ideologies.

This study, drawing on Kroskrity’s (2006) conceptualisation of language ideologies, confirmed that language ideologies are rationalisations about language which could either be explicitly articulated or embedded in communication and constructed from the sociocultural experiences of the speakers. The results showed that PSTs language ideologies were unpacked through multi-model datasets whereby they were provided with a wide array of platforms to explicate their beliefs, opinions, and feelings in various ways; hence, setting up an environment with more freedom. However, as is presented in this study, PSTs come to faculties of education with their own embodied experiences, beliefs, and ideologies as to how to go about teaching languages and language practices overall. That being the case, pre-service teacher education would provide opportunities for PSTs to embrace heteroglossic language ideologies in ways that might shape their future teaching practices. It is of utmost

importance to prepare PSTs to redress and resist monoglossic language ideologies and linguistic inequity perpetuated by many EFL/ESL settings.

The current study reveals that undergoing training aligning with the conceptualisation of dynamic bilingualism would encourage PSTs to consider themselves as bilinguals as well. Thus, it is of paramount importance for pre-service education to incorporate strategies into their curricula to prepare PSTs so that they can address the needs of culturally and linguistically diverse students, whereby their learners' full linguistic repertoires are legitimised and leveraged to tap into possible academic challenges. The findings demonstrated that one way of acting on this is to introduce and incorporate translanguaging pedagogy as it would help PSTs to become aware of their future learners' fluid language practices (i.e., transcending boundaries that are set up by monolingual bias) and move from a language-compartmentalised approach to the bilingual classroom to instruction that value bilingualism of language learners (Garcia & Wei, 2014). In other words, translanguaging both as theory and a pedagogical tool would help improve bilingual teacher preparation, resisting restrictive and monoglossic language ideologies still circulating in teacher education programmes.

In brief, the findings of the present study revealed that translanguaging pedagogy could be influential on the process of pre-service teachers' surfacing their existent language ideologies, challenging and negotiating them through translanguaging, and shifting their ideological stances. In this regard, I contend that opportunities to interrogate the monoglossic language ideologies through loop instruction (i.e., doing translanguaging in a translanguaging space) can be integrated in pre-service education in a recursive and explicit ways. Implementing translanguaging pedagogy could accordingly be regarded as a "multilingual turn" (May, 2014) in the participating pre-service teachers' language ideologies by urging them to move beyond the imposed monolingual practices and embrace natural bilingual practices, thus engendering deep learning opportunities. Specifically speaking, through conscious and critical reflection about their future roles as 'language teachers', PSTs can be provided with myriad opportunities to align themselves and their pedagogies that amplify emergent bilinguals' diverse identities and linguistic practices. To this end, in-depth self-reflection assisted the participating PSTs in examining the deeply rooted and often

unconscious beliefs they bring into teacher training and future classrooms. Such reflection was observed to help PSTs to speculate on issues of language ideologies, linguistic diversity, linguistic discrimination, larger society, and further how validating learners' languages in school might impact their lives. Overall, the findings of this study suggest that PSTs' language ideologies before they had been introduced to translanguaging pedagogy reveal entrenched deficient ideologies to monolingual teaching. Also, the realisation of the intertwined relationship between language ideologies and translanguaging could be a stepping-stone of becoming in preparing equity-minded educators in pre-service teacher education. To this end, it is a *sine qua non* of pre-service teacher education to provide more opportunities for personal exposure to linguistic diversity and issues centred around dynamic bilingualism as well as translanguaging pedagogy.

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