

**RE-ENVISIONING EFL TEACHING THROUGH TRANSLANGUAGING:
IDENTITY RECONSTRUCTION BY K-12 ENGLISH TEACHERS**



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**RE-ENVISIONING EFL TEACHING THROUGH TRANSLANGUAGING:
IDENTITY RECONSTRUCTION BY K-12 ENGLISH TEACHERS**

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ABSTRACT

RE-ENVISIONING EFL TEACHING THROUGH TRANSLANGUAGING: IDENTITY RE-CONSTRUCTION BY K-12 ENGLISH TEACHERS

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Translanguaging denotes both going between and beyond different linguistic systems, adapting the concepts of creativity and criticality to the language teaching process. Even though recent research has expanded in the direction of translanguaging in bilingual education and foreign language teaching, there is dearth of research which investigates the impact of translanguaging on language teachers in EFL teaching settings. To address this gap, the purpose of the study is to explore the identity reconstruction of EFL teachers during and after the training which introduces translanguaging as English language teaching pedagogy. The research was designed as a multiple case study in which there were 12 in-service EFL teachers – kindergarten (1), primary school (2), secondary school (4) and high school (5). The data were collected through multiple research methods including reflective journals, field notes, and a series of classroom observations, video-enhanced observations, and semi-structured interviews. Grounded theory analysis indicated that translanguaging pedagogy-driven training transformed existing identities of the trainees into three

distinct newly-emerging identities. In the analysis, EFL teachers' professional identities were found to be dwelt upon four conceptions: scope of bilingualism, role perception, teaching approach, and teaching purpose. Although multiple factors influenced the emergence of translanguaging-induced novel identities, there were found to be complex links at play. The EFL teachers who are inner force driven and have expertise were found to have greater potential to develop translanguaging-inspired identity. The study presents a number of critical implications for EFL teaching in K-12 contexts.

Keywords: Translanguaging, In-service Teacher Training, Teacher Identity, EFL Teachers

ÖZ

İNGİLİZCE’NİN YABANCI DİL OLARAK EĞİTİMİNİN ANLAŞIM
PEDAGOJİSİ İLE YENİDEN DEĞERLENDİRİLMESİ:
ANAOKULU-İLKOKUL-ORTAOKUL-LİSE’DE GÖREV YAPAN İNGİLİZCE
ÖĞRETMENLERİNİN KİMLİKLERİNİ YENİDEN YAPILANDIRMASI

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Anlaşım, yaratıcılık ve eleştirel düşünce kavramlarını dil öğretim sürecine uyarlayarak farklı dil sistemleri arasında geçiş yapmayı ve bunların da ötesine geçmeyi ifade eder. Anlaşım pedagojisini, iki dilli eğitim ve yabancı dil eğitimi bağlamında ele alan araştırmalar artmasına karşın İngilizce’ nin yabancı dil olarak öğretildiği ortamlarda anlaşımın dil öğretmenleri üzerine etkisini araştıran az sayıda araştırma mevcuttur. Bu boşluğu doldurmak için anlaşımı İngilizce öğretim pedagojisi olarak sunan eğitim esnasında ve sonrasında, İngilizce öğretmenlerinin yeniden kimlik yapılandırma sürecinin nasıl olduğunun keşfedilmesi amaçlanmıştır. 12 İngilizce öğretmenin – (1) anaokulu, 2 (ilkokul), (4) ortaokul, (5) lise - yer aldığı çalışma çoklu vaka incelemesi olarak tasarlanmıştır. Veriler, yansıtıcı günlük, sınıf içi gözlem, video tabanlı gözlem, saha notları, yarı yapılandırılmış mülakatları içeren çoklu metodlar ile elde edilmiştir. Gömülü teori analizi, anlaşım pedagojisine

dayalı eğitimin öğretmenlerin var olan kimliklerini dönüştürerek yeni üç farklı kimliğin belirmesini tetiklediğini göstermiştir. Analizler doğrultusunda İngilizce öğretmenlerinin mesleki kimliklerinin dört kavram (iki dillilik kapsamı, rol algısı, öğretim yaklaşımı, öğretim amacı) üzerine kurulu olduğu tespit edilmiştir. Anlaşım pedagojinin tetiklediği yeni kimliklerin ortaya çıkmasında birçok farklı unsur etkili olmasına karşın, bu unsurlar arasında karmaşık ilişkiler söz konusudur. Analizler, uzmanlığa sahip olan ve içsel güç ile harekete geçen İngilizce öğretmenlerinin anlaşım pedagojisinden ilham aldıkları yeni bir kimlik oluşturma konusunda daha yüksek potansiyele sahip olduklarını ortaya koymuştur. Çalışma, okul öncesi, ilk ve orta dereceli okullarda İngilizce'nin yabancı dil olarak öğretime dair öneriler sunmaktadır.

Anahtar Kelimeler: Anlaşım, Hizmet İçi Eğitim, Öğretmen Kimliği, İngilizce Öğretmenleri



To my late father and precious family

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TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION.....	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xv
LIST OF FIGURES	xvi
Chapter 1: Introduction	1
1.1 Theoretical Framework.....	1
1.2 Statement of the Problem.....	7
1.3 Purpose of the Study.....	8
1.4 Research Questions	9
1.5 Significance of the Study.....	9
1.6 Research Gap	10
1.7 Definitions	11
Chapter 2: Literature Review	13
2.1 Introduction.....	13
2.2 Bilingual Education and Translanguaging.....	13
2.2.2 Translanguaging in Language Learning	21
2.2.3 Pedagogical Translanguaging.....	26
2.2.3.1 Difference from Code-switching and Translation.....	37
2.2.4 Translanguaging in EFL Teaching.	39

2.2.5 Types of Translanguaging.....	43
2.2.6 Benefits of Translanguaging	48
2.2.7 Studies about Translanguaging in Emergent Bilingual Contexts.....	50
2.3 Language Teacher Identity	55
2.3.1 EFL Teacher Identity and Bilingual Education.....	57
2.3.2 Studies on Language Teacher Identity.....	61
2.4 Complexity Theory.....	64
2.4.2 Complexity Theory and Teacher Identity	68
2.4.3 Complexity Theory and Translanguaging.....	69
Chapter 3: Methodology	72
3.1 Research Design.....	72
3.2 Setting and Participants	78
3.2.1 Demographic Information about the INSET Trainees.....	78
3.2.2 Information about the Researcher.....	82
3.3 The Role of the Researcher.....	83
3.4 Procedures.....	84
3.4.1 Data Collection Instruments.....	84
3.4.1.1 Interview.	85
3.4.1.2 Reflective Journal	90
3.4.1.3 Observation	91
3.4.1.4 Researcher Journal.....	92
3.4.1.5 Video Enhanced Observation (VEO)	93
3.4.1.6 Learning Management System CANVAS	95
3.5 Data Collection Procedures.....	101
3.5.1 Sources of Data.....	101
3.5.2 Types of Sampling.....	101
3.5.3 Implementation.....	101
3.5.3.1 Design of the INSET Training	101
3.5.3.2 Content of the INSET Training	104
3.5.3.3 Study Process	116
3.5.3.4 Ethical Considerations.	116

3.5.3.5 Training Process.....	117
3.5.3.5.1 Week 1.....	119
3.5.3.5.2 Week 2.....	121
3.5.3.5.3 Week 3.....	121
3.5.3.5.4 Week 4.....	122
3.5.3.5.5 Week 5.....	123
3.5.3.5.6 Week 6.....	124
3.5.3.5.7 Week 7.....	124
3.5.3.5.8 Week 8.....	125
3.5.3.5.9 Week 9.....	125
3.5.3.5.10 Week 10.....	126
3.5.3.5.11 Week 11.....	127
3.5.3.5.12 Week 12.....	127
3.5.3.6 Data Analysis Procedures.....	128
3.6 Validity & Trustworthiness.....	131
3.7 Limitations.....	133
Chapter 4: Findings.....	134
4.1 Overview.....	134
4.2 Findings about the First Research Question Dwelling On What INSET Trainees' Language Practices and Professional Identity Orientations Before the Training	135
4.2.1 INSET trainees' insights into their language teaching practices	136
4.2.2 INSET trainees' existing identities.....	140
4.1.2.1 Only-English users.....	141
4.2.2.2 Only-Turkish users	142
4.2.2.3 Both-language users with comfort.....	144
4.2.2.4 Both-language users with reluctance.....	146

4.3 Findings about The Second Research Question Addressing In What Ways Translanguaging Pedagogy Influences INSET Trainees' Identity During and After the Training	147
4.3.1 The Case of Translanguaging-Romanticised Users.....	149
4.3.2 The Case of Translanguaging-Aware Users	161
4.3.3 The Case of Translanguaging-Inspired Users.	172
4.4 Findings about the Third Research Question Addressing What Factors Are Involved In the Process of These Teachers' Identity Reconstruction	185
4.4.1 The Case of Translanguaging-Romanticised Users.....	188
4.4.2 The Case of Translanguaging-Aware Users	192
4.4.3 The Case of Translanguaging-Inspired Users	197
Chapter 5: Discussion and Conclusions	202
5.1 Discussion of Findings for Research Questions.....	202
5.1.1 Discussion of the Findings of RQ 1: What are the EFL teachers' insights into their language teaching practices and professional identity prior to the training?	202
5.1.2 Discussion of the Findings of RQ 2: In what ways does the translanguaging pedagogy influence these teachers' identity during and after the training?.....	205
5.1.3 Discussion of the Findings of RQ 3: What factors are involved in the process of these teachers' identity reconstruction?	209
5.2 Conclusions	213
5.3 Practical Implications	216
5.4 Recommendations for Further Research	218
REFERENCES	219
APPENDICES	261
A. Translanguaging Unit Planning Template.....	261
B. Reflecting And Planning For A Translanguaging Pedagogy.....	262
C. Teacher's Assessment Tool For Translanguaging Pedagogy.....	264

D. Semi-Structured Interview.....	266
E. Semi-Structured Interview in Turkish.....	270
F. Observation Protocol.....	274
G. Syllabus Of the Training Shared On Canvas.....	278
H. Teacher Training Syllabus.....	285
I. Consent Form.....	297
J. Translanguaging Lesson Plans.....	298
K. Curriculum Vita.....	323



LIST OF TABLES

TABLES

Table 1 Type of Bilingual Language Ability	16
Table 2 Diversity of Pedagogical Translanguaging.....	27
Table 3 Strands of Translanguaging Pedagogy	32
Table 4 Classroom Checklist of Bilingual Students	35
Table 5 Translanguaging Model.....	45
Table 6 Categorization of Language Teacher Identity Studies	64
Table 7 Summary of the Research Design of the Study	74
Table 8 Instructional Timeline for In-service Training	76
Table 9 INSET Trainees of the Study.....	81
Table 10 Interviews.....	87
Table 11 Data Collection Summary for Interviews	89
Table 12 Data Collection Summary for Trainee Reflections	90
Table 13 Data Collection Summary for In-class Observations	92
Table 14 Data Collection Summary for Video-Enhanced Observations	94
Table 15 Summary of Data Collection Tools.....	100
Table 16 Detailed Content of the INSET training	109
Table 17 Schedule of Observations and Interviews.....	118
Table 18 Constructivist Paradigm in the Current Research	132

LIST OF FIGURES

FIGURES

Figure 1 Theoretical Framework of the Study	7
Figure 2 Subtractive Model in Monoglossic Ideologies	14
Figure 3 Additive Model.....	14
Figure 4 Recursive Bilingualism	14
Figure 5 Dynamic Bilingualism	15
Figure 6 Types of Bilingualism.....	15
Figure 7 Translanguaging Pedagogy Strands	33
Figure 8 Translanguaging Instructional Design	34
Figure 9 Translanguaging Progression	36
Figure 10 Pedagogical and Spontaneous Translanguaging Continuum	45
Figure 11 Continua for Translanguaging Pedagogy	46
Figure 12 A visual Representation of Research Design	73
Figure 13 Front Page of the Training on LMS CANVAS	107
Figure 14 Characteristics of Translanguaging-romanticised Users.....	149
Figure 15 Characteristics of Translanguaging-aware Users	161
Figure 16 Characteristics of Translanguaging-inspired Users	173
Figure 17 Influential Factors in the INSET Trainees' Identity Reconstruction Process	187

Chapter I

Introduction

This chapter consists of an overview of the study which aims at investigating the impact of translanguaging pedagogy on in-service teacher (hereinafter INSET) trainees who teach English at K-12 contexts in Zonguldak, Turkey in terms of their identity reconstruction process. The chapter presents the intertwined relationship between of translanguaging pedagogy, teacher identity and complexity theory. In addition, the statement of the problem and the purpose of the study, as well as the research questions and significance of the study are introduced.

1.1 Theoretical Framework

In this thesis I approach translanguaging drawing on complexity theory, characterised by connectivity, non-linearity, open systems, and diversity (Morrison, 2002), since translanguaging implies a complex amalgamation of diverse linguistic systems associated with the stem of *trans* referring to trans-system, trans-formative, and trans-disciplinary (Wei, 2013).

Complexity theory indicates the complex interplay and interaction among environments, organizations, or systems intertwined and interacting with a plethora of constituent elements (Davis & Sumara, 2006). It marks change, evolution and adaptation, often through a combination of cooperation and competition (Morrison, 2002), moving away from straightforward cause-and-effect models, linear predictability, and reductionist approaches to understanding phenomena to relatively more organic, non-linear and holistic approaches embracing interconnected networks (Wheatley, 1992). In complexity theory an organism reacts to its environment, thus altering its environment, which alters the organism again (Morrison, 2006), which exemplifies a dynamic relationship between the organism and its environment,

signalling a mutual change. These complex processes imply activity, proactivity, and reactivity, rather than passivity (Battram, 1999) in the mutual change process.

There are several key aspects which characterize the complexity theory. One is self-organization (Cilliers, 1998), which is featured by open systems, adaptability, learning, feedback sensitivity, communication as well as emergence (Cohen & Stewart, 1995). In the process of self-organisation, the organism as part of the system demonstrates *autopoiesis*, that is, they possess their proper identity and nature which is self-created (Kelly & Allison, 1999). By the same token, language learning is a self-organising process which involves continuous input and an interlanguage system (Larsen-Freeman, 2017). This is also closely associated with how bilinguals utilize their entire language repertoire under different circumstances requiring criticality and creativity (Wei, 2011) and how they self-organize and adapt complex linguistic systems by adapting the language functions in a spontaneous way, during which the internal interactions and self-organization take place (Larsen-Freeman & Cameron, 2008).

The second aspect is related to relatively simple sets of rules of interaction between the organism and the environment – i.e. local rules-generated behaviours causing emergent complex global order as well as diversity (Kauffman, 1995). Creative emergence also entails a process of change, determined partially by the need for survival, and is per se a process characterised by augmenting connectivity, networking and feedback (Stacey et al., 2000, p. 146). Similarly, language, whether it is seen synchronically or diachronically, is undeniably dynamic, that is, subject to change, undertakes nonlinear changes diachronically in a non-predictable way (Larsen-Freeman, 2017). Therefore, moving into new forms involves a phase shift and new system behaviours are regarded as emergent properties (Byrne & Callaghan, 2014).

The third pivotal aspect is connectedness, which characterizes interaction (Cilliers, 1998) in a distributed knowledge system within which knowledge is not

centrally situated (Hiver & Al-Hoorie, 2016) but rather circulates throughout the system to engender communication and collaboration (Cilliers, 1998). Connectedness between the first and second language in learners' mind requires an "integration continuum" (Cook, 2003, p.6) which posits the bilingual brain has two languages simultaneously "online" (Cook, 2001, p.408).

By drawing attention to this aspect of the complexity theory - connectedness, Jim Cummins (1981) put forward the interdependence hypothesis. Thus, complexity theory constitutes the theoretical underpinnings of the theories associated with adaptation, development, connectivity, dynamism, holistic and interactionist perspective (Fong, 2006; Jakubowicz, 2006). It also forms an underlying theoretical approach for bilingualism in which new language features functionally have dynamic interactions with old ones (Garcia, 2009a). This also supports the argument that bilingualism is not merely two monolingualisms in one (Grosjean, 1982) but particularly emphasizes the interconnectedness between the conventionally and traditionally understood languages and other human communication systems (Wei, 2016).

The fourth aspect is the *butterfly effect* which implies the systemic sensitivity to tiny changes in the environment (Kauffman, 1995). A huge degree of interaction among the constituting elements might progressively trigger novel changes, thereby influencing the whole system (Sade, 2009) which makes the system sensitive to the environmental changes (Sade, 2009). This aspect of complexity theory aligns with complex dynamic system's perspectives as regards language acquisition and learning (Duranti & Black, 2012) in that Wei (2018) states that language learning is a participatory, resemiotization process which is defined as a transformation cycle (Iedema, 2003) in which new meanings emerge through re-designing actions, that is, re-semiotized from one semiotic mode to another. During re-semiotization, some actions trigger the transformation of a whole cycle and thus each action, too, is transformed (Scollon & Scollon, 2004). Therefore, translanguaging is a process of transformation and resemiotization (Wei, 2018), which reflects the butterfly effect of

complexity theory.

These aspects of complexity theory might then help account for a new focus for Applied Linguistics by emphasizing dynamics, emergency and change, where predictability is improbable to be accomplished (Larsen-Freeman & Cameron, 2008).

These theoretical aspects offer principled implications for translanguaging which is based on the fact that the teachers and/ or students not only engage in using full linguistic repertoire for meaning-making but also go *between and beyond* different linguistic structures, systems and modalities (Garcia & Wei, 2015), a process characterised by interconnectivity, dynamism, holisticity and interactionism, reflecting a deep on-going, and never-ending dynamism (Creese & Blackledge, 2010) despite “craters, ridges and gaps” in human communication (Garcia, 2009a, p. 18), which makes it look like a self-organising all-train vehicle that functions and adapts the balance in the ridges and craters of the surface as opposed to a two-balanced wheel bike metaphorizing bilingualism as two separate monolingual codes.

Furthermore, translanguaging involves creativity and criticality (Wei, 2016) while adapting to the environment in the communication process. *Creativity* refers to the capability of making a choice between obeying and flouting the rules and norms of behaviour as well as the use of language (Creese & Blackledge, 2015). Boundaries are challenged, thus something new is created through creativity (Creese & Blackledge, 2015). *Criticality* is the capability of utilizing existing evidence to inform considered views of social, cultural, political, and linguistic phenomena, to query and problematize received wisdom, and to state views sufficiently through reasoned responses to situations (Creese & Blackledge, 2015). These two concepts are intertwined in that boundaries are almost impossible to be challenged without a critical perspective; and creativity is frequently an representation of criticality (Creese & Blackledge, 2015). Through criticality and creativity, artificial as well as ideological divides between majority versus minority, target versus mother tongue

languages are broken, thereby strengthening the learner and the teacher alike and developing identity through transformation of the power relations and focus upon teaching and learning process on meaning-making (Garcia, 2009; Creese & Blackledge, 2015). As Garcia and Wei (2014) indicated one of teachers' goals of translanguaging pedagogy is as follows "for identity investment and positionality; that is, to engage learners" (p. 121), translanguaging as pedagogy makes a contribution to identity investment and positionality to engage learners (Garcia & Wei, 2014).

Creese and Blackledge (2010) in a similar fashion indicate that student translanguaging establishes identity positions which are both oppositional to, and encompassing of, institutional values. Going beyond adapting the social contingencies of social life, identity investment is conducted by transforming relations through translanguaging (Creese & Blackledge, 2015). Ige (2010) also states that "identity in many respects is shaped by language and conversely, language choices may relate to identity" (p.3047). By drawing attention to "shifting, unstable, and multiple" (Rodgers & Scott, 2008, p. 733) nature of the identity, identity is conceptualized as a complex dynamic system (Byrne & Callaghan, 2014). Beauchamp and Thomas (2009) similarly note that "teacher identity is dynamic rather than stable and a constantly evolving phenomenon" (p, 177). Pennington and Richards (2016) draw attention to the changing nature of identity across time and place.

Complexity theory, which defines the change process in humans in relation and response to the environment, is also closely connected to the process of change and the actual influence on them. Although it seems that human changes behaviours by adapting to the environment, social and cognitive change is also evident. So I also argue that identity, constructed within complex systems of different relationships (Henry, 2019), also changes irreversibly since it is constructed as a result of "a constant on-going negotiation of how we relate to the world" (Pennycook, 2001,

p.149) through tension and struggle (Alsup, 2006; Beijaard, Meijer, & Verloop, 2004). In this sense, identity can be defined as an inextricable notion which is pluralistic, dynamic, shifting, and ever-changing (Miller, 2009; Tsui, 2007) and a constant quest for meaning (Britzman, 2006).

Teacher identity is influenced and formed by daily tasks and practices (Gee, 2004) defined as “what you are doing while you say it” (Gee, 1996, p. viii), which shows a “mutually constitutive relationship between identity and practice” (Kanno & Stuart, 2011, p. 240). Thus, identity is a multipartite (Larson, 2006) and complex (Beauchamp & Thomas, 2009) system, each interacting with, affecting and being affected by the others (Cross & Gearon, 2007). This interaction leads to the emergence of unpredictable behaviours (Wells, 2000). So, it is possible to argue that identity is a complex system.

In this thesis I focus on exploring, understanding, and identifying the influence of learning to do translanguaging-driven bilingual teaching on language teacher identity, a process of learning to teach (Britzman, 2012) through participating and interacting in a teacher community (Castañeda, 2011) as a complex cognitive dimension including what teachers “know, believe and think” (Borg, 2006, p.1).

To this end I focus on the re-construction of identity by EFL teachers who learn to do translanguaging-driven bilingual teaching informed by complexity theory characterised by holistic and interactionist approaches to exploring and understanding change in unpredictable and non-linear emergent and interconnected circumstances. Thus, in-service EFL teachers will learn about and perform translanguaging, a novel pedagogical language ideology with which they are yet to become familiar, facing a complex new struggle. Figure 1 shows the theoretical framework of the current study.

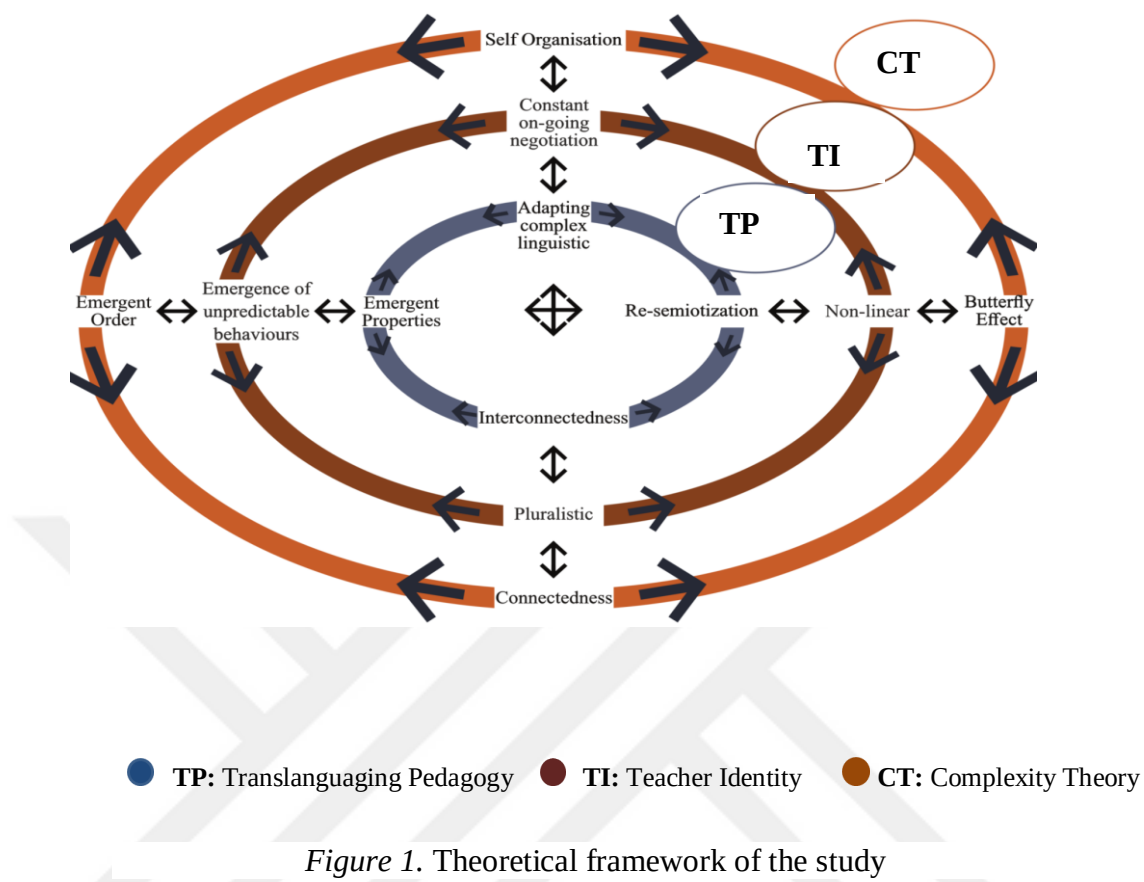


Figure 1. Theoretical framework of the study

1.2 Statement of the Problem

It is well established that defining identity has been a complex process (Beauchamp et al., 2009) inasmuch as it is also a dynamic and multifaceted process which is affected by internal (Rodgers & Scott, 2008) and external factors to the person (Flores & Day, 2006). Such complex and dynamic nature (Pennington, 2015) makes it a prolific research area which draws constant attention despite widespread research on language teacher identity in relation to emotion (Day, 2018; Pavlenko, 2003), motivation (Fogle & Moser, 2017; Johnston, 1999), professional knowledge (Dikilitas & Yayli, 2018; Miller, 2009; Morgan, 2004; Varghese, 2000), translanguaging (Creese & Blackledge, 2015). There is dearth of research which

investigates the impact of translanguaging on language teachers in EFL teaching settings by focusing on the complexity of educational environment.

Within the realm of education, the myriad of educational components including teachers, pupils, parents, education departments and policies, agencies and so on constitute the complexity of educational environment (Mason, 2014). As complex organisations present perplexing, nonlinear behaviour (Anderson, 1999), educational systems, institutions and practices reflect core features of complex adaptive systems because they are dynamical and emergent, frequently unpredictable, non-linear organizations operating in unpredictable and changing external environments. Morrison (2008), to exemplify, asserts that schools are “dynamical and unpredictable, non-linear organizations operating in unpredictable and changing external environments” (p. 22). Complexity theory redefines the fundamental elements of education, moving away from a controlled and controlling subject-focused education to an emergent, explored, inter-disciplinary, and constructivist curriculum. Thus, it reasserts freedom as a sine qua non of education. Further, complexity theory puts emphasis on the process instead of the content of learning, since the constituents of relevant and enduring curriculum content are not certain (Doll, 1993).

1.3 Purpose of the Study

The aim of this study is to explore the potential impact of the training on learning to teach English through translanguaging as a pedagogy and practice (Garcia & Kleifgen, 2018) on the in-service EFL teachers’ (re)construction of their identity (Beauchamp & Thomas, 2009) drawing on the complexity theory (Byrne, 1998; Cilliers, 1998; Cilliers & Preiser, 2010). More specifically, it aims to explore the identity (re) construction of in-service EFL teachers during and after the training on learning to teach through translanguaging pedagogy in an EFL classroom as a monolingual context.

1.4 Research Questions

Within the scope of the above discussion, the main research question is *what are the probable effects of INSET training regarding translanguaging on in-service teachers' identity (re)construction?* which is broken down into three specific questions as follows:

- a. What are the EFL teachers' insights into their language teaching practices and professional identity prior to the training?
- b. In what ways does the translanguaging pedagogy influence these teachers' identity during and after the training?
- c. What factors are involved in the process of these teachers' identity reconstruction?

1.5 Significance of the Study

Research on English language teacher identity focuses on pre-service teachers with respect to impact of mentoring (Izadinia, 2015; Yuan, 2016), self-efficacy (Mergler, & Tangen, 2010; Pendergast, Garvis & Keogh, 2011), emotions (Tsui, 2007), emergence of professional identity (Cattley, 2007; Chong, Low & Goh, 2011; Hong, Day & Greene, 2018; Nguyen & Loughland, 2018; Walling & Lewis, 2000) and on in-service (Le Roux, 2011; Ndura, 2004; Tong, Castillo, & Pérez, 2010; Wang, 2018). This shows the role of identity construction, reconstruction, and development in defining the process of learning to teach and development. Empirical (Day, Flores & Viana, 2007), perceived and reported (Tsui, 2007), shifts in teacher identity is a strong indication of irreversible transformative (Illeris, 2014) change.

This thesis aims to reveal the dimensions of shift and reconstruction of identity

- a- In a unique context – a community of teacher teaching English as a foreign language to students whose first language is the same in K-12 contexts, which can increase the opportunities for learning through recognising and positioning own identity among a group of teachers who are diverse in a number of ways.

- b- On a unique research area – translanguageing which might help trace unexplored aspects of language teacher identity since it also offers a dynamic and complex process to engage just as translanguageing does (Dikilitas & Mumford, 2020).
- c- Through an innovative methodology which involves a process-based data collection over time using triangulated sources of data.
- d- For a unique purpose which might offer a novel perspective to understanding the role of language teachers’ becoming translanguageing facilitators (Dikilitas & Mumford, 2020) and corresponding simultaneous reconstruction of their identity with a new experimentation of pedagogy.
- e- From a theoretical perspective which has relatively less adopted in explicating the process of English teacher identity change and development – complexity theory.

Therefore, this study offers a significant area of research with pedagogical implications for language teaching and exploration of teacher identity in a unique community of teachers.

1.6 Research Gap

There has, to date, been a growing body of research so as to theorise the recent term translanguageing within the realm of bilingual education (Creese & Blackledge, 2010; Probyn, 2015), content and language integrated learning contexts (Moore, 2014; Cenoz & Ruiz de Zarobe, 2015). In this regard, there has been an exponential increase in research focusing on successful classroom practices (Canagarajah, 2011). Likewise, most of the research as to translanguageing has investigated success of translanguageing practices in educational contexts (Makalela, 2014). Additionally, sociolinguistic research (Wei, 2011), psycholinguistic research into translanguageing (Wei, 2011), classroom participants’ views towards translanguageing (Levine, 2011) and linguistic innovation through translanguageing (Wei, 2020) have been carried out.

This study, to my best knowledge, is the first attempt to investigate into the impact of translanguaging on in-service teacher trainees' identity (re) construction with the complexity theory as the underlying theoretical background. The reason lying behind conducting research to investigate different aspects of language teacher identity may be the fact that by comprehending language teacher identity and the way to develop it, language teacher educators are likely to grasp the way to develop the teaching profession of language teachers (Kumaravadivelu, 2012). In parallel with this, a good number of studies within the field of EFL/ESL research emphasize the significance of teacher professional identity in teaching and accentuate their related implications for classroom practice (Varghese et al., 2005).

By taking into account the complex interplay between the identity and pedagogical characteristics of teachers, this study reports on the change, if any, in trainees' cognition and in-class practices and interprets the results in a manner so as to contribute to the parties involved in foreign language teaching contexts in a critical way.

1.7 Definitions

Bilingual Education (BE): In this study, bilingual education refers to situations in which students are capable of studying subject matter in their first language and their emerging language.

Translanguaging: Translanguaging refers to how bilingual people fluidly use their linguistic resources regardless of named language categories in order to make meaning and communicate (Garcia, 2009a).

Teacher Identity: In this study, teacher identity refers to the way teachers perceive their roles, scope of bilingualism, teaching purpose, teaching approach.

INSET: In-service teacher, in this study INSET refers to the teachers who have at least two years experience in teaching English as a foreign language.

EFL: English as a Foreign Language

ELT: English Language Teaching

CLIL: Content Language Integrated Learning

CLT: Communicative Language Teaching

EMI: English as a Medium of Instruction

ESL: English as a Second Language

LMS: Learning Management System

NS: Native Speaker

NNS: Non Native Speaker

SLA: Second Language Acquisition

VEO: Video Enhanced Observation

Chapter 2

Literature Review

2.1 Introduction

This chapter presents an overview of translanguaging with its theoretical background and relevant studies conducted in the field, identity, complexity theory. Additionally, the interplay between complexity theory, identity and translanguaging is provided.

2.2 Bilingual Education and Translanguaging

Throughout decades, bilingualism has been redefined in various ways. Bloomfield's (1933) definition, to exemplify, implied a strict monolingual stance towards bilingualism, which he defined as having the full command of two separate languages. Others maintain that minimal competency in two languages is enough to be called bilingual (Diebold, 1961; Haugen, 1956). Edwards (1994) represented the other end of the continuum as to the definition of bilingualism by suggesting that everyone is bilingual seeing as there is no one in the world who does not know a few words in the languages apart from the mother tongue. Between these two opposite ends, Myers-Scotton (2005) stands in between by defining bilingualism as having the ability to make use of two or more languages adequately so as to fulfil limited casual conversations. As the definitions of bilingualism have changed over time, each representing and implying various bilingual or translingual practices in the classroom (Anderson, 2018), which are influenced by codeswitching/codemixing (Myers-Scotton, 1993), languaging (Swain et al., 2009), translanguaging (Garcia, 2009a; Baker, 2011), so have the models of bilingualism from the traditional models – i.e. subtractive, additive - to recent models – i.e. recursive and dynamic (Garcia, 2009a).

The learners speak a first language and a second one is added on whereas the first one is subtracted in the subtractive model in which monoglossic ideologies persist (see Figure 2).

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

Figure 2. Garcia's (2009a) subtractive model in monoglossic ideologies

In the additive model, on the other hand, a second language is added up to the learners' repertoire (Garcia, 2009a) and the two languages are preserved (see Figure 3).

$$L1 + L2 = L1 + L2$$

Figure 3. Garcia's (2009a) additive model

Recursive bilingualism originates in heteroglossic languaging practices in that ancestral language practices are reconstituted in order to conduct novel functions (Garcia, 2009a). Hence, the language is added as a whole but in piecemeal fashion (see Figure 4).

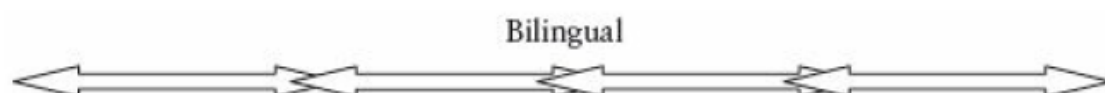


Figure 4. Garcia's (2009a) recursive bilingualism

Dynamic bilingualism (Garcia, 2009a) refers to language interaction on different planes including multimodalities, i.e. visuals and print, sound and text etc. It also encompasses developing different language practices to varying degrees so as to interact with multilingual communities (Garcia & Kleifgen, 2018). Dynamic bilingualism is also linked to the concept of plurilingualism which is defined by the Council of Europe (2000a) as the capability of utilizing several languages for

different purposes to varying degrees, which forms the basis of linguistic tolerance as an educational value. It is noteworthy that Common European Framework of Reference for Languages (Council of Europe, 2000b) defines the ability to use several languages as the capability “to use languages for the purposes of communication and to take part in intercultural action, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures” (p.168).

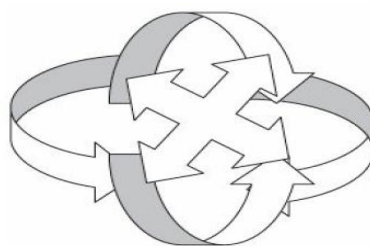


Figure 5. Garcia's (2009a) dynamic bilingualism

Accordingly, Garcia and Kleifgen (2018) note that dynamic bilingualism is similar to an all-terrain vehicle rather than a bicycle having two balanced wheels as additive bilingual model suggests or a monocycle as subtractive bilingual model purports (see Figure 6).



Figure 6. Garcia and Kleifgen's (2018) types of bilingualism

Even though bilingual education has been conceptualized in diverse ways, the common characteristic among different bilingual education programs is that two languages co-exist and are used in education (Choi, 2017). Apart from this common base, it is possible to encounter that the notion of bilingual education is understood in drastically different ways in bilingual education programs around the world and there are conflicts with regard to the definitions used for bilingual education among academics (Choi, 2017). One of the most prevalent conceptions of bilingual education is that two languages are utilized as media of instruction (Garcia, 2009a), in contrast to second language education programs, in which the target language is typically the medium of instruction and students' home languages are almost totally ignored (Choi, 2017). Nonetheless, in practice, some of such monolingual programs are also "mistakenly" (Feignberg 2002, p. 1) entitled bilingual education. In this study, bilingual education is conceptualized as instructional practices in which two languages are utilized as the media of instruction in one academic program alternately or concurrently.

Garcia (2009a) argues that bilingual individuals' language ability may vary depending on the reasons why they utilize their languages in that they may have only oracy abilities in one language or the other and not the literacy abilities. Or they may have the signacy ability. Any one of these language abilities may be shown in various combinations as demonstrated in Table 1.

Table 1

Type of Bilingual Language Ability of Garcia (2009a)

	oracy	literacy	signacy
receptive	listening	reading	attending
productive	speaking	writing	producing

It is possible that bilinguals have only receptive abilities, i.e. understanding, reading or attending to, or interpreting, signing in more than one language, despite the fact that they are not capable of speaking, writing, or producing signs in more than one language. Or bilingual individuals may have only productive abilities, that is, speaking, writing and producing signs in more than one language.

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). “Translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and biliteracy” (Baker, 2011, p. 290). It may help students to develop competence (oracy and literacy) in their weaker language in that it provides opportunities in which students carry out the main part of their work through the stronger language while conducting less challenging tasks in their weaker language (Lewis et al., 2012b). Sayer (2013) indicates that students were requested to switch between languages during the lecture, for instance reading a text in one language but discussing it in another. In a similar fashion, Baker (2006) defines classroom translanguaging as “the input (reading or listening) tends to be in one language and the output (speaking or writing) in the other language” (p.297). In line with this definition, Wiley and Garcia (2016) points out that translanguaging particularly requires flexible instructional strategies in foreign language teaching. In short, translanguaging is ascribed to the process of using one’s full linguistic repertoire “to gain knowledge, to make sense, to articulate one’s thoughts and to communicate about using language” (Wei, 2011, p.1223) while teaching students (an)other language(s). Cummins (2005) drew attention to the squandering of bilingual resources in mainstream contexts. Cummins (2007) also contends that “When students’ L1 is invoked as a cognitive and linguistic resource through bilingual instructional strategies, it can function as a stepping stone to scaffold more accomplished performance in the L2” (p. 14). Garcia (2009a) indicates that languages should not be regarded as hermetically-sealed units. Garcia (2009a) defines translanguaging as “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (p. 45). Translanguaging focuses

upon the speakers and their empirically observable, natural communicative practices (Creese & Blackledge, 2015; Garcia, 2009a; Garcia & Kleifgen, 2018).

While translanguaging, speakers select features from their idiolect - i.e. communicative repertoire - in order to communicate (Creese, Blackledge, & Hu, 2018; Otheguy, Garcia, & Reid, 2015). The main focus in translanguaging is upon the way speakers select the features from their repertoire without reflection on which language to utilize in a particular context rather than upon language as a system consisting of separate structures (Garcia, 2018; Rosén, 2017). Thus, translanguaging signifies agency, fluidity and boundlessness (Rosén, 2017; Rosiers, 2020). Wei (2018) denotes that ‘Translanguaging is using one’s idiolect, that is, one’s linguistic repertoire, without regard for socially and politically defined language names and labels’ (p.19). In a similar fashion, Canagarajah (2011) defines translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p.401). Garcia (2009a) points out that translanguaging moves the focus from language(s) to speakers and offers the possibility to study bilingual and multilingual language practices from the perspective which is not monolingual by moving away from regarding languages as bound and stable entities to considering languages in a more fluid way. Otheguy and Garcia (2019) denote “translanguaging sees multilinguals as possessing a unitary linguistic system that they build through social interactions of different types, and that is not compartmentalized into boundaries corresponding to those of the named languages” (p.9). Leung and Valdés (2019) describe translanguaging as “a rapidly expanding conceptual cum-theoretical analytical and pedagogical lens that directly draws from contemporary perspectives on bi/multilingualism and that in many ways both informs and challenges existing theoretical positions and pedagogical practices on which much of the work of modern languages scholars has been based” (pp. 348–349). Lewis, Jones, and Baker (2013) regard translanguaging “as a way of developing two languages to competency, but also resulting in effective content learning” (p. 110).

Leung and Valdes (2019) offer two analytical perspectives when examining translanguaging, the first of which is that “languages are distinct and separate semiotic entities” and the second that “languages are configurations of temporal lexical and syntactic features expressing human meaning” (p. 359).

The first view signifies that languages are different entities even if they are intertwined and connected to each other. The second view posits that there are “lexical, syntactic, phonological, and orthographic features in use in specific places and times” (Leung & Valdes, 2019, p.359). The first view would be traced back to the original concept of translanguaging (see the background of translanguaging) developed in Wales inasmuch as Welsh and English are regarded separate languages even if both languages are alternated deliberately for pedagogical purposes. As for the second view, it might be associated with the concept of translanguaging suggested by Otheguy, Garcia, and Reid (2015) as “the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (p.283). In this regard Otheguy and Garcia (2019) explicate, “translanguaging sees multilinguals as possessing a unitary linguistic system that they build through social interactions of different types, and that is not compartmentalized into boundaries corresponding to those of the named languages” (p.9). As for the pedagogic and cognitive foundations of translanguaging, Lewis, Jones and Baker (2012b) explicate it according to Williams’ (1996) concept of translanguaging “the process of translanguaging uses various cognitive processing skills in listening and reading, the assimilation and accommodation of information, choosing and selecting from the brain storage to communicate in speaking and writing. Thus, translanguaging requires a deeper understanding than just translating as it moves from finding parallel words to processing and relaying meaning and understanding” (p.644).

2.2.1 Background of translanguaging. Even though the term ‘translanguaging’ was preliminarily formed to point out language use in bilingual classrooms in Wales (Williams, 1996), this term is likely to be broadened as a

conceptual framework in order to expound creativity and hybridity of language use in foreign language contexts. Structuralist language ideologies have taken a pioneering role in the study of language (Vogel & Garcia, 2017), which endorses ideologies giving privilege to Western European concepts of “one language, one people” and consolidates the power of state-supported named languages (Makoni & Pennycook, 2005). In parallel with these language ideologies, Lambert (1974) describes language education as a *subtractive* or *additive* model. While the former signifies bilingual speakers’ replacement of their minoritized language with the society’s prevalent language, the latter implies the person ekes out a second language to his or her repertoire, retaining both. The perceived language hierarchies as well as ideologies accelerated prevalent models of bilingualism throughout the 20th century (Vogel & Garcia, 2017).

Lately, sociolinguistic studies have experienced a multilingual turn (May, 2013) just as the migration and globalization have made evident the diversity of linguistic environment where the speakers practise (Arnaut, Blommaert, Rampton, & Spotti, 2015). The subtractive and additive models alike have not sufficed in order to explicate the nonlinear ways which bilinguals utilize and acquire language. It led Garcia (2009a) to suggest that bilingualism might be better comprehended as dynamic.

Translanguaging which is a novel term is credited to Williams (2002). Cen Williams coined the term *translanguaging* (in Welsh) in order to refer to pedagogical practices in which English and Welsh were utilized for input and output activities on purpose (i.e. reading in one language, writing in another). Baker (2001) translated the term into English as *translanguaging* while studying bilingualism in education all around the world, Garcia (2009a) utilized the term *translanguaging* to also refer to how bilingual people fluidly exploit their linguistic resources—regardless of named language categories— so as to make meaning and have communication. Baker (2006) indicates that translanguaging as an original classroom strategy was utilized between English and Welsh in order to enable bilingual alternation.

In the similar vein, *polylingualism* (Jørgensen, 2008), *metrolingualism* (Pennycook & Otsuji, 2015), and *translingual practices* (Canagarajah, 2013) are all terms in order to capture the notion that languages are dynamic and mobile resources within social, political, cultural and historical scopes (Blommaert, 2010). Translanguaging has a lot in common with these terms, even though, as Garcia and Wei (2014) indicate, translanguaging is “part of a moral and political act that links the production of alternative meanings to transformative social action” (p. 57).

Translanguaging is a sociolinguistic and psycholinguistic theory which has a lot to suggest in terms of our understandings of the languaging of bilinguals because it gives privileges to bilingual performances and not just monolingual ones (Wei, 2018). Wei (2011) emphasizes the ongoing psycholinguistic process while translanguaging as follows:

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 makes it into a lived experience. (p. 1223)

2.2.2 Translanguaging in language learning. Languages have to date been regarded as separate and bounded entities through the conventional language teaching and learning perspective so as to eliminate contamination of one language

by the other (Makalela, 2013; Shohamy, 2006). Separationist ideology has led to monoglossic practice (Blackledge, 2000; Makalela, 2015a, Ricento, 2000). Monolingualism which is what Cummins (2007) calls *two solitudes* when referring to the rigid separation of the languages has been dominant in teaching second and foreign language teaching, ending up the languages in isolation. Therefore, it has been axiomatic that the use of L1 is an indicator of failure and the classrooms should have “as little of the L1 as possible” (Cook, 2001, p. 404). This monolingual perspective considers second language education utilizing “monolingual first language acquisition as the main point of reference” (Ortega, 2019, p. 24).

As critiques of this linguistic purism, there have been plenty of proposals considering the necessity to focus upon multilingualism, acknowledging that the boundaries between languages are permeable and that the reference to the monolingual native speaker is problematic (Canagarajah, 2013; Cenoz & Gorter, 2014). Thus, a number of neologisms such as codemeshing (Canagarajah, 2011), continua of biliteracy (Hornberger, 2003) and translanguaging (Hornberger & Link, 2012; Garcia & Wei, 2014; Wei, 2014) emerged. Wiley and Garcia (2016) state that translanguaging particularly requires flexible instructional strategies in foreign language teaching. One “transcends the named language” while translanguaging (Otheguy, Garcia, & Reid 2015, p. 297).

Thus, translanguaging pedagogy challenges deep-rooted beliefs in the field. To begin with, it considers the boundaries of languages as permeable instead of keeping the languages separate as the traditional view does. Multimodality also plays a pivotal role inasmuch as in translanguaging all types of “meaning-making modes” are involved (Garcia & Wei, 2014, p. 29). Wei (2018) indicates that “Translanguaging reconceptualises language as a multilingual, multisemiotic, multisensory, and multimodal resource for sense- and meaning-making” (p. 22). On the other hand, Lin (2019) makes a distinction between translanguaging and what she calls ‘trans-semiotizing’ which includes, to exemplify, facial expressions, gestures,

body movement, and visual images (pp. 8, 11). In any case, it is obvious that linguistic and semiotic resources are entangled and intertwined (Hawkins & Mori, 2018, p. 3).

As translanguaging values learners' whole linguistic and semiotic repertoires by questioning the belief that the ultimate aim of learning a second or foreign language is to accomplish native-like competence (Cenoz & Gorter, 2017; Garcia & Lin, 2017), translanguaging pedagogy has gained attention. In this respect, some scholars have summarized some pedagogical translanguaging strategies (Garcia & Wei, 2014; Lin, 2012, 2015) by highlighting that translanguaging does not follow "a one-size-fits-all approach" to language education (Prada & Nikula, 2018, p. 4). Accordingly, there have been some studies on translanguaging at K-12 contexts (Canagarajah, 2013; Cenoz & Gorter, 2013; Garcia & Wei, 2014; Lin, 2013; Yuzlu & Dikilitas, 2021) and tertiary settings (Canagarajah & Gao, 2019; Chen, Tsai, & Tsou, 2019; He, Lai, & Lin, 2016; Liu, Lo, & Lin, 2020; Mazak & Carroll, 2016; Mazak, Mendoza, & Mangonez, 2017).

Garcia (2009) argues that "the core of bilingual pedagogical strategies especially for emergent bilinguals in the beginning stages is 'scaffolding'..." (p. 329). Moreover, Garcia and Kleifgen (2018) maintain that

in many classrooms for emergent bilinguals – both in ESL and bilingual education programs – educators extend Williams' translanguaging pedagogy in complex ways. For example, many educators encourage emergent bilinguals to look up resources on the Web in their home languages, as students go back and forth from Web pages that are in one language or the other. In these classrooms, emergent bilinguals make frequent use of dictionaries and glossaries. Likewise, as we saw before, students frequently conduct discussions in languages other than English when reading in English. Frequently they write first in the home language, then translate the writing piece into English . . . Educators who understand the power of translanguaging encourage emergent bilinguals to use their home languages to think, reflect, and extend their inner speech (p. 63).

Hornberger and Link (2012) state that multilingual learners tend to utilize fluid and versatile resources to achieve their classroom tasks by resisting monolingual policies. Thus, alternative pedagogies creating space for simultaneous use of more than one language have started to emerge, whether it be for language or content subject teaching and learning (Garcia & Wei, 2014; Wei, 2011).

Cenoz and Gorter (2017) delineated studies of pedagogical translanguageing in both language and content classes in different educational settings by making three main contributions to the translanguageing and multilingual paradigm: (a) translanguageing in input and output, which involves strategies of utilizing different languages for input and output as well as translation; (b) the use of the first language (L1) as a resource in language and in CLIL (content and language integrated learning)/CBI (content-based instruction) classes by benefiting the scaffolding function of L1; and (c) translanguageing in writing, including adopting a holistic lens during the analysis process of multilingual learners' writing strategies and translingual practice in writing.

On the other hand, some studies have revealed the challenges of applying translanguageing pedagogy (Carroll, 2017; Carroll & van den Hoven, 2017; Chang, 2019). Firstly, it is improbable for foreign language teachers to command all the languages of pupils who are progressively multilingual, yet it is probable for teachers to constitute classroom ecology in which students experience that their inputs are valued and their voices are legitimate (Garcia, 2009a). This would entail a different sort of teacher, eager to challenge the hierarchical thinking and query ideological boundaries by legitimizing all available language resources (Wang, 2019) because language practice is mostly imbued with ideological bondage as well as nation-state interests (Garcia, 2009a).

Context is another crucial aspect in translanguageing pedagogy (Prada & Nikula, 2018). Studies conducted in Europe (Panzarella & Sinibaldi, 2018), in North

America (Canagarajah, 2013; Mazak et al., 2017) and in Asia (Chang, 2019; Chen et al., 2019; He et al., 2017) highlight the complex nature of contexts.

Therefore, the necessity and significance of providing endorsement for teachers so as to strategically apply translanguaging pedagogy in ways appropriate for their own local contexts is highlighted by some scholars (Carroll, 2017; Mazak et al., 2017). Nonetheless, there appears to be a lack of research as regards how to provide such professional support to teachers (Liu et al., 2020).

Changing teachers' beliefs as well as practices towards a translanguaging pedagogy might be another challenge (Lin, 2013) in that translanguaging challenges the traditional belief that languages are best taught in only target language use (Garcia & Wei, 2014).

Notwithstanding the aforementioned challenges, it is noteworthy that translanguaging has transformative potential since creativity and criticality are key characteristics of translanguaging (Garcia & Wei, 2014). Creativity signified the capability in order to choose between obeying and flouting the rules and norms of behaviour, including the use of language. It implies challenging boundaries and making something new (Wei, 2016). Criticality is attributed to the capability so as to utilize existing evidence in order to enlighten considered views of cultural, political, social, and linguistic phenomena, to query and problematize received wisdom, and to frame views sufficiently through reasoned responses to conditions (Wei, 2016). Thus, these two characteristics are interconnected as boundaries cannot be challenged without a critical orientation; and creativity is frequently an expression of criticality (Wei, 2016). Regarded as a socio-educational process, translanguaging (Garcia & Wei, 2014), enables pupils to construct and constantly alter their sociocultural identities and values since they interact with their historical and current conditions critically and creatively (Wei, 2011). By drawing attention to the transformative nature of translanguaging, Garcia, Seltzer, & Witt (2018) suggest that

Translanguaging in theory and in educational practice seems to point in different directions. Whereas in theory translanguaging signals a going beyond the social construction of national languages, and releasing the language practices of human beings, their personal idiolects; in societal practice, and especially in schools, translanguaging often acquires material substance as national ‘languages’. That is, as a theoretical construct, translanguaging refers to the language repertoire of individual speakers (p. 64).

Likewise, Jaspers (2018) focuses on translanguaging as transformative processes and as speakers’ natural instinct since translanguaging practices can create a *translanguaging space* – in which the people communicating can combine “different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into coordinated and meaningful performance” (Wei, 2011, p. 1223). Just like translanguaging per se, a translanguaging space is, “transformative in nature” (Hua, Wei, & Lyons, 2017, p. 412) and can thus bolster and trigger “new configurations of language practices as well as new subjectivities, understandings and social structures” (Hua, Wei, & Lyons, 2017, p. 412).

Liu, Lo, & Lin (2020) highlight the importance of in-service teacher education in terms of translanguaging pedagogy which has been studied in diverse contexts (Hirsu, 2018) ranging from non-educational contexts (Creese, Blackledge, & Hu, 2018) to monolingual (Dikilitas & Mumford, 2020; Rosiers, Van Lancker, & Delarue, 2018), bilingual (Charalambous, Charalambous, & Zembylas, 2019; Creese & Blackledge, 2010; Gort, 2015; Hamman, 2018; Martínez, Hikida, & Durán, 2015; Mary & Young, 2017; Palmer, Martínez, Mateus, & Henderson, 2014; Schwartz & Asli, 2014) and multilingual classroom contexts (Cenoz & Santos, 2020; Galante, 2020; Rosiers, Van Lancker, & Delarue, 2018).

2.2.3 Pedagogical translanguaging. Pedagogical translanguaging is the planned and systematic use of two languages inside the same lesson by specifying

and varying the language input and output (Lewis, Jones, & Baker, 2012a). Within this scope, as translanguaging is strategic language planning, it is not code-switching (Garcia, 2009a). Cenoz (2017) similarly define pedagogical translanguaging 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” (p. 194). During pedagogical translanguaging, the multilingual speaker’s whole linguistic repertoire is used since prior knowledge can bolster comprehension as well as the development of language and content (Flores & Garcia, 2013; Lin, 2016).

Pedagogical translanguaging, even if the term translanguaging is not utilized in all cases, involves multilingual instructional strategies based upon cross-linguistic comparison (Dault & Collins, 2017; Lyster, Quiroga, & Ballinger, 2013; Woll, 2018). Cenoz and Gorter (2020) indicate that pedagogical translanguaging can take plenty of shapes. However, it possesses some core characteristics:

- (a) aims at linguistic and academic development - *aims*
- (b) translanguaging activities are specifically designed - *organisation*
- (c) soft boundaries between languages – *approach*

Cenoz and Gorter (2020) also indicate that the differences in the students, the curriculum as well as the teachers can lead to diversity of pedagogical translanguaging (See Table 2).

Table 2

Diversity of Pedagogical Translanguaging by Cenoz and Gorter (2020)

Students	
Student Background	Majority, regional minority, immigrant minority
Proficiency Level	Different possible levels in each of the languages involved

Table 2 (cont.d)

Curriculum	
Number of languages	At least two languages but there can be three or more
Status of languages	International, national and local status of each of the languages
School Subject	Any school subject, both language and content classes
School Grade	Any level of primary, secondary or tertiary education
Intensity	Different degrees from one class to more intense forms
Language Level	Phonetics, lexicon, morpho-syntax, pragmatics, discourse
Skills	Reading, writing, listening, speaking
Participant	Whole class, groups, pairs
Organization	
Materials	Multilingual or not, online or not
Teachers	
Teacher Background	Multilingual or not, specific training for multilingualism
Spontaneous	Encouraged by the teacher or not
Translanguaging	

Garcia (2010) asserts that translanguaging includes and goes beyond code-switching and translation in education inasmuch as it is the process during which pupils perform bilingually in the various multimodal ways of classrooms—reading, writing, taking notes, discussing, signing, and so on. In other words, in line with the conception of identity performance presented by Blommaert and Varis (2013), translanguaging is multisemiotic.

Further, translanguaging is not a transitional strategy but use of language resources (Garcia, 2009a). In this regard, it is a long-term pedagogical tool rather than a crutch (Garcia & Wei, 2015). A number of pedagogical resources accessible on the project's website have been developed by the project CUNY-NYSIEB (Cuny-Nysieb, 2020). Garcia et al. (2017) and Garcia and Kleyn (2016) also provide guidance in terms of curricular design, pedagogy, and assessment utilizing translanguaging.

While translanguaging acknowledges that students are in need of learning the dominant societal language in school, there should be pedagogical spaces for students to be capable of accessing their full language repertoire (Celic & Seltzer, 2011; Garcia & Kleyn, 2016; Garcia & Sánchez, 2015; Sánchez, Garcia, & Solorza, 2018; Vogel & Garcia, 2017).

Translanguaging has identified four main translanguaging purposes in instruction (Garcia, Johnson, & Seltzer, 2017): (a) to support students as they engage with and comprehend complex content and text; (b) to provide chances for students to develop linguistic practices for academic context; (c) to make space for students' bilingualism and ways of knowing; and (d) to support students' bilingual identities and socio-emotional development. For the purpose A, the following translanguaging strategies might be utilized:

- a. Teach students to utilize the internet so as to build background on a topic or concept in their home and new languages alike.
- b. Assign bilingual reading as well as writing partners for mutual support and discussion.
- c. Encourage students to annotate texts which they are reading by translating vocabulary, phrases, structures and any other important textual information.
- d. Encourage students to use dictionaries, glossaries to make meaning.
- e. Provide multi/bilingual materials whenever necessary.
- f. Create multi/bilingual listening center.

- g. Allow students to make explanations to each other by using their full linguistic repertoire (Garcia, Johnson, & Seltzer, 2017).

To achieve the purpose B, the translanguaging strategies that can be used are as follows:

- a. Allow students to audio record ideas by utilizing using their full linguistic repertoire prior to writing.
- b. Allow students to prewrite by utilizing using their full linguistic repertoire prior to writing.
- c. Provide students with opportunities to do translations in portions of a text
- d. Assign language partners.
- e. Allow pairs to “turn and talk” by utilizing using their full linguistic repertoire.
- f. Have students compare and contrast particular language features across languages in order to let them develop metalinguistic awareness (Garcia, Johnson & Seltzer, 2017).

Purpose C can be accomplished through the following translanguaging strategies:

- a. Encourage students to do research utilizing multi/bilingual reading material.
- b. Have students write stories with bilingual characters or in situations in which other bilingual language practices have to be utilized.
- c. Engage students in language inquiry tasks by comparing and contrasting different aspects of spoken language and producing word plays (Garcia, Johnson, & Seltzer, 2017).

To realize the purpose D, the following translanguaging strategies could be utilized:

- a. Discuss what would have happened in a story if the characters were bilingual.
- b. Extend research projects as well as other culminating projects outside the classroom by which students can utilize their bilingualism for authentic goals.

- c. Assess general linguistic performances and language-specific performances when encouraging students to augment their full language repertoire (Celic & Seltzer, 2011; Garcia, Johnson, & Seltzer, 2017; Garcia & Kleyn, 2016).

Students are more likely to obtain academic success when having chances to translanguage both in English-medium schools (Allard, 2017; Daniel & Pacheco, 2016; Garcia & Kleyn, 2016), and in bilingual education programs (Esquinca, Araujo, & de la Piedra, 2014; Gort & Sembiente, 2015; Martínez, Hikida & Durán, 2015; Palmer et al. 2014; Poza, 2018; Soltero-González, Escamilla & Hopewell, 2012; Velasco & Garcia, 2014). It is also noteworthy that translanguaging pedagogy is likely to have transformative nature rather than merely being a scaffold to learn named languages when the fluid practices of bilingual communities are allowed by leading students to be creative linguistic performers and removing linguistic hierarchies in classrooms (Allard, 2017; Garcia, Johnson, & Seltzer, 2017; Sánchez, Garcia, & Solorza, 2018). There are few studies to produce pedagogical materials for translanguaging pedagogy. In this regard, Seals, Olsen-Reeder, Pine, Ash, & Wallace (2020) note that they created translingual children's books and other teaching materials which are capable of embodying translingual practices and core cultural values and delineated the process of understanding how translanguaging is naturally utilized in multilingual teaching environments and then applying this analysis to the creation of translanguaging grammar rules and eventually pedagogical materials.

In order to apply theoretical understanding of translanguaging to pedagogy, Garcia, Johnson, and Seltzer (2017) center translanguaging pedagogy on three strands as can be seen in Table 3.

Table 3

Strands of Translanguaging Pedagogy by Garcia, Johnson and Seltzer (2017)

Stance	1. An awareness and recognition that students' cultural and linguistic practices "work juntos and enrich each other." 2. An understanding that students' families and communities are resources which teachers should leverage for learning. 3. An acknowledgment that classrooms are democratic spaces "where teachers and students juntos co-create knowledge, challenge traditional hierarchies, and work toward a more just society." (Garcia, Johnson, & Seltzer, 2017, p. 28)
Design	1. In their planning and instruction, teachers purposefully design "opportunities that integrate home and school language and cultural practices." (Garcia, Johnson, & Seltzer, 2017, p. 28)
Shift	1. Teachers allow for "el movimiento de la corriente", showing a willingness to change course in a lesson and the language use planned for instruction or assessment to support students' voices and experiences. (Garcia, Johnson, & Seltzer, 2017, p. 28)

These strands are interwoven components which make up the translanguaging pedagogy for instruction as well as assessment (See Figure 7) in that (a) *stance* highlights significance of building relationships with bilingual students and importance of utilizing students' home languages together with English, (b) *design* includes providing the students with opportunities to demonstrate what they know in their home languages and in English and utilizing home language performances to inform differentiated instruction and scaffolding, (c) *shift* signifies looking at the students' "cues" during a lesson and making necessary shifts based upon those cues

(Garcia et al., 2017). All in all, *stance* brings students, languages and content together (Garcia et al., 2017). *Design* includes purposefully and strategically translanguaging in unit planning, classroom activities, stages of instruction and students' performance assessments (Garcia et al., 2017). *Shift* implies responding to students' needs and interests (Garcia et al., 2017).

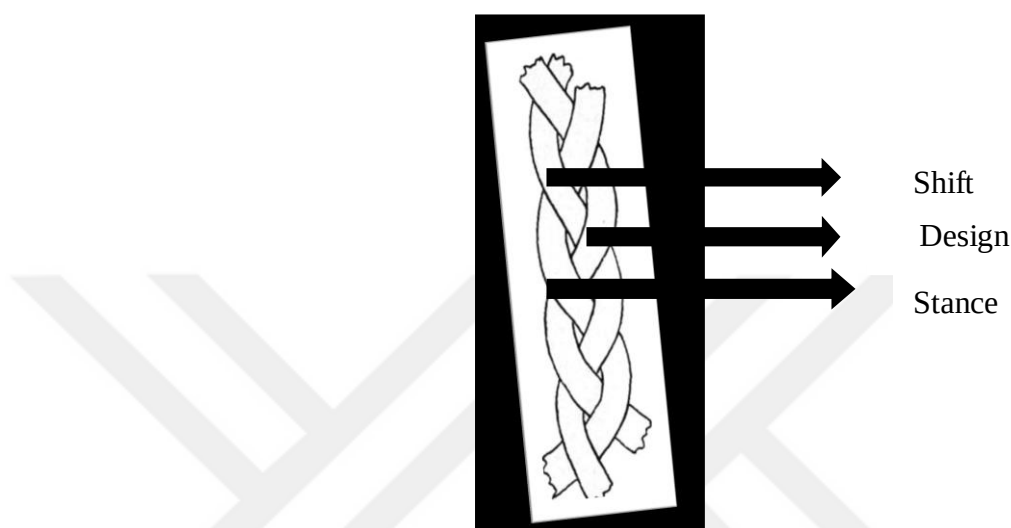


Figure 7. Garcia, Johnson and Seltzer (2017) translanguaging pedagogy strands

Garcia, Johnson and Seltzer (2017) also stress that translanguaging instructional design cycle (see Figure 8) be implemented so as to structure as well as sequence the elements of instruction. The translanguaging instructional design cycle consists of five stages: *explorar*, *evaluar*, *imaginar*, *presentar* and *implementar* (Garcia et al., 2017, p.72).

This model enables the teachers to plan the instruction in a way that scaffolds and integrates students learning so that the students are able to display their learning in differentiated, authentic manners (Garcia et al., 2017). The stage, *explorar*, encourages students who are inspired to pursue their natural interests or questions to explore a novel topic (Garcia et al., 2017). The stage, *evaluar*, goes hand in hand with the stage, *explorar* in that what is learnt is assessed while the process of

explorar continues by expressing opinions, raising questions. The students think critically what they are exploring by using their whole linguistic repertoire (Garcia et al., 2017). In the stage, *imaginar*, students, after having developed strong understanding, utilize what they have learnt in order to stimulate novel thinking and new ways of utilizing language to learn by individual and group brainstorming, planning, drafting, hypothesis testing, using their entire linguistic repertoire (Garcia et al., 2017). In the *presentar* stage, students are engaged in peer editing, conferences and re-writing in that they share their work and think about the way they use language, which provides authentic feedback prior to producing the final product (Garcia et al., 2017).

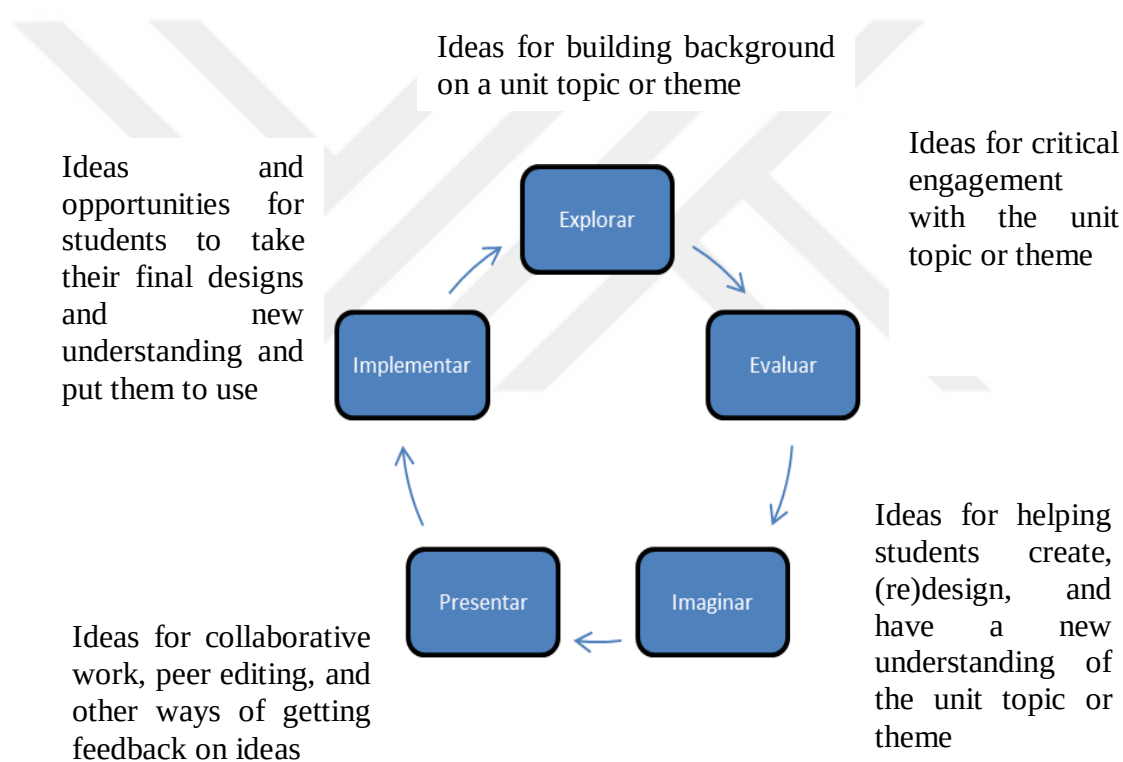


Figure 8. Garcia, Johnson and Seltzer's (2017) translanguaging instructional design

The students demonstrate their content as well as language learning in the *implementar* stage where they utilize the language for authentic purposes in order to

take significant action rather than decontextualized language learning (Garcia et al., 2017). Thus, Garcia, Johnson and Seltzer (2017) indicate that translanguaging in instruction implies designing the classroom space, unit as well as lesson plans (Appendix A) purposefully and strategically by taking into account the translanguaging corriente and differentiating students' general linguistic and language-specific performances as shown in Table 4.

Table 4

Classroom Checklist of Bilingual Students' General Linguistic and Language Specific Performances by Garcia, Johnson and Seltzer (2017)

Standard			
Student's Name	Task	General Linguistic Performance	English-Specific Performance

Teachers can place bilingual students along progression categories (*entering, emerging, developing, expanding, and commanding*). Garcia and Sylvan (2011) also suggest that translanguaging operates in the best way in a context where seven principles are employed:

- a) heterogeneity in language is celebrated, b) collaboration among both teachers and students, c) learner-centred classrooms, d) language and content integration, e) inclusive plurilingual use from students, f) experiential learning, g) local autonomy and responsibility.

Hornberger and Link (2012) argue that educational contexts can “offer new spaces to be exploited for innovative programs, curricula, and practices that

recognize, value, and build on the multiple, mobile communicative repertoires, translanguaging and transnational literacy practices of students and their families’’ (p. 274). Garcia, Johnson and Seltzer (2017) express that the instruction in translanguaging classroom should be designed in order to respond to the *translanguaging corriente* which is a metaphor so as to refer to the current in a body of water running a changeable course due to features of the landscape, set the proper course for learning and move the bilingual learners along the *dynamic translanguaging progressions* (see Figure 9).

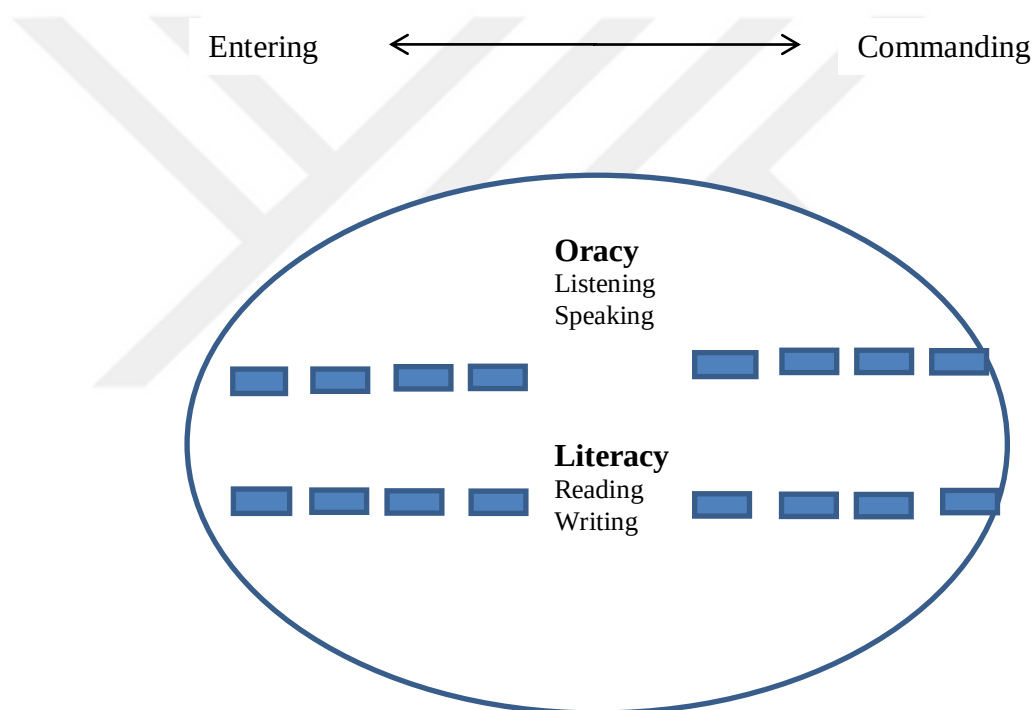


Figure 9. Garcia, Johnson and Seltzer’s (2017) translanguaging progression

In line with the aforementioned interrelated strands of translanguaging pedagogy, teachers plan and reflect for translanguaging pedagogy in order to leverage students’ bilingualism for learning (Appendix B) through purposeful design and moment-to-moment shifts (Garcia et al., 2017).

Translanguaging design which is flexible therefore refers to strategically-planned instruction within the translanguaging corriente in order to address aforementioned purposes of translanguaging by fostering collaboration which enables students to use their full linguistic repertoire. It engenders bilingual zone of proximal development (Moll, 2013). In addition to the design of instruction, the assessment (Appendix C) should be designed so as to meet the objectives, expand and localize them, and link them with action-oriented work, thus aligning them with the translanguaging corriente (Garcia et al., 2017).

Additionally, questions which move students past simple comprehension such as purpose of the text, its impact and expected audience enable students to “read the word and the world” (Freire & Macedo, 1987) in a more critical way and make assessments through a critical prism.

All in all, translanguaging in instruction implies that teachers design their classroom space, unit and lesson plans, and strategies with the translanguaging corriente by which teachers can respond to students’ needs, interests and make responsive shifts to the unplanned course of the translanguaging corriente (Garcia et al., 2017). Intentionality, purposefulness and mindful flexibility are common core characteristics of translanguaging classrooms although translanguaging might vary depending on instructional contexts (Garcia et al., 2017).

2.2.3.1 Difference from code-switching and translation. Even though code-switching and translanguaging, which is mainly concerned with planned and intentional two-language usage, overlap to some extent, the former has linguistic connotations by focusing on and analysing the speech of bilinguals, while translanguaging is essentially sociolinguistic, ecological, and situated (Lewis et al., 2012a). Garcia (2009a) also indicates that translanguaging “goes beyond what has been termed code-switching... although it includes it, as well as other kinds of

bilingual language use and bilingual contact'' (p. 45). Lewis et al., (2012a) maintain that code-switching is ideologically associated with language separation as opposed to translanguaging in which flexibility in language use as well as the permeability of learning by means of two or more languages is celebrated.

As opposed to code-switching that focuses predominantly upon transferring or borrowing from one language to another and regarding language use to be dichotomous (Garcia, 2009a), translanguaging centers on the way speakers of multiple languages utilize their linguistic abilities in dynamic and flexible manner (Garcia, 2009a; Hornberger & Link, 2012).

Garcia and Seltzer (2016) clarify the concept through an analogy of using a smartphone keyboard so as to make a distinction between code-switching and translanguaging:

When typing or texting, your smartphone allows you to change or switch languages simply by pressing a key and switching your keyboard, following the concept that there are named languages. But when bilingual speakers use their phones to text with other bilinguals, they use their entire language repertoire of features, their own language, with some words and phrases associated with one named language and other words and phrases associated with the other. Translanguaging is the ability to precisely ignore this kind of language function on the smartphone, and to use all language features fluidly because they are part of the bilingual speaker's repertoire. (p. 22)

Translanguaging also differs from translation which denotes language separation, scaffolding, and working mostly in the stronger language (Lewis et al., 2012a). Translation may be utilized in order that the weaker academic language used for content transmission is translated into the students' stronger language to ensure understanding and the learning of a concept (Lewis et al., 2012a). On the other hand, translanguaging signifies the concurrent use of two languages (Lewis et al., 2012a). Unlike grammar-translation, translanguaging does not hinder the extensive use of the target language for both communicative and academic purposes (Cenoz & Gorter, 2017).

2.2.4 Translanguaging in EFL teaching. Garcia (2009b) highlights the potential use of translanguaging as a pedagogical tool in the initial stages of utilizing the second language by maintaining that languages should not be kept separately and refers to pupils who are learning a second language as *emergent bilinguals*. She emphasizes that it is not a process of learning one language and adding it to the other.

Emergent bilinguals do not acquire a separate additional language, but develop and integrate new language practices into a complex dynamic bilingual repertoire in which translanguaging is both the supportive context and the communicative web itself. It is much like a spider's web which is the joint product of the web builder's constructive activity and the supportive context in which it is built (Garcia, 2009b)

Research has predominantly investigated the process and implementation of translanguaging in the areas of bilingual education or second language programmes (Creese & Blackledge, 2015; Duarte, 2020; Esquinca, Araujo, & de la Piedra, 2014; Langman, 2014; Probyn, 2015; Sayer, 2013; St. John, 2018) and content and language integrated learning contexts (Cenoz & Ruiz de Zarobe, 2015; Moore, 2014, Nikula & Moore, 2019). However, there is still a dearth of research documenting translanguaging practices in EFL settings (Portolés & Martí, 2017; Rasman, 2018; Rosiers, 2020) which embraces the call for an integration of other educational contexts by Wei and Garcia (2017): "There has been much interest in the use of a first language in foreign language instruction, but the field has not embraced translanguaging wholeheartedly" (p.11).

Rasman (2018) investigated translanguaging practice in an EFL classroom in Indonesia by conducting a qualitative case study. In this research, the data were collected from the video-recording of naturally-occurring interactions among junior high school students (14-15 years old) in an EFL classroom and the findings indicated that translanguaging could help learners to develop their multilingual competencies including the English language. He ascertained that the use of mother tongue does not impede the learning of the language but proves just the opposite in that it had a role in scaffolding learner-learner interaction.

Pacheco (2016) similarly analysed how the community affords or limits the use of meaning-making in the classroom and found out in the ways in which multiple languages are utilized to this end. The research also demonstrated a number of teacher and student translanguageing occurrences which played a crucial role in comprehending language knowledge.

In another study, Ke and Lin (2017) investigated whether the practice of translanguageing aided students in their target language learning and if it is the case, in what ways. The study concludes that the translanguageing-driven practices enhanced students' learning of English, particularly grammatical structures. It was also found out that the learners' scores in grammatical examinations improved notably.

As for analysing students' attitudes towards using their mother tongue in the EFL classroom, Sa'd and Qadermazi (2015) conducted a research so as to explore the role of mother tongue from the learners' perspective. By means of classroom observations, questionnaires, and interviews the researchers arrived at such a conclusion that a remarkable number of Iranian learners of English language agrees with using mother tongue during their lecture, particularly when there is a need in terms of clarification. On the other hand, learners deem it is pivotal to have mother tongue use kept to a minimum. The occurrences of translanguageing should be present only while explaining grammar or vocabulary. This indicated that language learners are generally in favour of the maximal use of the target language in EFL classes.

Moore (2018) conducted an exploratory research by aiming to delineate an EFL course implementing translanguageing practices and explore the students' reactions as regards the concept of bilinguality as the target of EFL. She found that over two-thirds of students reacted favourably to the notion.

Galante, Okubo, Cole, Elkader, Carozza, Wilkinson, Vasic (2020) report that English teachers find plurilingual instruction to be more beneficial than monolingual

(English only) instruction for the following reasons: (a) it taps into students' lived experiences, allowing for authentic language learning/use in the classroom; (b) it challenges the teachers' own monolingual and monocultural mindset; (c) it allows for students to exercise their agency over what languages to use in the English classroom; (d) and it allows students to show their pride in their linguistic repertoire, which leads to more engaged learning in a safe space environment.

Back (2020) notes that translanguaging strategies encourage multilingual students to use languages they already know to help them learn English. Back also emphasizes that learning translanguaging strategies helped the teachers develop more supportive attitudes about students using their multiple languages in school. Teachers also became more invested in working together to ensure multilingual student success.

Additionally, some studies (Inbar-Lourie, 2010; Schwartz & Asli, 2014), investigating the translanguaging practices utilized by preschool teachers in the EFL classroom, have indicated that the inclusion of the students' L1s could be beneficial in achieving some instructional, managerial and/or affective purposes. Garcia, Makar, Starcevic and Terry (2011) explored the translanguaging practices of very young learners can be considered one of the few exceptions. Garcia (2011) analyses the language practices of 37 preschoolers aged 5 and 6 at a school situated in New York and describe the way these young multilingual learners utilize translanguaging for six functions: (a) To mediate understandings among each other; (b) To co-construct meaning of what the other is saying; (c) To construct meaning within themselves; (d) To include others; (e) To exclude others, and; (f) to demonstrate knowledge.

Krause & Prinsloo (2016) conduct an ethnographic-style case study in a Khayelitsha primary school and reveal that the teachers' languaging in classroom teaching is shown to be fluid, mixing language resources, often in creative and

helpful ways. They suggest that linguistic rigidity in language policies and examination frameworks should be addressed, especially at early to middle primary school level, and school management and policy makers need to be challenged in order to recognize classroom linguistic realities, which aligns with the call for increasing awareness of diversity seeming to require more dynamic and mobile concepts as regards language and literacy than the monolingual, standard orientations often dominant in educational discourse (Blommaert 2010; Makoni & Pennycook, 2005).

In contrast to the monoglossic perspective, translanguaging regards all the languages as valuable tools (Garcia, 2009b). The most precious resource that children possess is the language they know (Lightbown, 2014). In this regard, translanguaging has positive effects on vocabulary learning (Tian & Macaro, 2012), as well as class cohesion and the communicative nature of the class (Wang, 2019). In order to augment meaning-making, identity negotiation and knowledge construction, multidialectal and multilingual practices are likely to play a valuable role as a interactional resource that can be drawn on by multi-linguals (al Masaeed, 2020) as more target language does not necessarily mean more comprehensible input (Lo, 2015). Thus, teachers are in need of more support in order to comprehend role of the first language (Nikula & Moore, 2019) as bilingualism is conceived through parallel monolingualism (Lin, 2006). Yet, translanguaging enables deeper understanding of content by reading in stronger language (Garcia & Kleyn, 2016). Moreover, that the writing process is aided by scaffolding from stronger language to weaker yields better texts (Littlewood & Yu, 2011). In this respect, translanguaging leads to working to cognitive level rather than language level (Karlsson, Larsson, & Jakobsson, 2019). Cummins (2019) highlights that implementing translanguaging pedagogies in the mainstream classroom is feasible and yields positive academic outcomes. There is a number of research on translanguaging with more evidence of successful classroom practices reported worldwide (Canagarajah, 2011; Creese & Blackledge, 2010; Garcia, 2011; Garcia & Wei, 2014; Makalela, 2013, Makalela, 2014) and also students' and teachers' attitude towards translanguaging (Wang, 2019) has been investigated.

The translanguage strategies include collaborative tasks, dialogues, reading texts, listening/visual resources, project learning, research, writing and reading, speaking and listening, preview - view – review, responding via a graphic organizer, internet as a resource, language experience approach, comparing texts, and word walls (Celic, 2009; Celic & Seltzer, 2011; Garcia, Johnson, & Seltzer, 2017; Garcia & Kleifgen, 2018; Garcia & Wei, 2014; Hesson, Seltzer, & Woodley, 2014).

The instructional bilingual practices are as follows: reading (*using bilingual reading material, accessing and building background knowledge, allowing mutual assistance as language partners*), listening (*using bilingual characters for dialogues and stories, listening stations in L1, language structures checklist, making small group instruction, allowing mutual assistance as language partners*), writing (*note-taking, pre-writing and completing graphic organizers using all language resources, allowing mutual assistance as language partners, making connections*), speaking (*accessing and building background knowledge, audio recording ideas, allowing mutual assistance as language partners, small group work, individual conference*), vocabulary (*cognate charts, building four-box graphic organizer & Frayer model, vocabulary inquiry across languages*) syntax (*sentence building, conferring about syntax transfer*).

2.2.5 Types of translanguageing. Translanguageing is possible to be categorized according to methodology, structure and the way it is directed.

As for methodology of translanguageing, Baker (2001) points out that translanguageing, launched particularly as a curriculum arrangement by Cen Williams in Wales, comprises the hearing or reading of lessons in one language, and the enhancement of the work (i.e. the oral discussion, the writing of passages in another language. In other words, the input and output are deliberately altered in different languages. Garcia (2009a) extends the baseline of translanguageing applied by Cen Williams in that the language to be assigned as the input or output is switched in a

systematic manner so that the pupils have a chance to utilize both languages in receptive (listening and reading) and productive (speaking and writing) skills alike, which distinguishes translanguaging from the monoliterate language arrangement. Garcia (2009a) underlies the deliberate and systematic concurrent use of two languages in that translanguaging is far more flexible than what Cen Williams delineates in that pupils read a text in one language alongside another one written in another language which gives supplementary information with regards to the same subject. Additionally, pupils might write in both languages and they can use the strong language most of the time. Based upon the first draft, students write carefully in the weak language (Garcia, 2009a), thus conducting the translanguaging more flexibly:

For example, in an advanced biology class given to secondary school students recently arrived in the U.S. from Spanish-speaking countries, the main text is in English. The students use that text alongside one written in Spanish that offers complementary material on the same topic. The instructional dialogue between teacher and students takes place mostly in Spanish. But because students have to write the Advanced Placement examination in English, students write in both languages. Spanish is used most of the time in writing. But English essays, based on those first drafted in Spanish, are carefully prepared (p. 215).

In terms of structure, translanguaging can be divided into two categories: serendipitous and planned. The former is an unplanned scaffolding to make meaning. It is provided by the teacher or peers in case of need. The latter, on the other hand, is designed to scaffold content or language or both. In this respect, planned translanguaging is pre-set in the unit by the teacher and it is also determined by language and learning needs (Cuny-Nysieb, 2020). Likewise, Cenoz and Gorter (2017) divide translanguaging into pedagogical and spontaneous translanguaging (Figure 10)



Figure 10. Cenoz and Gorter's (2017) pedagogical and spontaneous translanguaging continuum

As for the way it is directed, translanguaging can be pupil-directed or teacher-directed (Lewis et al., 2012a). Lewis et al. (2012a) propose the model as can be seen in Table 5.

Table 5

Translanguaging Model by Lewis, Jones and Baker (2012a)

	Input Medium (Listening & Reading)	Output Medium (Writing & Speaking)
Teacher-directed translanguaging:		
1. Emergent Bilinguals	English	Welsh
2. Competent Bilinguals	Welsh	English
Pupil-directed translanguaging	English	Welsh
	Welsh	English

Translanguaging cues: The teacher provides cues to indicate the language medium to complete the translanguaging activity. Pupil-directed translanguaging: Pupils choose how receptive (listening and reading) and productive (speaking and writing) language skills are systematically varied. There are many options available, for example, listening in Welsh and reading in English followed by discussion in Welsh and writing in English (Lewis, Jones, & Baker 2012a, p.665).

Pupil-directed translanguageing forms much of the translanguageing in classrooms (Lewis et al., 2012b). Scholars around the world recognize translanguageing as a practice in schools, whether in South African classrooms (Krause & Prinsloo, 2016) or in classrooms of Quechua in Peru (Zavala, 2015). Furthermore, explicit *teacher-directed* pedagogical practices which augment translanguageing are being built (Celic & Seltzer, 2011; Garcia, Johnson, & Seltzer, 2017; Garcia & Kleyn, 2016; Garcia & Sánchez, 2015).

Teachers target to build on students' diverse linguistic practices so as to bolster them in enlarging their linguistic repertoires to include features required to flourish different kinds of literacies and subject-matter knowledge, and to perform in academic environments (Garcia & Wei, 2014). In circumstances in which teachers are - or are not - accustomed with the language practices of their pupils, they are able to "set up the affordances for students to engage in discursive and semiotic practices that respond to their cognitive and social intentions" (Garcia & Wei, 2014, p. 93). Based upon Hornberger's (2003) continua of biliteracy, intersecting continua can consist of axes of: (a) teacher- and student-initiated translanguageing practice; (b) planned and spontaneous engagements with translanguageing; and (c) translanguageing as either a scaffold or a resource for learning (van Viegen, 2020). Figure 11 shows continua for translanguageing pedagogy (van Viegen, 2020).

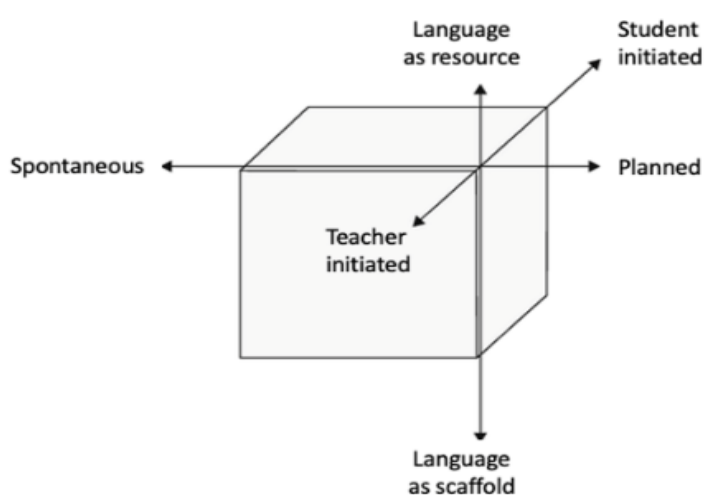


Figure 11. van Viegen's (2020) continua for translanguageing pedagogy

In order to analyse classroom data, Moore and Nikula (2016) present broad categories of unmarked and salient translanguaging. Moore and Nikula describe salient translanguaging situations as those where “participants orient to language in order to facilitate content learning” and unmarked translanguaging as situations where “participants orient primarily to the flow of interaction” (p. 219).

In other words, in salient translanguaging, the focus is on the language since it serves to elucidate technical terminology or subject-specific concepts. Moore and Nikula found, to exemplify, that salient translanguaging in the L1 was utilized by a teacher in order to explain key lexis, negotiating its meanings and having explicit reflections on language (e.g. T: “what does x mean in the L1?”). They additionally found that it may be student-initiated (e.g. S: “what does x mean in the L1?”), or may even be prompted by the teacher asking for students’ expertise and at times, may even foster linguistic creativity (Moore & Nikula, 2016).

On the other hand, unmarked translanguaging takes place unnoticed and is utilized so as to make the interaction going without any ostensible signs in the interaction that participants are deliberately translanguaging. Moore and Nikula (2016) indicate, in their work, unmarked translanguaging was dominantly present in the teachers’ regulative register, as a consequence of teachers’ managing the classroom, clarifying as well as checking instructions of tasks.

Lewis et al. (2012b) make a tripartite distinction by suggesting classroom translanguaging, universal translanguaging, and neurolinguistic translanguaging: (a) Classroom Translanguaging which is planned and serendipitous has a pedagogic emphasis; (b) Universal Translanguaging which includes classroom translanguaging has cognitive, contextual, and cultural respects. (c) Neurolinguistic Translanguaging is a novel field positing integrated brain activity rather than parallel activity when both languages are activated.

2.2.6 Benefits of translanguaging. There are various benefits of translanguaging, which are (a) ensuring understanding, (b) strengthening connections, (c) supporting positive bilingualism, (d) promoting belonging, and (e) cognitive growth (Cuny-Nysieb, 2020).

Baker (2001, 2006, 2011) points out that there are four potential educational advantages of translanguaging which are (a) promoting a deeper and fuller understanding of the subject matter, (b) endorsing the development of the weaker language, (c) facilitating home-school links and co-operation, (d) integrating fluent speakers with early learners.

Translanguaging may play a role in enabling students to gain a deeper and fuller understanding of the subject matter. Considering the idea of the Vygotskian *zone of proximal development* that further learning is contingent on stretching pre-existing knowledge, additionally the idea that the interdependence of two languages enables cross-linguistic transfer (Cummins, 2008), it is possible to argue that translanguaging is an effective and efficient way of enabling this:

It is possible in a monolingual teaching situation, for students to answer questions or write an essay about a subject without fully understanding it. Processing for meaning may not have occurred. Whole sentences or paragraphs can be copied or adapted out of a textbook, from the internet or from dictation by the teacher without real understanding. It is less easy to do this with “translanguaging”. 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”. (Baker, 2011, p. 289)

Baker and Wright (2017) also state that translanguaging might foster a deeper and fuller understanding of the subject matter. Given that (a) pre-existing knowledge is a foundation for further learning and (b) there is ease of cross-linguistic transfer because two languages are interdependent (Cummins, 2017) then translanguaging builds understanding in a most efficient manner.

Garcia-Mateus and Palmer (2017) also indicate that translanguaging pedagogy promotes critical metalinguistic awareness and social consciousness. Lewis et al. (2012a) additionally state that translanguaging pedagogy deepens learning by language development, cognitive development as well as content understanding. Bieri (2018) notes that translanguaging practices are likely to enhance and scaffold students' understanding of scientific terminology and its associated complex concepts. Al Masaeed (2020) indicates that participants, through translanguaging, employed their multilingual and multidialectal resources to do the following: (a) establishing and maintain a mutual understanding in conversation; (b) creating opportunities for learning; and (c) signalling their multiple identities and experiences as travellers, multidialectal speakers, bargainners, movie watchers, consumers of popular culture. Lau (2020) also points to the affordances of translanguaging in critical education, deepened understanding and embodied reflections. Deeper and richer learning experiences are among benefits of translanguaging practices (Ollerhead, Crealy, & Kirk, 2020).

An array of studies has also highlighted the benefits of a translanguaging pedagogy at different levels of school performance as follows: (a) protecting and promoting minority languages (Cenoz, 2017), (b) enhancing participant confidence and motivation (Creese & Blackledge, 2010), (c) maximising of learning literacy skills (Hornberger & Link, 2012), (d) language learning (Latisha & Young, 2017), (e) enabling higher cognitive engagement in content-matter learning (Duarte, 2016).

Translanguaging practices which combine both linguistic and cultural knowledge present opportunities “to exploit subtle linguistic and cultural nuances both within and across languages” (Jonsson, 2017, p. 30). Translanguaging also offers the possibility to contribute to an ideologically significant epistemological change in linguistics by “resisting and transforming power asymmetries by moving away from a monolingual perspective to a multilingual perspective” (Jonsson, 2017, p. 30). Therefore, translanguaging practices, in addition to the aforementioned

advantages, can be utilized both to facilitate communication and to “construct deeper understandings” (Garcia, 2009a, p. 45). Language practices of bilinguals and/or multi-linguals “simply reflect greater choices, a wider range of expression than each monolingual separately can call upon” (Garcia, 2009a, p. 47).

2.2.7 Studies about translanguaging in emergent bilingual contexts.

Although most studies as to translanguaging have been carried out in bilingual contexts (Garcia, 2011; Lasagabaster & Garcia, 2014) in various educational contexts, such as complementary schools (Creese & Blackledge, 2015), dual language classrooms (Palmer, Martínez, Mateus, & Henderson, 2014), mainstream education (Duarte, 2016), there have recently been a number of studies to explore the impact of translanguaging in emergent bilingual contexts (Abney & Krulatz, 2015; Forman, 2010; Gort & Pontier, 2013; Gort & Sembiante, 2015; Krulatz & Iversen, 2020; Miri et al., 2017; Riordan, 2018, Rui & Chew, 2013). Benefits of translanguaging have been a point of departure to investigate different education contexts with a focus upon beliefs as well as language practices of teachers (Cenoz & Gorter, 2020).

Costley and Leung (2020), to exemplify, observe that teachers face tensions “between monolingual educational policies and multilingual classroom realities” (p.1). They analyse policy documents concerning publicly funded schools in England and interview data carried out with experienced language education specialists. Their goal is to comprehend multilingualism through a translanguaging prism. Despite the fact that the policy documents demonstrate some celebration of multilingualism, the school curricula keep their monolingual English feature. Additionally, favourable attitudes towards multilingualism were ascertained during the interviews; however these views do not transfer to in-class practices. The findings of their study do not reveal any evidence of translanguaging activities in classrooms in England.

Kirsch (2020) investigates the challenges experienced by preschool teachers when they apply translanguaging pedagogy and the way they solve the problems by focusing upon early childhood education in Luxembourg. In this context more than two languages are utilized and almost two thirds of the young children in the study do not speak Luxembourgish as their home language. By using the data from a longitudinal research project which involved professional development about multilingual pedagogies, Kirsch indicates that even when the teachers develop positive attitudes towards multilingual education, implementing a translanguaging pedagogy is quite complex and there is a necessity for continued professional development.

Gorter and Arocena (2020) conduct a study regarding in-service teachers' beliefs about multilingualism by using questionnaire data over teachers' their beliefs about multilingualism and translanguaging before, during and after the course. The participants consist of groups of in-service teachers in the Basque Country joining professional development training on pedagogical translanguaging and multilingual practices. They all teach in an educational system which targets for multilingualism in three languages (Basque, Spanish and English). Their findings indicate that teachers' beliefs do alter in the direction of becoming more favourable to multilingual practices as well as pedagogical translanguaging. These changes which seem to persist over time might have repercussions for classroom practices.

Cenoz and Santos (2020) discuss how in-service teachers implement pedagogical translanguaging in their lessons in trilingual primary and secondary schools in the Basque Country in which the curriculum includes Basque, Spanish and English. In this study, in-service teachers were initially provided with theoretical and practical information with regard to translanguaging. A guideline was given to teachers in order to implement translanguaging pedagogy and teachers were required to prepare a lesson plan involving activities which included the use of two or more languages for pedagogical purposes. Thereafter the teachers put pedagogical

translanguaging into practice in their own class. The feedback from their students and their own reflections on the implementation show that these teachers could create opportunities in order to learn languages and increase language awareness by means of pedagogical translanguaging.

Galante (2020) explores the effect of translanguaging tasks on academic listening and speaking for international students and its incorporation into the language curriculum. Data was collected from seven teachers and their students through field notes, classroom observations, student diaries, and teacher interviews. The findings indicate that whether classroom activities which enable students to draw on all of their multilingual resources could not disadvantage them later in assessments English only is wondered by teachers. As for the students' perspective, flexibility is needed in the classroom while implementing this approach.

Woll (2020) discusses the results of a pilot study carried out among pre-service teachers in Quebec. Beliefs of Francophone future teachers of ESL who maintain strong ideas as regards monolingual use of the target language were investigated. These student teachers joined a German language course for beginners as part of a pedagogical intervention, which included cross-linguistic awareness-raising activities. The results reveal that the students agreed theoretically that it is useful to make links with other languages and they had positive experiences with such cross-linguistic activities during the German course they took. Nonetheless, their convictions about monolingualism and being exposed to the target language at the maximum level ended up being difficult to alter.

Thus, it was not adequate to challenge their monolingual bias in terms of teaching ESL through the translanguaging experience they had as part of the German language learning course.

Seals and Olsen-Reeder (2020) investigate how and when spontaneous translanguaging occurs in two early childhood centers in Aotearoa/New Zealand where two different minority languages are used. Translingual teaching materials are created based upon the principles of sustainable translanguaging (Cenoz & Gorter, 2017). These materials are utilized by the teachers in the two centers. The findings show that translanguaging leads to more active classroom involvement. All in all, that sustainable translanguaging is feasible has been shown.

Some studies investigate the impact of translanguaging in language skills – oral skills (Galante, 2020; Yuzlu & Dikilitas, 2021) listening (Galante, 2020; Kirsch, 2017; Yuzlu & Dikilitas, 2021), writing (Adamson & Coulson, 2015; Canagarajah, 2011, Kaufhold, 2018; Kiramba, 2017; Sun & Lan, 2020; Velasco & Garcia, 2014; Yuzlu & Dikilitas, 2021) and reading (Makalela, 2015b, Vaish & Subhan, 2015; Yuzlu & Dikilitas, 2021). Additionally, there are studies investigating the effect of translanguaging upon creating inclusive classroom spaces as well as developing learners' bilingual and/or multilingual identities for which teachers need to receive a training how to implement translanguaging practices (Creese & Blackledge, 2015; Holdway & Hitchcock, 2018; Langman, 2014; Wei, 2011; Wei, 2020).

Krulatz and Iversen (2020) carried out an action research project which targeted to augment chances for multilingual literacy engagement and investment for newly-arrived immigrant students in Norway. Based on their research in which a language teacher and a researcher together formed cross-curricular, multilingual module dwelling on identity texts written in three languages: English, Norwegian, and each student's home language, they assert that explicit stress on including all languages in students' linguistic repertoires may be of help to build inclusive classroom spaces and develop learners' multilingual identities.

Gort and Sembiente (2015) explored the complex language ecology of one multi-age, dual language preschool classroom. They focused upon the nature of teachers' translanguaging practices and the ways in which they navigated the hybrid language.

By emphasizing the utility of bilingualism as a communicative and academic resource, they suggest that teachers' translanguaging performances create the circumstances in order to construct as well as enact integrated language identities.

By highlighting the nature classrooms around Europe which is getting progressively more linguistically and culturally diverse, Abney and Krulatz (2015) recognized the role of EFL teachers in order to foster overall cognitive and linguistic development of minority students and support students' multilingual development by presenting pedagogical practices.

Goodman and Tastanbek (2020) created a framework to show why viewing language practices through a translanguaging lens is needed and why some understandings of codeswitching should be further used in classroom practice. In their study, they analysed their own lived experience and demonstrated how more inclusive views of language practices can be adopted in English language teacher education. They suggest that it is significant to shift to translanguaging to affirm students' (and teachers') lived multilingual reality. Similarly, it is important to educate others about translanguaging (not codeswitching) and to help monolingual and multilingual students and educators understand translanguaging practices.

Back (2020) conducted nine monthly training sessions with eight teachers on translanguaging teaching strategies. The researcher interviewed all eight teachers during the first few months of training, and also held two group discussions with the three teachers in this study at the end of the training and then one year later. Back

also spent time in the three teachers' classrooms, observing how the teachers used translanguaging strategies. An analysis of these observations and discussions showed how learning translanguaging strategies helped the teachers develop positive attitudes about students utilizing their multiple languages in school.

Holdway and Hitchcock (2018) explored teachers' perspectives on the pedagogical resource of utilizing students' first languages in the classroom through translanguaging strategies. The participant teachers who are K-12 in-service maths teachers received 15-week online, asynchronous, professional development course. The findings indicated that teachers experienced increased ideological awareness in terms of English monolingualism.

Their perceptions and attitudes altered concerning translanguaging as a classroom resource. Additionally, they gained self-confidence in realizing what they are doing is useful for students.

Given that we are in a digital era, it is also noteworthy that there are studies focusing on digital translanguaging (Ezeh, 2020; Hafner, Chik, & Jones, 2015; Kim, 2018; McCaffrey & Taha, 2019; Ng & Lee, 2019; Schreiber, 2015).

2.3 Language Teacher Identity

Identity has hitherto been defined by plenty of researchers. Nonetheless, Dikilitas and Yaylı (2018) pointed out that an inclusive and properly-formed definition of identity, due to lack of empirical data as well as grounded research studies, has not been accomplished.

Research suggests that there is a strong relationship between language and identity (Lee, Hill-Bonnet, & Raley, 2011; Palmer, 2008; Sayer, 2013). Interest in identity and language learning dates back the early 1980s (Norton, 2008). Norton

(2010) regards language learning as an identity construction process by which language learners not only exchange information but also reorganize a sense of who they are and their social relation to the world around them. Hence, they construct and negotiate their identity. Norton (2010) points out that *investment* is a key concept in identity. The notion of *investment* (Peirce, 1995), inspired by the work of Bourdieu (1977), signifies learner's will and commitment to learn a language, which is historically and socially affected by the relationship of learners to the speakers of the target language.

As language teacher identity is a recent subject of interest in research with regards to language teacher education as well as teacher development, the way teacher identity is theorized has received little attention. There are, thus, few theoretical frameworks utilized in research as indicated below. Especially, sociocultural theory has a particular emphasis on identity. The sociocultural view (Hinkel, 2005) reveals how language helps “the formation of identity and culture within the social contexts and the politics of power” as well as “how cultural identity is continually threatened by economic, political, and power-balance insecurities” (p.891).

Wenger's social theory of learning also foregrounds identity. Wenger (1998) characterizes identity as a *constant becoming* that defines who we are by: “the ways we participate and reify ourselves; our community membership; our learning trajectories (where we have been and where we are going); reconciling our membership in a number of communities into one identity; and negotiating local ways of belonging with broader, more global discourse communities” (p. 149). There are three ways of belonging to a community - i.e. engagement, imagination, and alignment (Wenger, 2005). Of these, those who belong to the same community through *imagined community* are “groups of people, not immediately tangible and accessible, with whom we connect through the power of the imagination” (cited in Kanno & Norton, 2003, p. 241).

2.3.1 EFL teacher identity and bilingual education. Teaching and teacher identity have something in common in that they are both multifaceted. Cochran-Smith (2005) puts forward that teaching is a complex, personal and social activity inasmuch as it encompasses the whole person of the teacher. Throughout their careers teachers construct and reconstruct a conceptual sense of who they are and this is reflected by means of things they do. Within realm of language education, Varghese et al. (2005) have asserted that “in order to understand language teaching and learning we need to understand teachers: the professional, cultural, political, and individual identities which they claim or which are assigned to them” (p. 22). In a similar fashion, teacher identity has been delineated as the social and cultural complexes and associations which offer a framework in order to construct educators’ beliefs, values, ideas and attitudes (Richards, 2008).

Wenger (2005) contends that teacher identity construction is a process of learning in which teachers interact with the ones in their communities and are engaged in the activities of their communities. This process engenders changes. In contrast to earlier explanations of identity focusing on structurally deterministic factors such as gender, ethnicity, and race, more recent studies seem to underscore a broader and more complex framing of ESL teacher identity formation. Such studies suggest that teacher identity is not static, rather dynamic, conflicting, multiple, shifting and shaped by social interactions in the context of practice over time (Freeman, 2007; Johnson, 2006). Lave and Wenger’s (1991) study on situated learning forcefully argues that “... agent, activity, and the world mutually constitute each other” (p. 33).

Due to the fact that the notion of identity has not traditionally been associated particularly with language learning and teaching, it is of necessity to define its scope as to bilingual education as conceptualized in this study. There are five main meanings attributed by the term *identity* in academia as follows:

- a. Self-understandings
- b. Sameness among members of a group

- c. Core and fundamental aspects of selfhood
- d. Groupness which develops iteratively
- e. A fluid, multiple, and co-constructed selfhood (Brubaker, 2004).

Although the term *identity* is understood within any of these meanings or even beyond, there are contributions from different disciplines to the discussion of identity (Lin, 2008), thereby revealing conflicting philosophical stances. Nonetheless, a vast number of the studies (Baquedano-López & Kattan, 2007; Choi, 2016; Duff & Uchida 1997) utilize the term to convey the first and the fifth meanings, namely, personae as perceived by selves and personae as negotiated, co-constructed, and performed by means of interactions with others.

Bakhtin (1986) suggests that being in contact with another foreign culture enables one to appreciate his or her own culture, which implies that bilinguals are more liable to be cognizant of the peculiarities of their own culture when compared to monolinguals (Atay & Ece, 2009). Ige (2010) states that “identity in many respects is shaped by language and conversely, language choices may relate to identity” (p. 3047).

The attempts in order to explore the relationships between identity and bilingual education dates back prior to the 1950s, mainly in studies of motivation and attitude which included such concepts as self-concept and self-worth (McKinney & Norton, 2008). Since the 1950s, formal research on the relationship between identity and bilingual has begun to emerge. Morgan (2004), to exemplify, makes an insightful observation by drawing on Jim Cummins’ *Negotiating Identities*. Morgan (2004) focused on education for empowerment in a diverse society in which choices in methodologies in terms of collaborative critical inquiry versus teacher-centred transmission, or the structure of bilingual programs in terms of two-way bilingual programs which promote additive bilingualism versus compensatory/transitional programs are studied.

As opposed to students who are relatively passive in affecting lesson delivery, teachers of bilingual education programs might prefer to follow or resist certain teaching methodologies or even the preselected model of bilingualism which are imposed upon them based on their values as well as educational philosophies, which form a big part of their teacher identities.

With the advent of the twenty-first century, research on identities of teachers has begun to proliferate inasmuch as their roles were found to be significant in shaping pedagogy and thereby learning experiences and results in bilingual education (Varghese et al., 2005). The body of literature with respect to teacher identity in bilingual education altogether presents a general overview demonstrating how various factors shape teacher identity in, almost exclusively, negative ways. The formation of teacher identity is primarily influenced by discourses which possess a longer history in creating social debate. Varghese et al. (2005), to exemplify, reveal how such social categories as gender, sexual orientation, and ethnicity influenced teachers' pedagogical approaches and the way in which their teaching was conceived by pupils. Additionally, Braine (1999) and Llorca (2005), by highlighting influences of the wider social sphere on teacher identity, together present an insightful overview of research studies revolving around how teachers' identities were influenced by stakeholders' perceptions with respect to native-speakerism.

Particular attention, in their studies, is drawn to long-standing stigmatization of non-native educators in language education such as prioritization of native speakers with respect to recruitment and pay schemes as well as stakeholders' doubts in terms of non-native teachers' competence and authority. Moreover, changes in educational policies may trigger transformation of teacher identity in bilingual education (Choi, 2016). With the changes including revisions of language policies and pedagogical innovations, for instance, communicative language teaching (CLT) and English as a medium of instruction (EMI) in the teaching context, new discourses regarding teacher expertise and pedagogy appeared and forced teachers to adjust their identities

in alignment with the change. For instance, under the communicative approach, language teachers need to serve the role of a facilitator rather than a knowledge transmitter to aid create an genuine context initiating authentic communicative exchanges in the classroom. The promotion of EMI is likely to cause non-native English teachers more easily to be positioned as incompetent, by society or themselves. For example, Choi (2015) indicates how the EMI policy enforced in a teacher certification in South Korea influenced teachers' identities in various ways: those who were able to prove their *competence* through certification were then perceived as experts, while those who could not manage to be certified regarded themselves as incompetent teachers. Negotiation of teacher identity also takes place at an institutional level, in which teachers are in pursuit of gaining acceptance as *approved* participants in a new work context. By drawing on research by Wenger (1998, as cited in Varghese et al., 2005), Varghese et al. (2005) reveal that in the community of practice of a BE program, teachers create a sense of membership by means of professional engagement with and affirmation from colleagues. The bilingual education teachers in the investigation displayed varied levels of internalization with the normative discourses as to bilingual teacher identity in the bilingual education program: some of the teachers showed a thorough bilingual teacher identity as advocated in the community of practice or lived in accordance with it, whereas the others could not manage to reconcile with the identity and quitted the profession. Based on her observation, Varghese et al. (2005) regard bilingual teaching as "different ways of being and engaging" rather than "a set of standards" (p. 29).

To date, the few bilingual education research studies on teacher identities in reform contexts have focused on teachers' difficulties in incorporating new pedagogies which are not compatible with their educational philosophies. In line with the findings posited by some studies within the field of policy implementation have reported (Ball et al., 2011), some teachers make a distinction between self and occupation, thus adopting such an *incoherent* identity which could be one strategy or teachers to survive in an era in which frequent educational reforms have occurred worldwide.

2.3.2 Studies on language teacher identity. Even though there are few studies on foreign language teacher identity, it is crucial to comprehend who the teachers are as “choices of what to say and when are related to who we are and how we want to be perceived” (Rex & Schiller, 2009, p. 20) and the interplay between the factors and the identity undergirds or undermines second/foreign language teaching (Varghese et al., 2016).

When considering historical development of the literature on language teacher identities historically, it is probable to see that this subject began to emerge remarkably after 2010.

Early studies heavily revolved around linguistic identities, specifically, the way in which language teachers formed and negotiated their non-native speaker (NNS) identities in educational contexts (Pavlenko, 2003). By contributing the research on NNS teachers particularly in English language teaching (ELT), Teaching English as a second language, Pennycook (1994), Canagarajah (1999), and Kumaravadivelu (2001, 2003) drew attention to issues of power, privilege, and (in) equality.

Later on, the social turn in SLA (Block, 2003; Firth & Wagner, 1997, 2007) took place and played a significant role in the development of this line of research. The studies exploring the notion of teacher identity by focusing on the sociocultural identities of language teachers mainly drew on sociocultural theory and communities of practice (Tsui, 2007).

Most recently, poststructural approaches have affected the line of research (Pavlenko, 2002) by highlighting the plurality and composite nature of language teacher identities and describing the language teacher identity as multiple, complex, and shifting (Huang & Varghese, 2015).

When methodologically analysed, language teacher identity studies have widely utilized case study design (Duff & Uchida, 1997), but mostly narrative inquiry approach (Barkhuizen, 2017).

As for the research areas, language teacher identity studies, mostly focusing upon the relationship between the context and professional identities, have investigated teachers' development of identities within the scope of language ideologies (Simon-Maeda, 2004), institutional contexts of work environment (Liu & Xu, 2011; Motha, 2006; Tsui, 2007; Whitsed & Volet, 2013), interactions with peers and colleagues (Kayi-Aydar, 2015), teacher education programs (Cho, 2013; Illieave, 2010; Kayi-Aydar, 2015), or classroom practice experiences (Duff & Uchida, 1997; Kanno & Stuart, 2011) and access to power and ownership of language (De Costa & Norton, 2017; Varghese et al., 2016, Fairley, 2020), while some studies have explored teacher candidates' or novice teachers' professional identity development in early years of their teaching (Urzúa & Vásquez, 2008; Hamman et al., 2013). Further, there are recent studies dwelling on the interplay between language teacher identities and agency as well as the relationship between teacher identities and emotions (Kayi-Aydar, 2015; De Costa & Norton, 2017) and the link between the power of metacognition and teacher identities (Yuan & Zhang, 2019).

De Costa, Rawal and Li (2018) in this regard accentuated the emotional turn in applied linguistics by providing insights into the close link between emotion and identity, underlying the significance of attending to emotion in the process of understanding language teacher identity and the way it unfolds.

Analysing teacher education programs, Fairley (2020) proposes a possible approach in order to better understand how language teacher identity could be developed in teacher education programs by focusing more intensively on recent literature. By drawing attention to the importance of roles of power and sense of agency, she highlights that there are four key qualities in intentional language teacher identity development: a) critical self-reflection, b) attention to emotion, c) collaboration, and d) responsiveness.

Yuan and Zhang (2019) investigated four language teachers' identity transformation and the metacognitions behind this transformation. The language teachers engaged in four different types of metacognitive experiences, namely, a) ascertaining, prioritizing, and claiming existing identities, b) imagining, planning, and constructing new identities, c) crafting a fluid and interconnected identity web, and d) engaging in distributed identity construction. The study reveals the power of metacognitions in promoting teacher identity (re)construction. Therefore, teachers' metacognitive awareness of their own identities and the role of identities in their teaching work need to be raised in language teacher education. Moreover, language teachers need to learn to take charge of their own identities by applying appropriate metacognitive knowledge and strategies to seek their continuing development and cultivate a sense of resilience and commitment towards the teaching profession.

Widodo, Fang and Elyas (2020) discuss how Chinese language teachers construct and negotiate their professional identities as legitimate English practitioners as the crucial role of English as a global lingua franca has been witnessed as well as encountered by them. They report on a narrative case study which investigates how participant teachers construct and negotiate their professional identities as legitimate English practitioners. Drawing on identity theory, how the ideology of native-speakerism was challenged by a group of Chinese English is shown as the participant teachers were on a regular basis engaged in the construction process of what it is to become legitimate English teachers. They demand the inclusion of Global Englishes as well as critical language pedagogy in language teacher education.

Through critically-oriented prism, Yazan and Rudolph (2018) explore the links between language teacher identities, privilege, and marginalization in language education by addressing inequity embedded within common binaries, such as NSs/NNSs in the context of ELT. They emphasize contextual complexity with regard to teacher identities and interaction in and outside of the classroom.

Taking the language teacher identity corpus into consideration, Kayı-Aydar (2019) categorizes the studies as regards language teacher identity as follows:

Table 6

Categorization of Language Teacher Identity Studies by Kayı-Aydar (2019)

Theoretical framework	Participant profile	Kinds of language teacher identities	Contextual issues
Communities of practice	Non-native speakers (NNSs)	Narrated identities	Identity in the reform context
Critical theory	Native speakers (NSs)	Identities-in-practice	Identities and ideologies
Positioning theory	M.A. TESOL student-teachers	Gendered identities	Identities and institutional demands
Vygotskian sociocultural theory	New/novice teachers	Future selves	
Bakhtinian framework	Experienced teachers	Sociocultural identities	
	Pre-service teachers		

2.4 Complexity Theory

Complexity/Chaos is a relatively recent language in science, especially in social science (Byrne, 1998). As change is ubiquitous, stability and certainty are rarely seen (Byrne, 1998). As a theory of change, complexity theory foregrounds evolution, adaptation and development for survival (Morrison, 2008). It moves away from simple cause-and-effect models, linear predictability, and a reductionist

approach to understanding phenomena towards organic non-linear as well as holistic approaches (Santonus, 1998).

Ciliers (1998) indicate that the study of complex systems has unveiled a crucial shortcoming in the analytical method which is utilized to put something into manageable parts and analyse separately. Ciliers points out that a complex system is not only composed of the sum of its constituents, but of the complicated relationships among these constituents.

While defining complexity, there are two vital distinctions (Ciliers, 1998). The first distinction is between simple and complex. Easy though it might look, a plenty of things seeming simple may turn out to be complex when examined thoroughly and vice versa (Ciliers, 1998). The second distinction is between complicated and complex. The former includes systems which have a lot of constituents which operate in a linear relationship by performing a sophisticated task. The latter comprises an intricate set of non-linear relationships among the constituents (Ciliers, 1998).

Moreover, complex systems have two crucial capabilities which are representation and self-organization (Ciliers, 1998). Whereas representation implies collecting information about the environment and store, self- organization signifies being capable of adapting and coping with the changes in the environment inasmuch as complex systems grapple with a changing environment (Ciliers, 1998). Ciliers puts forward that there are two approaches to model the complex systems which are rule-based symbol systems and connectionist models. Ciliers also states that rule-based systems have a central control and model the complex systems at the semantic level by including symbols which represent a particular concept, while connectionist models do not possess a central control.

Byrne (1998) delineates holism, emergent properties, non-linearity as the components of complexity. Byrne, therefore, accentuates that evolutionary development and holistic character should be taken into consideration. In this regard, complexity does not rule out causality, rather underlies that results do not stem from single causes but multiple causes. Additionally, Byrne emphasizes that interest lies in the properties of the system as a whole.

2.4.1 Complexity theory and education. Complexity theory characterised by connectivity, non-linearity, open systems, and diversity (Morrison, 2002) denotes the complex interplay and interaction among environments, organizations, or systems intertwined and interacting with a plethora of constituent elements (Davis & Sumara, 2006). It marks change, evolution and adaptation, often through a combination of cooperation and competition (Morrison, 2002). Overton (2013) highlights the key principles of complexity theory which are (a) self-organization, (b) emergent order, (c) interconnectedness, (d) butterfly effect. One is self-organization (Banzhaf, 2009; Cilliers, 1998), which is characterised by adaptability, open systems, learning, feedback sensitivity, communication and emergence (Cohen & Stewart, 1995). Feedback refers to situations in which the system's output loops back as input and impacts change (Davis & Sumara, 2006). While positive feedback reinforces a system's adaptive changes, negative feedback hinders system adaptation. In the process of self-organisation, the organism as part of the system demonstrates *autopoiesis*, that is, they have their own nature which is self-created (Kelly & Allison, 1999; Maturana & Varela, 1980) depending on their proper contexts and histories that are integral parts of complex systems (De Villiers-Botha & Cilliers, 2010). The stability resulting from self-organization is called *attractor state* (Kiel & Elliot, 1996). When the system moves towards a new attractor state, the same result could be achieved through different trajectories, *equifinality* principle (Hiver & Al-Hoorie, 2019). Also, *incubation effect* (Joe, Hiver, & Al-Hoorie, 2017) denoting the delay between instigating implementation for an intervention and emergence of effect might occur.

The second principle is related to relatively dynamic interaction between the organism and the environment which leads to emergence of complex order and diversity (Capra & Luisi, 2014). Creative emergence also entails a process of change, determined partially by the need for survival, and is per se a process characterised by augmenting connectivity, networking as well as feedback (Stacey, Griffin, & Shaw, 2000, p. 146).

The third principle is interconnectedness, which characterizes interaction (Cilliers, 1998; Straussfogel & Von Schilling, 2009) within a distributed knowledge system in which knowledge is not centrally located (Hiver & Al-Hoorie, 2016) but rather circulates throughout the system to engender communication and collaboration (Cilliers, 1998). Multiple interactions of the interconnected dimensions occur in their existing identities at different levels, which is quite the nature of complex systems (Hiver & Larsen-Freeman, 2020). It is in line with the *relational principle* in the complexity theory (Hiver & Al-Hoorie, 2019), which signifies phenomena exist in relation to other phenomena. Due to this interaction, a small adjustment to system parameters yields a different outcome, *bifurcation* (Nowak, Vallacher, & Zochowski, 2005).

The fourth aspect is the butterfly effect which implies the systemic sensitivity to tiny changes in the environment (Kauffman, 1995). A huge degree of interaction among the constituting elements might progressively trigger novel changes, thereby influencing the whole system (Sade, 2009) which makes the system sensitive to the environmental changes (Sade, 2009).

Even though traditionally related with the natural sciences, complexity theories are currently entrenched in the social sciences (Byrne & Callaghan, 2014). Being dynamical and unpredictable, schools display a number of characteristics of complex adaptive systems because they are non-linear organizations which operate in unpredictable and changing external environments. In this regard, schools not only

shape but also adapt to macro- and micro-level change by organizing themselves, thus reacting to, and shaping their society (Morrison, 2008). As regards educational research, Morrison (2008) contends that complexity theory emphasizes the need for self-organized, collaborative, multiperspectival and participatory qualitative research. Within this scope, complexity theory accentuates methodological, paradigmatic and theoretical pluralism (Mason, 2008). Mason (2008) also takes the notion of *inertial momentum* from physics and proposes it as the conceptual link between the principles of emergent phenomena.

Mason also asserts that educational and institutional change is less a result of effecting change in one specific variable or factor, and more a case of creating momentum in a novel direction by paying attention to as many variables as possible.

Within second language education (Larsen-Freeman, 2017), complexity theories have also initiated inroads in research into second language development. They present conceptualizations of change which enable phenomena associated with language development to be viewed dynamically, and principles which are likely to be put into practice in the study of these processes (Hiver & Al-Hoorie, 2016; Kostoulas, Stelma, Mercer, Cameron, & Dawson, 2017).

2.4.2 Complexity theory and teacher identity. In parallel with the key characteristics of Complex Systems which subsume adaptation, emergence, diversity, dynamism, and non-linearity, the (re) construction of a teacher identity is a dynamic process (Kaplan & Garner, 2018). Additionally, teacher identity is characterized generally as complex, dynamic, evolving, and emergent (Beauchamp & Thomas, 2009), which align with the main concepts of complexity theory. A number of factors affect identities which are created and recreated, a result of which teachers are faced with “multi-faceted, constantly shifting, and unstable definitions of themselves” (Trent, 2014, p.58). As these processes take place throughout the working life, it is improbable to explain one effect linking it to a specific cause. It is what is called

non-linearity. In a non-linear system, each part affects other parts and is affected by other parts through the interaction among the component parts. In this regard, the interconnectedness among the parts multiplies the impact of the first change. As a consequence, behaviours emerge which could not be predicted by the actions of individual parts.

Cilliers and Preiser (2010) also state that living systems are specified in terms of their process organization. Their structures might alter, and must alter to some extent whenever their adaptability is displayed; as their adaptability gets more organized, cohesive processes which label them display higher order.

Inasmuch as complexity principles are reliant on the development process, they provide a means by which the central questions including *when*, *how* can be addressed. By dwelling on the conditions under which identities evolve, a complexity approach might offer a framework for conceptualizing the integrative structure of teacher identity (Kaplan & Garner, 2018).

2.4.3 Complexity theory and translinguaging. Complexity theorist Osberg (2008) lays out a possible manner for the desired processing of novel knowledge, for action, as well as for reflection when she delineates the challenge confronting contemporary educational efforts as refusing *logic of determinism*. Its core characteristic is the problematic assumption that simple cause-and-effect logic which “must be understood as discrete, separated not only from other things in space, but also from each other in time” (p. 144) drives systems, involving educational systems. Osberg instead suggests a shift towards *logic of emergentism* which recognizes the probabilistic nature of every living system, enabling a critical pedagogy appropriate for our times, one that promotes inclusion, empowerment, as well as democratic engagement in educational settings. Regarded in this way, educational processes do not “necessarily guide learning towards a predetermined end” (Osberg, 2008, p. 153) in which curriculum as well as pedagogy are essential means to such a largely pre-

determined end. She questions whether “an ends-oriented understanding of education is the only understanding of education that is possible” (p. 154) – and replies with a “no”. Cardinaly, this is not a negative verdict as regards either curriculum or pedagogy; instead she calls for “the exercise of critical choice” as a way of “intentionally opening closures” (p. 158). In accordance with that, Byrnes (2020) states that a translanguaging pedagogy seems to be a especially proper environment in order to initiate such alternative educational thinking, one that endeavours to be socially responsive, critically alert, and importantly, to express in Osberg’s words, open to the creation of a *democratic space of renewal* which is a *practice of freedom*. Garcia, Johnson and Seltzer (2017) in a similar fashion emphasize that translanguaging which embraces a dialogic, problem solving model creates a more democratic classroom by inviting students to participate actively instead of depositing knowledge into students’ head.

Byrnes (2020) also highlights that the studies into translanguaging practices make clear that context matters as both theory and practice are not context-free. Given that the contemporary multilingualism is the starting point in order to comprehend a range of interrelationships and its ever-changing nature, ontological and epistemological assumptions need to be rethought (Byrnes, 2020). In this sense, the complex social reality of bilingual or multilingual settings is suitably described in terms of complex systems whose dynamics possess the potential to enter into different relationships in different contexts (Byrnes, 2020).

Cochran-Smith, Ludlow, Grudnoff and Aitken (2014) state that adherents to complexity theory who are profoundly involved in teacher education research have emphasized that its holistic way of looking at interactions, interrelationships, and interdependencies may not necessarily show us what to do; yet it may trigger novel empirical questions as well as methods which might possess the potential to “show us where to look and what processes to trace as teacher candidates learn to enact practice that enhances the learning of all students, including those not well-served by the current system” (p. 23). They recommend data collection and analysis procedures

to uncover “dynamic connectivities between and among elements and structures that continuously change over time”; case studies which look at “ideas, actions, and interdependencies that occur at and across boundaries” instead of assuming that a phenomenon is bounded; as well as process tracing, which targets to identify and comprehend “the multiple, contingent, and complex causes of particular outcomes within and across cases, with a focus on mechanism- and process-based explanations” (pp. 28–32).



Chapter 3

Methodology

The current chapter explains the setting, participants and procedures which were conducted and limitations of the study. The procedures consist of types of sampling, data collection instruments, data collection procedures, and data analysis.

3.1 Research Design

This study aimed to explore the impact of translanguaging on INSET trainees' identity reconstruction during and after the training about translanguaging in which they discussed foreign language teaching ideologies, practices, teacher roles and associated student outcomes in synchronous and asynchronous sessions. For this purpose, it was essential to get a comprehensive picture of the INSET trainees' translanguaging journey and how their identities were transformed through translanguaging experiences. In this regard, the employment of a qualitative research design was needed because it allows researchers to understand people's interactions and their construction of the meaning that they attached to their experiences (Merriam, 2009). Furthermore, Punch (1998) states that qualitative research presents opportunities to have in-depth and holistic understanding of the context in which the participants gained experiences.

In order to achieve these goals, this qualitative research (Creswell, 2013; Merriam, 2002; Richie & Lewis, 2003) which is a product of the constructivist paradigm (Creswell, 2013) adopts *Grounded Theory* approach which is interconnected with conceptual thinking and theory building (Glaser & Strauss, 1967) in that (a) the researcher in this study has an emic perspective while approaching the phenomena at hand, which means that the researcher strives to comprehend the participants within their contexts, (b) the data used in this study

consists of semi-structured interviews, reflective journals the researcher and the trainees kept during the whole process and the field notes the researcher kept during the observation sessions each week in the course of a class, video-enhanced observations, discussions on Canvas LMS, (c) the study is conducted in its natural settings, (d) the data is dealt with within a holistic view. Figure 12 displays a visual representation of general structure of the research design.

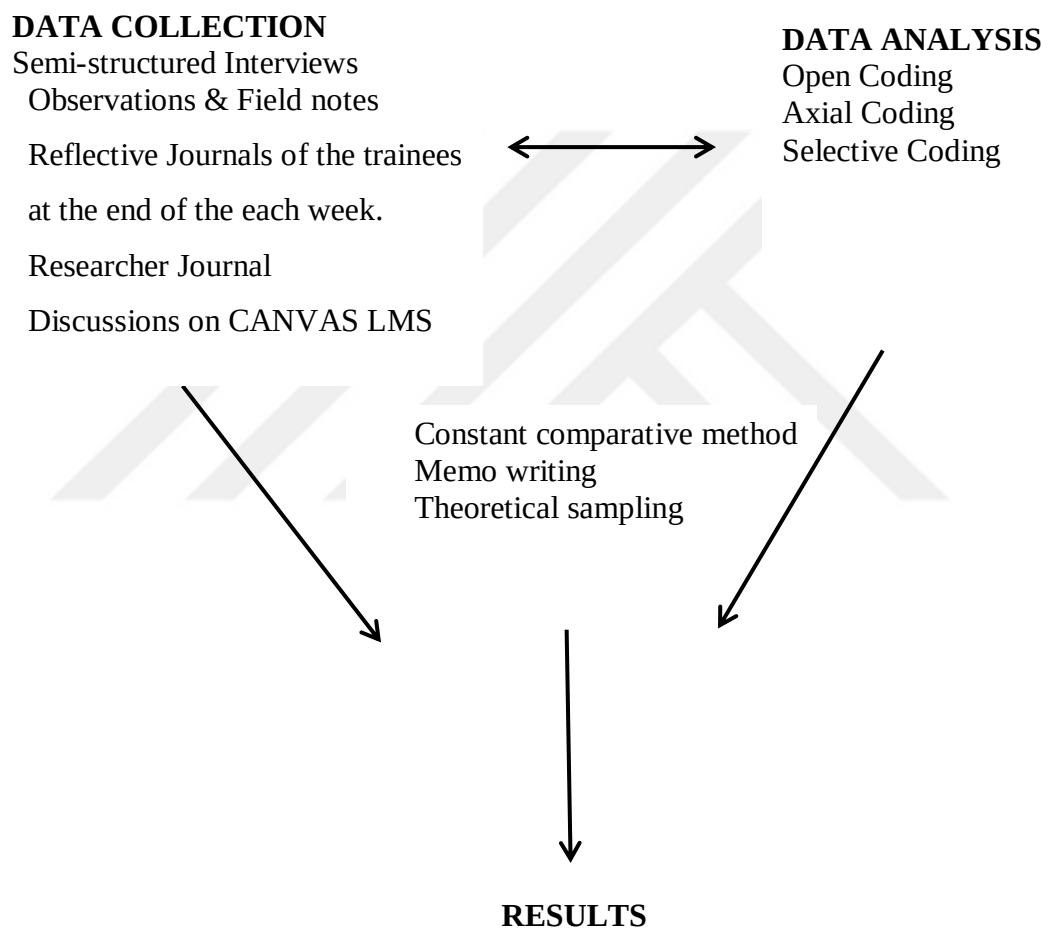


Figure 12. A visual representation of research design

Table 7 shows the summary of the research design including the research questions

Table 7

Summary of the Research Design of the Study

Research Questions	Instruments	Analysis
1. What are the EFL teachers' insights into their language teaching practices and professional identity prior to the training?	1. A semi-structured interview for beliefs 2. Discussions on LMS CANVAS	1 Grounded Theory
2. In what ways does the translanguaging pedagogy influence these teachers' identity during and after the training?	1. Semi-structured interviews for beliefs 2. Discussions on LMS CANVAS 3. Reflective journals 4. Observations &Field Notes	1. Grounded Theory

Table 7 (cont.d)

3. What factors are involved in the process of these teachers' identity reconstruction?	1.Observations-Field Notes 2.Semi-structured interviews for impact 3. Reflective Journals 4. Discussions on LMS CANVAS	1. Grounded Theory
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The research consisted of three phases. In the first phase, the semi-structured interview was carried out with trainees. Second phase was the delivery of the translanguaging pedagogy of seventeen hours of formal meetings (first round of training) in which trainees actively participated in the activities and completed tasks by making presentations, keeping reflection papers, having discussions and conducting mini-lessons. The third phase included interviews, observations, and reflective journals to explore the impact of the training on the trainees. At this stage there was the second round of training of five hours in which the trainees shared their lesson plans, in-class activities, opportunities and challenges they had faced. The observations in the this stage were carried out online on Zoom by visiting the classrooms of the trainees applying translanguaging pedagogy to be able to make concrete and in depth descriptions of the practices and to see, if any, the relation between the practices and the training content. Two months later there was the third round of the training of three hours to evaluate the impact of translanguaging practices. In the following two weeks, semi-structured interviews were carried out.

With observations and while-training interviews after the first round of the training as well as reflective journals of the trainees during the training period and semi-structured interviews before and after the training, I targeted to explore the impact of translanguaging pedagogy upon teachers' identity (re)construction. Table 8 presents the data collection schedule of the research.

Table 8

Instructional Timeline for In-service Training Based Upon Translanguaging Pedagogy

Dates	Instructional Content	Focus
21 st Sep -1 st Oct, 2020	Pre-training interview	Data Collection
2 nd Oct, 2020	<i>First Session</i>	Subject matter
	Bilingualism and Translanguaging	Reflection
5 th Oct, 2020	<i>Second Session</i>	Subject matter
	Background and types of translanguaging and translanguaging practices	Reflection
7 th Oct, 2020	<i>Third Session</i>	Subject matter
	Translanguaging Strategies for four skills and vocabulary building	Reflection

Table 8 (cont.d)

9 th Oct, 2020	<i>Fourth Session</i>	
	Translanguaging practices	Awareness-raising
	examples and non-examples	Reflection
12 th Oct, 2020	<i>Fifth Session</i>	
	Planning a lesson based on translanguaging pedagogy	Hands-on Practice
16 th Oct, 2020	<i>Fifth Session(Continued)</i>	
	Group Discussion	Hands-on Practice
17 th – 19 th Nov, 2020	<i>Sixth Session</i>	
	Group discussion of the in-class practices	Sharing the experience of in-class practices and making suggestions for inefficient practices, if any, and disseminating the efficient practices
25 th Dec, 2020	<i>Seventh Session</i>	
	Group discussion of translanguaging practices	Evaluation and reflection of translanguaging practices on students and trainees themselves
28 th Dec,2020 – 08 th Jan 2021	Post training interview	Data Collection

3.2 Setting and Participants

Eighteen (18) in-service ELT teachers volunteered initially to participate in the training. Yet, six of them dropped out due to either health problems or tight schedule. Thus, the participants of this study consists of twelve ($N=12$) in-service ELT teachers working at kindergarten (1), primary school (2), secondary school (4) and high school (5) in a province in Turkey in the fall semester of 2020-2021 academic year.

With regard to the sampling strategy, a non-probability purposive sampling was chosen. In this respect, criterion sampling strategy (Creswell, 2013) was adopted, which requires all participants to meet a criterion: being an in-service teacher with two years and more experience of English Language Teaching at K-12 contexts in state schools for trainees. Participation in the study was on voluntary base, and the participant teachers were given pseudonyms to protect their privacy and confidentiality in line with the ethical codes (Christians, 2011).

3.2.1 Demographic information about the INSET trainees. Bade has been teaching English for 16 years. She taught at a secondary school for one year and she has been teaching for 15 years at a high school. She first started teaching in Duzce. She has been working in Eregli for 15 years. She graduated from English Language Teaching Department. She is married and she has children. She started her master's education in 2015 and she completed it in 2018. She is currently doing her doctorate in the field of curriculum and instruction. She has had her master's degree in the field of curriculum and instruction and now she is continuing her doctoral education in the same field. She likes teaching. She took one of her teachers as a model, and then she became interested in this profession. Especially, working with the young group refreshes her. She always researches new things and adds them to her lessons because she thinks students learn and develop things very quickly. She wants to share her experience and the things she has learnt with her students.

Dilan graduated from university in 2004 and holds BA in English Language Teaching and has worked at different contexts ranging from primary school to university as an instructor. She has been teaching at a high school for ten years now. She is married with two children and regards teaching as a passion. She had master's degree in instruction and curriculum in 2018.

Eda has been teaching English for 12 years now and she is married with one child and she has been in Zonguldak for 8 years. She has been teaching at a high school for two years. She used to work at a secondary school. She graduated from university in 2008. She holds BA in English Language Teaching.

Nilay had English-medium education during her secondary and high school years between 1985 and 1992. She holds BA in English Language Teaching. After she had graduated from university in 1997, she worked at private schools for two years. She started to work at a state high school in 1999. Since then she has been teaching at high schools. She has been preparing students who want to study English Language Teaching or related fields for university entrance exam since 2010. She is determined to developing herself by joining trainings and seminars organised by Ministry of National Education or by other organizations. She benefited from pandemic period by developing herself. She managed to master WEB 2.0 tools. She believes in life-long learning and starts every academic year with the same motivation and desire as those in her first years.

Selin holds BA in English Language Teaching and has been teaching English for 16 years. She initially worked at a health and technical high school. Later, she moved to another city and continued teaching English at high schools. Now she teaches at an Anatolian High School and she is a mother and she has a son and daughter. She loves her job much. Her major is ELT. She believes that learning never ends and wants to improve her skills whenever she has an opportunity for that.

Hasan has been teaching English for 22 years. He started to teach English in 1998. He taught English at high schools as well. Yet, he has been teaching English at secondary schools for long years now. He studied English Literature during his university years.

Tulin holds BA in English Language Teaching and MS in instruction and curriculum. She is married with children and she likes learning. She wants to continue her education and develop her teaching skills. She has been teaching English in primary and secondary schools for thirteen years.

Ferid graduated from university in 2013 and holds a degree in English Language Teaching. He has been teaching English to young learners and adults. For more than five years he has been teaching at a secondary school. He can speak six languages – Turkish, English, Spanish, Portuguese, Arabic, Farsi- and teaching and learning languages has always been one of his biggest passions and he tries to do his best while teaching English.

Lale holds BA in English Language Teaching. She graduated in 2013. After the graduation, she started to work at a private school. She has been teaching since then. Also when she was a student, she was teaching English at private institutions as a part time job. Now she has been teaching at a state secondary school. She teaches students from fifth grade to eighth grade.

Metin holds BA in English Language Teaching. He is married and his wife is also an English teacher. He has been teaching English for five years. He loves teaching and particularly teaching English as he loves both so much. He is so happy to be able to work as an English teacher at public schools.

Meva received her primary, secondary and high school education at state schools and she studied English language teaching at university and she was an

outstanding student during university years thanks to her distinctive high school education in that she could learn and practise English in an effective way. She feels that her English proficiency is not as good as it was when she graduated from university. She tries to do her best to keep her English proficiency. She loves teaching and is so happy to teach English.

Sevgi studied English literature and graduated in 2007. She worked at primary, secondary schools and private schools. She has been teaching English at kindergarten and primary schools for six years. Teaching was the job she wanted to do and she feels lucky to be able to teach English and she loves children. Table 9 provides an overview of the INSET trainees of the current study.

Table 9

INSET Trainees of the Study

Trainee	Gender	Age	Educational Background	Teaching Experience (years)	Context	Area
Bade	Female	38	ELT*	16	High School (State)	Urban
Dilan	Female	39	ELT	17	High School (State)	Urban
Eda	Female	34	ELT	12	High School (State)	Urban
Nilay	Female	46	ELT	21	High School (State)	Suburban
Selin	Female	38	ELT	16	High School (State)	Urban
Hasan	Male	47	ELIT*	22	Secondary School (State)	Urban
Tulin	Female	35	ELT	13	Secondary School (State)	Urban
Ferid	Male	29	ELT	7	Secondary School (State)	Rural

Table 9 (cont.d)

Lale	Female	28	ELT	6	Secondary School (State)	Rural
Metin	Male	27	ELT	5	Primary School (State)	Rural
Meva	Female	28	ELT	5	Primary School (State)	Rural
Sevgi	Female	35	ELIT	11	Kindergarten (State)	Urban

ELT*: English Language Teaching, ELIT*: English Literature

3.2.2 Information about the researcher. The researcher of the study has been working as an EFL teacher at Ministry of National Education for 17 years and has been teaching English at a high school of science for 10 years.

He is pentalingual with a good command of five languages, i.e. Turkish (mother tongue), English, French, German, and Spanish. He worked as an interpreter of these languages for one year while conducting his military service. He is quite interested in learning and teaching foreign languages. For two years, he has been teaching German, Spanish and English at a state university as a part-time job. He published a book about tips and tricks in English-grammar tests for the students preparing for university entrance exam and for the ones preparing for English language test entitled YDS. He has conducted nation-wide and international-projects in order to enhance language teaching efficiency and create atmospheres in which the participants could have an opportunity to know a different culture and practise English, thus increasing intercultural awareness and enhancing participants' fluency in English. He worked as a coordinator of DYNED in which English teachers integrate software into their classes and has also been conducting Erasmus + projects (KA229 and KA221). He took part in Pestalozzi in-service teacher trainings in Austria and Germany about plurilingualism and many more about language teaching

and learning organized by Ministry of National Education and private organisations. He received many awards by Ministry of National Education, i.e. certificate of appreciation (2), certificate of achievement (3), and certificate of excellence, salary award and Teacher of the Year in 2016. During his doctoral studies, he got courses on Distance Education and Translanguaging. He joined webinars organized by McGill University about multi-competence and translanguaging delivered by Li Wei. He also joined trainings (Grammar in Context) on CANVAS in order to familiarise himself with CANVAS more and know more about the design and the way online courses is conducted on CANVAS. Additionally, the researcher utilized video tagging software, i.e. video enhanced observation (VEO). In order to use the software efficiently, he contacted with founder and co-founder of VEO and got briefing how to create an account, log in, upload videos and tag videos. The articles (Sert, 2015, 2019) and links helped the researcher to better use the application. He has also publications on effect of L1 use on oral production in L2 across different levels (Yuzlu & Atay, 2020) and translanguaging in the development of EFL learners' foreign language skills in Turkish context (Yuzlu & Dikilitas, 2021).

3.3 The Role of the Researcher

Unluer (2012) underscores that researchers, especially those who conduct qualitative methodology, should make their roles clear as researchers in order to ensure credibility of their research. Creswell (2013) indicates that the self-reflective character of qualitative research highlights the role of the researcher who interprets the qualitative data and re-presents information. In this regard, qualitative research brings advantages (Bonner & Tolhurst, 2002; Smyth & Holian, 2008) and challenges (DeLyser, 2001; Gerrish, 1997) with itself for the researcher who has an emic stance. While the emic stance of the qualitative researchers helps them to tell and judge the truth (Bonner & Tolhurst, 2002), it is possible for the qualitative researchers to experience a problem of familiarity which may end up a loss of objectivity or a bias (DeLyser, 2001) in addition to the role duality (Gerrish, 1997).

In the current study, the researcher conducting a study concentrating on his colleagues has an emic stance. Thus, it is of importance to address and deal with the challenges in a qualitative research study where the researcher has an emic stance to ensure four criteria suggested by Lincoln and Guba (1985) for trustworthiness: a) the *credibility* of a research study which signifies confidence in the truth of the findings, b) *transferability* which denotes that findings have applicability in other settings, c) *dependability* which shows that findings are consistent and could be repeated, d) *confirmability* which demonstrates the neutrality or the degree to which findings are shaped by the respondents and not researcher bias or motivation. Lincoln and Guba (1985) posit that trustworthiness of a research study is crucial while evaluating its worth. Lincoln and Guba (1985) also describe a series of techniques in order to achieve the criteria: prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, member-checking for *credibility*; thick descriptions for *transferability*; inquiry audit for *dependability*; confirmability audit, audit trail, triangulation, reflexivity for *confirmability*. To overcome the challenge caused by the researcher's position as an insider and provide the trustworthiness as well as credibility of the current study, I utilized data triangulation, peer debriefing and member-checking strategies to ensure the reliability of the findings. The data collection and analysis process was also audited by another researcher who has an etic stance.

3.4 Procedures

The data collection instruments are introduced in this part of the study by explaining qualitative tools; data collection procedures, in which sources of data, sampling, implementation process and instruction are presented.

3.4.1 Data Collection Instruments. Inasmuch as this study employs a qualitative research design, qualitative data collection instruments were utilized. So as to gather qualitative data, interviews with 12 ($N=12$) trainees were conducted.

Furthermore, the researcher observed classes and took field notes each week during the 2020-2021 fall term. Multimodal datasets (Antoniadou, 2017) including texts, sound, image and videos were also utilized. Trainees kept reflective journals as regards the process and their thoughts on running English classes through translanguaging pedagogy each week for a total of 10 weeks in the second round of the training. The trainees were not provided with any clues concerning what to write; thus, they wrote free reflections based on their own perceptions and the reactions they had observed in the classroom.

3.4.1.1 Interview. Dörnyei (2007) expressed that interviewing, in addition to having social acceptance, is a natural way of collecting data. There are four types of interviews: structured, open-ended (unstructured), semi-structured and focus group interviews (Alshenqeeti, 2014).

Semi-structured interviews are one of the most commonly utilized qualitative methods (Bryman, 2006). Semi-structured interviewing is delineated as “... is sufficiently structured to address specific topics related to the phenomenon of study, while leaving space for participants to offer new meanings to the study focus” (Galletta, 2012, p. 24).

While conducting semi-structured interviews, the researcher determined the manner in line with Fontana and Frey’s (1994) recommendations. Fontana and Frey (1994) provide a guideline to carry out structured interviews by highlighting the *don’ts* in an interpretivist research:

a) do not make long explanations of the study and utilize the standard explanation provided by the supervisor, b) do not move away from the study introduction, sequence of questions, or question wording, c) do not permit another person to interrupt the interview; do not permit another person reply for the respondent or offer his or her opinions about the question, d) do not suggest a

response or agree or disagree with a response, e) do not talk about your personal views on the topic of the question or survey, f) do not make interpretations about the meaning of a question; simply repeat the question and give instructions or clarifications which are provided in training or by supervisors, g) do not improvise, such as by making wording changes (p.364).

Having made clear the manner how to conduct the interviews in pre-training, while-training and post-training periods, I followed the steps below to determine the interview questions.

After having conducted an in-depth literature review, I chose Kelchtermans' (1993) conceptualization of teacher identity as the basis of the interview inasmuch as it presents an exhaustive picture including different dimensions: self-image, self-efficacy, task perception, and future perspective. Additionally, others' conceptualizations were incorporated into the interview framework: a) background, including family background and career biography (Flores & Day, 2006), b) Varghese et al.'s (2005) claimed vs. assigned identity, c) the emotional aspect of identity (Zembylas, 2005), d) pedagogical choices or classroom practices (Duff & Uchida, 1997), e) access to power and ownership of language (De Costa & Norton, 2017) in order to update and enrich the categorization.

Based upon the above framework, a number of questions were developed and juxtaposed along with some borrowed from the reviewed studies. The first draft of the interview framework was reviewed by an expert (Dikilitas, debriefing) and revised.

I conducted five interviews having different focuses with each INSET trainee in a semi-structured manner, one before the training, three during the training and one after the training. In total, I had 60 interviews with all of the trainees. Table 10 delineates each of the interviews with their own objectives as follows.

Table 10

Interviews

Interview	Objective
Pre-training Interview	To understand the INSET trainees' backgrounds as an individual and as a teacher, To establish rapport with them To have an in-depth understanding of the trainees' teacher identity construction
1 st while-training Interview	To look into the teachers' motivation to conduct translanguaging pedagogy, their stance towards translanguaging pedagogy and their ideas and feelings about their first translanguaging experience

Table 10 (cont.d)

2 nd while-training Interview	To explore the INSET trainees' translanguaging practices and perspectives in designing translanguaging pedagogy, their interaction, behaviour, commitment, and problems
3 rd while-training Interview	To lead the INSET trainees to reflect on the whole process in which they had applied translanguaging pedagogy.
Post-training Interview	To explore the impact of training on INSET trainees, specifically whether and how their participation in this training changed their teacher identity

The INSET trainees' first language, Turkish, was utilized in all the interviews so as to put them at ease. The interview questions were translated into Turkish by a professional interpreter in order to set the tone, thus ensuring a simple and easy language for the trainees to understand.

As I interviewed the trainees before and after the training, a post-training version of the interview framework was also developed. Thus, the background item whose answers remain the same was omitted (Appendix D). Interviews were conducted in Turkish (Appendix E). Moreover, the obtained data was audio-recorded, transcribed verbatim, and sent to the trainees via email for verification of accuracy, i.e. member-checking. Table 11 presents the data collection summary for interviews.

Table 11

Data Collection Summary For Interviews

Trainee	Pre-training		While- training		Post-training
Bade	40 minutes	35 minutes	30 minutes	30 minutes	45 minutes
Dilan	35 minutes	31 minutes	30 minutes	30 minutes	35 minutes
Nilay	45 minutes	35 minutes	35 minutes	35 minutes	50 minutes
Eda	30 minutes	30 minutes	30 minutes	35 minutes	30 minutes
Selin	30 minutes	30 minutes	35 minutes	30 minutes	30 minutes
Hasan	55 minutes	40 minutes	30 minutes	40 minutes	45 minutes
Tulin	32 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Ferid	30 minutes	35 minutes	30 minutes	30 minutes	30 minutes
Lale	30 minutes	30 minutes	35 minutes	30 minutes	30 minutes
Metin	33 minutes	30 minutes	30 minutes	35 minutes	35 minutes
Meva	31 minutes	30 minutes	35 minutes	30 minutes	30 minutes
Sevgi	30 minutes	35 minutes	30 minutes	30 minutes	35 minutes
Total	421 minutes	391 minutes	380 minutes	385 minutes	425 minutes

3.4.1.2 Reflective journal. Dewey (1910) described reflective thought as “Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 3). Thus, so as to explore the perceptions of the trainees on the application of translanguaging pedagogy, the researcher requested them to keep a reflective journal throughout the process on a weekly basis.

Further, the researcher did not provide the trainees with guidelines of what to or how to write these reflections in order to avoid having any kind of effect on the reflections of the trainees and to inhibit the problem of bias in qualitative research. The trainees could send their reflections by audio-recording or writing. Table 12 displays the data collection summary for trainee reflections.

Table 12

Data Collection Summary for Trainee Reflections

Trainee	In Writing	Audio-recorded
Bade	-	10 minutes
Dilan	1232 words	-
Nilay	-	12 minutes
Eda	1220 words	-
Selin	-	10 minutes
Hasan	-	10 minutes
Tulin	-	10 minutes
Ferid	-	10 minutes
Lale	-	10 minutes

Table 12 (cont.d)

Metin	-	10 minutes
Meva	-	10 minutes
Sevgi	-	10 minutes
Total	2452 words	102 minutes

3.4.1.3 Observation. One of the targets of this study is to investigate the application of translanguaging pedagogy and the effectiveness of translanguaging pedagogy on criticality and creativity (Garcia & Wei, 2014) in classes while adapting to the environment during communication as well as transformation of power relationships while focusing on meaning-making (Garcia & Wei, 2014). Thus, the researcher observed each trainee's class by conducting minute by minute observation protocol (Appendix F) by taking descriptive and reflective notes and took field notes (Appendix B) on the classroom interaction that took place during the lessons and the differences from the second week of the training until the end of the training programme. Of two types of observation practices which are direct observation and actively experiencing the processes and behaviours under observation, the researcher opted for the direct observation in order to avoid obtrusion as well as attain as much naturalistic data as possible (Creswell, 2013). The observations conducted online via Zoom lasted 90 minutes for each trainee, one lesson (30 minutes) at the beginning, one (30 minutes) in the middle and one (30 minutes) towards the end of the training throughout the second round of training process (10 weeks), which ended up 18-hour observation in total. Table 13 displays the data collection summary for in-class observations throughout the training.

Table 13

Data Collection Summary for In-class Observations

Trainee	In-Class	Observation	Field Notes
	Observation	Protocol	
Bade	90 minutes	961 words	310 words
Dilan	90 minutes	950 words	305 words
Nilay	90 minutes	972 words	328 words
Eda	90 minutes	934 words	302 words
Selin	90 minutes	946 words	312 words
Hasan	90 minutes	974 words	307 words
Tulin	90 minutes	928 words	312 words
Ferid	90 minutes	937 words	301 words
Lale	90 minutes	949 words	306 words
Metin	90 minutes	968 words	311 words
Meva	90 minutes	930 words	302 words
Sevgi	90 minutes	940 words	303 words
Total	1080 minutes (18 hours)	11349 words	3699 words

3.4.1.4 Researcher journal. As the researcher and the trainer, I kept a journal from the first synchronous session on. I read all of the reflection papers or listened to their audio-recorded reflections and I wrote my interpretations about INSET trainees’

reflections and their experience about translanguaging pedagogy. I also noted my individual interpretations for each INSET trainee. To exemplify, as a general interpretation about the Week 3 reflection papers, I noted that: “Most of the INSET trainees are not sure as to whether they could apply translanguaging pedagogy properly. They are having difficulty in integrating both languages into teaching process in a strategic and systematic manner” (Week 3). This note showed that the most of the INSET trainees in the third week could not apply the translanguaging pedagogy in an efficient way and could not present pedagogical practices in line with translanguaging pedagogy. Moreover, right after the group discussions on Zoom, I noted my observations about trainees’ perceptions and experiences. For instance, how they interpreted and applied translanguaging pedagogy and if there were any matching or conflicting ideas which were not stated in any of the reflection papers, be it written or audi-recorded, were noted. These reflective memos guided the present study as regards evaluating the nature of trainees’ translanguaging journey.

3.4.1.5 Video enhanced observation (VEO). Video Enhanced Observation (VEO) application is video-tagging software which was developed at Newcastle University so as to support the teacher education and the continual professional development alike. Thanks to the support of VEO, the researcher could watch the video-recorded lessons having been sent by the trainees weekly iteratively and tag moments of teacher language use, student language use, translanguaging space, creativity and criticality. The researcher watched videos again with another researcher and added more comments while watching the videos which he had already watched and discussed the tagging moments. Thus, the researcher formed video tag sets with another researcher and reviewed the previous videos with their taggings. At the end of the tagging process, another researcher provided post-record information in the comment parts about translanguaging design, translanguaging space, the frequency of L1 and L2 usage, curiosity of students, students’ engagement, creativity and criticality.

The researcher obtained and discussed all of the statistical information through various chart types based on three categories: positive and negative evaluation, engagement, and focus with another researcher. Having watched the videos, the researchers discussed the trainees' translanguaging design, plan, materials, L1 use, L2 use, creativity, criticality, students' curiosity, interaction between students and interaction between students and the teacher. In sum, the researcher shared his classroom observations with another researcher through an innovative application, i.e. VEO. Table 14 shows the data collection summary for video-enhanced observations.

Table 14

Data Collection Summary For Video-Enhanced Observations

Trainee	Video-Recorded Lessons	Durations
Bade	8	240 minutes
Dilan	8	240 minutes
Nilay	7	210 minutes
Eda	7	210 minutes
Selin	7	210 minutes
Hasan	8	240 minutes
Tulin	8	240 minutes
Ferid	6	180 minutes
Lale	6	180 minutes
Metin	7	210 minutes

Table 14 (cont.d)

Meva	8	240 minutes
Sevgi	7	210 minutes
Total	87	2610 minutes

Note: Some of the trainees could not send video-recorded lessons in the weeks when they had exam periods or they could not have lessons on health grounds.

3.4.1.6 Learning management system CANVAS. Sanga (2016) defines Learning Management Systems (LMSs) as “a web-based application that supports teaching and learning by enabling instructors to create and organize content for learners” (p. 11). Porter (2013) additionally indicates that LMSs “can be a means to conveniently provide access to content, assess students, give feedback, and promote teacher-student and student-student communication” (p.84).

Moodle, Desire2Learn, Sakai, Edmodo, Google Classroom, Blackboard and Canvas launched by Instructure are among the most well-known LMSs. Canvas by Instructure is a free open-sourced LMS option which can serve as “as a medium to stimulate pedagogical processes by blending traditional learning practices and online learning environments” (Alghamdi & Bayaga, 2016, p. 2310). The researcher opted for LMS CANVAS to deliver the offline sessions because it enabled the researcher to create his own private website filled with a dynamic course that extended learning, any time, anywhere.

It also constituted a new learning framework, based on the constructivist pedagogy where both the trainer and trainees met, completed collaborative activities and created information.

Before designing the training on LMS CANVAS, the trainer initially created an account on CANVAS Instructure and attained a username and a password. After having logged in by typing username and password, the trainer faced a structured interface in which there are a navigation drawer consisting of dashboard, site home, calendar, private files, my courses, and site administration on the left hand side. Additionally, on the right top, it was possible to access mostly-used options ranging from profile, grades, and preferences to switching roles. Furthermore, it was probable to customise the page by simply clicking on *customise this page* icon. Homepage provided learning plans, recently accessed courses, course overview, upcoming events, timeline, online users, and calendar by default. While customising the page, it was possible to prioritise as well as relocate the parts by clicking on the *arrows* icon, which allowed changing the place of components in the page. Moreover, it was possible to customise the each component by clicking on the *settings* icon next to the arrows which allowed the trainer to configure the component and have it shown or hidden, arrange permissions and also delete. Also, timeline could be arranged by dates. Site administration permitted the trainer to arrange the course. After accessing the site administration, a screen that contained a presentation of notifications, registration, advanced features together with analytics, competencies, location, language, security, front page, and mobile app could be observed. In this part, it was also possible to manage and configure users, appearance, server, reports, and development. It was probable to manage the settings under these tabs. Also, the trainer could easily add a block by merely clicking on *add a block* icon. The added block would appear on the right column and it was possible to relocate it by clicking on the *arrows* icon. Under the *courses* tab within the site administration, the trainer could manage categories, add a category. Additionally, optionally course category, starting and ending date, course visibility, course description, course image, course format, its appearance, files and uploads, groups, role renaming and tags could be specified in this part.

Having accessed the course, the trainer could edit settings by clicking the action menu which appeared on the right hand side. It was possible to turn editing on and off and reach course completion and filters by using the action menu. In addition, it was probable to enrol and unenrol participants by clicking on the participants' icon which appeared on the left column. Competencies and grades could also be found on the left column. After having determined the topics, the trainer could manage the activities and resources by clicking *add an activity or resource* icon which included a variety of activities ranging from assignment survey as well as a variety of resources ranging from books, files, to folders by which the trainer could add videos, pages to URL. Another feature was that the trainer could use audio and videos in addition to texts in order to give feedback. Notification menu provided a wide range of preferences by which the trainer could enable and disable notifications and specify the notifications according to the categories which were assignment, feedback, forum, system, manual enrolments, self enrolment, data privacy, event monitor for both web and e-mail settings. As for the trainees' point of view, it was necessary for them to type in username and password to access the lesson. A trainee then accessed the chosen course by selecting it from the list provided. After a student had selected the course, the main page was displayed. The page was divided into two columns. The left column was composed by links leading to pages dedicated to the trainees, modules, syllabus, tasks, and the readings of the course. Dashboard, Site Home, Calendar, and My Courses were the main headings. The central column was dedicated to the format of the course in a specified time unit as weekly and enlisted the resources and activities composing them. Finally, the right part of the window displayed information about latest events as news posted by the trainer, changes in the activities and on-line users. From the course page, students could have access all the material comprising the course. Activities could be selected from the central column related to the specific time unit. The researcher opted for LMS CANVAS due to his familiarity with the LMS and the benefits of LMS CANVAS based on Khan's (2001) framework.

Badrul Khan (2001) developed a framework for e-learning which encompasses eight dimensions which are pedagogical, technological, interface design, evaluation, and management, resource support, ethical and institutional. Each dimension has subdimensions. Khan distinguishes the following components as follows:

The *pedagogical* dimension of E-learning refers to teaching and learning. It includes content analysis, audience analysis, goal analysis, design approach, instructional strategies, organization, blending strategies.

The *technological* dimension of the E-Learning Framework concerns the infrastructure planning, hardware, software.

The *interface design* refers to page and site design, content design, navigation, accessibility, usability testing.

The *evaluation* for e-learning includes evaluation of content development, process, evaluation of e-learning environment, evaluation of e-learning at the program and the institutional levels, assessment of learners.

The *management* of e-learning refers to the maintenance of learning environment and distribution of information. It includes people, process and product continuum, management team, managing e-learning content development, managing e-learning environment.

The *resource support* dimension of the E-Learning Framework examines the online support and resources required to foster meaningful learning environments.

The *ethical* considerations of e-learning relate to social and political influence, cultural diversity, bias, geographical diversity, learner diversity, information accessibility, etiquette, and the legal issues.

The *institutional* dimension is concerned with issues of administrative affairs, academic affairs and student services related to e-learning.

In this regard, this E-Learning framework has the potential to provide guidance in

- a. evaluating e-learning courses, and programs.
- b. evaluating e-learning authoring tools/systems, LMS.
- c. designing and evaluating blended learning environments.

Thus, LMS CANVAS was evaluated based on this framework in this paper. Firstly, in terms of interface design, the trainer had a variety of options to make use of while designing the page. Considering that accessibility and usability is related to navigation, readability and multimedia use, the function buttons could be seen to provide accessible text and images in files, documents, LMS pages, and web pages so as to meet the needs of diverse learners. As for the content design, LMS CANVAS offered a wide variety of complementary tools in order to support teaching and learning process in that various activities and modules were provided. Communication could take place in forums where students and teachers exchanged ideas by posting comments. LMS CANVAS provided a user friendly learning experience with the ability to figure out where the documents were and how to access the resources. Preferences were useful in that design was customizable. Additionally, dashboard had a very plain view. Calendar and timeline which enabled the trainer to sort by date were very beneficial. In the pedagogical aspect, various instructional strategies and blending strategies could be utilized. Moreover, activities and resources provided a large room in terms of design approach. Resources represented instructional materials that were usually created in digital formats and then uploaded to the platform. URL, PowerPoint files, PDF documents, videos and audio files represent some examples of these resources. By making use of forums we were able to communicate in asynchronous manner, which could enable the trainees to communicate with their peers and the trainer at any time as long as an Internet connection existed. The forum discussions were likely to be related to translanguaging pedagogy in general or could be focused on a certain topic, where

any trainee could initiate a discussion. With respect to evaluation, it had easily configurable features, allowing the creation of trainee assessment processes such as quizzes and surveys. It provided knowledge assessment and self-assessment opportunities by online testing. The trainees could interact with the trainer on the platform in order to create a friendly learning environment and receive immediate feedback and also the use of the platform provided learning autonomy. Lastly, regarding the ethical dimension, that there were not any icons, emojis or expressions which violated cross-cultural differences indicated that the system could be appropriate for trainees from different cultural background. Table 15 presents the summary of data collection tools.

Table 15

Summary of Data Collection Tools

Interviews	Classroom	Field	Trainee	Researcher	LMSCanvas	VEO
	Observations & Observation Protocols	Notes	Reflections (In writing & audio- recorded	Journal	(Discussions and comments)	
2002 mins	18 hours & 11349 words	3699 words	2452 words & 102 minutes	7642 words	2135 words	2610 mins

3.5 Data Collection Procedures

In this part of the study, the sources of data, and the implementation process is presented in detail.

3.5.1 Sources of data. This part of the study explains types of sampling, data collection instruments, implementation, data collection procedures, trustworthiness and validity of the study. Furthermore, limitations of the study are discussed.

3.5.2 Types of sampling. Sampling procedures subsume two main types of sampling: probability and nonprobability. Whereas former one means random sample selection in which each person in a population has an equal chance of being selected, the latter refers to selection based on some criteria.

Besides, it is divided into three subcategories: namely convenience, purposive and quota sampling (Ivankova, Creswell, & Plano Clark, 2007). In this study, purposive sampling, criterion sampling (Patton, 1990) was preferred due to the fact that criteria – having at least two years of English teaching experience and working at K-12 contexts - were employed while selecting trainees.

3.5.3 Implementation. This part summarizes the two steps which were pursued in this study. The first step explains the design of the INSET training. The second step presents the study. The following section describes the process of the study in detail. The process was explained in detail week by week.

3.5.3.1 Design of the INSET training. By drawing on sociocultural perspectives on learning (Vygotsky, 1978), which is one of complexity-oriented theories (Davis & Sumara, 2006), I initially developed a tentative framework. Based on a review of the available literature on sociocultural perspectives on learning (Johnson, 2009), 15 principles of sociocultural perspectives on learning for English Language Teaching as a Foreign Language dwelling on 3 strands of translanguageing

pedagogy which were developed by Garcia et al. (2017) based upon Garcia's model of translanguaging were found to be comprehensive enough to serve as the basis of the course. The principles were classified into Richards' (1989) components of teacher education, i.e. approach, content, process, INSET trainees' roles and teacher trainer's roles. The categorizations of the principles are as follows:

The principles regarding *approach* are:

a. The purpose of INSET education is to develop transformation by enabling the INSET trainees to think about themselves, their students, their English teaching activities, and the L2 teaching–learning process so that they can externalize their current understanding, reflect, and act on it.

b. The acquisition of translanguaging pedagogy skills addressing teacher agency is a process of internalization through dialogic process of transformation of self and activity, and the content of such internalization is subject to creative action as well as being reflective.

c. The INSET trainees are allowed to use their all linguistic repertoire through the process of learning about translanguaging pedagogy in order to ensure the progressive movement from externally-mediated activities to internal mediation controlled by the INSET trainees.

The principles regarding *content* are:

a. The content of curriculum derives from everyday concepts of INSET trainees as expressed in the themes of their reality.

b. INSET trainees are given explicit descriptions of the content of the translanguaging pedagogy and also of how to use it, enabling them to *think in scientific concepts*.

c. INSET trainees produce their own learning materials.

The principles regarding *process* are:

- a. A cyclical process is followed in order bring to the surface INSET trainees' everyday concepts and expose them to translanguaging concept, and thus ensure the development of deeper understanding.
- b. Dynamic process of dialogic engagement and strategic mediation form the context of the educational situation.
- c. INSET trainees are not left alone through dialogic mediation, scaffolded learning and assisted performance.

The principles regarding *teacher trainer's roles* are:

- a. The teacher trainer plays a critical role in learning process by determining the translanguaging concepts that are central to the professional development and selecting the readings which define the translanguaging concepts which are under consideration.
- b. The teacher trainer's function is to mediate the trainees' thinking by asking them to externalize their understandings in writing and/or orally and assist them through goal-directed activities toward translanguaging pedagogy, thus providing assisted performance and dialogic mediation.
- c. The teacher trainer supports the INSET trainees as they work toward mastering both the instructional behaviors of the translanguaging pedagogy and a deeper conceptual understanding of it.

The principles regarding *INSET trainees' roles* are:

- a. The INSET trainees are ones who act on objects.
- b. The INSET trainees possess the right to and power of decision making.

c. The INSET trainees work through the process of engaging in translanguaging pedagogy while simultaneously learning about it.

In this parallel, the current training does not aim at transmitting knowledge and skills to trainees in lecture mode, thus assigning them passive roles (Sandholtz, 2002); rather, it has opportunities for dialogic mediation, scaffolded learning, and assisted performance by following a cyclical process through which trainees externalize their current understanding and reflect on it and they are also introduced scientific concepts and use them in purposeful activities (Johnson, 2009) as Kennedy (1999) and Schön (1983) suggest that teachers' beliefs might be affected as long as teachers reflect, promote critical awareness, take an active role in the learning process. The researcher takes the role of *expert* collaborator who conducts *strategic mediation* (Wertsch, 1985) by providing trainees with information and guidance responsive to their varying needs, thereby futhering trainees' goal-directed activity (Johnson, 2009). That is, it adopts a trainee-driven, context-based, collaborative, inquiry-based approach in line with core characteristics of complexity theory- i.e. self organisation, emergent order, connectedness and butterfly effect.

In this regard, the current training was implemented in a manner in which the trainees were guided to discover the knowledge through active participation in activities about translanguaging pedagogy. They were also provided with a range of activities including discussions, awareness-raising activities, reflection on practice (Schön, 1983) and reflection for practice (Killion & Todnem, 1991). Specific and detailed information about the content and delivery method of each session is presented below.

3.5.3.2 Content of the INSET training. The training given to the trainees was composed of three stages: pre-training interviews, while-training which included 25-hour training, in-class observations followed by semi-structured interviews, trainees' reflection, researcher journal and post-training semi-structured interviews. While-

training phase was divided into three parts, the first of which (17 hours) provided in-depth translanguaging pedagogy with hands-on tasks about translanguaging stance and design in which the trainees actively participated and appropriated translanguaging pedagogy by engaging in relevant activities on CANVAS. Five hours of synchronous sessions in round 1 had been planned. In line with emergent nature of complexity theory, two more synchronous sessions were conducted upon trainees' request, one during the third module and one during the fifth module in order to be responsive to trainees' needs. The first round was intensive part of the training in which trainees could receive readings, watch videos about translanguaging and teaching practices, discuss in forums and on synchronous sessions and develop a lesson plan in order to implement it in their demo lessons. The language used in the first round, i.e. intensive part of the training was English on CANVAS, yet comments and assignments could be in Turkish. All the trainees preferred to use English while sharing their thoughts, comments, reflections on CANVAS. Additionally, they uploaded extra-materials about translanguaging pedagogy in Turkish. During the synchronous sessions on ZOOM, the language which was used was Turkish. Yet, the participants could use English for debates and reflections. All the trainees preferred to use Turkish during synchronous sessions on Zoom to a great extent. On some occasions, they used English and explained their thoughts and ideas by using English phrases while they were talking in Turkish. Second round (5 hours) provided an opportunity for sharing and discussing the nature of the activities the trainees created, the ways in which languages were used and various dimensions of their instructional decision making. The language used on CANVAS was English for comments and sharing experiences. One hour of synchronous session had been planned for all the trainees. The language during synchronous sessions was Turkish. In line with the emergent nature of complexity theory, two more synchronous sessions were conducted. In these synchronous sessions, the trainees were grouped according to their context, i.e. high school group (5 trainees), secondary school group (4 trainees) and primary/kindergarden (3 trainees) so that they could have more time to discuss on Zoom during the

synchronous session and learn more about each other's practices and experiences. All the trainees wrote about their practices and experiences on CANVAS in order that all the trainees could share their practices and experiences with all of the trainees who work at different contexts. The trainees reflected on impact of translanguaging practices on students and trainees themselves in the third part (3 hours). In the first round, there were synchronous (7 hours) and asynchronous (10 hours) sessions. Also there were synchronous (3 hours) and asynchronous (2 hours) sessions for second round and there were synchronous (1 hour) and asynchronous (2 hours) sessions for third round respectively. The language used on Canvas was English to reflect on the translanguaging pedagogy. The language used on Zoom was Turkish in order to reflect on translanguaging pedagogy during synchronous sessions. The researcher shared the syllabus of training on CANVAS with the trainees on the first synchronous session (Appendix G). He conducted minute by minute lesson observation protocol by taking descriptive and reflective notes three times for each trainee, one at the beginning, one in the middle and one towards the end. The researcher also carried out interviews with each of the trainees three times during the training, one at the beginning, one in the middle and one towards the end in Turkish. The interviews followed the observations and took between thirty and sixty minutes. Figure 13 shows the front page of the training on LMS CANVAS.

CANVAS

FOR THE TEACHER

Account

Dashboard

Courses

Calendar

Inbox

History

Help

Translanguaging-101 > Modules

Home

Syllabus

Modules

Discussions

Assignments

Quizzes

▶ MODULE 1 - Introducing Bilingualism and Translanguaging

▶ MODULE II - Teaching English through Translanguaging

▶ MODULE III - Analyzing Translanguaging

▶ MODULE IV - Putting Translanguaging Into Practice

▼ MODULE V - Evaluating Translanguaging Design

Translanguaging Pedagojisine Genel Bakış

5.1. Discuss Lesson Plans

5.2. Demo Lesson

0 pts

▼ MODULE VI - Sharing your experience with translanguaging pedagogy

How was your experience with translanguaging pedagogy? How do you evaluate translanguaging practices in your class?

▼ MODULE VII - Evaluating the effect of translanguaging pedagogy on students and yourself

How do you define bilingualism? Based on your definition, do you think you are bilingual ?

Figure 13. Front page of the training on LMS CANVAS

107

The rationale behind training is as follows:

First module sessions aim to make the trainees current understanding explicit so that they can come to understand their position- methodology and practices-, reasons and the theory they follow while teaching English and their mind-set was challenged by introducing the terms – translanguaging and criticality.

Second module sessions aim to have trainees express their understanding about bilingualism, criticality and bilingualism and deepen their understanding so that they can reconceptualise their English teaching practices through translanguaging prism. Third module sessions target to have trainees comprehend translanguaging practices and analyse video lessons by using translanguaging terminology. Fourth module sessions aim to have trainees apply translanguaging practices and distinguish translanguaging practices from others. Fifth module sessions target to have trainees put into practice their knowledge about translanguaging practices and evaluate their efficiency and self-reflect. Sixth module sessions aim to share the in-class practice-based experiences and make suggestions for inefficient practices, if any, and disseminate the efficient practices. Seventh module sessions target to evaluate the impact of the translanguaging practices on both the students and the trainees. As the philosophy of the current training dwells on learning through experience (Dewey, 1938), language use in the current training reflects translanguaging pedagogy in that trainees are provided with opportunities to use their full linguistic repertoire in order to make meaning while exploring translanguaging pedagogy. At the center of current INSET training is a focus upon a lived experience on which trainees can reflect, think and act (Dewey, 1938; Kolb, 1984; Schön, 1983) so that the trainees can relate the translanguaging pedagogy to practice and analyze, thus ensuring a cycle of learning at a complex level- i.e. concrete experience, reflective observation, abstract conceptualization, active experimentation (Kolb, 1984). This approach can motivate trainees to try new translanguaging practices (Darling-Hammond & McLaughlin, 2011). Additionally, the trainees can take up and enact a translanguaging stance, one

of three strands of translanguaging pedagogy through their concrete experience. Taking into account the link between stance and translanguaging pedagogy (Garcia et al., 2017), the philosophy of the current training combines the theoretical perspectives with implementation of translanguaging strategies.

Detailed content of the INSET training is presented in Table 16 below in order to clarify translanguaging pedagogy as well as specific activities included.

Table 16

Detailed Content of the INSET Training

The Philosophy of the INSET training			
Asynchronous Sessions (On Canvas)			
The materials – ppts, videos and articles – were primarily in English but trainees were allowed to add Turkish materials		Trainees could express their thoughts, ideas, feelings in the language of their choice	
Synchronous Sessions (On Zoom)			
Discussions in Turkish		The trainer makes necessary shifts by showing	
English could also be used for expressing thoughts, ideas and opinions.		flexibility in accordance with the translanguaging corriente.	
Session 1	Mode	Design	Objectives
Introduction: General overview of INSET training: Objectives	Trainer Input	Synchronous and Asynchronous	To make trainees’ current understanding as to bilingualism, methodology and teaching English explicit
Bilingualism/ Methodology/Teaching	Discussion	Synchronous and Asynchronous	To activate trainees’ prior knowledge about language acquisition theories, language teaching methodologies To introduce term translanguaging

Table 16 (cont.d)

Theories of Language Learning	Trainer Input	Synchronous and Asynchronous
Foreign Language Teaching Methodologies	Trainer Input	Synchronous and Asynchronous
Definition of Translanguaging	Trainer Input	Synchronous and Asynchronous
Criticality	Discussion	Synchronous and Asynchronous
Task 1: Reflection Paper	Trainee	Asynchronous
1.Cummins, J. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. (Kindergarten Group)	Practice	
2.Giroux, H. A. (2010). Rethinking education as the practice of freedom: Paulo Freire and the promise of critical pedagogy (Primary School Group).		
3. Moore, P. (2018). Becoming bilingual in the EFL classroom. <i>ELT Journal</i> , 72(2), 131-140. (Secondary School Group)		
4. Garcia, O., & Lin, A. M. Y. (2016). Translanguaging in bilingual education. (High School Group)		

Table 16 (cont.d)

Session 2	Mode	Design	Objectives
Revision of the previous session	Discussion	Synchronous	To raise awareness scientific terms –
As the human learning theories change, so does the language teaching methodology.	Discussion	Synchronous and Asynchronous	dynamic bilingualism, translanguaging, criticality and creativity To reflect on these terms and language teaching
The role of an EFL teacher	Discussion	Synchronous and Asynchronous	To discuss the terms-multicompetence, emergent bilingualism
The mission of an EFL teacher	Discussion	Synchronous and Asynchronous	To discuss benefits of translanguaging
Translanguaging Design in Instruction	Trainer Input	Synchronous and Asynchronous	To introduce translanguaging practices To discuss the role of EFL teachers
Translanguaging in Action	Trainer Input	Synchronous and Asynchronous	
Translanguaging Classroom	Trainer Input	Asynchronous	
An Example of Translanguaging	Trainer Input	Asynchronous	
Translanguaging Unit & Lesson Plan	Trainer Input	Synchronous and Asynchronous	

Table 16 (cont.d)

Are English and students' other languages present in the ecology of your classroom? Does the ecology encourage the students to use their full linguistic repertoire when learning? If not, what changes could you make?	Discussion	Synchronous and Asynchronous
How do you envision translanguaging practices occurring in your classroom? What opportunities/challenges exist?	Discussion	Asynchronous
Task 2: Reflection Paper	Trainee	Asynchronous
Video A (Kindergarten and Primary School)	Practice	
Video B (Secondary School)		
Video C (High School)		

Table 16 (cont.d)

Session 3	Mode	Design	Objectives
Revision of the previous session	Discussion	Synchronous	To concretize the terms – dynamic bilingualism, translanguaging, criticality and creativity.
English Teaching Today: Reflecting one's own context, students and methods	Discussion	Synchronous and Asynchronous	To interpret the nature of activities in video clips
Translanguaging Principles and Strategies	Trainer Input	And Asynchronous	To reflect on how to teach and learn English through translanguaging videos
Teaching and Learning Through Translanguaging	Trainer Input	Synchronous and Asynchronous	To discuss translanguaging strategies for one's own context
Translanguaging Activities	Trainer Input	Synchronous and Asynchronous	
Task 3: Adapting one of the translanguaging activities to one's own context	Discussion	Asynchronous	
Task 4: Comparing translanguaging design to one's own teaching style	Discussion	Asynchronous	
Multilingual Environment	Trainer	Asynchronous	
Unit Plan & Culminating Product	Input		
Task 5: Draft Lesson Plan	Trainee Practice	Asynchronous	

Table 16 (cont.d)

Session 4	Mode	Design	Objectives
Revision of the previous session	Discussion	Synchronous	To develop thinking in emerging concepts
Language Objectives	Trainer Input	Synchronous and Asynchronous	To differentiate translanguaging practices from monolingual practices
Writing in Translanguaging Pedagogy	Trainer Input	Synchronous and Asynchronous	To design a hands-on practice based on translanguaging pedagogy
Reading in Translanguaging Pedagogy	Trainer Input	Synchronous and Asynchronous	To discuss their design of translanguaging pedagogy for language skills, grammar and vocabulary building with emerging concepts
Listening in Translanguaging Pedagogy	Trainer Input	Synchronous and Asynchronous	
Speaking in Translanguaging Pedagogy	Trainer Input	Synchronous and Asynchronous	
How to teach four skills through translanguaging	Discussion	Synchronous and Asynchronous	

Table 16 (cont.d)

Grammar in Translanguaging Pedagogy	Trainer Input	Synchronous and Asynchronous Synchronous
How to teach grammar through translanguaging	Discussion	and Asynchronous
Vocabulary in Translanguaging Pedagogy	Trainer Input	Synchronous and Asynchronous
How to teach vocabulary through translanguaging	Discussion	Synchronous and Asynchronous
Internet as a multiple resource	Trainer Input	Asynchronous
Task 6: Developing the lesson plan	Traine Practice	Asynchronous

Table 6 (cont.d)

Session 5	Mode	Design	Objectives
Revision of the previous session	Discussion	Synchronous	To discuss the plan and implementation of mini-lessons
Lesson Plans	Reflection and Discussion	Synchronous	To assess their own demo lesson.
Conducting Demo Lessons	Reflection and discussion	Asynchronous	To reflect on the lesson plan
Task 7: Submitting the final form of the lesson plan	Trainee Practice	Asynchronous	

3.5.3.3 Study process. The study lasted 16 weeks and it was carried out from 21st Sep 2020 to 8th Jan 2021. The study included pre-training semi-structured interview, delivery of the training, trainees' written or aural reports, and reflection papers on LMS CANVAS, direct observation, video-enhanced observations (VEO), researcher journal and post training semi-structured interviews. The timeline as indicated in Table 7 and the following syllabus (Appendix H) was applied.

3.5.3.4 Ethical considerations. While conducting qualitative research, ensuring the confidentiality is one of major concerns along with the protection of participants' right as well as avoiding any discomfort concerning participants. All the data collection tools (i.e. semi-structured interview questions, information as to field observation, audio-video recordings, reflective journals and discussions on LMS CANVAS) were submitted to the Human Subject Ethics Committee of the University and the administration of the schools where the study was conducted.

Upon getting the written permission of both the committee and the administration, the researcher provided the trainees with consent forms in which the scope, requirements, timing and procedures, benefits of the study were presented to inform them (Appendix I). The trainees were given pseudonyms in order to ensure anonymity throughout the study.

3.5.3.5 Training process. The trainer contacted the trainees in person and informed them about the study. Having acquired their verbal and written consent, the trainer provided them with information about LMS CANVAS and sent a link to their e-mail address which includes a video how to set up an account on CANVAS and how to navigate on CANVAS. Thus, the trainer made sure all the trainees had an account on CANVAS before conducting interviews and responded their questions by phone calls or instant messages. As soon as the pre-training interviews were carried out, they were informed that they were enabled to access the course. Translanguaging 101 on CANVAS on which they could find information about syllabus and see the modules. The syllabus for this training including seven modules was designed in accordance with the objectives of the translanguaging pedagogy. Each module consisted of asynchronous and synchronous sessions. Asynchronous sessions followed synchronous sessions in each module. Materials were chosen, prepared and uploaded on CANVAS in accordance with the objectives and by responding needs of the trainees and emergent structure of the training, trainees were encouraged to share and add materials in Turkish and/or English. Trainees could conduct such tasks as discussions, submitting reflection papers, preparing lesson plans on CANVAS. After having conducted synchronous sessions on ZOOM, trainees were expected to read the materials and watch videos in each module. In accordance with translanguaging pedagogy, trainees could express their thoughts, ideas and opinions in the language of their choice during synchronous sessions on Zoom. They could find English articles and videos. When they wanted to research and upload Turkish materials, they were allowed to do so. Therefore, they could reach English and Turkish materials allowing them dual process of information on CANVAS during asynchronous

sessions, which could enable them to process and digest the information and discuss in English in forums or discussions on CANVAS. Not all the trainees could attend every synchronous session. Each time either one or two trainees could not attend the synchronous sessions due to technical problems or unexpected events. I contacted them by phone and they were allowed to share their opinions/ideas and/or ask questions, if any, on phone or by e-mail. Not every trainee punctually completed all the online tasks, forums or debates on CANVAS. I contacted these trainees by phone and allowed them to complete the online tasks, forums or debates by giving some extra time. Furthermore, the trainer kept a close contact with the trainees in order to inform them about the process, give necessary information, encourage them and provide emotional and psychological support when necessary from the very beginning of the process on by phone calls and instant messaging. Throughout the whole process, the trainer and trainees worked in collaboration in regular intervals. After the first round of while-training process, the trainees conducted a lesson based upon translanguaging pedagogy each week and video-recorded the lessons and shared them with the trainer via Google drive. Furthermore, the trainer joined trainees' lesson as participant observer each week. Interviews followed the observations. The table 17 displays the schedule of observations and interviews for each trainee.

Table 17

Schedule of Observations and Interviews

Trainee	Observation Date	Interview Date	While-Training Week
1.DILAN	1. 19-23 Oct	1. 19-23 Oct	3 rd Week
	2. 9-13 Nov	2. 9-13 Nov	6 th Week
	3. 7-11 Dec	3. 7-11 Dec	10 th Week
2.EDA	1. 19-23 Oct	1. 19-23 Oct	3 rd Week
	2. 9-13 Nov	2. 9-13 Nov	6 th Week
	3. 7-11 Dec	3. 7-11 Dec	10 th Week
3.SELIN	1. 19-23 Oct	1. 19-23 Oct	3 rd Week
	2. 9-13 Nov	2. 9-13 Nov	6 th Week
	3. 7-11 Dec	3. 7-11 Dec	10 th Week

Table 17 (cont.d)

4.NILAY	1.	19-23 Oct	1.	19-23 Oct	3 rd Week
	2.	9-13 Nov	2.	9-13 Nov	6 th Week
	3.	7-11 Dec	3.	7-11 Dec	10 th Week
5. BADE	1.	26-30 Oct	1.	26-30 Oct	4 th Week
	2.	23-27 Nov	2.	23-27 Nov	8 th Week
	3.	14-18 Dec	3.	14-18 Dec	11 th Week
6.HASAN	1.	26-30 Oct	1.	26-30 Oct	4 th Week
	2.	23-27 Nov	2.	23-27 Nov	8 th Week
	3.	14-18 Dec	3.	14-18 Dec	11 th Week
7.TULIN	1.	26-30 Oct	1.	26-30 Oct	4 th Week
	2.	23-27 Nov	2.	23-27 Nov	8 th Week
	3.	14-18 Dec	3.	14-18 Dec	11 th Week
8. LALE	1.	26-30 Oct	1.	26-30 Oct	4 th Week
	2.	23-27 Nov	2.	23-27 Nov	8 th Week
	3.	14-18 Dec	3.	14-18 Dec	11 th Week
9.FERID	1.	2-6 Nov	1.	2-6 Nov	5 th Week
	2.	30-4 Dec	2.	30-4 Dec	9 th Week
	3.	21-25 Dec	3.	21-25 Dec	12 th Week
10.METIN	1.	2-6 Nov	1.	2-6 Nov	5 th Week
	2.	30-4 Dec	2.	30-4 Dec	9 th Week
	3.	21-25 Dec	3.	21-25 Dec	12 th Week
11.MEVA	1.	2-6 Nov	1.	2-6 Nov	5 th Week
	2.	30-4 Dec	2.	30-4 Dec	9 th Week
	3.	21-25 Dec	3.	21-25 Dec	12 th Week
12. SEVGI	1.	2-6 Nov	1.	2-6 Nov	5 th Week
	2.	30-4 Dec	2.	30-4 Dec	9 th Week
	3.	21-25 Dec	3.	21-25 Dec	12 th Week

The following part presents how the training unfolded each week in detail.

3.5.3.5.1 Week 1 (2nd – 8th Oct, 2020). On Friday, in the first week of training, the trainees were informed about content of the training briefly and introduced how to log in and navigate on CANVAS on the synchronous session conducted via ZOOM. As they had already been introduced to LMS CANVAS and assigned as a student to the training before the synchronous session, the trainer only asked them whether they had any questions or wanted any point to be covered. After having responded the questions, the trainer presented the syllabus of the training and how

the training would be conducted in detail including synchronous and asynchronous sessions. The instructor stated that the syllabus had already been uploaded on CANVAS and they could reach it anytime they needed. Afterwards, he reminded the trainees of language acquisition theories, language teaching methodologies.

Trainees were asked to share their thoughts and opinions in this regard. Followingly, the trainer introduced translanguaging term. Lastly, he asked them to log in CANVAS and express their thoughts about the discussion questions and read and watch the materials on Module 1 and send a reflection paper about the four articles, each of which was assigned to a different group until Monday. The online session took 40 minutes. On Monday, the trainer reviewed the points covered in the previous session and allowed the trainees to express their opinions and thoughts about the articles they had read and written a reflection paper about. As each group (high school, secondary school, primary school and kindergarten) had been assigned a different article, each group informed other groups about the article and shared their opinions and all the trainees were allowed to express their thoughts and ideas, thus reflected on language teaching. The trainer introduced dynamic bilingualism, criticality, and creativity and discussed the terms multicompetence, emergent bilingualism versus L2 learner and role of EFL teachers with the trainees. Having elaborated the term translanguaging, the trainer introduced translanguaging practices and showed an example of translanguaging classroom. Lastly, he asked them to log in CANVAS and express their thoughts about the discussion questions and read and watch the materials on Module 2 until Wednesday and send their reflection papers about the videos they had watched. Two synchronous sessions on Zoom were conducted one after another, summing 80 minutes. On Wednesday, the trainer reviewed the issues covered in the previous session and the trainees were asked to share their opinions and thoughts about the videos they had watched and written reflection papers about. All of the trainees interpreted the nature of activities in video clips. Afterwards, the trainer introduced translanguaging strategies and activities and asked the trainees to reflect on translanguaging practices. Lastly, he he asked them to log in CANVAS and express their thoughts about the discussion questions and read

and watch the materials on Module 3 until Friday and send their draft lesson plans based on translanguaging pedagogy. Two synchronous sessions on Zoom were conducted one after another, summing 80 minutes.

3.5.3.5.2 Week 2 (9th – 15th Oct, 2020). On Friday, in the second week of training, the trainer reviewed the issues covered in the previous session and the trainees were asked to share their draft lesson plans and reflect on them so that they could think in emerging concepts. Afterwards, the trainer focused on the difference of translanguaging practices from monolingual practices and a discussion about how to teach grammar, vocabulary and four skills through translanguaging pedagogy was conducted. Afterwards, the trainer asked the trainees to log in CANVAS and read the related materials on Module 4 and share their developed lesson plans till Monday. One synchronous session taking 40 minutes was conducted on Zoom. On Monday, the trainer revised the issues covered in the previous session and the trainees discussed their lesson plans and their design to apply translanguaging pedagogy and the materials they had designed and/or planned to use for their demo lessons. The trainer asked the trainees to conduct their demo lessons in their own classes and write a reflection paper and share their experience on Module 5 and submit the final form of their lesson plans till Friday.

3.5.3.5.3 Week 3 (16th – 23rd Oct, 2020). On Friday, in the third week of training, the trainer reviewed the issues covered in the previous session and the trainees were asked to share the final form of their lesson plans based on translanguaging pedagogy and share their practice, opinions and the opportunities and challenges they had experienced. The trainer highlighted the difference between general linguistic and language specific objectives and also highlighted that there should be a translanguaging space for translanguaging objectives. A sample lesson plan was shared and discussed. Lastly, the trainer asked the trainees to conduct a lesson based on translanguaging pedagogy after having written a lesson plan (See Appendix J, one sample from each trainee) and video-record the lesson and followingly share it with him via Google drive. The trainer also indicated that he

would be in close contact with them while planning their lessons in order to generate ideas by phone calls and/or on WhatsApp.

The trainee intentionally abstained from being judgemental. From Monday on, all the trainees started to conduct lessons based on translanguaging pedagogy and video-recorded a lesson and shared the video-recorded lesson with the trainer via Google drive. Additionally, they reflected on the lesson they had based upon translanguaging pedagogy in writing or by recording audially. They shared their reflection about the lesson designed and carried out in accordance with translanguaging pedagogy with the trainer via Google drive. The trainer joined four trainees' lesson in the role of observer as participant and took notes on the observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy in order to have a more systematic, impersonal, relevant control rather than following routinized criteria (Glaser & Strauss, 1967), thus tailoring the semi-structured interview questions to fit the data and apply judiciously at the right point so as to ensure data's relevance to the impersonal criteria. By ensuring the alignment with the emergent and interconnected characteristics of complexity theory, the trainer incorporated the moments and activities from the observed class into the interview questions. He conducted semi-structured interviews with the four participants from high school contexts and began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Furthermore, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystallise the questions for further interviews. In order to overcome his biases, he had online meetings about coding with another researcher.

3.5.3.5.4 Week 4 (24th – 30th Oct, 2020). In the fourth of training, the trainer joined four trainees' lesson in the role of observer as participant. One participant from high school context and three trainees from secondary school context were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature

of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy.

Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Trainees sent their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive. After conducting the interviews, he began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Furthermore, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystalise the questions for further interviews. In order to overcome his biases, he had online meetings about coding with another researcher.

3.5.3.5.5 Week 5 (31stOct- 6th Nov, 2020). In the fifth week of training, the trainer joined four trainees' lesson in the role of observer as participant. One participant from secondary school context and two from primary school context and one from kindergarten context were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Trainees sent their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive. After conducting the interviews, he began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Besides, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystalise the questions for the following interviews. In order to overcome his biases, he had online meetings about coding with another researcher.

3.5.3.5.6 *Week 6 (7th – 13th Nov, 2020)*. In the sixth week of training, the trainer joined four trainees' lesson for the second time in the role of observer as participant. Four of them were from high school context and they were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant for the second time. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Four trainees could send their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive because the rest of the trainees had a mid-term week during which all the students sat exams and thus could not have classes at their schools. After conducting the interviews, the trainer began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Moreover, he added his thoughts about open-coding to his memo-writing in order to capture his thoughts and crystalise the questions for next interviews. In order to overcome his biases, he had online meetings about coding with two researchers, i.e peer debriefing.

3.5.3.5.7 *Week 7 (14th – 20th Nov, 2020)*. In the seventh week of training, the trainer had online meetings with high school group (5 trainees) on Tuesday, secondary school group (4 trainees) on Wednesday, primary and kindergarten school group (3 trainees) on Thursday so that they could share their experience about translanguaging practice in their own contexts, thus ensuring more time for interaction for each. Thereby, they could talk about challenges and opportunities relevant for their own objectives and contexts and learn which practices and strategies were utilized to achieve the same objectives by different trainees. The trainer elaborated the points about designing and conducting translanguaging practices. Lastly, the trainer asked the trainees to log in CANVAS and share their

experience, thoughts and opinions on Module 6 in order to continue interaction and learn about the other trainees' experience and practices who work at different contexts. Trainees did not have classes because of the autumn break, so they did not send video-recorded lessons.

3.5.3.5.8 Week 8 (21st – 27th Nov, 2020). In the eighth week of training, the trainer joined four trainees' lesson for the second time in the role of observer as participant. One participant from high school context and three trainees from secondary school context were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Trainees sent their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive. After conducting the interviews, the trainer began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Furthermore, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystallise the questions for the third while-training interview. In order to overcome his biases, he had online meetings about coding with two researchers – i.e. peer debriefing.

3.5.3.5.9 Week 9 (28th Nov – 4th Dec, 2020). In the ninth week of training, the trainer joined four trainees' lesson for the second time in the role of observer as participant. One participant from secondary school context and two from primary school context and one from kindergarten context were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant. The trainer joined the lessons via Zoom and took notes on

observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Trainees sent their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive.

After conducting the interviews, he began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Besides, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystalise the questions for the third while-training interview. In order to overcome his biases, he had online meetings about coding with another researcher.

3.5.3.5.10 Week 10 (5th Dec – 11th Dec, 2020). In the tenth week of training, the trainer joined four trainees' lesson for the third time in the role of observer as participant. Four of them were from high school context and they were contacted by phone calls. The trainer and trainees set the date and time in order to allow the trainer to join in the role of observer as participant for the third time. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Four trainees could send their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive. After conducting the interviews, he began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Moreover, he added his thoughts about open-coding to his memo-writing in order to capture his thoughts and crystalise the questions for next interviews. So as to overcome his biases, he had online meetings about coding with another researcher, i.e peer debriefing.

3.5.3.5.11 *Week 11 (12th Dec – 18th Dec, 2020).* In the eleventh week of training, the trainer joined four trainees' lesson for the third time in the role of observer as participant. One participant from high school context and three trainees from secondary school context were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Trainees sent their video-recorded lessons and their reflection whether it be in writing or audio-recorded via Google Drive. After conducting the interviews, the trainer began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Moreover, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystallise the questions for the third while-training interview. In order to overcome his biases, he had online meetings about coding with one researcher – i.e. peer debriefing.

3.5.3.5.12 *Week 12 (19th Dec – 25th Dec, 2020).* In the twelfth week of training, the trainer joined four trainees' lesson for the third time in the role of observer as participant. One participant from secondary school context and two from primary school context and one from kindergarten context were contacted by phone calls. The trainer and trainees set the date and time so as to allow the trainer to join in the role of observer as participant. The trainer joined the lessons via Zoom and took notes on observation protocol by zooming out the dynamic nature of the class and zooming in the teacher and students' activities in line with translanguaging pedagogy. Having incorporated the moments and activities from the observed class into the interview questions, the trainer conducted semi-structured interviews with the four trainees on Zoom by audio and video-recording. Trainees sent their video-recorded lessons and

their reflection whether it be in writing or audio-recorded via Google Drive. After conducting the interviews, the trainer began to transcribe the audio and video-recorded interviews on Zoom and analyze by conducting open-coding. Furthermore, he added his thoughts about open-coding to his memo-writing so as to capture his thoughts and crystalise the questions for the third while-training interview. So as to overcome his biases, he had online meetings about coding with another researcher.

3.5.3.6 Data analysis procedures. Creswell (2013) states that there are two approaches to grounded theory which are the systematic approaches of Strauss and Corbin (1998) and the constructivist approaches of Charmaz (2006). Both approaches have common characteristics: a) theoretical saturation, b) theoretical sampling, c) constant comparative analysis, d) memo-writing, e) substantive versus formal theory (Kenny & Fourie, 2015). Yet, they differ in a) coding procedures, b) philosophical positions, c) use of literature (Kenny & Fourie, 2015). Strauss and Corbin (1998) define the qualitative research approach *grounded theory* as the theory induced from data, systematically collected as well as analysed through the research process. Punch (1998) also defines the grounded theory approach as follows:

“Grounded theory is best defined as a research strategy whose purpose is to generate theory from data. ‘Grounded’ means that the theory will be generated on the basis of data; the theory will therefore be grounded in data. ‘Theory’ means that the objective of collecting and analysing the research data is to generate theory. The essential in grounded theory is that theory will be developed inductively from data” (p.163).

There are three basic elements of grounded theory which are concepts, categories and propositions. Corbin and Strauss (1990) define the first basic element as “The incidents, events, happenings are taken as, or analysed as, potential indicators of phenomena, which are thereby given conceptual labels” (p. 7). Categories, the second element of grounded theory, are defined by Corbin and

Strauss (1990) who indicate that “Categories are higher in level and more abstract than the concepts they represent” (p. 7).

Propositons are the third basic element of grounded theory. They present generalised relationships both between a category and its concepts and between discrete categories. In this regard, reciprocal relationship exists between data collection, analysis, and theory since researchers implementing grounded theory approach do not begin with a theory and then prove it. Instead, they begin with an area of study and theory emerges from the data collected and analysed (Strauss & Corbin, 1990, p. 23).

The number of participants in grounded theory is another consideration. While Corbin and Strauss argue for 20-30 participants (Creswell, 2013), Charmaz (2011) argues that amount of data is more important than sample size. Furthermore, larger sample sizes run risk of attempting to make data objective, Charmaz (2011) highlights that depth is more important in qualitative research and smaller sample sizes enable researchers to make deeper interpretation of participants’ data. Additionally, Creswell (2013) suggests 4-5 cases maximum. Therefore, inasmuch as the current study draws on case study and grounded theory, a sample size of 12, each providing up to 10 hours worth of data (interviews, three lesson observations, 10 video-recorded lessons) combined with trainee journals, trainees’ audio-recorded or written reflections, and researcher journal should provide adequate richness of data.

In this current study, composing a page how my qualitative data might proceed was the first step because Saldaña (2014) indicates that foreseeing is a qualitative data analysis strategy since analysis starts before collecting data. Furthermore, as systematic approach to grounded theory was followed in this study due to the fact that it is more systematic and has more analytic procedures (Creswell, 2013), the second step, as soon as data collection was conducted, was to analyse

data as guided by grounded theory (Glaser, 1978; Glaser & Strauss, 1967) because of two major reasons. Initially, it is believed that grounded theory contributes insights into self as well as the way people interpret different phenomena (Suddaby, 2006). This feature overlaps with the main objective of this study which is to explore the process of INSET trainees' identity reconstruction. While analyzing the data, the following steps were followed: a) the recordings were transcribed verbatim by the researcher and corrective listening helped the researcher pinpoint any inaccuracies while transcribing the interviews. Data was subsequently coded using MAXQDA. Open coding was employed to analyze the data. The process followed a repetitive pattern of reading and re-reading the data carefully. Necessary changes were conducted as the analysis progressed if necessary. After having coded the data, it was seen that codes were sufficient to code the remaining data. In other words, coding process seemed to be saturated. So as to ensure the themes and categories, the researcher utilized constant comparison method by moving back and forth in the data. After the categories and the themes were generated, the researcher went through a process of peer review because being the researcher and instructor of the translanguaging course simultaneously raises the concern of researcher bias. Inasmuch as grounded theory undergirds to overcome researchers' prior assumptions and construction of a theory grounded in data, it could promote to develop categories which are more anchored in data than assumed by the researcher per se. Through open coding I broke the collected data into meaningful units of analysis, which could be phrases, sentences and/or even larger bodies of language data (Mavetera & Kroeze, 2009). So as to find meaningful relationships among the codes which are extracted in open coding, axial coding was carried out by reassembling the data in new ways. Conceptual selective analysis in selective coding was conducted by drawing a table to juxtapose the selected categories from the first interview and other pre-course data of each participant with those of while-course interviews (early-course, mid-course and late-course interviews) and early-course, mid-course and late-course data (reflective journals, researcher journal, discussions on LMS CANVAS, observations and filed notes), thus comparing codes referring to the same

aspect of each participant's identity reconstruction across the pre-training and post-training interviews and, as a result, capture the process of INSET trainees' identity reconstruction gone through by each. Memo writing in which I captured the comparisons as well as connections made and crystalized directions for me to follow, theoretical sampling during which I sought and collected pertinent data in order to elaborate categories in the emerging theory and constant comparison was also conducted throughout this process so as to deepen the analysis (Mertens, 2005). The transferability of the data is strengthened through the multiple case design of the current study (Yin, 2002) in that there are four cases in the current study, each of which renders conclusions by partaking similarities or exhibiting differences (Creswell, 2013).

In sum, the current research targeted to provide a detailed description and comprehensive exploration of the impact of the INSET training about translanguaging pedagogy on trainees' identity (re)construction by identifying neither pre-determined ideas nor hypothesis (Miles & Huberman, 1994) rather by allowing the categories to emerge inductively from analysis of the data. Accordingly, the study can be defined as exploratory in that the central RQ is — what are the probable effects of INSET training regarding translanguaging on in-service teachers' identity (re)construction? As such, the study explores how much the impact of INSET on the trainees is (Yin, 2002).

3.6 Validity & Trustworthiness

Creswell (2013) indicates that validity emerges through the alignment of method, research questions, and data. In this case, there is an alignment between multiple case study, grounded theory and the semi-structured interview, in-class and video-enhanced video observations, discussions on LMS CANVAS, reflective journals and field notes. The study aims at uncovering the self-image, self-efficacy, task perceptions, future perspectives, language ownership and teaching practices of

INSET trainees through the semi-structured interview, in-class and video-enhanced video observations, discussions on LMS CANVAS, reflective journals and field notes. This fits with grounded theory, which is based upon inductively developed data. Complexity theory provides a lens for interpreting the findings, based on four core principles which are (a) self-organization, (b) butterfly effect, (c) interconnectedness, (d) emergent order. Thus interviews, reflective journals, in-class and video-enhanced observations, discussions on LMS CANVAS dwelt on INSET trainees' journey with translanguaging pedagogy provide relevant data for the research questions.

The current research is in the constructivist paradigm as indicated in the table 18 from Cresswell and Miller (2000).

Table 18

Constructivist Paradigm in the Current Research

Assumption/Lens	Constructivist paradigm
Lens of the researcher	Disconfirming evidence
Lens of the study participants	Prolonged engagement in the field
Lens of the people external to the study (reviewers, readers)	Thick, rich description

In this regard, validity is achieved in the following ways: the researcher seeks disconfirming evidence for the themes arrived at, recognising the complexity of the research situation. The understanding of the INSET trainees comes from prolonged engagement in the field. In this case, data was gathered for almost 4 months from late September 2020 to early January 2021, but the researcher has been working in the context for 17 years. Finally, validity is conveyed to the external world through thick description. This is achieved through the depth of detail as regards INSET trainees' teaching practices, perception and scope of bilingualism, teaching approach, self-image, self-efficacy, future perspectives, role perceptions through the semi

structured interviews, in-class and video-enhanced observations, discussions on LMS CANVAS, reflective journals, field notes.

The researcher was personally involved in the training being researched. While his emic stance might have benefits, it also runs risk of bias. To overcome this risk and increase reflexivity, I monitored my role carefully, through keeping a reflective research journal, which also provides data for the study. To secure trustworthiness, I adopted four of Lincoln and Guba's (1985) criteria: *credibility* is assured by the etic stance of the supervisor and the time devoted to data collection which was possible, due to my role as a member of the population from which the participants were drawn ; *transferability* is attained by providing thick description of the context, in this case, detailed description is crucial in highlighting to other researchers which aspects of the context resemble their own, and what implications it could have for them and it is also strengthened by multiple case design of the study; *dependability* and *confirmability* is provided by documenting the research procedures, including procedures of data collection, analysis and interpretation.

3.7 Limitations

The role of the researcher having an emic stance might be the limitation of the research, which might have an impact upon the investigation of the phenomena under study and interpreting the emergent patterns. Nonetheless, various techniques – peer debriefing, disconfirming evidence, data triangulation - were used to ensure the reliability of the findings and avoid the insider bias of the researcher. Moreover, the study was conducted with only in-service teachers at K-12 contexts and examined only English teaching as a foreign language. The results might display differences if the study were applied in private schools or at universities. Thus, the findings of this study should be regarded as suggestive rather than conclusive.

Chapter 4

Findings

4.1 Overview

In this chapter of the study, findings are presented under three main sections and related subsections on the basis of the research questions:

- a. What are the EFL teachers' insights into their language teaching practices and professional identity prior to the training?
- b. In what ways does the translinguaging pedagogy influence these teachers' identity during and after the training?
- c. What factors are involved in the process of these teachers' identity reconstruction?

In the first part, 12 in-service English Language teachers were in the focus so as to answer the first research question of the study. What INSET trainees' insights into language teaching practices and professional identity before the training was analysed by using their verbal responses to the questions in the pre-training semi-structured interviews and written comments on LMS CANVAS considering the presented conceptualizations in Kelchtermans' (1993), Varghese et al.'s (2005), Duff and Uchida's (1997), De Costa and Norton's (2017) identity framework. First, these teachers' insights into their language teaching practices and professional identity before the training are explained in detail. After describing their insights into their language teaching practices and professional identity, certain similarities emerging after the data analysis have helped me organize the findings in that the participants had several common insights into their language teaching practices and their professional identities. These commonalities in their insights are given based on

four cases: a) Only-English users, b) Only-Turkish users, c) Both-Language users with Comfort, and d) Both-Language users with Reluctance. Using these four cases is also in line with the conceptual understanding of teacher identity reconstruction in the current study. As explained in Chapter 2, language teacher identity is affected by a number of factors and it is essential to understand teachers' identities which they claim or the ones which are assigned to them.

The in-service English language teacher identities and influential factors on these identities are explored in order to answer the second and third research questions. In this regard, the second part of this chapter presents the observations, reflective journals, researcher's notes, discussions on LMS Canvas and semi-structured interviews of four cases. They are utilized to illustrate the effects of the training on the INSET trainees' identity reconstruction process in each case in order to answer the second research question of the study. The third part presents the factors involved in these teachers' identity reconstruction process. For each research question, a group of emergent themes is revealed and conceptualized in line with the trainees' professional teacher identities in-depth.

4.2 Findings about the First Research Question Dwelling On What INSET Trainees' Language Practices and Professional Identity Orientations Before the Training

The first research question focused on the trainee EFL teachers' insights into their language teaching practices and professional identity, specifically related to self-image, self-efficacy, task perception, future perspective, and pedagogical orientations prior to the training. The findings are based upon the semi-structured interviews and discussions on LMS CANVAS. Data attained from semi-structured interviews are *italicised*, whereas data from LMS CANVAS are in **bold**.

4.2.1 INSET trainees' insights into their language teaching practices. Most of the participants adopt the monoglossic definition of bilingualism. In this regard, eight of the participants define bilingualism as having native-like competence. Nilay, for instance, defines bilingualism as **“using both of the languages as if they were your mother tongues.”** In a similar fashion, Hasan describes bilingualism as **“having the ability to speak and write in a foreign language just like your mother tongue.”** Based on their definition, these teachers think that they are not bilinguals even though they can communicate in English. Meva, for example, stated: **“I am not bilingual because I do not think I can use English at the same proficiency as my mother tongue. My competence in English is good but not as good as a native-speaker.”** They indicate that bilingualism means being two parallel monolinguals by saying: **“According to my opinion, bilingualism means two separate brains for the same person.”**(Metin)

Although all the participants describe themselves as teachers who love teaching in general and English specifically: *“I enjoy teaching and teaching English especially is fun for me, not a job (Sevgi)”*, they differ in picturing themselves as English language teachers. By enabling students to convey their messages and make meaning through only target language, some of the participants highlight that they are competent English language teachers. Eda, for instance, stated *“Grammar part is not so important. Students can make mistakes but they cannot use Turkish. If my students can talk to each other in English and communicate with students from other countries in English, then, I am the happiest one. My students could interact with students from Europe in English when students from Italy, Romania, Greece and Belgium came to our school, which made me feel so proud.”* Similarly, Nilay pictures herself as a competent English language teacher by making the students use the target language only, i.e. English, not their mother tongue, Turkish at all by saying *“I talk only in English in my classes and ask my students to use English only in my classes. Although it causes some big problems at the very beginning, they get used to*

it as the time goes by and all of them finally come to realize that they can communicate with me in English and use English although some of them could use English efficiently. But, it is a process and I know it and I apply this policy effectively.” On the other hand, some of these teachers portray themselves as incompetent while applying monolingual policy. Metin, to exemplify, stated: *“I do not think that I am good enough to conduct the lesson only in English from the very beginning to the end of the class but I always want to be better and I do all my best to achieve this goal.”* By the same token, these teachers desire to be better so as to have their students achieve native-like competence. These teachers tend to regard native speakers as a yardstick and idealize monolingual native-speakers. Meva, for instance, expressed: *“I want to be a role model for my students just like native speakers. I think it is a crucial point to help students express themselves in English comfortably as if they were English.”* Yet, they experience a sense of insufficiency in this regard by saying: *“I always find myself inefficient while delivering the lesson only in English and always try to improve myself because I do not feel comfortable in some parts of the lesson as much as native speakers would.”* (Tulin) Feeling to be forced to implement only-English policy seems to cause a sense of inadequacy due to their failure in managing class by using only English. Lale, for example, stated that *“I regard myself as a disciplined teacher who conducts all the responsibilities as indicated and punctually. I should teach the things in the way which should be carried out. That’s why; I talk in English, give instructions in English. But students do not give any reactions. I use my gestures and body language. It does not work sometimes and a chaos emerges and it ends up with noise, distracted students. It makes me feel exhausted and I happen to think I do not teach English effectively.”*

Some of the participants underscore the meaning making process rather than competence-based definition in bilingualism. In this sense, four of the participants differ from the others. Sevgi, for instance, defines bilingualism as **“being able to use two languages in order to convey your thoughts, opinions and ideas.”** Similarly, Bade regards bilingualism as **“to be able to use the language to make understandable sentences in two languages.”** By the same token, Dilan defines

bilingualism as **“the ability to express oneself in everyday situations by using both of the languages.”** Based on their definition, they think that they are bilinguals in that they can communicate in English.

All the participants additionally emphasize the importance of establishing rapport with students and having empathy by putting themselves into their shoes: *“I am friendly to all of my students and I keep the balance between being a teacher and friend. I look at the process in terms of lessons, exams, performance work, and project-work from their point of view. I think it is important. Also not only their school life but also their family life is important for me. So, I am both their teacher and friend. In balance”* (Bade). This stance leads them to go out of the box and resort to students’ strong language, thus having close relationship with students and enabling them to feel competent as a teacher. Dilan, to exemplify, stated: *“When I sometimes use Turkish to give instruction or answer a question in Turkish, students tend to interact with me more and participate in the class activities more. I know curriculum requires me to use English only but I think I have to violate this rule from time to time to reach students or touch their hearts.”*

Some of the participants complain that only-English policy makes students shy away from participating in activities and even stop learning. Ferid, for instance, stated: *“We make students afraid of English by talking in English and asking them to talk in English all the time. It makes students anxious and uncomfortable. Even worse, it might block learning English.”* Similarly, Tulin expressed: *“Of course, teaching English through English is the thing we have learnt and I support this idea. Yet, in practice it does not work as it is said or we read in books. I try to use English as much as possible but when I see that objectives are not achieved, and then I have to use Turkish unfortunately.”* They also underscore that only-English policy is not in line with classroom realities by saying *“Even if I forbid using Turkish in class, they use it. I cannot behave as if they do not speak Turkish. They use Turkish while communicating with each other, doing tasks, asking questions.”* (Dilan) Moreover, they prefer following a teaching practice which is in line with classroom reality, but

not the teaching practices required by monolingual ideology and authorities. Bade, for instance, stated: *“When I speak English all the time, it does mean anything to them. I have to engage students and use Turkish. It is a necessity in classrooms.”*

Furthermore, some participants indicate that there should be a room for Turkish in order to make students feel comfortable. Meva, for example, stated: *“I make jokes in Turkish. I do it on purpose. They laugh and we laugh together. I don’t do it in English because they would not understand anything. This way, they feel relaxed.”* Likewise, Selin noted how relaxed the students felt when they heard Turkish, explaining that *“There are some moments when all of the students feel stressed. For example, an instruction they did not understand or a question they cannot answer. When I utter some key words in Turkish, they all take a deep breath and are relieved.”* On the other hand, using Turkish is a source of problem for these teachers in that it makes them feel they are not doing job properly. Tulin, for instance, stated: *“I feel bad when I have to use Turkish in class because we have been told to use English all the time. No matter what happens. But I see that it does not work this way in the classes. I use Turkish and I think I am violating rules, which makes me feel kind of guilty.”*

Yet, some participants picture themselves as authoritarian and tradition-bound. Eda, for instance, highlights that EFL teachers should follow traditions and dominant monolingual ideology in order to achieve native-like competences by saying *“Students come to school to learn and we, as teachers, are their learning source. So, I want them to listen to me carefully and do what I say literally. It may sound old-fashioned yet this is real teaching. Actually it was what had been done when we were students and I follow this traditional teaching way. Listen in English and then talk in English.”* However, they indicate that this causes tension between students and them by expressing: *“I almost always teach in English at 100 per cent. Students ask me to be flexible but I say no and insist on speaking in English. There are some problems for the first month when I ask them to ask me questions in English.”* (Nilay) In this regard, they describe themselves as resilient as they keep on teaching without

recourse to their strong language, Turkish by saying *“I do not give up easily and I care about success. So, I use English and ask students to talk in English at all cost. I do not like pretending as if I am doing something. I sometimes feel as if I am talking to myself but I want to do it for real whatever it is. So pretending as if there is nothing out there to be done, it is not my thing. So, I keep on talking only in English.”* (Eda) Similarly, they attribute their only-English policy to having high sense of responsibility for their job. Nilay expressed: *“I see myself as a disciplined teacher who carries out all the responsibilities as indicated and on time. I should do the things in the way which should be carried out. This helps me follow my English only policy and teach English effectively.”* Similarly, Eda stated: *“I think I should teach my students in the best way possible. So, I must use English only. My students should use English only, too. In fact, I wear myself on this issue, my colleagues and the people around me say that that much work is not necessary. You do not have to work that hard but as I said, I am scrupulous about my work.”*

4.2.2 INSET trainees’ existing identities. INSET trainees’ language teaching practices and professional identity before training are described in the previous section and it is seen that they shared several common insights into their language teaching practices such as loving teaching English, making students love learning English. However, the same insights might be interpreted in different ways which might lead to developing different professional identities. I described these insights because they are the basis for answering the first research question of the study.

Teacher identity is considered to be at the core of the teachers’ teaching-related actions (Sfard & Prusak, 2005). Therefore, so as to have some ideas on the INSET trainees professional identities, I concentrated on their language teaching practices with their self-image, self-efficacy and pedagogical orientations. Moreover, their task perceptions and future perspectives are also the foci for categorizing the INSET trainees’ identities. Four categories of INSET trainees’ identities emerged from the analysis: *Only-English Users, Only-Turkish Users, Both-Language Users with Comfort, and Both-Language Users with Reluctance.*

4.1.2.1 Only-English users. In the current study, Only-English User Identity is used to describe INSET trainees whose professed experiences implied the use of prevalent monolingual practices. The reasons for such practices share a common ground for the teachers in this category. Two out of 12 INSET trainees were categorized as having Only-English User Identity: Eda and Nilay.

INSET trainees whose identities were described in this category solely used English as a medium of instruction in their classes which was in line with both the prevalent monolingual ideology and with the national English education policy. Both of the INSET trainees mentioned that they applied only-English policy in their classes but failed to reach all of students. Instead, they could manage to engage few of the students. This failure seemed to lead them to adopt teacher-centred approaches in their language teaching practices. The following quotes illustrate this failure:

“By talking only in English, I aim to be a role model for my students and expose them to English as much as possible. Yet, while doing tasks such as reading comprehension, they just look at me in a timid way. I feel that they do not want me to call on their names in order to learn their ideas because they get panicked. They are not willing to participate so I have to answer the questions and explain. I do most of the job.” (Nilay)

“There are just a few students in my class who can interact with me in English. So, I mostly talk. The whole class listens. We do not communicate so much. But they hear me talk in English all the time.” (Eda)

These teachers describe themselves as traditional EFL teachers who are responsible for presenting knowledge by making students exposed to English in a proper and correct way. Eda, for instance, expressed *“I want my students to learn from me, not from their friends or somebody else. So, I read the text and pronounce the words in a proper way so that they can learn how to pronounce the words correctly.”* Likewise, Nilay stated: *“I am their sole source for English. That is why; I*

should and have to be active in the class all the time so that they can enjoy being exposed to English as much as possible.” By exposing students to English as much as possible, they aim to accomplish native-like competence which is the ultimate goal. Eda, for example stated: “My purpose is to enable my students to achieve native-like competence in English so that they can enjoy their English competence and skills for their future career. When I achieve it, I think I will reach my goal.”

On the other hand, they feel hesitant as to whether they can achieve their main goal which is to make students love English by arousing excitement due to their teacher-centred approaches. In this regard, Eda stated: *“My main responsibility is to have students love the language and create curiosity in them but I am not sure about my success.”* Furthermore, Nilay complains that there are students who hate English by stating *“I feel demoralized when some of my students say that they hate English because I primarily want them to enjoy learning English.”*

This undesired outcome stemming from their language teaching practices impels them to seek some other practices which enable students to love learning English. Eda, to exemplify, stated: *“I think I should find a way so that I can have students love this language. I want to help them learn new things. Also I want to help them use the language.”* To accomplish this goal, both of the teachers want to engage students in international projects during which they can make new friends from other countries. Nilay, for instance, stated: *“I create atmosphere which supports them to speak with native speakers. For this goal, I coordinate Erasmus + projects in which students make friends from other countries and practise English with them and even with their English peers.”* Likewise, Eda expressed: *“I should conduct such projects as Erasmus + and E-twinning thanks to which they can use English and love English and thus want to learn English more.”*

4.2.2.2 Only-Turkish users. I use Only Turkish User Identity to describe INSET trainees who have language teaching practices based on students’ mother

tongue (Turkish in this study) in contrast to prevalent monolingual ideology. In other words, these teachers teach English by using Turkish and resist to the dominant norms. The reasons behind resisting to the dominant norms are similar for the teachers in this category. Two out of 12 INSET trainees were categorized as having Only-Turkish User Identity: Metin and Hasan.

INSET trainees whose identities were described in this category used Turkish as a medium of instruction in their classes which was in contrast to the dominant monolingual ideology as well as the national English education policy. Both of the INSET trainees expressed that they failed to have students speak in English due to anxiety felt by students and lack of intrinsic motivation after having applied only-English policy and thus gave up using English as a medium of instruction and adopted only-Turkish policy in order to have students improve their comprehension in English. Hasan, for instance, expressed: *“When I used English only throughout the lesson, students became anxious. It made my students afraid and prevented them from participating in the lesson.”* Similarly, Metin stated: *“Students ask where they will use English and when. They do not think English is necessary. I try to motivate them by giving awards. They begin to take part in English lessons for a while but it does not last long.”* Hasan highlighted the failure in developing speaking skill of students in English by saying *“we cannot have students talk in English whatsoever even if we talk in English all the time. On the contrary, they shy away from English lessons.”* In order to have students develop their comprehension level in English and prepare them for the exams, they tended to use only-Turkish policy. Metin, to exemplify, stated: *“In the class, I prefer Turkish language so that student can understand reading texts and grammar points better and thus follow the lesson.”* By the same token, Hasan expressed: *“Students focus on TEOG (The Examination for the Transition from Elementary Education to Secondary Education) and they have to understand grammar topics and enlarge their vocabulary. I prepare them for this exam by using Turkish because we can analyse the reading passages; do vocabulary exercises in an efficient way. That is what they need. So we focus on mechanical things, let alone developing speaking skill. This system forces me to do so.”*

These INSET trainees complain about lack of intrinsic motivation which is of significance for them. Hasan stressed that he failed to motivate students although he created a friendly atmosphere for learning English by “*encouraging students to collaborate with each other and speaking Turkish and even making jokes to relax them*”. Similarly, Metin expressed his desire to make the lessons interesting and make students aware of benefits of English for their future life despite his failure in doing so by saying “*Students do not spend any effort because they do not find the English lesson interesting or beneficial for their future plans although I worked for that a lot.*” Being indifferent to the lesson may be common when students do not have a reason to learn English and do not have activities which will engage them in producing materials for which they will use their bilingual resources.

These teachers reported that authorities and researchers did not help them improve their language teaching practices. Rather, they expressed that what authorities and researchers shared with them was not aligned with their in-class realities. Hasan, for instance, stated: “*The ones who try to improve our practices do not see the educational realities. So we spin our wheels and we try to pull ourselves up by our own bootstraps.*” In a similar fashion, Metin expressed: “*In-service trainings I joined did not help me as much as I wanted.*”

When focusing upon their future perspectives, these teachers highlighted that they would follow the same practices and nothing new would appear to improve language teaching practices. Hasan expressed: “*Our job is static and I do not think anything will change in future and I guess I will continue doing my job in the same way as I have done so far.*” Metin stressed static view of their language teaching practices by concentrating on repeated practices: “*We do the same or similar activities and use the same materials and I guess we will follow this routine.*”

4.2.2.3 Both-language users with comfort. Both-Language User with Comfort Identity is utilized to characterize INSET trainees who have language teaching

practices based on weaker language (English) and strong language (Turkish) in opposition to prevalent monolingual ideology. In other words, these teachers teach English by using both Turkish and English. Although these teachers are aware of the fact that their language practices run counter to the prevalent monolingual ideology, they are contented with their language teaching practices. The reasons why they use the full linguistic repertoire of the students show similarities for the teachers in this category. Four out of 12 INSET trainees were categorized as having Both-Language User with Comfort Identity: Bade, Dilan, Sevgi, and Ferid.

INSET trainees whose identities were described in this category used both Turkish and English as a medium of instruction in their classes which ran counter to the dominant monolingual ideology as well as the national English education policy. Four of the INSET trainees expressed that they prioritised students' needs and the dynamic nature of the classroom in order to improve their language teaching practices. These teachers regarded having language awareness as well as establishing rapport with students as their main responsibilities. Bade, for instance, expressed: *"Being a teacher is not being a procedure-headed person. There is something emotional and psychological in teaching, particularly in language teaching. So, I am interested in understanding my students, rather than seeing them as a task. I approach my job from a humanistic point of view."* Similarly, Ferid stated: *"My main responsibility is to make students love learning English. To realize that, I should create a classroom in which my students feel comfortable and relaxed. Also, they should enjoy the activities we do throughout the lessons."* In order to establish rapport with students and also have them enjoy learning English, these teachers highlight the inseparable role of Turkish by saying *"When I enter the class, the students are aware of the fact that I can speak Turkish, too. I know Turkish is their mother tongue and they use it while doing tasks. So, when I welcome Turkish in their answers and/or questions, they feel happy and keep on doing tasks in a better way. Turkish is our reality and I do not ignore and cannot ignore that."* (Dilan) In a similar fashion, Sevgi emphasized the role of being in line with the nature of

classroom by stating “*Students are Turkish and use Turkish. I do not forbid Turkish in my classes. It is part of the classroom spirit and I take advantage of it.*”

These teachers delineated teaching and language teaching as making a difference in students’ life instead of transmitting knowledge in a passive way. Sevgi, for instance, stated: “*I do not want to be a teacher who just tells do this and do that. Or this means that. I want to make a difference in their lives by thinking and analysing.*” By the same token, Bade expressed: “*I want to be a guide for them by questioning things and dreaming about future. For that, we should not imitate things like parrots so that they can realize their dreams and widen their horizons.*”

4.2.2.4. Both-language users with reluctance. I utilize Both-Language User with Reluctance Identity to delineate INSET trainees who have language teaching practices based upon weaker language (English) and strong language (Turkish) in contrast with prevalent monolingual ideology. In other words, these teachers teach English by using both Turkish and English. These teachers are cognizant of the fact that their language practices are not in line with the prevalent monolingual ideology. Thus, the discrepancy between their language practices and the dominant monolingual ideology make them feel discontented with their language teaching practices. The reasons behind their discontentment share similarities for the teachers in this category. Four out of 12 INSET trainees were categorized as having Both-Language User with Reluctance Identity: Tulin, Lale, Selin, and Meva.

INSET trainees whose identities were described in this category used both Turkish and English as a medium of instruction in their classes which was not in line with the dominant monolingual ideology as well as the national English education policy. Four of the INSET trainees expressed that this divergence from the dominant ideology and national English education policy made them feel uncomfortable. Selin, for instance, expressed: “*I teach my classes mostly in English but at the end of lesson*

I switch back to Turkish to clarify points they could not understand. But I have mixed feelings. I become happy when my students understand things better. Yet, I feel a kind of guilty because I use Turkish.” By the same token, Tulin stated: *“I sometimes use Turkish. At the key points of the lesson. So, students can understand better and they can be engaged in activities. At the same time, I question myself because we were told to use only English no matter what happens during our university years. Additionally, ministry of national education also mandates only English policy. It bothers me, to be honest.”*

These teachers emphasized that their teaching ability had improved since their induction and they were less reliant on books. In this regard, they desired to free themselves from applying monolingual practices and have more freedom. Tulin, for instance, expressed: *“I feel less dependent on teacher’s manual than I used to while conducting activities in the book.”* By highlighting the unique and dynamic nature of the classrooms, Lale moved her desire for teaching further and emphasized the need for more than a teacher’s manual by stating *“Just as I can teach without having to follow the teacher manual, I want to teach in a way which suits to my environment and students.”* Likewise, Meva expressed: *“I want to appeal to each of my students.”* Selin also stated: *“Each classroom has a different characteristic just like our students. I want to present other practices as an option in which they will feel relaxed and be more engaged in the future.”* This quote also highlights the need for teacher and student agency which might endorse engagement as well as creativity.

4.3 Findings about The Second Research Question Addressing In What Ways Translanguaging Pedagogy Influences INSET Trainees’ Identity During and After the Training

In this part of the study, I will zero in on the influence of the training on INSET trainees and their identity re-construction process. In so doing, I target to explore the impact of the training on the INSET trainees’ identity. In other words, second research question is explored in this section of the study:

- b. In what ways does the translanguaging pedagogy influence these teachers' identity during and after the training?

In parallel with this research question, in-class observations and video-enhanced observations, while-training interviews (one in the beginning, one in the middle and one towards the end), a post-training interview with each of INSET trainees, reflective journals and discussions on LMS CANVAS were analysed through which some themes indicating changes in the INSET trainees' identities were induced.

Three categories emerged from the analysis: *Translanguaging-Romanticised Users*, *Translanguaging-Aware Users* and *Translanguaging-Inspired Users*. The INSET trainees who regard translanguaging pedagogy as ideal but feasible just for some topics due to the constraints imposed by school context, curriculum, educational policy are labelled as *Translanguaging-Romanticised Users*, while the INSET trainees who consider translanguaging pedagogy as ideal and scaffolding while teaching only the emerging bilinguals excluding the competent and expert bilinguals are entitled as *Translanguaging-Aware Users*. The ones adopting translanguaging pedagogy as humanitarian, modern and horizon-widening are named as *Translanguaging-Inspired Users* who aim at achieving translanguaging proficiency by utilizing all the linguistic repertoire of students. In order to have a comprehensive idea of the changes in the INSET trainees' identities, the result for the second research question is given together for each case. The case of *Translanguaging-Romanticised Users* is given first in the next section, followed by the case of *Translanguaging-Aware Users*. Afterwards, the case of *Translanguaging-Inspired Users* is presented. Data attained from semi-structured interviews are *italicised*, whereas data from LMS CANVAS are in **bold**. Quotations extracted from the INSET trainees' reflective journals are marked "RJ". Data gathered from in-class observations are marked "OBS", while those from video enhanced observations are marked "VEO".

4.3.1 The case of translanguaging-romanticised users. *Translanguaging-Romanticised User Identity* is used to describe the INSET trainees whose while and after-training experiences implied the use of translanguaging practices for an inquiry into efficient English language teaching particularly for written exams. The reasons behind this tendency share a common ground for the teachers in this category. Two out of 12 INSET trainees were categorized as having *Translanguaging-Romanticised User Identity*: Eda and Tulin. The figure 14 presents the common characteristics of Translanguaging-Romanticised Users.

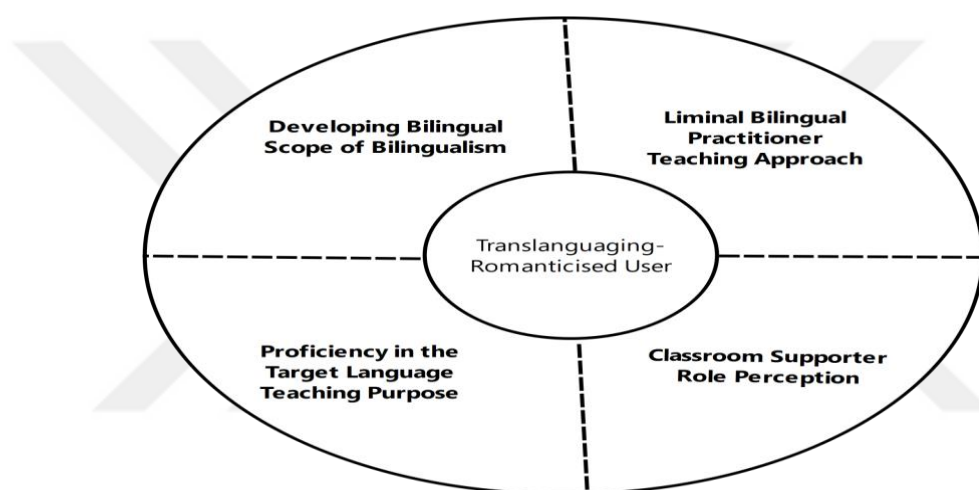


Figure 14. Characteristics of translanguaging-romanticised users

INSET trainees whose identities were described in this category regarded translanguaging practices as ideal but demanding for language teaching and needed more time to see the impact of translanguaging practices on students' performance particularly at the grammar-based written exams including reading comprehension and vocabulary in order to meet both parents' expectations and the requirements imposed by National Ministry of Education.

a) From rigid separation of languages or reluctant divergence from rigid separation of languages to liminal bilingual practitioner

From the early training on, translanguaging-romanticised users were eager to apply translanguaging practices. Tulin showed her enthusiasm by stating:

Although planning and thinking about activities take more time, I am happy to see the dynamism created by translanguaging pedagogy. It is quite new for me and I wonder what will change as I continue implementing translanguaging pedagogy. “RJ”

Yet, as evidenced by the ideas they expressed in the first while-training interview, the translanguaging-romanticised users seemed to have entered the training with a transmitter view promoted by authorities. Eda, for instance, expressed: *“I am the teacher working for National Ministry of Education. I should use this book for every activity because this book is the one which we must teach.”* Similarly, Tulin rationalized her subservient stance by stating: *“We are teachers and we are the messengers of National Ministry of Education. I should deliver the lesson by using the prescribed book, not more and not less.”* Immobilized by this stance, early in the training the translanguaging-romanticised users utilized translanguaging practices only for teaching vocabulary by using the four box model. “OBS”

The translanguaging-romanticised users expressed their commitment for employing translanguaging practices from middle of the training. Both of them mentioned in their second-while training interview that they applied translanguaging practices in their classes and they could manage to engage majority of the students except few. In this parallel, teacher to student and student to teacher interaction replaced teacher monologue, which used to compose the largest part of the lessons in the first three weeks. “VEO” This increase in students’ participation seemed to have encouraged them to bring extracurricular materials into their classrooms. The following quotes illustrate this encouragement:

“I used to think that my role in the class was to follow the book we are supposed to teach strictly by exposing the students to only-English. Thanks to translanguaging, now I understand that I can and should bring extra materials even in Turkish. I see that most of the students started to enjoy English lessons and participate in the lessons. Observing their high performance in the class motivates me to use other materials, particularly Internet. Beforehand, we used to just read the text in the book and two or three students would answer the comprehension questions. Then, the lesson is over.” (Eda)

“Bringing different materials added colour to my classes. My students were surprised in a positive sense. They enjoyed bilingual texts. All of the students became active in the class. It is a great thing. I could not achieve that before. Now I realize that I should not have dull lessons by using only the textbook.” (Tulin)

From the middle of the training on, the translanguaging-romanticised users also enjoyed the increase in students’ participation initiated by translanguaging pedagogy. Tulin highlighted this drastic change in students’ participation by saying *“It was tiring for me to draw students’ attention. They used to keep their cameras off. Now all of their cameras are on and I can see their faces.”* Additionally, they started to develop a critical approach to their English teaching course materials. For instance, Eda stated in the second while-training interview: *“We do not want students to memorize but think and analyse. So we should do the same while teaching English and using the course book. We should think about the topic in the text deeply and use bilingual texts to understand better.”* In a similar vein, Tulin expressed her criticality by questioning her function:

Why should I use only English and only this book? Is my role just to deliver the message in texts in our course book? I want my students to be active so I should be active, too. But what is my function here in the class? I am not an actress in my class but a message-deliverer. I should have my saying, too.
“RJ”

The quote implies that the translanguaging-romanticised users came to realize their minimal involvement in decision-making, which reduces their contribution to language teaching at the operational level. Based on third while-training and post-training interviews and discussions on CANVAS and reflective journals done towards the end of the training, the translanguaging-romanticised users began to reconsider their teacher self and did not approve of their old subservient stance. They realized that they had been like captives in the course book.

“I just do the exercises in the textbook and ask the questions in the textbook. I see that I have not even bothered to think of my function as a teacher. It is clear that anybody with teacher’ manual could have done the same thing as I did.” (Tulin)

Eda, who used to believe she had to follow English-only policy and use the course book only provided by National Ministry of Education, also did not approve of her former stance as subservient in the third while-training interview by stating:

“Doing things right does not necessarily mean doing the exercises or tasks in the text books. We should unchain ourselves and look around what else we can use to reach the target. The teachers’ manual should not rule me. There might be other tools and ways leading to destination.” (Eda)

Furthermore, Eda realized that she used her only-English policy as a disciplinary instrument by stating:

I have realized that I have another reason to follow only-English policy. Only-English policy helps me to keep students silent and I can ensure silence in the class by allowing them to use only English. I use English for this reason much more than exposing students to the target language whereby I can ensure silence in the class. “RJ”

Likewise, Tulin, who used to consider the use of any language other than the target language as deficient, became more self-confident in incorporating bilingual

texts by lamenting that she had just focused merely on grammatical points, error-free pronunciation of the sentences by expressing:

I have so far focused on just grammatical topics like tenses and pronouns and asked my students to pronounce the words properly. We have not focused on the meaning this much never before. Pity! “RJ”

Translanguaging-romanticised users also highlighted the inclusive dimension of translanguaging pedagogy for education which has a potential not only for creating an ideal learning environment but also preventing students from dropping out. In this regard, Eda stated: *“Translanguaging pedagogy may also stop students from dropping out of school if it is adopted by National Ministry of Education.”* Tulin stressed that translanguaging should be implemented as a language learning and teaching policy by stating *“National Ministry of Education must definitely employ translanguaging pedagogy. If it is implemented as a national strategy, most of the students will learn English more effectively and easily.”*

On the other hand, the translanguaging-romanticised users regarded using a wide range of techniques and strategies in line with translanguaging pedagogy as ideal but too demanding for themselves and incongruent with grammar-based exams-driven system instead of projects. Eda, for instance, stated that she was impressed when she saw every student was engaging in creating a mind map while conducting group works by stating:

I thought that it was the ideal classroom environment. But before classes, I have to think a lot about the practices and design them well. “RJ”

Similarly, Tulin expressed that bilingual texts make students feel comfortable and more productive by expressing

Students comprehend better and also use what they have learnt to question and produce things in a relaxing environment. “RJ”

This view of translanguaging practices as deep learning enabled these INSET trainees to enrich their classes by using bilingual texts for some topics to be learned better. Yet, Tulin, for instance, complained that **“I spend so much time on adapting translanguaging techniques to my classes for each skill. Also, it always keeps me thinking. Thinking makes me feel tired and it takes time.”** Eda also expressed: *“I have to prepare my students for grammar-based exams. Instead of deep learning the topic by creating products, we should cover more mechanical things in terms of grammar. If we don’t, they will fail the exam and everybody, including the principal and parents, cares about exam results.”* In this parallel, they continued prioritizing the results of written grammar-based exams due to parents and school administration’s expectations and they also stayed hesitant to leave their comfort zone. Tulin showed her hesitance by expressing: *“My students learn the topics better by translanguaging but we spend at least three hours for a topic which I used to deliver in one lesson and nobody cares about students’ performance and products but grammar-based exam results and in order to have my students get high scores at these exams, I should present more grammatical issues in a shorter time. Parents of the students want to see high marks and so does the school administration. Maybe I can prepare more materials for my translanguaging practices to deliver every lesson through translanguaging practices. Yet, it seems to be time-consuming. Sometimes using the book and following the habits can be the easiest way.”*

However, the translanguaging-romanticised users stopped following the course book for curriculum’s sake and started to utilize bilingual materials for the information students should digest and process. Furthermore, Eda moved away from following rigid only-English policy by expressing: *“In the future, I will use translanguaging practices for some units in order to enrich my lessons by using bilingual texts including videos when I want my students to learn a topic wholly at the cost of lagging behind the curriculum”*. Likewise, Tulin showed her willingness to incorporate both of the languages by stating *“Teaching is daring a little bit. So I will develop new materials by using both of the languages when I want to see them*

more active and productive in certain weeks of the term.” In this regard, translanguaging-romanticised users have moved away from being scrupulous textbook practitioner who separates languages rigidly to liminal bilingual practitioner who enriches curriculum by raising awareness about their active role. Also, translanguaging-romanticised users who shy away from transforming the status quo as to evaluation criteria based upon prevalent monoglossic ideology tend to prefer applying translanguaging practices to a certain degree because they are required to meet the linguistic overload of English language teaching. That is, they dare to utilize translanguaging practices just for some topics they want the students to learn better by trading off the parents and school administration’s expectations about high scores at grammar-based exams.

The above observations indicate that the translanguaging-romanticised users started to become more aware of their old uncritical attitudes and practices and began to reconsider them. Further, they became more conscious of restrictions imposed on them by authorities. Thus, they started to redefine their roles as follows.

b) From super controller to classroom supporter

While the previous theme had to do with how the translanguaging-romanticised users choose to teach, this theme is about their role perception. The changes which happened in their role perceptions are the focus of this theme.

Early in the training, the translanguaging-romanticized users showed authoritarian stance by believing that they were the sole source of information and students had to imitate whatever they had presented. Eda, for instance, displayed her authoritarian stance by stating:

I am the one who presents the correct information and I have to become active throughout the lesson and students can reach the correct information just from her. “RJ”

Similarly, after having students brainstorm about friendship in one of her lessons, Eda conducted teacher monologue by presenting the vocabulary items for fifteen minutes and allowed students just to answer her questions which were mainly aiming at checking information. “OBS” Tulin also described herself as an atlas-like teacher by stating: *“I am the teacher and everything is under my control. I want my students to learn from me everything in a correct way. First I show them how to pronounce, write and read and ask them to do it as I have shown.”* From the middle of the training on, Eda started to question the reasons behind her didactic teaching after having experienced the positive results of language partners and students’ interaction in translanguaging space by stating *“Matching students with language partners and having them talk in groups are helpful and great because the students produce much better things and present their products willingly. But, I feel as if I do not carry out my job. I think as if I earn the money I do not deserve. I guess we were given the message to be active from the beginning to the end of the lesson somehow. Maybe that’s why; I think I have to talk for the whole lesson.”* Likewise, Tulin criticised herself by expressing *“I used to tell students to pronounce words this way or that way and used to focus on their mistakes both in terms of grammar and pronunciation of the words. I see that I behaved like a boss checking the documents. But I am their teacher, not their boss.”* Having questioned their authoritarian habits, the translanguaging-romanticised users began to be against authoritarian stance and adopt a supportive role towards the end of the training. In this regard, Eda expressed:

Classrooms were the places where we walked with students along the learning process. Supporting them in this process instead of judging their performance seemed to be more effective. “RJ”

This quote implies that Eda started to adopt a more supportive role by moving away from an authoritarian perspective. Similarly, Tulin became more tolerant towards the students’ mistakes by stating:

I did not correct students’ mispronunciations or grammatical mistakes immediately but highlighted the common mistakes in order to help them improve their English without discouraging them. “RJ”

These changes were indicative of their newly-adopted supportive role as they realized that students became more productive and active as they received emotional and academic support from their teachers. In the post-training interview, Eda expressed: *“I have realized that I should try to understand students more and put myself into their shoes so that I can see the difficulties they experience better. When my students see that I encourage them to do a task, they do it willingly. Also, providing the necessary information when they need my help is enough. It seems to be the way I should behave.”* They also seem to strengthen their newly-emerging role as a supporter instead of super controller despite their deeply-rooted authoritarian role perception. Tulin, for instance, stated: *“I have been used to talking the entire lesson and explaining things and correcting mistakes so much that I do not feel like doing my job if I do not do these. Yet, my experience with translanguaging showed me that I should change my perspective and support my students by providing guidance.”* In this regard, translanguaging-romanticised users started to support their students in their learning process by assigning them more active roles instead of expecting them merely to listen to their teachers carefully and do the tasks without any mistakes.

The above observations indicate that the translanguaging-romanticised users tended to assign more active roles to students and move from super controller to classroom supporter having heightened language awareness. In this parallel, they also started to perceive their scope of bilingualism in a different way.

c) From non-bilingual to developing bilingual

This theme focuses on the translanguaging-romanticised users’ perceptions of the scope of their bilingualism.

Early on in the training, the translanguaging-romanticised users defined themselves as a non-bilingual teacher in accordance with their perception of bilingualism which implies having native-like command in both of the languages. Eda, for instance, expressed:

Bilingualism means being fluent and native-like in two languages. To me, I am not bilingual because I still do not have an overall competency in English language. Maybe I do not have that competency in Turkish, either but I can think like a Turkish person and I cannot think like an English person. “RJ”

Eda also complained about her English mastery by stating:

I make grammatical mistakes, pronunciation mistakes and I do not think that I have the same accent as native speakers who are really fluent. “RJ”

Tulin also showed a similar orientation by portraying herself as a teacher who has strong Turkish accent and cannot use both of the languages equally well and thus labelled herself as a non-bilingual by expressing:

Students or anybody can understand that I am Turkish when I speak English and I do not have full command of English. I mean I cannot express my anger, joy in the same way as I expressed in Turkish. Because of that I cannot say I am bilingual. “RJ”

Towards the end of the training, the translanguaging-romanticised users’ dynamism-bound conceptualization of bilingualism surfaced in some ways. For example, Eda attached importance to being able to use both of the languages efficiently by stating:

Bilingual people should make meanings by using both of the languages. The more they do it, the better they are. “RJ”

Likewise, Tulin expressed: *“Using Turkish is not something to be ashamed of. I see that it is my strength if it is used in a planned way.”* The newly-emerging definition of bilingualism as dynamic use of both of the languages led to define themselves as developing bilinguals rather than labelling themselves as non-bilinguals stemming from imagining two parallel monolinguals in one head based on their former perception of bilingualism requiring native-like competence in both of the languages. Tulin, for instance, redefined bilingualism as **“It is the ability of using two languages effectively.”** At the end of the training, Eda defined bilingualism as **“if a person is capable of using languages both fluently and accurately, then s/he is a**

bilingual.” In accordance with their novel definitions of bilingualism, the translanguaging-romanticised users tended to define themselves as developing bilinguals. Eda stated that **“Based on the meaning of bilingualism as using two languages effectively, I think I am in-between.”** In a similar vein, Tulin defined her level of bilingualism as **“moderate”** by stating **“I am in the middle. I have been developing my competences.”**

The above observations show that the translanguaging-romanticised users’ perception of bilingualism has changed, which led them to reconsider their scope of bilingualism by moving from non-bilingual to developing bilingual. In this regard, they also started to reconsider their purpose of teaching as follows.

d) From native-like competence in the target language to proficiency in the target language

This theme focuses on for what purpose translanguaging-romanticised users chose to teach English.

Early in the training, the translanguaging-romanticised users seemed to have entered the training by being so much concerned with achieving native-like competence both for themselves and their students, particularly in terms of mechanical knowledge. Eda, for instance, expressed that *“My students should have perfect grammar knowledge. So, I always show them what is right and what is wrong. I myself refresh my knowledge and improve my skills particularly in terms of grammar. In order to enable my student to achieve a native-like competence, I should also give feedback to them just as a native-speaker would do.”* Likewise, Tulin was concerned about exposing students to the target language in order to help them attain the target language just like native-speakers by stating *“I want to use English more so that my students will be exposed to English more. I think I should do it because my students can achieve native-like competence in English by being exposed to English more and more. That is why; I explain grammatical points in English. They should know what a pronoun or adjective is in English.”*

Towards the end of the training, the translanguaging-romanticised users started to criticize their former teaching purpose as evidenced by their reflections. Eda stated:

I myself could not reach native-like competence in English although I have been teaching English for years. Yet, I ask my students to use error-free English in terms of grammar, speaking, writing without focusing on the message. “RJ”

Similarly, Tulin raised awareness of the content by expressing that language is for communicating and getting the message across by expressing:

We focus mostly on structure rather than the content. “RJ”

In the post-training interview, translanguaging-romanticised users redefined their purpose of teaching as achieving proficiency in the target language in order to convey the message properly rather than achieving native-like competence without deep learning. Tulin, for instance, expressed that *“Having perfect knowledge of grammar or sounding like a native speaker might look great at first sight. But if you do not know how to analyse the information, you are just a yapper. We should know how to use the knowledge and we should move beyond superficial learning. My purpose of teaching is therefore to enable students to have proficiency in English to convey messages.”* Likewise, Eda started to regard achieving native-like competence as unnecessary by stating *“expecting from students to achieve native-like competence even while learning seems to be unfair. I will be more tolerant to my students particularly about their attempts to speak in English. My aim will be to enhance their learning and make them proficient English users.”*

The above observations display that the translanguaging-romanticised users started to aim at proficiency at the target language by enabling deep learning rather than achieving native-like competence without building any analytical skills.

4.3.2 The case of translanguaging-aware users. *Translanguaging-Aware User Identity* is used to describe the INSET trainees whose while and after-training experiences indicated idealization of translanguaging practices to teach students who are emerging bilinguals. The reasons behind this tendency share a common ground for the teachers in this category. Five out of 12 INSET trainees were categorized as having *Translanguaging-Aware User Identity*: Metin, Hasan, Lale, Meva, and Selin. The figure 15 presents the common characteristics of Translanguaging-Aware Users.

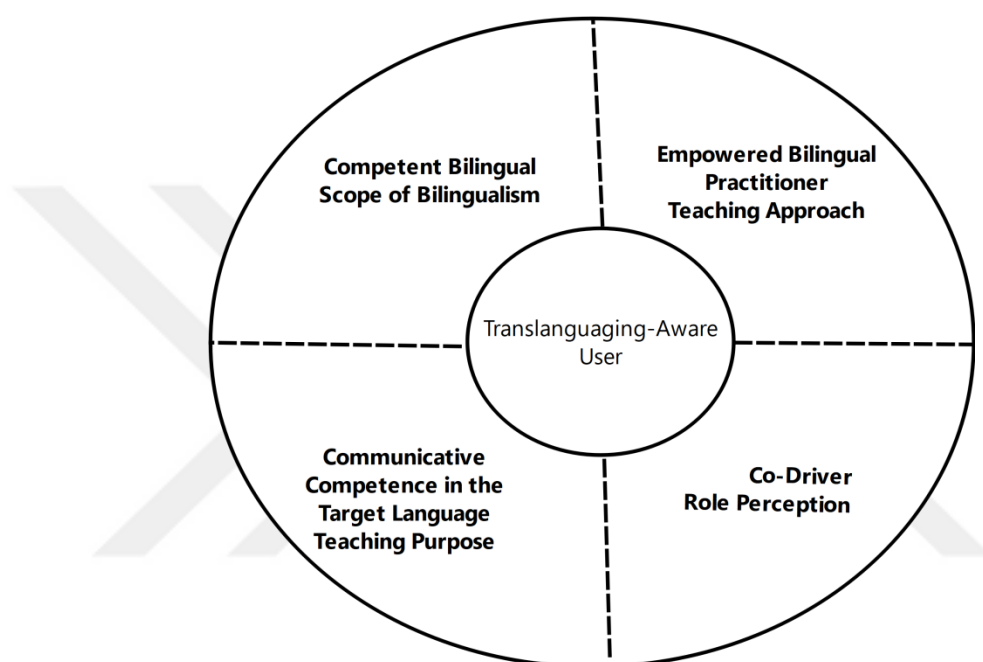


Figure 15. Characteristics of translanguaging-aware users

INSET trainees whose identities were described in this category regarded translanguaging practices as great alternative only for students who are at lower levels in order to scaffold their learning process by making use of the strong language, thus ensuring competence in the weaker language.

a) From reluctant divergence from rigid separation of languages or disclaiming exclusionary target language manner to empowered bilingual practitioner

In the early training, translanguaging-aware users complained that they had difficulty in motivating students to learn English in that only few of the students participated in the lesson, which demotivated them. Selin, for instance, expressed: *“I want to see that all of my students are active, but two or three students participate in the lessons. It is saddening for me. My lessons do not turn out to be the way I have imagined.”* Likewise, Lale rationalized her demotivation by stating *“If I do not see my students interested and excited, it brings me down easily. I cannot teach enthusiastically if my students behave as if nothing goes on in the class. Feeling like talking to the walls is terrible.”* By highlighting the strong link between motivation and participation, the translanguaging-aware users seemed to have entered the training in search of bettering their teaching practices by possessing either only-Turkish user identity or both-language user with reluctance identity. Metin, who used to be only-Turkish user, expressed: *“I am here for students. So if I have to use Turkish, I use it. I know ELT books say the opposite and restrain me from using the mother tongue. But I tried that and it did not pay off. My students should love learning English first of all. No motivation, no gain. All I have to do first is just to motivate my students and engage them better.”* In a similar vein, Meva, who used to be both-language user with reluctance, stated: *“In the first two years after I graduated from university, I was idealistic. I thought I could teach English by using only-English. But when I realized that students began to switch off themselves, I started to integrate Turkish into my lessons although I did it unwillingly because I think I have to keep them on the track and they should not give up learning English. Yet, National Ministry of Education forces me to use only-English, which ends up with demotivated students and silent classrooms.”* It was also observed that translanguaging-aware users spent time on encouraging students to learn English in that Hasan emphasized that students could do their dream jobs by having fun and earning more money early in the training. “OBS” Selin tended to have a similar approach. Unhappy with the low participation, she tried to motivate students to participate and, on different occasions early in the training, underscored the importance of English:

If you want to know the world, not just this city, you should learn English. At least you should understand the texts in English. Most of the things on Internet are in English. “VEO”

Driven by a similar stance, Lale tried to draw students’ attention to the lesson on several occasions by stating:

English is a key to unlock the doors of other countries and different cultures. You will be able to know different people from different countries. You will make new friends from Europe, Asia and Africa. “VEO”

Frustrated by students’ demotivation, translanguaging-aware users who used to be either only-Turkish users due to students’ indifference to English while delivering only-English lessons or both-language users with reluctance shifted their focus primarily upon encouraging students to take the first step in learning by arousing positive emotions towards English. Selin, to exemplify, expressed:

I utilized Turkish, students’ strong tongue as a last resort at the end of the class in order to clarify the key points in the lesson so that students would not feel totally alienated. Thus, I compulsorily took an initiative in favour of students although it is against the policy of National Ministry of Education. “RJ”

She also realized the main factor which sparks teaching and learning process by stating:

But I see that problem is to be able to activate students not to clarify key points. “RJ”

In this regard, the translanguaging-aware users expressed their commitment for implementing translanguaging practices from early of the training on. All of them mentioned that they were delighted to see that all of the students in the class participated in the lessons without any exceptions. Being elated to witness dramatic rise in students’ participation, translanguaging-aware users began to differentiate translanguaging practices from their former practices. The following quotes illustrate how they distinguished translanguaging practices from their former practices:

At first, I thought that translanguaging practices were the same as the ones I had already put into practice because I used Turkish on some occasions. But later it became clear that there should be a strategy and a purpose. Better to say, it is not mere translation but making meaning by using both of the languages and producing something. To be honest, I assumed that translanguaging is a kind of translation and using Turkish. I also wondered why they bothered so much to clarify that simple issue. Now it is clear in my mind. Translanguaging is much more than that. “RJ” (Selin)

I already stopped behaving like a hellhound saying Only English! No Turkish! But translanguaging practices made me aware that I was utilizing Turkish because I felt desperate and now I integrate Turkish, the stronger language, into my lessons more consciously and also use English more effectively. There is a strategy for using both of the languages and now it is not haphazard or out of despair but strength. “RJ” (Hasan)

From the middle of the training on, the translanguaging-aware users who had utilized translanguaging practices for reading skills began to implement translanguaging practices for four language skills including syntax and vocabulary. “VEO” Having applied translanguaging practices for all these skills, translanguaging-aware users realized that translanguaging practices facilitated the teaching process by saving them time for meaning-making instead of wasting time on delivering motivation talks. Meva underscored the facilitative role of translanguaging by saying *“I do not have to talk about the importance of English almost every lesson. We just greet each other and dive in the learning process. I have not experienced this enjoyment before.”* Furthermore, they started to develop a critical approach to their English teaching approach. For instance, Selin stated in the second while-training interview: *“In order to reach the target, we use course books, curriculum and other materials in a planned way. We should use Turkish in a planned way, too. Is Turkish our weakness? Is using Turkish weakness? I used to*

think so now I see that it is my strength if I use it in a planned way.” In a similar vein, Lale expressed her criticality by questioning her teaching approach:

Language is a communication tool. It is clear that we should make use of anything at our disposal. Hesitating about using Turkish seems to be ignoring my students’ strength. My students learn better and enjoy the lessons and participate if I have a strategy and use both of the languages purposefully.
“RJ”

Metin also stated: *“Turkish, the strong language, is not there just to switch back when things do not go as planned but help to understand the topic better and translanguaging space provides this room. Languages co-help while we are trying to get the meaning and convey the meaning.”* The quote implies that the translanguaging-aware users came to realize that translanguaging practices play a facilitative role in digesting and processing information. However, Hasan started to question the efficiency of translanguaging for competent and expert bilinguals by stating: *“This pedagogy is definitely beneficial for beginners. But I am not sure about its efficiency for advanced learners. They might prefer being exposed to English more.”* This quote also implies that the process of developing translanguaging pedagogy is not linear, rather a discursive process by which teachers are confronted with challenges. Based on third while-training and post-training interviews and discussions on CANVAS and reflective journals done towards the end of the training, the translanguaging-aware users did not approve of their former only-Turkish user identity or both-language user with reluctance identity. They realized that they had been deprived of their strength and so were the students.

“Systematicity matters. There is no room for despair. Your strength can help you improve your developing skills. Translanguaging presents this clearly.”
(Metin)

“Translanguaging shows us how to make peace with classroom reality and increase motivation, participation in the lessons and make teaching and learning process effective. I carry out bilingual practices loud not behind closed doors anymore.” (Selin)

Meva, who used to have a both-language user with reluctance identity, also did not approve of her old sense of guilt and developed a sense of proud in the third while-training interview by stating:

“Translanguaging helped me discover my strong sides and my students’ strong sides, thus building on these strengths. If we have two languages at our disposal, it is logical to use both so as to achieve the goal. Being able to use the strong language, Turkish, enables me to create an ideal learning environment for my students, which makes me feel proud as a teacher.”

However, the translanguaging-aware users considered translanguaging pedagogy ideal only for the students who are emerging bilingual having low proficiency at the language they are developing. Hasan, for instance, stated:

I was impressed when I saw that every student was engaged in the lesson and they were all cooperating and developing their English better than ever. But their level is low. Translanguaging seems to be ideal for the students at low levels. “RJ”

Likewise, Lale delineated the positive impact of translanguaging pedagogy on emerging bilinguals by stating:

Translanguaging practices helped my students who are at the beginning level in English feel comfortable and more students could increase their performance in four language skills. “RJ”

This scaffolding view of translanguaging practices pushed these INSET trainees to question the efficiency of translanguaging practices for students who are competent and/or expert bilinguals. In this regard, Hasan, for instance, questioned the impact of translanguaging on the students who are competent bilinguals by stating **“There are fluent students in English although there are few of them. Does translanguaging appeal to them? I am not sure because they might not need Turkish or they might not prefer using Turkish. But I am sure that translanguaging is ideal for students who are at lower levels.”** Lale also expressed: *“Three of my students are really good at English. They did not give any negative reactions but I think it would*

be better for them to be engaged in only-English activities. Their gain could be more then.” In this regard, they continued prioritizing the competence in the target language by putting it at a higher position hierarchically. They solely focused on the scaffolding role of translanguaging practices. In this parallel, Selin expressed: *“My students developed their English thanks to translanguaging practices. I enjoyed seeing my students talk in English and make presentations in English.”* In this sense, the translanguaging-aware users stopped feeling frustrated on account of being unable to teach effectively and started to enjoy classes in which all of the students are active and participate in the lessons and develop their English. In this regard, Metin expressed: *“In the future, I will continue using translanguaging practices for my students who are at A1 and A2 levels.”* Likewise, Meva stated in the post-training interview that *“Translanguaging practices are great for my students who are developing competence in English because they feel recognized and appreciated. They understand better and make products.”* Translanguaging-aware users, in this parallel, tend to prefer applying translanguaging practices for students who have lower proficiency in the target language while they have reservations about the impact of translanguaging on the competent and/or expert bilingual students.

The above observations indicate that the translanguaging pedagogy seemed to be optimal alternative for translanguaging-aware users while teaching students who are at lower levels. Further; they became more conscious of strategic, purposeful and planned use of bilingual texts. Therefore, they started to redefine their roles as follows.

b) From puppeteer to co-driver

Early in the training, the translanguaging-aware users tended to provide some space for students by believing that students should practise the topics they have covered in the lessons. Metin, for instance, expressed:

I provide students with texts which students have to memorize and then they act their roles out in front of the class. “RJ”

Similarly, after having presented the text and assigned roles to the students, Meva asked them to memorize the text and act the dialogue out in front of the class. “OBS” Hasan also described himself as a student-friendly teacher who allows students to be active by having them memorize simple texts: *“I am the teacher who spends lots of effort to make students active by using dialogues in which they have to just change some names so that they will make no mistakes and talk. I encourage them to act these dialogues out and so they become active. I am on students’ sides.”* From the middle of the training on, Lale started to criticize their practices in which students act the controlled dialogues out but do not have a chance to process and digest the information by making use of their full linguistic repertoire by stating *“Giving students the texts and asking them to act them out used to seem to make students active at first look. But, they are actually just parroting. We are talking about languaging. So we and our students should make meaning and also they should have freedom to make mistakes.”* Likewise, Selin criticised her teaching which does not allow deep learning by expressing *“Writing is actually more than just replacing the foreigner names with Turkish names. Maybe students can write paragraphs in a correct way. But we do it in a superficial way. For deep learning, they should think, help each other and make mistakes. I am here to help them find the correct way.”* Having heightened awareness of their students’ puppet roles, the translanguaging-aware users began to favour deep learning in order to promote learner autonomy. In this regard, Hasan expressed:

Students should not imitate the texts or their teachers’ words. They should add something to the task from themselves by analysing and synthesizing the information. We as teachers should make them feel that we are by their sides.
“RJ”

In a similar vein, Metin started to favour mental activation not just physical activation by stating *“having theatre shows is entertaining but not enough for me anymore because I see my students can have the potential to write the script themselves and adapt the topic to their environment.”* These changes were indicative of supporting learner autonomy as they realized that they had made students active

without ensuring deep learning. In the post-training interview, Selin expressed: *“Students do not need perfect teachers but they do need helpful teachers who walk along with them on the same path and make the students excited about learning and coming to school.”* This quote implies that translanguaging-aware users opt for giving autonomy to their students in their learning process by exciting them and relinquishing their dull perfectionist manner. In this regard, translanguaging-aware users began to regard their roles as co-drivers who guide along the learning journey sitting by their side instead of enjoying their perfect-looking puppet show. They also started to perceive their scope of bilingualism in a different way as follows.

c) From semi-bilingual to competent bilingual

This theme focuses on the translanguaging-aware users’ perceptions of the scope of their bilingualism.

Early on in the training, the translanguaging-aware users defined themselves as a semi-bilingual teacher in accordance with her perception of bilingualism which means having native-like command in both of the languages. Hasan, for instance, complained that he could not achieve native-like competence in English by stating:

I started to learn English at the age of eleven. As a result, I have not been able to be the same as the native speakers. “RJ”

Selin also showed a similar orientation by portraying herself as a teacher who uses English at a limited level and labelling herself as a semi-bilingual by expressing:

I define myself as a semi-bilingual. I am an English Language Teacher and use English in teaching process. I also use English in my projects for communicating with my foreign colleagues. “RJ”

In a similar vein, Metin expressed that **“I do not think that I am a bilingual. In fact, to teach English is my job, I am deeply interested in and determined to being competent in the language. I do not have enough competence to use the language in the way a native speaker uses the language in its own nature. On the other hand, I can read, write, speak and listen in two languages well. Therefore, we can also say that I am half of bilingual. ”**

Towards the end of the training, the translanguaging-aware users started to reconceptualise bilingualism as dynamism triggered by integration of both of the languages and quitted compartmentalizing languages for different areas of use, thus moving away from idealizing the native-like competence as a yardstick. For example, Metin highlighted the necessity of bringing the languages together in meaning making process, which developed both of the languages by stating:

Turkish and English should be in the learning process because we can understand better and improve both of the languages. “RJ”

In a similar way, Lale expressed: *“We have perfect command of Turkish and good command of English in some areas. Taking advantage of our stronger side makes us more competent in our relatively weaker side.”* The translanguaging-aware users’ reconceptualization of bilingualism as dynamism led them to regard Turkish as a resource to be benefited rather than a hindrance, which boosted their bilingualism by eradicating the inadequacy perception. Meva, for instance, redefined bilingualism as **“bilingualism is having two languages in the language repertoire and making use of the languages whenever the people need them.”** At the end of the training, Lale defined bilingualism as **“being bilingual means being able to use both of the languages in order to meet needs.”** Having re-defined bilingualism as dynamism, the translanguaging-aware users tended to define themselves as competent bilinguals. Hasan stated that **“I am pretty good at using both English and Turkish. So, I can say that I am a competent bilingual teacher.”** In a similar vein, Selin defined her level of bilingualism as **“competent”** by stating **“I am capable of using both of the languages in a wide range of areas in addition to teaching. So, I am competent.”**

The above observations show that the translanguaging-aware users’ perception of bilingualism has changed, which led them to re-define their scope of bilingualism from semi-bilingual to competent bilingual. In addition, they started to reconsider their purpose of teaching as follows.

d) From native-like competence to communicative competence in the target language

This theme focuses on for what purpose translanguaging-aware users chose to teach English.

Early in the training, the translanguaging-aware users were so much concerned with achieving native-like competence in that they wanted their students to speak as fluently as native speakers. Meva, for instance, expressed that *“I want my students to pronounce and speak just like a native speaker so I try to pronounce words just like a native speaker.”* Similarly, Hasan regarded achieving native-like competence as a core aim by stating *“In fact, all we do is to help students become just like native speakers at the final stage. Especially we will be so proud if we can see our students can talk in English as fluently as native speakers.”* As evidenced by their ideas in their reflective journals, the translanguaging-aware users began to criticize their old teaching purpose towards the end of the training. Metin stated:

I want my students to be able to communicate in English. They do not have to be like native speakers and there is no need for forcing them to be just like native speakers. Instead, I should ease the process by helping them to make meaningful conversations for real purposes instead of making the process harder by forcing them to act artificial dialogues out. “RJ”

Similarly, Selin raised awareness about intelligibility by emphasizing:

We should focus on expressing our ideas and feelings in an understandable way. The pronunciation does not have to be British. We should help students express themselves in English. ”RJ”

In the post-training interview, translanguaging-aware users described their purpose of teaching as enabling students to have communicative competence in the target language by prioritizing intelligibility. Meva, for instance, expressed that *“language is for communicating and my target will be able to make students communicate. They do not have to sound like a British person but they should convey their messages in a way that the listener can understand. If they can achieve it, then I*

can say I have realized my goal.” Likewise, Hasan foregrounded intelligibility to realize communication instead of aiming at achieving native-like competence by stating “My target while teaching English is to enable students to communicate easily in English. Every word they uttered does not have to be advanced words, or they do not have to use idioms in their talks, but my students should be able to get their messages, opinions, emotions across in such a way that communication can take place.”

The above observations reveal that the translanguaging-aware users began to aim at developing communicative competence at the target language by prioritizing intelligibility rather than expecting students to emulate native speakers.

4.3.3 The case of translanguaging-inspired users. *Translanguaging-Inspired User Identity* is used to describe the INSET trainees whose while and after-training experiences triggered a drastic change in that they regard translanguaging practices as catalyst. The reasons behind this change share a common ground for the teachers in this category. Five out of 12 INSET trainees were categorized as having *Translanguaging-Inspired User Identity*: Sevgi, Dilan, Bade, Ferid, and Nilay. The Figure 16 presents the common characteristics of Translanguaging-Inspired Users.

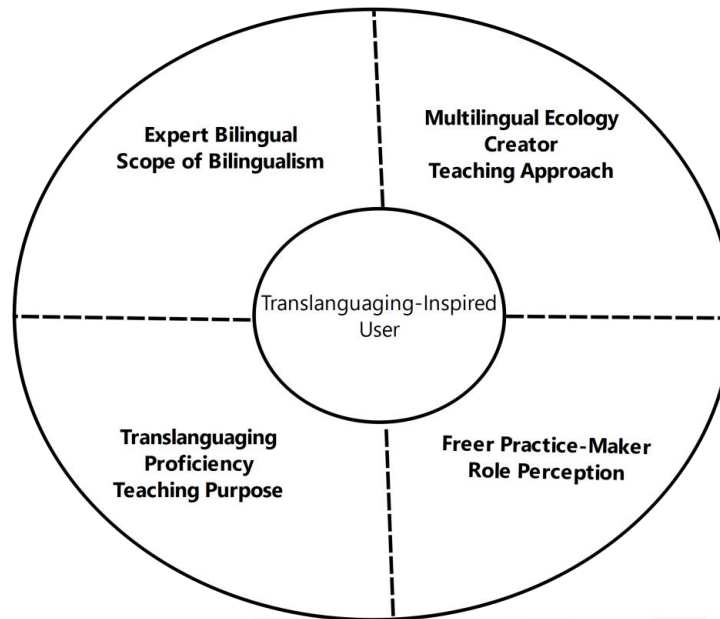


Figure 16. Characteristics of translinguaging-inspired users

INSET trainees whose identities were described in this category regarded translinguaging practices as optimal for language teaching at all levels and a turning point for their teaching careers in order to meet every student's needs and engage them all in teaching and learning process. Translinguaging-inspired users favour strong translinguaging and tend to utilize full linguistic repertoire of students by crossing the boundaries between the named languages, thus engendering creativity and criticality with a humanistic view.

a) From rigid separation of languages or voluntary divergence from rigid separation of languages to multilingual ecology creator

Early on in the training, translinguaging-inspired users were enthusiastic about implementing translinguaging practices. Although Sevgi, Dilan, Bade and Ferid seemed to have entered the training with a sceptical view of the dominant monolingual ideology, Nilay seemed to have entered the training with a transmitter view by not questioning the superordinate status of prevalent monolingual ideology and her role as evidenced by the ideas she expressed in the first while-training

interview: *“During my secondary and high school years, all of our lessons including Maths, Physics, Biology were all in English. At university, it was all in English and we were taught to use only-English. Now I have been teaching English for 21 years and I have always boasted about my teaching practices so far by following only-English policy. I have not questioned even its efficiency, the idea, the philosophy behind this practice. It is clear that I have taken it for granted because my teachers and ELT books have told so.”* She raised awareness of her conformist approach to prevalent monolingual ideology and quitted her subservient stance after having applied translanguaging pedagogy for two weeks by treating her professional responsibilities critically:

Today, the principal told me that he wanted to talk to me in his office. I felt nervous because there seemed to be no reason for such a face to face talk. I thought that there was a problem. Yet, he thanked me and told me that he had had phone-calls from parents wondering what the teacher did to make the students so keen on learning English. He congratulated me on my performance. This is my second week when I applied translanguaging pedagogy. I had already observed that whole class participated in the lesson in the first week when I applied translanguaging pedagogy. I understand that I should not teach just to be biblically correct in order to meet the requirements of best teaching dictated by my teachers and ELT books but I should teach in order to meet my students’ needs and requirements. I have experienced whole participation in my life for the first time. It was a great feeling. From now on, I will deliver all my lessons by using translanguaging practices.

Translanguaging pedagogy is a milestone for me. “RJ”

As for Sevgi, Dilan, Bade and Ferid, who flouted monolingual practices deliberately in order to respond students’ needs, they were sceptical about monolingual ideology early in the training. Sevgi, for instance, delineated her scepticism about only-English ideology: *“I have never regarded only-English policy as a complete recipe although we are told and required to obey this rule by authorities because the classroom environment shows that it is artificial, unnatural and inefficient.”*

Similarly, Dilan rationalized her dissident stance by stating: *“I prioritize students’ needs and opt for natural way instead of following fake and artificial way. I know Turkish and so do my students. I cannot feign as if I do not speak Turkish. So, I cannot tell my students to pretend as if they do not know Turkish.”* Incited by this stance, early in the training the translanguaging-inspired users expressed their contentment in that translanguaging practices showed that their ideas arising from classroom realities were worthy of much credit in contrast to the top-down imposed monolingual ideology.

Furthermore, the translanguaging-inspired users stressed the enjoyment stemming from strategic and purposeful use of both of the languages replaced their worries about being able to apply translanguaging pedagogy correctly as they gained competence in implementing translanguaging pedagogy. Bade, for instance, expressed: *“Having clearly understood that translanguaging is different from just using Turkish in the lesson, I felt like a novice teacher. At first, I needed to refer to CANVAS and share my ideas with you (trainer). As of now, I am capable of integrating bilingual texts for reading, speaking, writing and listening activities and I am more confident and enjoy my whole participation and positive feedback from my students.”*

The translanguaging-inspired users expressed their dedication to employing translanguaging practices due to being able to motivating students to reach a goal by making a product and realizing deep-learning from middle of the training. Ferid, for instance, stated: *“Normally, we would read the text and answer the comprehension questions and I would focus on checking how well they could answer. Now, I myself got more indulged in the text and wondered the life in space and imagined myself as an astronaut. I had not done it before. I and my students did not just focus on doing the task properly. We went well beyond it. We kind of distilled every bit of information. My students learnt better and wanted to make research out of naturally-arising curiosity. My students wanted to make research about how to become an*

astronaut and lives of Turkish astronauts. It happened for the first time, too.” All of them mentioned that they continued reading the materials on CANVAS again and watching the videos on CANVAS and made research about translanguaging pedagogy. Nilay, to exemplify, stated: “Whenever I go online, I visit CANVAS and watch the videos and think about them again. I have already downloaded all the articles and I read them again. I think I will use them in the future too and share them with my colleagues. I surfed the Net two days ago and found out that there was a school applying translanguaging pedagogy in Turkey.”

From the middle of the training on, the translanguaging-inspired users began to allocate more time to student-to-student interaction and translanguaging space as they think that deep-learning occurs then and translanguaging space engenders creativity and curiosity. Bade highlighted the role of creating translanguaging space by saying *“I activated breakout rooms on my Zoom account. To see all the students active by allowing them to use all the languages at their disposal while discussing is great. I like this part because students came up with interesting ideas and coin new words like terribilastic, which is a mixture of terrible and fantastic and they use it for things which can be terrible sometimes and fantastic some other times. They think about one step further about the topic like creating a web page of our city’s traditional costumes both in English and Turkish.”* Likewise, Nilay stressed that translanguaging made her more creative. “RJ” In line with this, creativity tags appeared more in translanguaging-inspired users’ lessons than those of translanguaging-romanticised and translanguaging-aware users. “VEO”

Additionally, the students’ success at exams did not leave any question marks in their minds about efficiency of translanguaging pedagogy. For instance, Nilay stated in the second while-training interview: *“All of my students got at least 90 out of 100. They answered all the vocabulary questions correct and wrote well-*

organized paragraphs. We could just carry out controlled or guided practice and they used to just make some changes. That is it. Now, I see that the paragraphs are their own. They expressed their thoughts and ideas in an organized and impressive way.” In a similar vein, Dilan expressed the authenticity in students’ products:

Students used to memorize the key words and make presentations like presenting our school by following the script. This time, students drew a sketch of our school and presented our school to freshmen in Turkish on Zoom so that they would know more about our school and presented it in English by video-recording themselves for our E-twinning project. It was an original masterpiece. “RJ”

As the students produced this kind of authentic products, translanguaging-inspired users started to focus on unitary view of translanguaging not only in terms of named languages but also praxis, bringing the theory and practice together. The following quotes illustrate this unitary view:

“It is getting clear in my mind that if we remove the virtual boundaries between the languages and transform the potential into kinetic energy. They both become stronger and they come together when necessary and go apart when there is a need. Together, they are stronger. I can see that. We understand better and produce better. We do not confine the objectives to classrooms. Rather, the objectives come alive naturally when we translanguage.” (Ferid)

“Translanguaging makes my students think how they can apply the topic we covered to their lives. They automatically put into practice whatever we have covered bilingually. They prepare the products by using both Turkish and English and present it in Turkish for the ones who can speak only Turkish and in English for our Erasmus and E-twinning projects.” (Dilan)

Nilay, who used to believe she had to follow English-only policy for effective teaching, emphasized that translanguaging is a milestone for her in the third while-training interview by stating:

“Translanguaging has changed my life by showing me how to follow the natural course and it enabled me to enjoy teaching and learning fully. I will continue practising translanguaging pedagogy for my all lessons at every grade. In the past, I used to take pleasure from my 12 grade students’ success preparing for university entrance exam when they passed the exam. Now I enjoy the success of my students at every grade not just in terms of English but also making products and asking questions and being willing to do some things out of curiosity.”

Furthermore, Nilay reconceptualised students’ role by naming them contributors instead of the ones who participate in the lesson by stating:

My students widen the scope of the lesson and I myself learn something new from my students. So I do not ask any more who want to participate in the lesson. Rather, I ask who wants to contribute to the lesson. “RJ”

Likewise, Bade became more conscious of the students’ teaching role by deploring:

I have Somalian students in my class but I have never thought of making use of their language and culture. I will ask my Somalian students to integrate their language and culture into our lessons, which will definitely enrich the lessons. “RJ”

Feeling to have been enlightened by translanguaging pedagogy, the translanguaging-inspired users regarded using a wide range of techniques and strategies in line with translanguaging pedagogy as optimal for language learning and more humanistic and contemporary by providing democratic and flexible classroom environment. Bade, for instance, stated: *“Translanguaging is in line with the conditions of today’s world where people go from one country to another due to various reasons and experience different cultures. Nobody wants to forget their language and replace it with another. Now there are different students speaking different languages from different cultural backgrounds. Translanguaging unites all by utilizing all these languages and shows us the power of being able to combine all of these and creates a democratic, humanitarian and contemporary classroom atmosphere.”* This unitary and

humanitarian view of translanguaging practices enabled these INSET trainees to enrich their classes by using other languages in which students are developing competence in order to enable deep learning by removing the boundaries between the languages. Bade, for example, stated: *“I myself feel enlightened about many aspects of difficulties students have had and I also could have learnt many things earlier and more effectively if I had used translanguaging when I was a student.”* Nilay also highlighted her eager to include other languages in the meaning making process, which could trigger creativity by stating **“The students are learning French at our school and I asked my students to utilize French while introducing our city on Padlet. I am sure that their knowledge in French will add up to our product and their creativity.”** Bade also expressed *“There are Arabic students at our school where our students have also been learning German. I will also integrate these two languages into my lessons.”* Ferid, who is a polyglot, favoured integrating other foreign languages students had been learning after having realized his language learning process was in line with translanguaging pedagogy by stating:

I myself learnt French by taking advantage of English and Turkish and later I learnt Spanish by making use of French, English and Turkish and felt enlightened about my unfounded practices. “RJ”

In this parallel, the translanguaging-inspired users tended to transform the status quo about language teaching by integrating full linguistic repertoire of the class into the teaching and learning process on purpose, thus prioritizing more humanistic and emancipatory classroom environment. In the post-training interview, Bade stated: *“Translanguaging increased my students’ performance and widened my horizon in that any language is a resource which should exist in language-learning process. It shows that you as a teacher value all the languages and provide more humanistic, creative and freer atmosphere so that the inner power can surface.”* Sevgi also highlighted that translanguaging aligns with complex process in language learning and teaching by stating *“While we are having lessons in which we conduct translanguaging pedagogy, the class looks like a chaotic place in which there are*

separate groups independent from each other but at the end they come together and produce something bigger like different rivers pouring into the same sea.” In addition, Nilay stressed her heightened awareness about complex nature of language learning and teaching thanks to translanguaging by expressing “*Translanguaging made me aware that language learning and teaching is like a roller coaster. There are ups and downs. It is not a routine, sterile process.*” That is, the translanguaging-inspired users dare to reorder their professional priorities by adopting positive attitude towards making use of full linguistic repertoire of the students and they focus on gaining understanding and having experiences shaped by creating multilingual ecology not just bilingual ecology, which reflect their newly-adopted view towards language learning and teaching.

The above observations show that the translanguaging pedagogy has been a breakthrough for translanguaging-inspired users. Hence, they started to redefine their roles as follows.

b) From knowledgeable role-model to freer practice-maker

Early in the training, the translanguaging-inspired users defined their roles by putting students at the centre of teaching and learning process and they highlighted that they prioritised students’ needs and interests. Bade, for instance, defined teachers’ role through the students’ perspective by stating:

Teachers’ first and foremost responsibility was to appeal to students’ interests and create a friendly environment for students to learn English. “RJ”

They also desired to be a knowledgeable role model for their students. In this regard, Nilay emphasized her life-long learning desire by stating:

I keep on learning and improving my teaching practices by taking part in in-service trainings face to face or online organized by National Ministry of Education although I have been teaching English for twenty one years. I always want to keep up with the latest developments so as to be an admirable role model for my students. “RJ”

In a similar vein, Dilan described herself as a role model for her students by stating: *“I always try to improve myself. I think that teaching means learning and we should keep on learning. My students ask me why I am working so hard because they think that it is not necessary and they say that I have a job and earn money and I answer this question by saying that it is not about earning money and we should continue learning and do our job in the best way possible. I do not want to be out of date and I want to deliver my message by my behaviour and with words.”* From the middle of the training on, translanguaging-inspired users started to allocate more time for translanguaging space in which translanguaging objectives are carried out. “VEO” In addition, translanguaging-inspired users regarded creating translanguaging space as a furnace in which peer learning takes place in such a good way that creativity comes out after all the information regardless of named languages have been digested. Ferid, for instance, started to regard peer learning as a great opportunity by stating *“I should spend more time on student to student interaction because they learn much more from each other and translanguaging space boosts this positive effect by removing language restriction.”* Likewise, Bade started to redefine her role by expressing *“Trying to be a role model implies that I am the only source or ideal source of learning. But I see that students also learn from each other and surprisingly even better.”* Having questioned their roles, the translanguaging-inspired users began to lead students to carrying freer practices about the objectives of the unit by reducing their lecture time and increasing the allocated time for translanguaging space. “VEO” In the post-training interview, Bade expressed: *“Translanguaging pedagogy showed me that we assume that we are students’ idealized role models or we should be so but there is something we do not do actually. Thinking! We do not think actually. We take it for granted but we do most of the things without questioning and thinking. As we do not really think, we do not create spaces in which students can really think and produce their products. As a teacher, we should ensure this space for thinking and creating. Actually, it is a must.”* Translanguaging-inspired users seem to move away from idealizing themselves as role models to creating spaces in which students can conduct freer

practices, thereby displaying their creativity. In this parallel, Dilan, for instance, delineated her newly-emerging role as freer-practice maker by stating: *“Students need to interact with each other so that they can think and create things. We as teachers should provide them with these opportunities. Guides and models can be restrictive and we can also be restrictive if we idealize ourselves as role models. Thus, I will focus on enabling students to discover things for themselves.”* Nilay also described herself as a freer-practice maker by delineating her newly-adopted role as a “conductor.” She expressed: *“I felt like a conductor in the lessons I had applied translanguaging pedagogy, everyone carried out their task both independently and in harmony. It made me feel great as a teacher.”* This quote implies that translanguaging-inspired users started to move away from one size fits all approach and appreciated uniqueness of each individual and thus ensured freer practises in their own right which enrich the lessons with different colours through translanguaging pedagogy. In this regard, translanguaging-inspired users started to prioritize translanguaging space in which students make use of their full linguistic repertoire in *explorar* and *evaluar* phases of instructional design and provide students with more time in *presentar* and *implementar* phases of instructional design so as to enable students to implement their freer practices. They also started to perceive their bilingualism in a different way as follows.

c) From bilingual to expert bilingual

This theme focuses on the translanguaging-inspired users’ perceptions of the scope of their bilingualism.

Early on in the training, the translanguaging-inspired users defined themselves as bilingual teachers in accordance with their perception of bilingualism. While almost all of the translanguaging-inspired users defined bilingualism as being able to communicate in two languages, Nilay perceived bilingualism as achieving native-like competence in the target language. Yet, all of the translanguaging-inspired users labelled themselves bilinguals. Sevgi, for instance, enjoyed her bilingualism by expressing:

I can express my thoughts, my feelings in both of the languages easily. We take part in national and international in-service trainings. I have no difficulty in communicating. “RJ”

Nilay also boasted about her achieved native-like competence in English by stating:

Whenever I go abroad or communicate with my foreign colleagues, they praise my competence in English and even some of them take me for a native speaker. “RJ”

In a similar vein, Bade expressed that **“I think that I am a bilingual. I can convey my ideas, my thoughts and my feelings.”**

Towards the end of the training, as the translanguaging-inspired users integrated the languages in a planned and purposeful way, they reconceptualised bilingualism as dynamism in which languages develop each other. For example, Ferid highlighted that translanguaging heightened linguistic awareness of students by stating:

In the class, one of the students helped other students to differentiate where to write the “de” in Turkish at the end of the word and where to write separately by giving examples from English. I am at home. “De” in this sentence refers to “at”. Then, it is added to the very end of the word. I love you, too. “De” in this sentence refers to “too”. Then it is written separately. “RJ”

Being delighted by students’ shuttle between the languages and heightened linguistic awareness, the translanguaging-inspired users’ reconceptualization tended to regard themselves as expert bilinguals who create rooms for students to dive deep in learning. Bade stated that **“I am expert at using both of the languages because I provide students with space in which they can use the languages creatively and go beyond mere communication.** In a similar vein, Nilay defined her level of bilingualism as “expert” by stating **“I enable students to focus on meaning-making and producing. Students come up with products by using all of their knowledge and thinking. Translanguaging made me an expert bilingual in this sense, revealing the third power, creativity by making use of all the languages at disposal.”**

The above observations reveal that the translanguaging-inspired users started to perceive themselves as expert bilinguals who can foster creativity by going beyond mere communication. In this regard, they also started to reconsider their purpose of teaching as follows.

d) From communicative competence in the target language to translanguaging proficiency

This theme focuses on for what purpose translanguaging-inspired users chose to teach English.

Early in the training, the translanguaging-inspired users seemed to have entered the training by aiming at communicative competence in the target language. Bade, for instance, expressed that *“Students should be able to speak in English in order to express their thoughts and feelings.”* Likewise, Nilay regarded achieving communicative competence as the main purpose of her teaching by stating *“if my students feel comfortable while talking English, it means I have realized my purpose.”* As evidenced by their ideas in their reflective journals, the translanguaging-inspired users began to gain insight into the strength of creating a multilingual ecology in order to foster creativity. Dilan stated that integrating other languages at students’ disposal could enrich the learning process and widen students’ horizon. Thus, she planned to allow students to use German, which is their second foreign language. “RJ” In a similar vein, Nilay expressed her desire to integrate another foreign language students had been learning by highlighting *“Including French will enhance students’ awareness and curiosity.”*

In the post-training interview, translanguaging-inspired users went beyond a competence-bound definition of English language teaching by emphasizing their responsibility to raise students’ critical consciousness and foster their creativity. Thus, they foregrounded translanguaging proficiency by being able to utilize whole

linguistic repertoire in a systematic and purposeful manner. Bade, for instance, expressed that *“I will integrate German into our lessons because students have been learning German in our school. It is the second foreign language. In addition, German will create new areas for us to discover and create different products. There are some students who are interested in Korean, too. They follow Korean series and learn Korean. Including Korean will definitely enhance learning process by adding a new colour.”* Likewise, Ferid stressed that integrating all of the languages in a planned manner would contribute to students’ learning process by stating *“I will integrate Arabic into my lessons because there are students from Syria and I am sure it will further my students’ creativity and awareness of foreign languages.”*

The above observations show that the translanguaging-inspired users began to aim at developing translanguaging proficiency by integrating all the languages at disposal, thus engendering criticality and creativity, which signals that translanguaging-inspired users are becoming *translanguaging-wise(r)s* who go beyond the boundaries between the names languages and also semiotic and cognitive resources.

4.4 Findings about the Third Research Question Addressing What Factors Are Involved In the Process of These Teachers’ Identity Reconstruction

Data attained from in-class observations and video-enhanced observations, while-training interviews (one in the beginning, one in the middle and one towards the end), a post-training interview with each of INSET trainees, reflective journals and discussions on LMS CANVAS were analysed in order to answer the third research question:

- c. What factors are involved in the process of these teachers’ identity reconstruction?

Analysis results indicated that various factors have a role in the identity reconstruction process of the INSET trainees as *Translanguaging-Romanticised Users*, *Translanguaging-Aware Users* or *Translanguaging-Inspired Users*. In the current study, the main influential factors were explored as: (a) personal characteristics (b) contextual factors (c) psychological factors. Findings of the current study indicated that the INSET trainees' personal characteristics seemed not to be independent of their identity reconstruction process. Additionally, findings revealed that interaction with students, working environment including colleagues, school administration and parents as well as overarching context encompassing curriculum and educational policy had either strengthening role or constraining role in the INSET trainees' identity reconstruction process during and after the training. Each of these factors had a varying effect on the INSET trainees' identity reconstruction process. It was found that overarching context was described as constraining for the INSET trainees, whereas interaction with students was delineated as having a strengthening impact. The working environment was delineated as having either constraining or strengthening role. It was also identified that there were three psychological factors involved in the INSET trainees' identity reconstruction process. The psychological factors and their relationship to contextual factors and personal characteristics are summarised in Figure 17.

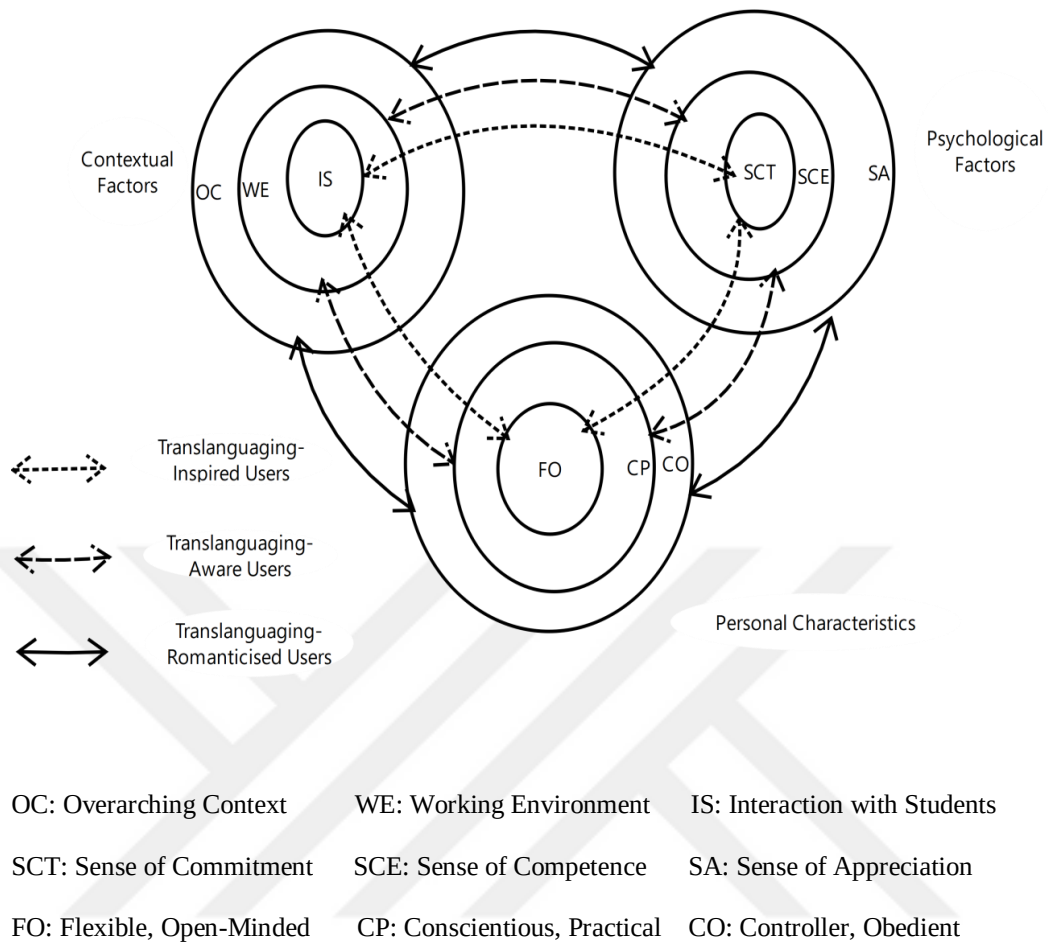


Figure 17. Influential factors in the INSET trainees' identity reconstruction process

To have an exhaustive picture of the changes in the INSET trainees' identities, the result for the third research question is given together for each case. The case of *Translanguaging-Romanticised Users* is given first in the next section, followed by the case of *Translanguaging-Aware Users*. Afterwards, the case of *Translanguaging-Inspired Users* is presented. Data attained from semi-structured interviews are *italicised*, whereas data from LMS CANVAS are in **bold**. Quotations extracted from the INSET trainees' reflective journals are marked "RJ". Data gathered from in-class observations are marked "OBS", while those from video enhanced observations are marked "VEO".

4.4.1 The case of translanguaging-romanticised users. The main influential factors which led two of the INSET trainees to have translanguaging-romanticised user identity were induced as (a) personal characteristics, (b) contextual factors, and (c) psychological factors. These factors leading these INSET trainees to become translanguaging-romanticised users share a common ground. First, their outstanding personal characteristics are presented below.

a) Personal Characteristics

How translanguaging-romanticised users perceive themselves as a person was seen to be similar to the way they perceive themselves as a teacher. In this regard, the translanguaging-romanticised users' personal characteristics seemed to have an impact on their identity reconstruction process. This impact was sometimes seen on their behaviours towards students and it was sometimes observed on their self-perception as an English Language Teacher, as evidenced in their statements. In this regard, Eda and Tulin, who have translanguaging-romanticised user identity, foregrounded their desire to keep everything under control. Eda, for instance, expressed:

I am a person who likes seeing things under control. I do not want to lose the control of the things which I am doing. "RJ"

Similarly, Tulin stressed her vulnerability out of fear of losing the control by stating:

I easily get demotivated and worried and stressful if things which I have not anticipated or planned take place. In this case, I get perplexed and freeze. I just cannot keep things going on. So, I should have the total control of the things in the classroom because this is my nature. "RJ"

In addition, Tulin expressed in the first while-training interview: "*Unexpected things or even surprises make me feel nervous. I feel comfortable while following my routine.*" She also asked students to keep the pair work and /or group work shorter. "OBS" This tendency continued throughout the training although students started to spend relatively more time in pair or group work. "VEO" In a similar vein, Eda

highlighted that she enjoyed her routine in the third while-training interview by expressing: *“I like doing the regular things at fixed times and in a fixed manner. It makes things easier.”* These INSET trainees’ inclination to have control over the things they carry out might have led them to be authoritarian, which was challenged by translanguaging pedagogy creating rooms for creativity and criticality by breaking routines and aligning classrooms with their complex and dynamic natures. Eda also stressed her discontentment with uncertainty by stating: *“I hate the moments when things do not seem to be clear.”* The quote implies the intolerance for uncertainty, which might impede creativity.

Furthermore, these two INSET trainees describe themselves as obedient. In the third while-training interview, Tulin, for instance, stated: *“I do whatever I am told to do by elder people or the people I love in my life.”* Likewise, Eda expressed: *“I carry out my responsibilities in my life without questioning them. If it is my responsibility, I do it.”* These INSET trainees’ obedient characteristic is possible to make it more difficult for translanguaging-romanticised users to develop criticality.

In this regard, these INSET trainees’ obedient and control-favouring personal characteristics seemed to have affected their identity reconstruction process as translanguaging-romanticised users. Along with these personal characteristics, contextual factors seemed to have a role in translanguaging-romanticised users’ identity reconstruction process as follows.

b) Contextual Factors

Although the translanguaging-romanticised users described their contact with students as a strengthening factor in their newly-emerging identities, they reported that students played the least powerful role in this process. In the second while training interview, Eda, for instance, expressed: *“I felt great when I had positive reactions from my students but they are the last link of the chain.”* Similarly, Tulin stated: **“Students ‘enjoyment is of course important because their positive**

remarks encourage me to a certain degree. But my primary responsibility is to realize the goals in line with the curriculum because there is a reality: exams. ”

Translanguaging-romanticised users also highlighted that working environment is competitive and lacking in trust. Eda, to exemplify, stated:

I work at a school where students study hard for university entrance exams. I have to help them to pass this exam. I am all alone in this struggle. There is no cooperation and coordination among teachers. Rather, they regard each other as rivals. “RJ”

Tulin highlighted the competitive environment by stating:

Everybody works to boast about their students’ success and so I have to work hard and even compete with my colleagues because nobody trusts each other. This makes me tired but I have to do it so that I can talk about my performance at the end of the academic year. “RJ”

This competitive working environment seemed to have a constraining impact for translanguaging- romanticised users during their identity reconstruction process. Thus, they tend to regard the authorities in their working environment and overarching context as the most influential factors. Eda, for instance, stated in the post-training interview: *“As long as I do not get support from my principal or it is not recommended by National Ministry of Education, it is really hard for me to implement translanguaging pedagogy in the most of the lessons.”* Likewise, Tulin stated: *“If authorities at National Ministry of Education do not approve of my practices, my practices will have no meaning even though I witness their efficiency.”* This quote also implies the constraining role of the overarching context for the translanguaging-romanticised users. The above observations indicate that translanguaging-romanticised users prioritize the overarching context. Also, there are psychological factors having an impact on translanguaging-romanticised users’ identity reconstruction process as follows.

c) Psychological Factors

These INSET trainees developing translanguage-romanticised identity attached much importance to a sense of appreciation for teaching. They put the appreciation of authorities at a higher position, which could boost their performance. Eda, for instance, expressed:

It is motivating when your principal praises your practices. Every teacher likes that. Even an inspector acknowledges my practices and my performance. Then I think I will be able to do more than what I can do now. “RJ”

In a similar vein, Tulin highlighted the role of appreciation from authorities in her teaching practices by stating:

If your practices are not welcomed by the principal or other authorities having higher status, you cannot do anything as a teacher. It would be like trying to behave like a heroine, tiring but in vain. “RJ”

Furthermore, these INSET trainees aimed at feeling that their teaching worth was not questioned by the colleagues, parents in their working environment and especially by the authorities in the overarching context. Tulin, for instance, stated in third while training interview: *“The things I do in the classroom should not be questioned or criticized by my colleagues at school or parents and everybody should be aware of the worth of my practices. I will be happy to hear parents say that they are satisfied with my practices in the class.”* Rather, they prioritized to be valued by the authorities in their working environment and overarching context so that their self-esteem would not be undermined. Eda, for instance, expressed in the post-training interview: *“If my practices are not confirmed or if I am not awarded or even praised due to my practices , that means everything I do has no meaning. I am a part of the system. The authorities in this system should encourage me somehow. Then I can feel complete and successful.”* Eda also expressed her appreciation for the design of the training by stating:

It became clearer for me that we got the training based on the translanguage pedagogy. The training itself was based on the translanguage pedagogy. I understand it now at the end of the training although you have not mentioned it. “RJ”

Being an important construct for translanguaging-romanticised users, Appreciation from authorities enables the translanguaging-romanticised users to feel successful and valued. Therefore, teaching awards, appreciation from parents and colleagues seemed to be the core drives for translanguaging-romanticised users to affirm their identities as a teacher.

4.4.2 The case of translanguaging-aware users. The main influential factors which led five of the INSET trainees to have translanguaging-aware user identity were induced as (a) personal characteristics, (b) contextual factors, and (c) psychological factors. These factors leading these INSET trainees to become translanguaging-aware users share a common ground. Initially, their prominent personal characteristics are presented below.

a) Personal Characteristics

Translanguaging-aware users' perception of themselves as a person was seen to be in line with their perception of themselves as a teacher. In this regard, the translanguaging-aware users' personal characteristics seemed to have an impact on their identity reconstruction process. This impact was sometimes seen on their behaviours towards students and it was sometimes observed on their self-perception as an English Language Teacher, as evidenced in their statements.

All of the translanguaging-aware users defined themselves as conscientious in that they want to carry out whatever they do in the best way possible. Selin, for instance, expressed:

By nature, I am a hard working person. I enjoy working hard and hate wasting my time. I want to improve myself in every walk of life. "RJ"

In a similar vein, Metin highlighted that he is hardworking and active by stating:

I am always busy at school or at home. To be honest, being busy makes me feel happy. I want to make use of every second of time. That is why, I am active. "RJ"

Furthermore, the translanguaging-aware users describe themselves as practical. Meva expressed in the first while-training interview: *“To reach goals, we should focus on the most efficient ways. So we can save time and energy.”* Likewise, Lale attached importance to being practical in the third while-training interview by expressing: *“Making things easier not harder has always been my principle. We should benefit from what we have as much as possible. It is the smartest way.”* Hasan also highlighted his pragmatic stance by stating: *“If something helps us to reach our target in our lives, we must not ignore them. Rather, we should definitely use them although they are not acknowledged by some because I think they will be appreciated sooner or later. That is the human nature.”* In this parallel, translanguaging-aware users tended to use bilingual text in order to improve competence in the target language. “OBS” They also tended to favour only English products rather than bilingual ones. “VEO” These INSET trainees’ pragmatic inclination to utilize the things at disposal in the most efficient way possible might have led them to regard translanguaging as scaffolding, which will ensure communicative competence in the target language.

In this regard, these INSET trainees’ personal characteristics – i.e. being conscientious and practical - seemed to have an impact upon their identity reconstruction process as translanguaging-aware users. In addition to their personal characteristics, contextual factors also seem to have an effect on their identity reconstruction process as follows.

b) Contextual Factors

The translanguaging-aware users delineated their interaction with students and their working environment as strengthening factors in their newly-emerging identities. Furthermore, they reported that they regarded their working environment as relatively more important. In the first while training interview, Meva, for instance, expressed: *“Positive feedbacks from students were encouraging but my colleagues at school motivated me to implement translanguaging pedagogy more.”* Similarly Selin

stated in the second while training interview: *“My students’ reactions towards translanguaging have been positive so far, which encourages me to keep on applying translanguaging pedagogy. My colleagues’ interest in this new pedagogy has been far more motivating for me.”* Likewise, Metin stated: **“Both my students and my colleagues welcomed translanguaging pedagogy. I enjoyed both applying translanguaging pedagogy in class and sharing my experiences with my colleagues and parents.”** Translanguaging-aware users also highlighted that working environment is supportive and collegial. Hasan, to exemplify, stated:

The school at which you work is so important that it can either increase your teaching efficiency or decrease it. Therefore, I am lucky to work with friendly and helpful friends. We support each other mutually and share our practices. It creates a positive atmosphere. This environment is more important than your environment in the class. “RJ”

Lale also described the collegial environment by stating:

During the break time at school or on Zoom we come together with my colleagues. We discuss our practices and talk about our good and bad experiences. We help each other to improve our teaching practices and also we support each other emotionally. We apply practices in the class and improve them by our discussions. My colleagues at school became interested in this pedagogy when I shared my experience in terms of translanguaging pedagogy. It was also great to be able to get their support while implementing this new pedagogy. I felt honoured while talking about this pedagogy. “RJ”

In addition to the positive reactions of the students, this supportive working environment seemed to have a more strengthening impact for translanguaging-aware users in their identity reconstruction process. Therefore, they tend to regard their working environment as a relatively more influential factor than their contact with students. In the post-training interview, Metin also stressed the incentive role of working environment by stating in the post-training interview: *“Education includes students, school and parents. So, the interaction among these factors is crucial.”*

Before class, there should be a positive climate among teachers, parents. I always feel the support of my colleagues at school. There is always mutual help. So, I shared my experiences with my colleagues. They supported me during this process and wanted to learn this pedagogy from me, too.” Yet, translanguaging-aware users highlighted the constraining role of the overarching context. Meva, for instance, stated: “Curriculum forces us to complete all the units in a limited time and suppresses our creativity.” Likewise, Selin expressed: “Authorities of National Ministry of Education expect me just to deliver the lessons and achieve the objectives superficially. They do not provide me with autonomy with which I can improve myself much better and create opportunities for deep learning.”

The above observations indicate that translanguaging-aware users attach more importance to the working environment than their contact with students, while they regard overarching context as a constraining factor. Yet, their collegial working environments in addition to their positive interaction with students seem to help them overcome the reduced autonomy. There are also psychological factors at play in their identity reconstruction process as follows.

c) Psychological Factors

A sense of competence was found to be indicative in the translanguaging-aware users' identity reconstructions process. Early in the training Hasan, for instance, expressed:

I want to do my job in the best way possible. So, I attach importance to my students' reactions and my colleagues' ideas because they can provide me with a clearer picture of my practices. If they acknowledge my practices, then it means I am on the right track. In other words, I can say that I am good at my job in this case. “RJ”

In a similar vein, Meva stressed the importance of the recognition of competence by her students and colleagues by stating:

We are here to teach students English and we do it in cooperation with our colleagues. When I have positive feedbacks from my students and also my

colleagues, I understand I deserve the money I earn and I do my job properly.
“RJ”

In addition, these INSET trainees felt more confident in their role as a teacher when their competence was recognized by parents. Metin, for instance, stated: *“Some parents called me and told me that they were happy with their kids’ improvement in English. Next day, I went to school more happily and delivered lessons more confidently.”* Translanguaging-aware users also felt more motivated when their teaching competence was recognized in their working environment. Lale expressed her encouragement in the second-while training by stating: *“My colleagues at school noticed the improvement in my students’ performance and increase in their interest, which made me feel honoured. Being praised by your colleagues is really motivating.”* Translanguaging-aware users highlighted that they would feel tense and insufficient on the condition that their teaching competence was not recognized in their working environment. In the post-training interview, Selin, for instance, expressed: *“I focus on delivering my lessons as efficiently as possible. My colleagues at school do know that. I feel the respect shown by them. I deserve to be respected by them. Actually, if I do not see their respect in terms of my teaching, I start to question my practices and feel stressful.”* Similarly, Hasan interpreted his translanguaging experience through his working environment perspective by stating: *“With my colleagues’ encouragement and interest, I do things much better. My experience with translanguaging pedagogy was one of them. I enjoyed applying this pedagogy and I enjoyed sharing this pedagogy with them. I felt like becoming a role model for my colleagues. It was great. I want to be this kind of teacher who is admired by parents and colleagues. This admiration is so important that you understand that your efforts are worthy.”* In this regard, the translanguaging-aware users felt more powerful and motivated once their teaching competence was recognized in their working environment. Thus, a sense of competence seemed to be an indicator for translanguaging-aware users to confirm their identities as a teacher.

4.4.3 The case of translanguaging-inspired users. The main influential factors which led five of the INSET trainees to have translanguaging-inspired user identity were induced as (a) personal characteristics, (b) contextual factors, and (c) psychological factors. These factors leading these INSET trainees to become translanguaging-inspired users share a common ground. First, their outstanding personal characteristics are presented below.

a) Personal Characteristics

How translanguaging-inspired users perceive themselves as a teacher was seen to be reliant on the way they perceive themselves as a teacher. The translanguaging-inspired users' personal characteristics seemed to have an effect on their identity reconstruction process. This impact was sometimes seen on their behaviours towards students and it was sometimes observed on their self-perception as an English Language Teacher, as evidenced in their statements.

All of the translanguaging-inspired users foregrounded their flexibility and boasted about being open-minded. Bade, for instance, expressed:

I have always been open to learning because learning never ends. I have always attached importance to different ideas in my life. Life is changing so we are changing, too. "RJ"

Likewise, Sevgi stressed her flexible nature by stating:

We are human beings and we should be able to adapt to the environment in which we live. Thus, we should refresh ourselves and approach things from different perspectives. I have been successful at doing this in my life so far. "RJ"

In addition, Nilay expressed in the first while-training interview: "*Learning is life long and developing is life long, too. We can never say that we have reached the optimum level. There are always things to be improved. So, I always welcome different ideas from mine.*" In a similar vein, Ferid was proud of being flexible and open-minded highlighted in the third while-training interview by expressing: "*I have*

always been open to new ideas and question them and test them for myself, which helps me improve myself a lot in every sense. This is my nature and I am really proud of that.” These INSET trainees’ flexible and open-minded characteristics might have led them to be multilingual ecology creator, which was engendered by translanguaging pedagogy creating spaces for creativity and criticality by shuttling between the languages and catching the classrooms’ complex and dynamic natures. Eda also underscored that flexibility had a positive impact in her life by stating: *“Since my childhood, I have never been stuck to one idea or one ideology. I have always questioned things around me and adapted myself to the latest developments.”* The quote also implies the facilitative role of flexibility for adaptation, which might help them have translanguaging stance earlier, thus accelerating them to create effective designs for translanguaging pedagogy. Furthermore, these INSET trainees allocated more time to the translanguaging space in which students achieve translanguaging objectives by shuttling between the languages. “OBS” They also favoured bilingual products as long as students justified their language use. “VEO” Thus, these INSET trainees’ flexible and open-minded nature is likely to enable translanguaging-inspired users to regard the language as multilingual and multisemiotic, thus favouring complexity.

In this regard, these INSET trainees’ personal characteristics seemed to have affected their identity reconstruction process as translanguaging-inspired users. Besides their personal characteristics, contextual factors also seem to have an impact on their identity reconstruction process as follows.

b) Contextual Factors

The translanguaging-inspired users described their working environment and overarching context as constraining factors. However, they described their interaction with students as a strengthening factor in their newly-emerging identities. Furthermore, they reported that the students’ feedback and reactions played the most important role in their self-perceptions and teaching practice decisions. In the first

while training interview, Nilay, for instance, expressed: *“All of my students enjoyed translanguaging pedagogy and they asked me to continue the lesson without a break.”* Likewise, Sevgi stated in the second while training interview: *“All the students were active and they continued talking to me about the lesson during the break time and they said that they enjoyed the lesson so much.”* In a similar vein, Dilan expressed: **“Students liked the translanguaging so much that I still continue implementing translanguaging pedagogy in our lessons although the training is over.”** Translanguaging-inspired users also highlighted that they felt job satisfaction due to students’ positive reaction to translanguaging pedagogy. Bade, to exemplify, stated:

All of the students in the class are so engaged in the activities that we do not even notice that the lesson is over. Everybody enjoys the lesson and so do I. This situation makes me happier than ever before. “RJ”

Ferid also described his interaction with students by stating:

We can continue our interaction after the lesson. Students kept on learning and discussing even after the lessons. Our interaction is not limited to lesson hours any more. The ones who could not have a chance to express their thoughts come and share their ideas even during the break time. I am so satisfied with their performance. “RJ”

However, they tend to regard their working environment and overarching context as constraining factors. Nilay stated in the post-training interview: *“Authorities and our school principal just expect me to carry out what is prescribed. Also my colleagues do not want me to do something extra. Before the exam week, my colleagues complained that I lagged behind the curriculum.”* Likewise, Dilan expressed: *“There is a meaningless competition among teachers in that nobody bothers to benefit from somebody else’ practices and experience. It is irritating and makes me stressful.”*

The above observations display that translanguaging-inspired users regard their contact with students as a strengthening factor, while they regard their working environment and overarching context as constraining factors. Nonetheless, the students' positive feedback seem to catalyse them, thus overcoming all the hurdles stemming from their working environment and overarching context in line with the butterfly effect of complexity theory. In addition, there are psychological factors having a role in their identity reconstruction process as follows.

c) Psychological Factors

As translanguaging-inspired users felt a deep personal interest in teaching, they showed a sense of commitment. Nilay, for instance, stressed her devotion to teaching in the first while teaching interview by expressing: *"I chose to be an English language teacher. It was my intention. I would choose to be a teacher again if I had a second chance to choose my job now."* Similarly, Bade highlighted her commitment to teaching by stating:

Teaching is not a job for me. It is a way of living. It is my passion and I feel so lucky to be able to teach young generation. That is why, I want to improve myself all the time and equip myself with better teaching practices and skills.
"RJ"

Furthermore, the translanguaging-inspired users attributed their dedication to teaching to their caring for students, which seemed to be the strongest value for them. Ferid, for instance, stated in third while training interview: *"Teaching is my dream job. I try to reach my students' heart and put them into action. I desire to make them believe that they are capable of achieving their dreams. If I can make a difference even for one student, I can change the whole system."* In this regard, they put their interaction with students at the centre of their teaching practices. Similarly, Dilan expressed in the post-training interview: *"I care about my students. Their needs, interests and practices matter for me. Based on their realities, I shape my practices because I believe we teachers should discover the energy coming out from*

students' inner world." Additionally, Bade appreciated the well-design of the training which helped her fulfil her responsibilities effectively in the post training by stating: *"I was expecting that we would just read a few articles on a blog and talk about them. But it turned out to be so comprehensive like never before. It took far more time than I expected. But this training helped me carry out my responsibilities and it enabled me to both understand the pedagogy and implement the pedagogy effectively. The training itself was following translanguaging pedagogy. I understand it now and it happened to be the most effective one I had joined in."*

As positive feedbacks and reactions from students seemed to reinforce their caring for students, translanguaging-inspired users aligned their practices with students' realities, thus increasing their satisfaction with teaching. Nilay, to exemplify, stated: *"Translanguaging is a milestone for me. It widened my horizon and completed something missing in the puzzle. I do not go against the tide any more, yet swim along and I enjoy the lessons more than ever because my students do not want our lessons to end."* In this sense, translanguaging-inspired users envision themselves as teachers who put students at the centre of their teaching, which empowers them to overcome all the hurdles in their working environment and overarching context.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to investigate the effect of translanguaging pedagogy on in-service teacher trainees' identity (re) construction with the complexity theory as the underlying theoretical background. In an attempt to reach the objectives of the present study, the qualitative data of the study were obtained with the instruments of semi-structured pre-training, while-training and post-training interviews, reflective journals, discussions on CANVAS, in-class and video-enhanced observations and field notes. The following section targets at discussing the findings of the study thoroughly in relevance with each research question.

5.1.1 Discussion of the findings of RQ 1: What are the EFL teachers' insights into their language teaching practices and professional identity prior to the training? This research question sought to explore the EFL teachers' existing identity and language teaching practices. The thorough analysis of semi-structured pre-training interviews and discussions on LMS CANVAS conducted by the 12 INSET trainees revealed that the INSET trainees had four different existing identities which are Only-English Users, Only-Turkish Users, Both-Language Users with Reluctance and Both-Language Users with Comfort. These existing identities were based on the differences and similarities among them in terms of *teaching approach* - i.e. conforming to prevalent monolingual ideology, disclaiming prevalent monolingual ideology, oscillating between classroom needs and dominant ideology, and applying unfounded bilingual practices - their *perception of bilingualism* - i.e. native-like competence in the target language or communicative competence - and concomitantly their self-image as bilinguals or non-bilinguals or semi-bilinguals

their *self-efficacy* – competent teaching or incompetent teaching based on their perception of bilingualism - their *teaching purpose* – achieving native-like competence or communicative competence in the target language- their *role perception* – an instrumentalist orientation or aiming for criticality.

The first major finding was that the INSET trainees were either Monolingual users – e.g. Only-English and Only-Turkish users- or Both-Language users- e.g. Both-Language users with Reluctance and Both-Language users with Comfort. They all considered that establishing rapport with students and creating an emotional bond between students and the target language, English were important. Yet, the INSET trainees with these existing identities differed in terms of their teaching practices, self-image, self-efficacy, future perspective, and their perception of bilingualism due to their proper contexts and histories that are integral parts of complex systems just like identity (De Villiers-Botha & Cilliers, 2010), which aligns with the *autopoietic* feature of complexity theory (Maturana & Varela, 1980) and also indicates the multiple interactions of the interconnected dimensions in their existing identities at different levels, which is quite the nature of complex systems (Hiver & Larsen-Freeman, 2020). In this regard, different perceptions of bilingualism, which appeared on the discussions on LMS CANVAS as either having native-like competence in the target language or communicative competence in the target language had different repercussions on the INSET trainees' existing identities in line with the *relational principle* in the complexity theory (Hiver & Al-Hoorie, 2019). To put it differently, Both-Language users with comfort were noticed to define bilingualism as having communicative competence in the target language, which enabled them to define themselves as bilinguals in contrast to Only-English users, Only-Turkish users, and Both-Language users with reluctance who regard bilingualism as achieving native-like competence in the target language, which led them to define themselves as non-bilinguals or semi-bilinguals except one, which aligns with the deficient-oriented binary of identity – i.e. native speaker and non-native speaker- resulting in different conceptualizations of identity (Yazan & Rudolph, 2018). In line with the ever-emergent complexity of identity (Yazan & Rudolph, 2018), The INSET trainees'

perception of bilingualism also seemed to be a yardstick for them to judge their teaching competence, which had a role in their self-image in that Both-Language users with Comfort and Only-English user, Nilay found themselves competent, whereas Only-Turkish users, Both-Language users with Reluctance and Only-English user, Eda found themselves incompetent based on their bilingualism perspectives in their contexts where they could not follow monolingual ideology as imposed by authorities, which shows the complete interconnectedness among the different dimensions of identity (Straussfogel & Von Schilling, 2009).

Another finding that emerged from the semi-structured pre-training interviews and discussions on LMS CANVAS was that the dichotomy between the classroom reality and educational policy affected the INSET trainees' existing identity. Only-English users opted for pursuing dominant ideology in a rigid way in order to follow educational policy, while Only-Turkish users disclaimed exclusionary target language perspective to tread a middle way between the students' needs and objectives posed by educational policy just like Both-Language users with Reluctance who felt a sense of guilt due to their divergence from dominant monolingual ideology. Both-Language users with Comfort who flouted the monolingual practices preferred aligning their practices with their classroom realities. Therefore, the divergence from dominant monolingual ideology initiated a non-linear adaptivity engendering a *bifurcation* (Nowak et al., 2005) in the INSET trainees' existing identity –i.e. Only-Turkish users, Both-Language users with Comfort and Both-Language users with Reluctance in that their divergence from dominant monolingual ideology resulted in different identities.

The last major finding was that although Only-Turkish users, Both-Language users with Comfort and Both-Language users with Reluctance do not regard themselves as bilinguals due to their lack of native-like competence in the target language, they aim at making students achieve native-like competence, which signals the emergence of unpredictable behaviours in the INSET trainees' existing identities

in line with the emergent properties in complex systems (Capra & Luisi, 2014). Furthermore, it was found that Only-English users quested for neology to make students love learning English just as Only-Turkish users desired to ignite students' will to learn English. Similarly, Both-Language users with Reluctance focused on making each student interested in learning English by meeting their needs and Both-Language users with Comfort were in pursuit of making active learning central. In this respect, these INSET trainees' were in constant on-going negotiation, indicating that self-organisation is at the very heart of their identity re-construction by increasing the complexity in the process (Banzhaf, 2009).

5.1.2 Discussion of the findings of RQ 2: In what ways does the translanguaging pedagogy influence these teachers' identity during and after the training? This research question aimed at seeking the impact of translanguaging pedagogy on INSET trainees' identity reconstruction process. The thorough analysis of semi-structured while-training and post-training interviews, reflective journals, in-class observations, video-enhanced observations, field notes and discussions on LMS CANVAS conducted by the 12 INSET trainees indicated that the INSET trainees started to develop three identities which are Translanguaging-Romanticised Users, Translanguaging-Aware Users and Translanguaging-Inspired Users. These three emerging identities reveal that translanguaging influenced the INSET trainees' identities by triggering *level jumping* (Davis & Sumara, 2006, p.26) in their (a) scope of bilingualism, (b) teaching approach, (c) teaching purpose, and (d) role of perception at varying levels at different times. In line with the complex systems' dynamic behaviour including rich variations which are diachronically asymmetrical (Koopmans, 2014), these three emerging identities bear out that translanguaging pedagogy was a significant perturbation nudging the INSET trainees out of their existing *attractor state* (Kiel & Elliot, 1996), ensuring self-organisation to proceed towards a new attractor state. To start with, the process of developing translanguaging pedagogy for all of the INSET trainees was not linear, rather discursive in which they were confronted with challenges related to developing

lesson plans, implementing the pedagogy in the class, students' reactions, students' performance, time-management, and exams. In this regard, these challenges made translanguaging-romanticised users feel hesitant about their practices while they segued into translanguaging pedagogy (Liu, Lo, & Lin, 2020) unlike translanguaging-aware and translanguaging-inspired users. Additionally, translanguaging-romanticised and translanguaging-aware users showed conflicting beliefs about translanguaging pedagogy owing to their deeply-rooted monolingual ideology, which was similar to the findings in other studies (Cenoz & Gorter, 2017; Lin, 2013). Yet, all of the INSET trainees continued implementing translanguaging pedagogy till the end of the training, which might stem from various reasons. One of the possible explanations is that translanguaging pedagogy enabled deep learning in that students could digest and process information (Baker, 2001), thus improving their foreign language skills (Ke & Lin, 2017; Yuzlu & Dikilitas, 2021). Moreover, translanguaging pedagogy ensured almost whole class participation in the classes of all of the INSET trainees, thus engendering an interactive and collaborative learning environment where students could utilize their whole linguistic repertoire (Garcia, 2009; Garcia & Wei, 2014; Yuzlu & Dikilitas, 2021; Wei, 2018), explore topics with bilingual texts (Celic & Seltzer, 2011; Garcia & Kleifgen, 2018; Otheguy et al., 2015), discuss and exchange ideas with their language partners as they reflect on their languaging strategies with constant feedback from their language partners and the teacher on progress (Garcia et al., 2017; Lin, 2015), assess their progress with both their language partners and teachers (Garcia et al., 2017; Garcia & Kleyn, 2016), and thus end up with becoming creative and active learners (Garcia & Wei, 2014; Wei, 2016). Results from this study also indicated that translanguaging pedagogy made the INSET trainees think about their teaching practices, materials they use, their choice of language while teaching English, their interaction with students, their agency and students' agency and make critics about them (Allard, 2017; Garcia & Sylvan, 2011; Moll, 2013), thus triggering a complex process of identity reconstruction. These processes situated the INSET trainees at the critical nexus of translanguaging pedagogy (Wei, 2018) and complex identity re-

construction process (Cochran-Smith, 2005) in order to “comprehend the relations between the whole and the parts” (Morin, 2007, p.6), calling for moving beyond the idealization of monolingual practices to re-negotiate and also transform the fundamental premises of ELT, which constituted a bona fide area for inquiring the identity reconstruction process through core principles of complexity theory. As all the INSET trainees moved through a developmental trajectory in their trainees, the elements of their identities interacted and utilized system dynamics, which demonstrated self-organization (Dekker et al., 2011). It also led to emergence of three different identities – i.e. translanguaging-romanticised users, translanguaging-aware users and translanguaging-inspired users. These emerging identities resulted from not remaining passive to changing dynamics in the classroom environment and self-adapting to this ever-changing context (Juarrero, 1999). However, the translanguaging-romanticised users showed an *incubation effect* (Joe et al., 2017) unlike translanguaging-aware and particularly translanguaging-inspired users in that there was relative delay in terms of emergence of effects of translanguaging pedagogy on their identity re-construction process. It shows that time and persistence is required before the effect of translanguaging pedagogy-driven training unfolds (Morrison, 2012). It also underscores the threshold effect of the translanguaging pedagogy-driven training which builds up over time till it cascades into one result, an *attractor state* (Gershenson, 2008). Furthermore, the existence of three emerging identities displays that the whole process was non-linear and feedback sensitive (Davis & Sumara, 2006). While the whole class participation and deep learning reinforced identity re-construction process for both translanguaging-aware and translanguaging-inspired users, the former moved along the developmental path by showing iterative patterns. Yet, as in the case of Nilay, these positive feedbacks created unstable patterns which enabled the latter to reach points of criticality (Straussfogel & Von Schilling, 2009), thus engendering drastic change in line with the butterfly effect in complexity theory (Kauffman, 1995). In this regard, Hedstörn (2005) also concurs that individuals might have causal powers enabling them to make a change by transcending the expectations. Moreover, it was also found out the

translanguaging-inspired users tended to regard language as real complex systems and dynamic as the human beings and social word (Larsen-Freeman, 2016) by integrating the languages students already speak or have been developing competence in. In this regard, translanguaging-inspired users created multilingual ecology in their environment through constant optimizing (Nowak et al., 2010). Building upon translanguaging practices requiring creativity and criticality (Wei, 2011), translanguaging-inspired users claimed an approach of empowerment as well as legitimacy with an objective towards contributing to a more humanitarian, democratic, contemporary, participatory and egalitarian future in terms of ELT. Concomitantly, they moved beyond oversimplified monolingual approaches by reconstructing language ownership, learning, use in the compelling tussle between the bilingual practices and the ones imposed by dominant monolingual ideology. Thus, they adopted an instruction sensitive to context and hybridity by rejecting monolithic instruction purporting to portray the divisive boundaries between the languages palpable in the dominant monolingual ideology. Ultimately, they re-envisioned themselves as teachers believing in the multiplicity of alternatives and strived to create a multilingual ecology and reconstructed dichotomous conceptualizations and practices in the interest of affording translanguaging space for deep learning and complexity in the learning process. Their efforts therefore emerged as viable alternatives to the artificial chasms perpetuated by dominant monolingual ideology which are in outright and conceptual conflict with complexity in translanguaging pedagogy. Therefore, the dynamic micro interactions in the identity reconstruction process of translanguaging-inspired users sparked by translanguaging pedagogy led to emergence of new patterns of complex macro behaviours (Hiver & Al-Hoorie, 2016). On the other hand, translanguaging-romanticised users' inclination was to segue due to the constraints in their contexts, which dampened adaptation process (O'Sullivan, 2009). Thus, the core principles of complexity theory (Overton, 2013) which are (a) self-organization, (b) butterfly effect, (c) interconnectedness, (d) emergent order manifested in the INSET trainees' identity reconstruction process by overlapping the underlying features of teacher identity (a) constant on-going

negotiation, (b) non-linear, (c) pluralistic, (d) emergence of unpredictable behaviours (Cochran-Smith, 2005; Freeman 2007; Richards, 2008; Wenger 1998). Also different INSET trainees who develop same identities show the *equifinality* principle of complex systems as same result could be accomplished with different beginning conditions and through different trajectories (Hiver & Al-Hoorie, 2019). Another angle is that different mechanisms contingent on different factors as discussed below operate to bring about different identities (Byrne & Ragin, 2009).

5.1.3 Discussion of the findings of RQ 3: What factors are involved in the process of these teachers' identity reconstruction? This research question aimed at exploring the factors which affected the INSET trainees' identity reconstruction process. The thorough analysis of semi-structured while-training and post-training interviews, reflective journals, in-class observations, video-enhanced observations, field notes and discussions on LMS CANVAS conducted by the 12 INSET trainees indicated that there were three main factors which are personal characteristics, contextual factors – i.e. interaction with students, working environment and overarching context- and psychological factors including a sense of appreciation, a sense of competence and a sense of commitment. These factors are the most prominent components of the INSET trainees' identity reconstruction process, which showcases the makeup of complex nature of identity reconstruction (de Bot & Larsen-Freeman, 2011). Initially, the translanguaging-romanticised users described themselves as obedient and control-favouring people by nature, whereas translanguaging-inspired users delineated themselves as flexible and open-minded in every walk of life. As for the translanguaging-aware users' outstanding characteristics were being conscientious and practical. Furthermore, it was found out that interaction with students was a strengthening factor for all these three emerging identities albeit at varying degrees for each - i.e. translanguaging-romanticised users, translanguaging-aware users and translanguaging-inspired users. It aligns with the fact that certain conditions might have different effect upon an outcome based on the

context (Jörg, 2011). Working environment played either a strengthening role or a constraining role, depending upon whether or not there was a competitive atmosphere based upon students' exam results at school or their success at a high stake test. As for the overarching context, all of the trainees with these three emerging identities regarded it as a constraining factor. Moreover, three psychological factors were found to be involved in the development of these three newly-emerging identities: (a) a sense of appreciation, (b) a sense of competence, and (c) a sense of commitment. All these factors highlight that identity reconstruction process of INSET trainees is multivariate, path-dependent, multilevel and dynamic inasmuch as contingent and co-adaptive processes are at play (Thelen, 2005).

As is the case of these INSET trainees at K-12 contexts, re-constructing a teacher identity is not a smooth and linear process but non-proportional and the outcome is unpredictable, which is in line with the pivotal characteristic of complex systems, *emergent order* (Verpoor, de Bot, & Lowie, 2011). Similar to the findings of the current study, the impact of the contextual factors has also been reported in some studies (Flum & Kaplan, 2012; Tsui, 2007; Varghese et al., 2005). Varghese et al. (2005) divide the impact of contextual factors into two sub-categories –i.e. specific contextual and external contextual influences- despite different designation in the current study – i.e. working environment and overarching context. The negative impact of overarching context on teachers' identity reconstruction process has been found out in some studies (Avalos, 2012; Day, 2012) which displayed that teacher tended to construct weaker teacher identities due to the conflict between their claimed identity and assigned identity imposed by authorities as corroborated by the findings of the current study. Interaction with students has a strong impact on identity reconstruction process particularly for the trainees who have intrinsic motivation and expertise as in the case of translanguaging-inspired users who define themselves as expert bilinguals and have a sense of commitment, which could compensate for the negative effects of both working environment and overarching context. It confirms Zembylas (2003) who argues that teachers' identities are constructed through their emotion and interactions in their own context. We can also

infer that teachers' emotional involvement contributes significantly to their self-esteem, which can be regarded as the core component in their identity reconstruction process (Reis et al., 2000; Ryan & Deci, 2000). Furthermore, the finding of the current study corroborates the results attained in studies utilizing similar constructs (Canrinus et al., 2012; Deci et al., 2001). It also reveals the directionality and intensity of the interactions of internal dynamics, ending up with *level jumping* (Davis & Sumara, 2006, p.26). Their personal characteristics additionally give these interactions functional and causal coherence when they observe the utility and reward of translanguaging pedagogy which accrue from these interactions (Haken, 2009). Along with the flexible and open-minded characteristics of the translanguaging-inspired users, their interaction with students and sense of commitment are *motors of change* (Larsen-Freeman & Cameron, 2008, p.70) just as sense of competence and working environment play key roles in identity reconstruction process of translanguaging-aware users. These results are in line with other research displaying the importance of sense of competence as having a pivotal role to play in teachers' identification and involvement with the school (Caprara et al., 2006; Skaalvik & Skaalvik, 2007). In other words, the change occurring in the identity reconstruction process is largely contingent on the interactions of these factors (Overton, 2013). However, the impact of interaction with students decreases on identity reconstruction process for the trainees who have extrinsic motivation as in the case of translanguaging-romanticised users. Working environment has also impact upon determining the direction and strength of newly-emerging identity in that it can increase the constraining role of overarching context and also determine the foci in students' performance just like the working environments of translanguaging-romanticised users and translanguaging-aware users. While competitive working environment as in the case of translanguaging-romanticised users discourages the trainees to go out of the box and develop creativity and criticality, collegial and supportive working environment as in the case of translanguaging-aware users forming a kind of community of practice with like-minded colleagues determines the foci in students' performance which are

competence-based. Along with these contextual factors, the psychological needs of the INSET trainees are also associated with their emerging identities. There is also evidence here which resonates with the findings of Deci et al. (2017) regarding the psychological factors which underpin the motivational processes. It indicates that the emerging identities are not the outcome of sums of components but dynamic interactions (Vallacher, van Geert, & Nowak, 2015). To capitalize on the inherent variability of complexity in identity re-construction process (Larsen-Freeman & Cameron, 2008), intra-individual and inter-individual variability (van Geert & Steenbeek, 2014, p.34) generated complexity theory-based descriptions of each of the INSET trainees' trajectories in their identity reconstruction process.

Last of all, another reason of these findings could be due to the fact that the researcher is well-trained in translanguaging pedagogy, which enabled him to design the training in a way which itself adopted translanguaging pedagogy so that trainees could experience translanguaging pedagogy implicitly and the researcher could observe both classrooms and analyse the data from the perspective of an expert. By having emergent, recursive and iterative design, the training suited to exploring dynamic change in context and inter-connectedness (Hiver & Al-Hoorie, 2019). Further, the training per se prioritized adaptive and developmental processes (Larsen-Freeman & Cameron, 2008) in addition to collaboration between the researcher and the INSET trainees. Thus, the training might have had an impact on the whole process. In so doing, I aimed at "teasing out the relationships and describing their dynamics for identity reconstruction process at different levels" (de Bot & Larsen-Freeman, 2011, p. 23) because these multilevel interdependences is crucial while unravelling the causal threads of complex identity reconstruction process of the INSET trainees (Lewis, 2005). In line with the variability which is at the heart of complex systems (Lowie, 2017), it was evidenced that each factor – i.e. personal characteristics, contextual factors and psychological factors- interacted with the others in unique manners (McDaniel & Driebe, 2005). In other words, the dynamics

of change in complex identity reconstruction process are contingent on the parts, the whole and the interactions among parts and whole of the factors in identity reconstruction and its interaction with translanguaging pedagogy with which they intersect (Byrne & Ragin, 2009). The whole process reveals that INSET trainees' identity reconstruction process was discontinuous and nonlinear, which is related to complex systems' variability across time (Lowie, 2017). Moreover, personal characteristics, contextual factors and psychological factors along with the design of the training and researcher's competence in translanguaging pedagogy provide multifactorial, inter-sequenced and related causal explanations (Kleinberg & Hripcsak, 2011; Ward, 2009) in line with the characteristics of complex systems just like the INSET trainees' identity reconstruction process which are (a) nestedness, (b) feedback sensitivity, (c) networked link (Morrison, 2012). The newly-emerging identities also shed light on the reciprocity between the causes and effects which progress in bidirectional cycles (Byrne & Callaghan, 2014). In this sense, the current study provides a logic of explanation in three distinct newly-emerging identities in line with complexity theory in that it elucidated causation by going beyond the wholly idiographic without recourse to being ineradicably nomothetic (Byrne & Ragin, 2009).

5.2 Conclusions

The present study significantly contributes to the literature by investigating the impact of translanguaging pedagogy-driven pedagogy training on identity reconstruction process of in-service ELT teachers at K-12 contexts. At the same time, the study aimed at exploring the complexity of the identity re-construction process through complexity theory, as reported by semi-structured pre-training, while-training and post-training interviews, and reflective journals, discussions on LMS CANVAS, in-class observation, and video-enhanced observations. The results revealed that translanguaging pedagogy-driven training triggers a complex process in identity reconstruction process of INSET trainees who taught their lessons based on

translanguaging pedagogy. Besides, it was demonstrated that students had positive perceptions concerning translanguaging pedagogy inasmuch as they were able to use their full linguistic repertoire in a planned, purposeful and strategic manner, thus becoming more active, and engaged in the lessons and they were able to shuttle between the languages without watchful adherence to the boundaries between the named languages, thereby showing creativity in authentic language use and raising metalinguistic awareness. Furthermore, students were able to collaborate with their language partners and reflect upon their products, receive immediate feedback, hence enabling peer learning and supporting student agency. Thus, students could take control of their learning process, and regulate their learning conditions and become more engaged in the lessons and have more opportunities to interact with their peers and implement their knowledge guided by dynamic bilingualism offered by translanguaging pedagogy. This new type of interaction with students triggered by translanguaging pedagogy enabled the INSET trainees to create opportunities for deep learning to take place by deploying full linguistic repertoire of students efficiently. They also could meet each student's need at his or her learning pace and promote collaboration and engagement. However, the INSET trainees perceived preparing bilingual texts as demanding and time-consuming when compared to the available monolingual materials which could be easily reached. Furthermore, the INSET trainees two different opinions about criticality initiated by translanguaging pedagogy in that while translanguaging-romanticised users indicated that translanguaging pedagogy kept them thinking and questioning, which could be tiring, challenging and demanding, translanguaging-aware and translanguaging-inspired users highlighted that they were relieved to be able to ground their bilingual practices on a solid theory. Translanguaging-inspired users even dared to create multilingual ecology in their own contexts by transcending the knowledge boundaries, thus building a comprehensive and integrative framework.

This study also provides a clearer understanding of the psychological factors that underlie the relationship between the identity reconstruction process and the three dimensions of teachers' psychological need satisfactions. It also stresses the

impact of each of the three psychological factors, which is useful for comprehending teachers' identity reconstruction process as a motivational construct.

This study reveals that teachers' identity reconstruction is also imbued with contextual factors –i.e. establishing bond with students, appreciations from authorities in the overarching context and collegial working environment so they constitute the balance in the identity reconstruction process. It confirms Beauchamp & Thomas (2009), who argue that the nature of teaching relates to human interactions, thus teacher identity has to be emotional. In this regard, the affective relationships with students and colleagues have a prominent role in teachers' identity re-construction, which highlights the complex links among various factors in reconstructing the dynamic nature of teacher identities (Kayi-Aydar, 2019).

Briefly, the findings of the present study illustrated that translanguaging-pedagogy driven training led 12 INSET trainees to develop three newly-emerging identities – i.e. translanguaging-romanticised users, translanguaging-aware users and translanguaging-inspired users, each of which is the representative of the developmental trajectory in line with ergodicity (Koopmans, 2019). Implementing translanguaging pedagogy could also be regarded as a “trans turn” (Carroll & Mazak, 2017, p. 5) in the INSET trainees' identity reconstruction process in that it might enable teacher agency by urging them to move beyond the imposed monolingual practices and prioritize natural bilingual practices, thus engendering deep learning with bottom-up practices. It could also promote creativity and criticality in an unpredictable manner particularly for the teachers who are inner force-driven both psychologically and contextually and prioritize the dynamics in their contexts so that they can reconceptualise foreign language learning and teaching and also reconstruct EFL classrooms by aiming at complex, dynamic, and more humanitarian, contemporary and egalitarian environment. This study also displays complex and intertwined relationships among personal characteristics, contextual factors and psychological factors in the INSET trainees' identity reconstruction process triggered by translanguaging pedagogy-driven training by rendering single-

factor explanations of causality in identity reconstruction process redundant through complexity theory perspective.

5.3 Practical Implications

The present study is likely to offer numerous practical implications for researchers, administrators, practitioners, and material/course designers. Initially, the findings revealed that translanguaging pedagogy could significantly trigger micro and macro-behavioural changes in teachers' identity because it enhances the learners' engagement and increases their classroom interaction, and leads them to reconceptualise bilingualism and reconstruct their teaching practices based on flexible bilingualism. Furthermore, the gathered results elucidated the perceptions of INSET trainees exposed to translanguaging pedagogy, observations of the researcher with respect to classroom interaction, and the reflections of INSET trainees on its implementation. The INSET trainees stress importance of the implementation of the translanguaging pedagogy to ensure deep learning and whole class participation in lessons. They also pointed out that there were more interaction and opportunities for creativity and criticality in the lessons in which they implemented translanguaging pedagogy, which led to positive experience and yielded better results at exams. Therefore, it would be worth implementing translanguaging pedagogy into EFL and ELT curriculum to assist with the development of foreign language skills by using bilingual texts and enhancement of classroom interaction. Thus, teachers could be encouraged to perform better in developing foreign language skills by unchaining their inner drive from monolingual practice-oriented lessons, and benefit more from interaction and develop students' creativity and criticality which are among the 21st century skills.

Another important point to be considered is that before implementing translanguaging pedagogy, the teachers should receive complexity theory-oriented training on translanguaging pedagogy and learn how to adapt translanguaging

pedagogy into their own contexts. The primary step should be to set the objectives of the training clearly and design the syllabus based upon these objectives creating space for adaptation and developmental trajectories. Furthermore, during the whole process the objectives and the expected outcomes should be considered in bi-directionally progressive circles.

However, it should be kept in mind that translanguaging pedagogy running counter to dominant monolingual ideology might require more time for some teachers who are more extrinsically motivated and are obedient by nature to develop criticality and criticise their deeply-rooted monolingual practices required by authorities and implement flexible bilingual practices. In other words, it could be considered that translanguaging pedagogy could be more effective on teachers who are more intrinsically motivated and are flexible and open minded by nature. Therefore, analysing the trainees' personal characteristics and motivational orientations might be of practical use before initiating such an implementation in training.

Briefly, the findings of this study are of significant importance in that the implementation of translanguaging pedagogy played a pivotal role in INSET trainees' identity reconstruction process particularly for those who prioritize classrooms where students are encouraged to interact more, and develop collaboration, communication, creativity and criticality which are among 21st century with pleasure and without difficulty. In this regard, administrators should consider the influence of their personal characteristics, working environment and overarching context and create working environment and overarching context conducive to teacher autonomy and expertise, which caters to developing strong identities in positive manners. It might also be significant to organize trainings which are aligned with principles of complexity theory instead of one-shot off trainings.

5.4 Recommendations for Further Research

The present study puts forward several recommendations for future research in the field. Initially, the research was conducted with in-service ELT teachers who did not receive any training on translanguaging pedagogy. Thus, it can be replicated by training the pre-service ELT teachers. Furthermore, this study was conducted at K-12 contexts in Turkey. Therefore, a study at a higher education context could also alter the results, which is recommended to be researched. Implementing translanguaging pedagogy for a longer period of time might also affect the outcome. Further research should also be conducted so as to replicate as well as expand the findings of the current research in different countries where English is taught as a foreign language.

In this study, the INSET trainees' identity reconstruction process was evaluated by means of the qualitative data gathered in the study. For future research, data related to INSET trainees' identity reconstruction process could be collected with both quantitative and qualitative data collection instruments.

Furthermore, translanguaging pedagogy requires not only subject matter knowledge but also bilingual texts, which might deter teachers from adopting translanguaging pedagogy. In this sense, developing bilingual texts based on translanguaging pedagogy could be significant in order not to have teachers be daunted by the course material requirements of translanguaging pedagogy. It might be of significance to develop assessment criteria and tools based on translanguaging pedagogy.

Finally, it is highly significant for teachers to value in professional development in terms of translanguaging pedagogy. They can invest in by reading about various implementations of translanguaging pedagogy, and thus empower themselves and students through the unitary, ground-shaking and criticality-instilling perspective of translanguaging pedagogy.

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