

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**USING TRANSLANGUAGING TO TEACH VOCABULARY TO
PRIMARY SCHOOL STUDENTS**

MASTER'S THESIS

Perim DÖNBAK

**Department of Foreign Languages Education
English Language Teaching Program**

AUGUST, 2024

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(Y2112.021051)

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Thesis Advisor: Asst. Prof. Dr. Ayşe Betül TOPLU

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APPROVAL PAGE

TEZ SINAV TUTANAĐI

İstanbul Aydın Üniversitesi Lisansüstü Eğitim Enstitüsü Yönetim Kurulu'nun 14.08.2024 tarih ve 2024/13 sayılı toplantısında oluşturulan jüri üyeleri önünde, 27.08.2024 tarihinde tez savunma sınavı yapılan Perim DÖNBAK'ın tezi oy birliği* ile kabul** kararı verilmiştir.

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DECLARATION

I hereby declare with a respect that the study “Using Translanguaging to Teach Vocabulary to Primary School Students”, which I submitted as Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefitted are from those shown in the References and Appendices.
(27.08.2024)

Perim DÖNBAK

FOREWORD

I extend my deepest gratitude to my supervisor, Asst. Prof. Dr. Ayşe Betül TOPLU, for her unwavering support and insightful critiques throughout my research journey. Her deep commitment to academic excellence and meticulous attention to detail has significantly shaped this master's thesis.

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I must also express my deepest appreciation for my mother, Prof. Dr. Lale SOYDAN, who stepped in not only with emotional reassurance, but also with critical financial support, when unexpected personal challenges arose. Her unconditional love and sacrifice have been the foundation of my resilience and success.

I dedicate this master's thesis in loving memory of my brother, Berke DÖNBAK, who passed away on February 7, 2023 in Kahramanmaraş Earthquakes. I know you are watching me from above as I could see the brightest star in the night sky...

August, 2024

Perim DÖNBAK

USING TRANSLANGUAGING TO TEACH VOCABULARY TO PRIMARY SCHOOL STUDENTS

ABSTRACT

This thesis focuses on teaching vocabulary to primary school students learning English as a foreign language. The aim of the research is to evaluate the effect of translanguaging as a pedagogical strategy in the context of teaching vocabulary to primary school students. The study was conducted in a private school in Antalya (Türkiye). There were 41 students, all 4th graders; 19 were in the experimental group and 22 were in the control group. 20 words appropriate to the curriculum were selected to be taught to both groups. In addition, a four-week teaching plan consisting of translanguaging activities was prepared. Before starting the study, both groups took a pre-test the aim of which was to measure the students' English vocabulary knowledge. After the pre-test was applied, the experimental group received a teaching plan which contained translanguaging activities for four weeks. Within the four-week teaching plan, 12 interactive activities were designed, including creative tasks such as visual aids, group discussions, movie poster designs and sketches, aiming to attract the attention of students in both languages. While the experimental group used both Turkish and English in an integrated way in translanguaging activities for vocabulary teaching, the control group followed a monolingual approach (only-English). After the implementations, a post-test was administered to determine whether both groups had learned the target words. The data obtained were analyzed using a t-test using the SPSS program in a computer environment. The results of the study revealed that both the use of translanguaging and the English-only approach were effective in teaching vocabulary to primary school students. In order to determine which method is more effective, it is thought that similar studies should be conducted using a larger sample. It is hoped that this study will contribute to a deeper understanding of the utilization of translanguaging in teaching vocabulary to primary school students.

Keywords: Translanguaging, English as a Foreign Language, Vocabulary Teaching, Translanguaging Activities, Primary School Students



DİLLER ARASI GEÇİŞLİLİĞİ KULLANARAK İLKOKUL ÖĞRENCİLERİNE KELİME ÖĞRETİMİ

ÖZET

Bu tezde, İngilizceyi yabancı dil olarak öğrenen ilkokul öğrencilerinde kelime öğretimine odaklanılmıştır. Araştırmanın amacı, ilkokul öğrencilerine kelime öğretimi bağlamında pedagojik bir strateji olan diller arası geçişliliğin etkisini değerlendirmektir. Çalışma, Antalya’da (Türkiye) bulunan bir özel okulda yürütülmüştür. Tamamı 4. Sınıflardan oluşan 41 öğrencinin 19’u deney grubunda, 22’si ise kontrol grubunda yer almıştır. Her iki gruba da öğretilmek üzere, eğitim-öğretim müfredatına uygun 20 kelime seçilmiştir. Buna ek olarak, diller arası geçişlilik aktivitelerinden oluşan dört haftalık bir öğretim planı hazırlanmıştır. Çalışmaya başlanmadan önce, her iki gruba da amacı öğrencilerin İngilizce kelime bilgisini ölçmek olan bir pre-test uygulanmıştır. Pre-test uygulandıktan sonra, deney grubuna dört hafta boyunca diller arası geçişlilik aktivitelerinden oluşan bir öğretim planı uygulanmıştır. Dört haftalık öğretim planı içerisinde görsel araçlar, grup tartışmaları, film afişi tasarımları ve skeçler gibi yaratıcı görevlerin yer aldığı ve öğrencilerin her iki dilde de ilgisinin çekilmesinin amaçlandığı 12 interaktif etkinlik tasarlanmıştır. Deney grubu kelime öğretiminde hem Türkçeyi hem İngilizceyi bütünleşmiş şekilde diller arası geçişlilik aktivitelerinde kullanırken, kontrol grubunda ise tek dilli yaklaşım (İngilizce) izlenmiştir. Müdahaleden sonra, her iki grubun da hedef kelimeleri öğrenip öğrenmediklerini belirlemek için bir post-test uygulanmıştır. Elde edilen veriler bilgisayar ortamında SPSS programı kullanılarak t-test ile analiz edilmiştir. Araştırmanın sonuçları, ilkokul öğrencilerine kelime öğretiminde hem diller arası geçişlilik kullanımının hem de sadece İngilizce kullanımının etkili olduğunu ortaya koymuştur. Hangi yöntemin daha etkili olduğunu saptayabilmek için daha fazla örnek sayısı kullanılarak benzer çalışmaların yapılması gerektiği düşünülmektedir. Bu araştırmanın, ilkokul öğrencilerine kelime öğretiminde diller arası geçişlilik kullanımının daha derin bir şekilde anlaşılmasına

katkıda bulunacağı umulmaktadır.

Anahtar Kelimeler: Diller Arası Geçişlilik, Yabancı Dil Olarak İngilizce, Kelime Öğretimi, Diller Arası Geçişlilik Aktiviteleri, İlkokul Öğrencileri



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LIST OF ABBREVIATIONS

CLT : Communicative Language Teaching

EFL : English as a Foreign Language

ELT : English Language Teaching

EMI : English-Medium Instruction

ESL : English as a Second Language

IEP : Intensive English Program

L1 : First Language

L2 : Second Language

M.A. : Master of Arts

Ph.D. : Doctor of Philosophy

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I. INTRODUCTION

A. Background of the Study

Translanguaging involves combining different languages in communication. Translanguaging strengthens bilingual students to comprehend the world they live in. The significance of translanguaging in the education of bilingual students is obvious for a variety of reasons. It improves understanding of content and contributes to the growth of insufficient languages.

Integrating translanguaging into education can be a valuable tool for supporting students. Both students and teachers have the option to use this tool. While it has its benefits in a monolingual school, it is especially advantageous in a dual-language environment where students are required to learn and apply context and proficiency in two languages. For encouraging true bilingualism and helping their grasp of content, translanguaging allows the students to enter and communicate in two languages, not just the target language.

So, what is this translanguaging? Translanguaging was coined by Cen Williams (1994). He used the term translanguaging in his thesis on teaching and learning techniques in bilingual education. Cen Williams who is Welsh teacher, utilized the term “*trawsieithu*” for the first time when he suggested that bilingual students who speak Welsh and English should alternate the two languages in order to facilitate their learning. At the same time, he suggested that teaching and learning can be facilitated by the planned and systematic use of both languages, especially in multilingual and multi-ethnic classrooms.

However, Garcia (2007, 2009) has further expanded the scope of the term translanguaging and mentioned that it can be applied not only in the classroom environment, but also in everyday life conversations. Translanguaging, by the simplest definition, is the process of multilingual speakers to create a communication system by adding all the languages they speak to their language repertoire (Canagarajah, 2011). In order to understand and perceive the world, it indicates that

bilingual or multilingual people use language resources flexibly (Creese and Blackedge, 2015). Translanguaging also describes the language performance of individuals with multiple language repertoires as a socio-linguistic and psycholinguistic theory (Vogel and Garcia, 2017).

B. Statement of the Problem

Almost all private schools in Türkiye follow an ‘‘English-only’’ policy in English language teaching (ELT). While this policy may seem to be full of advantages, it can also bring significant problems. One of these problems is that not all students who are raised with an English-only policy in the language acquisition process may have English proficiency, and this may lead to them not being able to understand the meaning of the new things they learn and therefore not retaining them. There may be a gap here where teachers are not aware of the potential benefits of including students’ first language (L1) in the learning process. This highlights the need for new pedagogical strategies to better support language development. Translanguaging, which involves the strategic use of more than one language in the classroom, has emerged as a gifted pedagogical strategy. However, there is a lack of measurement research evaluating the impact of translanguaging in the context of vocabulary learning among primary school students, especially in Türkiye.

C. Purpose of the Study

The main purpose of this study is to investigate the effect of translanguaging activities on vocabulary learning in primary school students learning English as a foreign language in Türkiye. This research aims to determine whether this approach will significantly increase students’ vocabulary learning outcomes compared to an English-only teaching policy by implementing a structured translanguaging teaching plan for four weeks. Eventually, it is hoped that the findings of this study will inform educators and policy makers of English language learning in private schools to integrate translanguaging as a pedagogical strategy into English language teaching and learning. It is also intended to foster a more inclusive and effective learning environment for diverse student populations.

D. Significance of the Study

Translanguaging has long been a question of great interest in a wide range of fields. This is why this thesis has important implications especially in the context of foreign language vocabulary acquisition of primary school students in Türkiye. In addition to this, it contributes to the growing literature on translanguaging pedagogy, which makes utilizing mother tongue resources as an educational principle in the foreign language acquisition process. Besides, the findings of our thesis provide valuable methods on how to increase vocabulary learning in primary school students. Moreover, the problems that may arise when students use only the target language during their foreign language development process and the solutions found for these problems are also presented.

This study aims to show that translanguaging can be an effective tool to improve comprehension and learning skills in the process of foreign language vocabulary acquisition in primary school students. Namely, surveys such as Tai (2023) have shown that translanguaging can be used as interactive resources for students to visualize their conceptual understanding as it is embedded in their L2 input in foreign language development. In this regard, in our study, visual resources were frequently used in the translanguaging training program.

The findings of the thesis provide new insights to education policy makers about incorporating translanguaging into language teaching curricula in the foreign language acquisition process. This view is supported by Galante (2020) who asserts that both teachers and students should benefit from translanguaging and this strategy should be integrated into foreign language education programs, so that the foreign language acquisition process can be improved.

This research also sheds light on how teachers can create an attractive learning environment by incorporating students' native languages into the foreign language learning process. Not all students may have just one cultural background, so the use of native language resources plays an important role in closing this gap. A broadly similar point has also recently been made by McMillan and Rivers (2011), who believe that L2 learning can be enhanced in several ways within a communicative framework through selective use of the mother tongue by teachers and students.

All of the studies reviewed here support the hypothesis that translanguaging can enhance students' vocabulary learning. To put in a nutshell, this thesis is important in terms of filling an important gap in the existing literature and also offering suggestions for the implementation of translanguaging strategies in foreign language education programs.

E. Definition of the Key Terms

1. The English-only Policy

The English-only policy in English language teaching refers to a teaching approach that is based on students using only the English language for all classroom activities and individual communication, without using their native language (Auerbach, 1993).

2. Translanguaging:

Translanguaging refers to the use of all language resources by bilingual or multilingual students to make sense of and communicate in their foreign language learning process. It is also a pedagogical approach that allows students to integrate their native and foreign languages in a fluid and dynamic way in the classroom environment (Creese & Blackledge, 2010).

II. LITERATURE REVIEW

A. The English-only Policy

English-only policy can broadly be defined as an educational approach that mandates English be the sole language of communication in educational settings, particularly in intensive English programs (IEPs). The English-only policy emerged as a reaction to language teaching methodologies, such as the Grammar-Translation method, which were ineffective in terms of communication skills. The rise of the Direct Method and Communicative Language Teaching (CLT) has contributed to the adoption of English-only practices by drawing attention to the intensive use of the target language. Supporters of this policy argue that using English exclusively maximizes students' exposure to the language, which is essential for language acquisition. A considerable amount of literature has been published on English-only policy. These studies that we are going to mention are about advantages and disadvantages of the English-only policy. By way of illustration, Eldridge (1996) emphasized that using only the target language increases learning outcomes, so it is important for language learners to be exposed to the target language at the highest level. Along the same lines, Shvidko (2017) subsequently discussed that intensive English programs generally create immersive environments where English is actively spoken in order to facilitate effective language development. At the heart of the idea here is the belief that continuous interaction using English improves students' language proficiency faster. As another example, McMillan and Rivers (2011) held the view that some private institutions adopt English-only policies as a marketing tool to attract students and parents, as an educational approach and present their programs in a rigorous manner.

As critiques for the English-only policy, according to the responses of students in Shvidko's (2017) study of students' attitudes towards English-only, it is not the English-only policy but rather the way it is implemented in school that causes students' negative reactions. Supporting this view, Grant (1999) wrote that students' dissatisfaction was with the way the policy was implemented. His study of a number

of schools reported that the approach to the English-only policy varied depending on the degree of implementation in the school. While student attitudes towards schools that only teach in English and have this policy officially are positive, the reason for the negative attitudes is that the English-only policy is applied individually by some teachers and not by others, that is, it is used inconsistently. A broadly similar point has also recently been made by McMillan and Rivers (2011), who argued that for students, the use of the mother tongue is a valuable resource in the language acquisition process. The authors' study showed that allowing L1 use during L2 development can aid comprehension, reduce students' anxiety, and facilitate social and cognitive interaction among students. The researchers have also emphasized that English-only policies prioritize institutional interests rather than pedagogical best practices and can harm students on a cognitive and emotional level. In addition, the investigators highlighted that just one approach may not address students' diverse cultural backgrounds, English proficiency levels, and individual language learning styles, which can also trigger a sense of inadequacy among students.

B. Translanguaging

According to Garcia and Lin (2016), translanguaging refers to the use of one's entire linguistic vocabulary as a method to support speaking and writing, drawing on one's native language for the students who learn as a second or foreign language. The main aim is to use all available linguistic resources to facilitate perception and comprehension. In addition to these, translanguaging is not only a strategy or a social method but also a linguistic philosophy that offers a cognitive grammar that is informed by social exchange and communication. For speakers of one or more languages, translanguaging supports their socialization with their peers as well as their understanding of the content of the activities they do together.

From Canagarajah's (2011) point of view, the importance of translanguaging is based on resolving L2 inputs that are not understood by several learners. L2 learners, if they are at the beginning of their language development, may not understand the concepts related to L2 because they may not have found an autonomous learning technique. However, learners can analyze this information in their mother tongue and place it in L2 inputs.

Prada and Turnball (2018) suggest that translanguaging plays a crucial role in

language teaching and learning, supporting the use of translanguaging practices that utilize both languages and paving the way for other new pedagogies.

The present researcher decided to conduct this study because there are very few studies on teaching vocabulary using translanguaging. The ultimate aim of the researcher is to investigate the effect of translanguaging on vocabulary learning among young students learning English as a foreign language in Türkiye.

C. Previous Studies on Translanguaging

In the literature review section of this thesis, a wealth of research focusing on studies using translanguaging strategies in teaching English as a foreign language or a second language is examined. While the research conducted in this context is being discovered, it is aimed to reveal the development of translanguaging techniques in students' language learning. Along with a comprehensive review of the relevant literature, light is shed on the advantages and disadvantages of including translanguaging practices in the classroom environment. As a result, we are trying to contribute to a deeper understanding of how best to support vocabulary teaching and language development, especially for young learners.

Chicherina and Strelkova (2023) investigated the attitudes of Russian university students and teachers towards English language teaching in universities. The findings prove that there is definitely an awareness of the fact that in order to succeed in careers, English language competence is necessary and that people are ready to spend more time studying languages. This formed a strong, relative underpinning for the potential benefit of English-Medium Instruction (EMI) in non-language courses for the development of upper-level language competencies, hence strengthening support for multilingualism in university settings. In addition to this, the study has identified the need for further exploration of translanguaging practices in English language teaching and EMI. Furthermore, the study that focused solely on Russian learners called for broader investigations into the motivations of students with different ELT backgrounds. Overall, the contribution of the research can be described as an understanding of the pragmatic and yet complex language education practices in diverse cultural settings, underscoring the place of translanguaging approaches in ELT.

Ergül (2023) examined practices of microteaching that use the first language, as opposed to those in young learner classrooms, emphasizing the realities of translanguaging and its consequences for language learning and teaching methodologies. In this case, research has shown that the burden of the students' first language in language learning activities yields dramatic improvements in learning outcomes since it roots for a better understanding of linguistic concepts and in the ease of transition between languages. The results underline the need for the adoption of translanguaging practices towards more inclusive and effective language teaching strategies, which would meet diverse linguistic backgrounds and create a much more productive environment for the acquisition and development of language proficiency.

Zhang (2023) scrutinized the attitudes towards teachers' translanguaging practices of college students in a Chinese English as a Foreign Language (EFL) classroom setting. The sample included three hundred four science and liberal arts majoring students at seven comprehensive universities. The instrument of the research was a Likert scale-based questionnaire that sought to understand the attitude of the students with regard to teachers' translanguaging for content-oriented, classroom-oriented, and student-oriented purposes. The results showed that the students did approve the teachers' translanguaging strategy, especially for making difficult teaching content clear to the learners. Translanguaging helped students in attaining clarity in complex materials and concepts. Another insight from this study was that the translanguaging of the teachers for their classroom management purposes got the most positive feedback from students. In addition, students highlighted a variety of strengths in how translanguaging supported their learning. They noted that it helped teachers give clear directions, build rapport, offer praise, assist those with lower proficiency levels, and maintain discipline in the classroom. Overall, the results indicated that students show a positive attitude towards teachers' translanguaging practices in EFL classes. In this regard, what the research points out most is that translanguaging should be a part of language teaching to promote better understanding amongst students. In that respect, translanguaging may be one of the tools that a teacher could use to bridge the gap between languages, explain the content of the subject in hand and create support for students in the learning environment.

Tai (2023) discussed how students in a linguistically and culturally diverse

primary ESL classroom mobilize multilingual and multimodal resources to show an understanding of second language vocabulary knowledge through translanguaging. Specifically, drawing from Multi-modal Conversation Analysis of classroom interactional data and video-stimulated recall interviews with the teacher, this study investigates changes in students' conceptual understanding of L2 knowledge. The author intends to bring to the fore details about complex dynamics of translanguaging practices of students and their benefits for learning an L2, particularly in aiding a teacher's assessment of students' understanding. Within the scope of multiple data sources and analytical ways, this study brings to knowledge about how translanguaging practices externalize the students' conceptual understanding. Indeed, these findings run counter to traditional approaches of L2 development and prove that in language learning contexts, one has to consider all sorts of students' different linguistic and cultural backgrounds.

Galante (2020) delved into how translanguaging was being used in an English program at a university, in Canada. The study involved seven teachers and seventy nine students. The results show that teachers were open to incorporating translanguaging but needed time to get used to this approach. The students used languages naturally and spontaneously outside the class. The students reported that they utilized more controlled and discreetly applied language in the classroom. The accent falls on recognition of all languages with the emphasis given to minority ones. Challenges included a lack of knowledge, with students still mainly using their first language, and the need for training in translanguaging. This signals a lack of resources and support necessary to enhance the practice of translanguaging for teachers.

In the research by Torpsten (2018), it was observed how translanguaging strategies might be used to leverage language learning and identity development. During classroom activities, multiple languages were used at the same time, which helped students to understand the language more deeply and different subjects more deeply. This research points to ways through which linguistic resources can be used effectively for thinking and learning, with positive implications of strategic multilingualism on identity and knowledge construction. To give an example, using different linguistic practices, such as writing and painting in the mother tongue, allows for articulation in terms of language proficiency and experience and thus

develops positive attitudes toward language learning and multilingualism within class.

In a recent study examining the enhancement of translanguaging in first graders, Tai and Wong (2022) explained how the concept of translanguaging empowers students in an English first language classroom. The researchers describe a translanguaging space where learners can use their entire linguistic repertoire to improve the learning experience. They provide practical strategies and classroom examples of how translanguaging can encourage student empowerment, creating a more inclusive and supportive language learning environment. These activities mentioned in the article help to set up a classroom atmosphere to promote translanguaging. The students are able to use their language skills at their service in participating activities and getting to know more about linguistic and cultural differences. The findings of the research fully show a positive impact of translanguaging on students' engagement, confidence, and language development. As identified in the study, embracing these translanguaging practices creates a more empowering and effective language learning environment for the students.

On the same note, Nyimbili and Mwanza (2021) claimed some positive results for translanguaging practices in class, such as increased learner participation, multiliteracy development, preservation, and affirmation of the learners' culture and identity. The implication of translanguaging in the classroom enhances a more inclusive and efficient learning environment about students' linguistic and cultural diversity. It boosts language learning, creates belonging and identity, working toward overall academic success and well-being.

Jones (2017) reported that bilingualism naturally implies translanguaging. Dual language schools have the objective of creating totally bilingual students. This may be made possible by letting students use their proficiency in translanguaging in the classroom. There is the risk that students may lose the motivation to use the target language and rather prefer to stick to their native language. One such avenue for solving this problem could be through a language separation strategy combined with flexible language arrangements that allow translanguaging.

Robillos (2023) also conducted a study on the implementation of translanguaging in an English as a Foreign Language (EFL) listening classroom. He found out how translanguaging can be utilized in an English as a Foreign Language

listening classroom to maximize the students' ability for listening comprehension and L2 learning. He proposes a pedagogical cycle that includes writing on listening skills, whereby learners demonstrate their understanding by writing paragraphs. These compositions are then corrected with respect to structure, grammar, vocabulary, supporting details, and organization of the content. Group work is another key factor in how his technique incorporates learners of different levels, and encourages them to compare and discuss the mistakes in their writing. By allowing the use of L1 during this process, he makes easier and more meaningful conversations to ensue, in which students will be much more aware of their mistakes and create better paragraphs. It finally reveals how the integration of translanguaging in EFL listening classes can improve listening comprehension and the language learning process as a whole.

Zheng (2021) remarked on the importance of translanguaging and the potential of personal materials in language learning to realize social language use and make it more culturally relevant. She also underlined that translanguaging allows learners to create with their own linguistic and semiotic skills, which can provide very meaningful and enjoyable learning experiences. This may be a very grace-filled way to have profound conversations with the students about how best to exploit the use of different modalities in translanguaging in different contexts.

In the same vein, Jahan et al. (2023) noted the need to protect the richness of different languages and promote inclusive learning environments for second language learners. They suggested using translanguaging strategies, such as code-switching, transliteration, and multimodal communication, in writing. These strategies can create a more welcoming and effective learning atmosphere for all students. According to the research, such strategies not only improve writing skills of the students but also enhance their communication abilities and adaptiveness to diverse linguistic contexts. More than this, such multimodality can be encouraged among students through gestures, images, and non-verbal cues for more engaging and effective communication. The study thus requires further research into ways of promoting and enhancing translanguaging practices in ELT classrooms, since this linguistic diversity can enhance students' learning outcomes.

Adopting a similar position, Ossa Parra (2023) considered a study carried out in a third-grade bilingual classroom on vocabulary instruction, identity development,

and translanguaging pedagogy. In this article, the author analyzed critical incidents occurring during lessons on immigration specifically showing how these pedagogies may have reinscribed dominant ideologies even as they attempt to move beyond labels and borders with translanguaging pedagogies. Through classroom discourse analysis and positioning theory, the author explores how instructional practices impact students' identity and conceptions of immigration. In this article, there is a focus placed on critical reflection within pedagogical approaches to be made by teachers, especially in regard to colonial legacies and to how language fluidity is managed in class. Critical reflection by teachers in pedagogical approaches and consideration given to legacies of colonialism, as well as fluidity in language use, are highly recommended in classrooms. Findings bring to light complex ways in which identity formation is deeply related to vocabulary learning, thus stressing the primacy of creating inclusive and empowering learning environments. It implies that if effective translanguaging pedagogies are to be implemented in their work and students' diverse linguistic repertoires are to be developed, there is a need for continuous teacher professional development arising from this study.

According to Palmer et al. (2014), translanguaging can be a strategy that bilingual students apply to possess their surroundings. A safe environment should be provided by the teacher at school where the student feels comfortable using their everyday skills in language. This acknowledges and appreciates bilingualism, along with bringing it into the classroom.

In a corpus of research articles in translanguaging, Yuvayapan (2019) expressed how English language teachers viewed and utilized translanguaging in their classrooms. The study specifically examined the reasons behind the teachers' beliefs and actual practices regarding the use of students' mother tongue (L1) in English as a Foreign Language classrooms. She reports that whereas teachers appreciate the advantages of using L1, she finds a gap between teachers' views and practices. For instance, teachers realize that teaching complex content through English only is challenging, specifically for low-level students at their school. They believe that sometimes, the students' L1, in this case, Turkish, may help to clarify certain main points or grammatical concepts if an explanation in English is not enough. In contrast to these beliefs; however, the actual percentage of Turkish spoken in class is very low, from 1-2% to none in most cases.

III. METHODOLOGY

This study seeks to explore the effect of translanguaging activities on the English language learning progress of primary school students. To accomplish this, quantitative method is employed for the research. Quantitative research is necessary for demonstrating the effectiveness of translanguaging practices in English Language Teaching (ELT). By undertaking such research, measurable and statistically significant data is obtained, contributing to our understanding of how translanguaging impacts students' language development and academic performance. Prilutskaya (2021) emphasizes the significance of employing quantitative analysis to examine how pedagogical translanguaging practices influence students' linguistic improvement and academic success. Furthermore, Chicherina and Strelkova (2023) point out that the main statistically significant findings emphasize the importance of translanguaging practices in ELT, indicating a high priority for both students and teachers. In light of this, there is a clear need for quantitative research to thoroughly examine the effectiveness of translanguaging in various educational environments.

A. Research Questions

The ultimate aim of the M.A. thesis was to explore whether translanguaging training enhance students' vocabulary learning. The following research question constituted the essence of the present thesis:

1. Does a translanguaging-based program improve students' vocabulary learning?

- 1.a. Do the pre-test scores for vocabulary differ between students who received translanguaging training and students who did not receive translanguaging training?

- 1.b. Do the post-test scores for vocabulary differ between students who received translanguaging training and students who did not receive translanguaging training?

B. Participants

To select the participants, the researcher employed a convenience sampling method. As Saunders et al. (2012) put, convenience sampling is appropriate for the selection of the participants when they are conveniently available to engage in a study. Additionally, Gorard (2004) explains that convenience sampling is one of the most common methods of sampling. In this type of sampling, participants are chosen because they are easily available. The researcher worked in a private primary school as an English teacher in Türkiye. Therefore, the participants of the study were selected from this private primary school. There were mainly two groups of participants in this study: experimental group and control group. 39 students voluntarily participated in the study. They were all fourth graders. A total of 17 students constituted the experimental group. 8 students were boys and 9 students were girls. The age of the participants ranged from 9-10 years. The control group comprised 22 students. 11 students were girls and 11 students were boys. They were between 9-10 years old.

C. Data Collection Instruments

Before starting the translanguaging activities, the researcher administered a pre-test to the students. After the activities were finished, the researcher carried out a post-test. The pre-test and the post-test were developed by the researcher. Suffice to add that both tests were checked by two experts who had Ph.D. degree in ELT to ensure the reliability of the tests. The pre-test included 20 multiple choice items including the vocabulary that students have learned (See Appendix A).

The aim of the pre-test was to see whether both the experimental group and the control were at the same level of proficiency regarding vocabulary knowledge. A post-test consisting of 20 multiple choice items were prepared to examine whether the four-week translanguaging training enhanced students' vocabulary proficiency (See Appendix B).

The participants were divided into two groups for the study: an experimental group that received translanguaging support and a control group that received instruction without translanguaging assistance. Before any intervention was implemented, the pre-test was conducted to measure participants' initial vocabulary

proficiency. The pre-test was a reference point for assessing how the translanguaging training of vocabulary contribute to vocabulary learning. During four weeks, the experimental group received translanguaging training of vocabulary by the researcher. The control group did not receive any treatment. The teacher of the control group was not the researcher. When the four-week treatment was completed, the post-test was applied to both groups of the students.

D. Procedure

So as to explore whether translanguaging activities (See Appendix C) improve primary students' vocabulary learning, a four-week teaching plan was prepared by the researcher. First, the researcher identified the vocabularies that she would teach to her students. The vocabularies consisted of 20 words, all of which were selected from the vocabulary in the students' books in accordance with the educational curriculum. The researcher taught five vocabulary words each week for one class hour, and this process was completed in four weeks. As a result, 20 words were taught to the students at the end of the four weeks in line with the translanguaging activities prepared by the researcher. The activities were adapted from translanguaging activities available at <https://www.translanguagingeducation.org/translanguaging-top-activities>. The translanguaging activities were practiced 3 times during one class hour each week for four weeks, i.e., the implementation included 12 activities in total. The content of the teaching plan is given in detail below.

- ***Implementation of the First Week***

Firstly, the researcher started the lesson by brainstorming to activate her students' prior knowledge about film genres. She wanted her students to write down the film genres that they know on the board in Turkish. Secondly, the researcher showed pictures for each film genre to introduce the target vocabulary words one by one in English. Then, the students matched these words with the related pictures. Thirdly, the researcher divided the class into four groups. She prepared a list of clues related to each film genre in Turkish. One of the group members came to the front of the board from each group and read those clues loudly. The groups had a short time to discuss the clues and wrote down their guess for the genre in English. They gained points for the correct guesses.

- ***Implementation of the Second Week***

Firstly, the researcher showed the students short film clips for each of the target words to be taught this week. The researcher asked the students to guess the genre of the film using Turkish and wrote these guesses on the board. Secondly, the researcher introduced the English words of these film genres to the students and asked them to write their English words next to the film genres they have guessed. Thirdly, the researcher asked the students to create a film poster design for each film genre. The researcher wanted the students to use visuals and keywords in both English and Turkish to effectively describe the film genres. After that, the researcher wanted the students to write a short introduction in both languages for each type of film that they had chosen.

- ***Implementation of the Third Week***

Firstly, the researcher brought real objects to the class for each word and collected the Turkish words of these objects from the students. Then, the researcher pointed to each object and told the English names of these objects. Secondly, the researcher showed pictures of people that wore different clothes to the students. Turkish words were written next to the pictures. The students wrote their English equivalents under each picture. Thirdly, the researcher divided the class into five groups and gave one of the target words for each group. The students designed a short sketch by using the clothing items. Each group performed their sketch by using both Turkish and English in the classroom.

- ***Implementation of the Fourth Week***

Firstly, the researcher showed the pictures of the clothing items one by one. The researcher asked the students to say the Turkish name of each item. The researcher pointed to the Turkish words written under the pictures. Then, the researcher taught the English equivalents of these words. Secondly, the researcher had a guessing game for her students. The researcher showed pictures of different clothing items and wanted the students to say the Turkish word of the pictures. Then, the researcher told the English word and asked the students to guess which picture it corresponds to. Thirdly, the researcher brought blank templates of body outlines to the class. The researcher allowed the students to design the clothes of their imagination. The students labelled each piece of clothing they had learned so far in

both Turkish and English. The students made a presentation about their designs in both languages in the classroom.

E. Data Analysis

Several SPSS statistics were run to examine the possible effect of translanguaging training on students' vocabulary learning. After the pre-test was employed, independent sample t-test was conducted to see whether there was a statistical difference between the experimental and the control group regarding their pre-test scores. As Pallant (2005, p. 205) states, "independent-samples t-test, used when you want to compare the mean scores of two different groups of people or conditions". Then, the four-weeks of translanguaging training started. When the training was completed, the researcher applied the post-test to both the experimental group and the control group and calculated the possible differences of scores between the two groups by using independent-sample t-test.

Paired-sample t-tests were further calculated to investigate whether there was a statistically significant difference in the mean scores of each group for the pre-test and the post-test. "Paired-samples t-test, used when you want to compare the mean scores for the same group of people on two different occasions, or when you have matched pairs." (Pallant, 2005, p. 205).

IV. RESULTS

A. Do translanguaging activities improve students' vocabulary learning?

1.A. Do the pre-test scores for vocabulary differ between students who received translanguaging training and students who did not receive translanguaging training?

To find out if there was a significant difference in the vocabulary proficiency of the students an independent-sample t-test was performed. This analysis was appropriate to compare the means of the two groups. In other words, the independent-sample t-test assessed whether the pre-test means of two groups were statistically different from each other. Table 1 displays the results of the analysis. There was a statistically significant difference between the scores of the control (M=46,36, SD=13,468) and the experimental group (M=58,24, SD=20,382); p=.048].

Table 1. Independent-sample t-test scores of the pre-test for both groups

Pre-test	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig (2-tailed)
Control	22	46,36	13,468	2,871	-2,077	26,334	.048
Experimental	17	58,24	20,382	4,943			

Pallant (2005, p. 208) states that “effect size statistics provide an indication of the magnitude of the differences between your groups”. She further explains the interpretation of the effect size values (.01=small effect, .06=moderate effect, .14=large effect). There are many online tools to calculate the effect size, one of which is available at <https://www.socscistatistics.com/effectsize/default3.aspx>. The online calculator gives us three different effect size values (Cohen's d, Glass's delta, and Hedge's g). Glass's delta effect size is used when the standard deviations are not identical in the two groups while Cohen's is utilized if the standard deviations are nearly similar. Looking at the table above, one can see the different values of standard deviations between the two groups in the pre-test scores. Therefore, it

would be appropriate to present the value of Glass's delta value. For our case concerning the pre-test scores, the effect size of Glass's delta was 0.088209, which proved a small effect. It is apparent from the effect size value that the experimental group and the control group were almost similar in terms of their vocabulary knowledge.

1.B. Do the post-test scores for vocabulary differ between students who received translanguaging training and students who did not receive translanguaging training?

Table 2 shows the results of the independent-sample t-test conducted to compare the post test scores of the experimental group and the control group. There was a statistically significant difference between the scores of the control (M=84,09, SD=14,111) and the experimental group (M=96,76, SD=6,600); p=.002]. The statistical difference between the groups proved that the translanguaging training applied to the experimental group had enhanced the vocabulary knowledge of the students in this group. The effect size value of Glass's delta was 0.089788, which was small.

Table 2. Independent-sample t-test scores of the post-test for both groups

Post-test	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig (2-tailed)
Control	22	84,09	14,111	3,009	-3,418	37	.002
Experimental	17	96,76	6,600	1,601			

To compare the pre-test and the post-test scores of each group, paired-sample t-tests were also run. Table 3 illustrates the results of the paired sample t-test regarding the scores of the pre-test and the post-test in the control group. A paired-samples t-test was conducted to evaluate the impact of the vocabulary training in English in the control group. There was a statistically significant difference from pre-test to post-test (M=37,727, SD=19,984, p=.000). The effect size of Cohen's d (0.124067) indicated a small effect size. This time, due to the similar standard deviations values between the pre-test and post-test scores, Cohen's d value was presented to show the effect size. The p value at .000 of the paired-sample t-test of the control group enabled us to claim that vocabulary training enhanced students' scores in the post-test. It is clear that teaching vocabulary only using English is an effective method. The effect size value for the paired-sample t-test was calculated

through another online calculator available at <https://statulator.com/SampleSize/ss2PM.html>.

Table 3. Paired-sample t-test scores of the pre-test and the post-test scores for the control group

Control group	N	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig (2-tailed)
Pre-test-post-test	22	-37,727	19,984	4,261	-8,855	21	.000

In table 4, another paired-samples t-test was conducted to evaluate the impact of the translanguaging training on students' vocabulary knowledge in the experimental group. There was a statistically significant difference from pre-test to post-test (M=-38,529, SD=22,274; p=.000]. The p value at .000 also showed that translanguaging training enhanced students' scores in the post-test in the experimental group.

Table 4. Paired-sample t-test scores of the pre-test and the post-test scores for the experimental group

Experimental group	N	Mean	Std. Deviation	Std. Error Mean	t	Df	Sig (2-tailed)
Pre-test-post-test	17	-38,529	22,274	5,402	-7,132	16	.000

V. DISCUSSION

The findings obtained from the research show us that in terms of teaching vocabulary to young learners, both English-only and translanguaging teaching techniques are effective approaches. In the discussion section, the findings of the study and other studies in line with the findings will be discussed.

Moving on now to consider translanguaging pedagogy, as it is mentioned before, translanguaging allows students to utilize their native language resources to help them understand and determine what they aim to learn in the target language clearly. The findings of the study pointed out the benefits of translanguaging in the vocabulary learning and demonstrated that the students who use their native language to understand the contexts in the target language benefited from it. Teachers can consider translanguaging activities as an important tool to support their students' foreign language learning development, to provide a deeper understanding of vocabulary by using mother tongue, and to create a cooperative environment in the classroom.

When we take a look at the literature review part we have done before, it is noteworthy that the findings indicate that the translanguaging activities in language learning are useful in teaching vocabulary to young learners, and this also coincides with previous research. To illustrate, our results are in agreement with Zheng's (2021) findings which showed the importance of translanguaging in her study to ensure a meaningful and culturally rich learning experience within the framework of language learning. Our findings corroborate the ideas of Jahan et al. (2023), who spotted the need for the development of an inclusive learning environment using translanguaging strategies, such as, code-switching and multimodal communication. Our results also seem to be consistent with Galante's (2020) study, which examined the use of translanguaging in an English department at a university in Canada. The results of this research have revealed that both teachers and students benefited from translanguaging activities. For this reason, translanguaging positively affected the advanced language learning process along with the use of native language.

Moreover, the findings of our study suggest that integrating L1 use into L2 acquisition process can reduce anxiety among learners and increase their self-confidence. When students who feel incompetent in English are allowed to express themselves in their mother tongue, they are more likely to actively participate in classroom activities. This is notably significant for primary school students to feel less comfortable using a foreign language. In our translanguaging training program, it has been observed that the anxiety of students who feel inadequate in a foreign language decreased and thus their foreign language development improved. Ossa Parra (2023) makes a similar point in her study that draws attention to the positive impact of translanguaging pedagogy on student participation in class and identity development.

So far, this discussion has focused on the translanguaging pedagogy. The following section will discuss the English-only method. English-only teaching has been one of the most widely used techniques in the context of language teaching and learning. English-only teaching aims to create a riveting environment for students to learn the target language. The findings of the current study underlined that students can successfully complete their vocabulary learning process through exposure and practice of the target language. Therefore, using only English in vocabulary teaching is an effective teaching technique. Educators may find it useful to increase students' vocabulary, general language proficiency and language fluency by using only English during teaching and learning.

When the findings acquired from this research were compared with the literature, it was seen that the findings were consistent with the existing research on the use of L2 in language teaching. In his study on bilingualism and translanguaging in bilingual schools, Jones (2017) emphasized the importance of encouraging students to use L2 in the language learning process. At the same time, he underscored the significance of bilingual learning environments. The findings obtained by the researcher also coincide with the findings of our study. This alignment has shown that both English-only and translanguaging practices can contribute to improve language learning outcomes and promote multilingualism in educational fields. In accordance with the present results, previous studies have demonstrated the importance of students using only L2 resources to improve the language acquisition process.

According to Chicherina and Strelkova's (2023) study, the use of translanguaging activities, which are used at the least level in the process of learning English by students whose native language is Russian, was the top priority for both students and teachers. By the same token, the researchers underscored that using L2 increased students' self-confidence, their production abilities in English, even if it was about non-language subjects, while learning a second or foreign language. This study complements our study's findings on the use of translanguaging activities in vocabulary teaching and a broader perspective on translanguaging approaches.



VI. CONCLUSION AND RECOMMENDATIONS

In conclusion, this master's thesis has shed light on whether translanguaging activities are effective for teaching vocabulary for primary school students. The aim of the research was to clarify whether translanguaging activities enhance primary school students' vocabulary learning. Two groups were formed in the study, a control group and an experimental group. English-only method was used for the control group during vocabulary teaching. In the experimental group, translanguaging activities were applied while teaching vocabulary. A four-week teaching plan was employed to the experimental group. A pre-test was given to both groups before starting the intervention. After the four-week teaching plan which included translanguaging activities implemented to the experimental group, a post-test was administered to both groups. The results achieved by the researcher show that both translanguaging activities and using only L2 are persuasive methods for teaching vocabulary to primary school students. The major limitation of this study is the small number of students in the control group and the experimental group. This would be a fruitful area for further work to study with a larger sample size in terms of which method might be more effective. The researchers also recommend that educators ought to focus more on exploring and practicing translanguaging activities in vocabulary teaching. Future works are needed to fully understand the implications of translanguaging activities by recognizing and caring the student's multilingualism. As a consequence, educators can create more powerful language learning experiences for students and thus contribute to their academic success and language development.

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APPENDICES

Appendix A: Pre-Test

Appendix B: Post-Test

Appendix C: Examples of Translanguaging Activities

Appendix D: Ethics Committee Decision



Appendix A. Pre-test.



1.

- A) A cold B) A temperature C) A stomach-ache



2.

- A) A cough B) A sore throat C) A headache



3.

- A) Make a sculpture B) Dig up bones C) Study stones



4.

- A) Dig up bones B) Study stones C) Look at the moon



5.

- A) Crayons B) Felt-tips C) Lead pencils



6.

- A) Past the house B) Down the steps C) Up the hill



7.

- A) Along the river B) Over the bridge C) Trough the trees



8.

- A) Recorder B) Flute C) Keyboard



9.

- A) Trumpet B) Flute C) Recorder



10.

- A) Drums B) Cymbals C) Maracas



11.

- A) Filet mignon B) Burrito C) Curry



12.

- A) Use your imagination B) Find information C) Solve problems



13.

- A) Pavement B) Gate C) Flats



14.

- A) Forest B) Field C) Wood



15.

- A) Street B) Motorway C) Path



16.

- A) Marry B) Raise a family C) Live in a house



17.

- A) Raise a family B) Have a party C) Marry



18.

- A) Tracksuit B) Tank top C) Scarf



19.

- A) Tank top B) Tracksuit C) Cardigan



20.

- A) Jeans B) Tracksuit C) Tank top

Appendix B. Post-test.



- A) Comedy B) Cartoon C) Adventure film



- A) Scary film B) Wildlife film C) Musical



- A) Cartoon B) Western C) Historical film



- A) Adventure Film B) Comedy C) Sci-fi film



- A) Western B) Scary film C) Cartoon



- A) Sci-fi film B) Comedy C) Wildlife film



- A) Musical B) Romantic film C) Historical film



- A) Adventure film B) Western C) Cartoon



- A) Comedy B) Romantic C) Wildlife film



- A) Musical B) Scary film C) Western



11.

- A) Wig B) Sandals C) Scarf



12.

- A) Boots B) Gloves C) Jeans



13.

- A) Sandals B) Scarf C) Wig



14.

- A) Gloves B) Overalls C) Jeans



15.

- A) Sandals B) Wig C) Gloves



16.

- A) Scarf B) Tank top C) Boots



17.

- A) Cardigan B) Overalls C) Jeans



18.

- A) Tracksuit B) Tank top C) Scarf



19.

- A) Tank top B) Tracksuit C) Cardigan



20.

- A) Jeans B) Tracksuit C) Tank top

Appendix C. Examples of translinguaging activities.

Image 1



Image 2



Image 3



Image 4



Image 5



Image 6

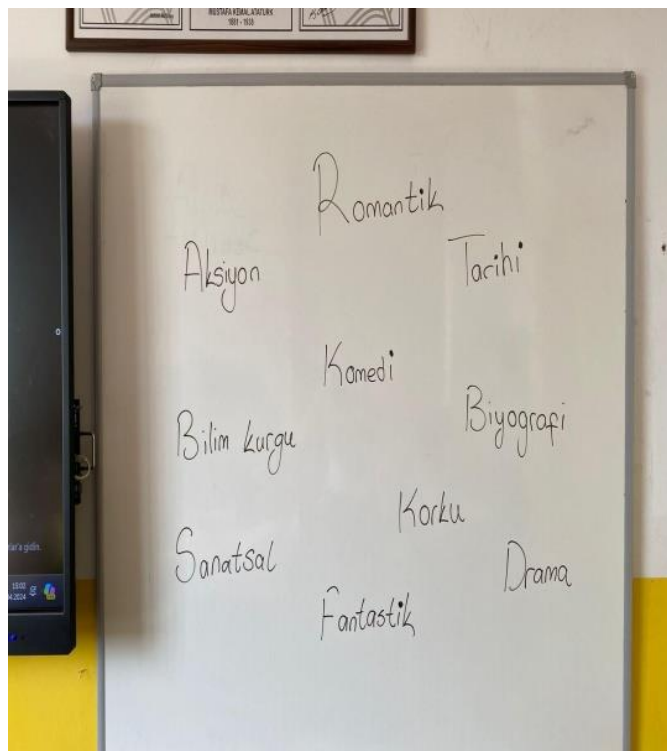


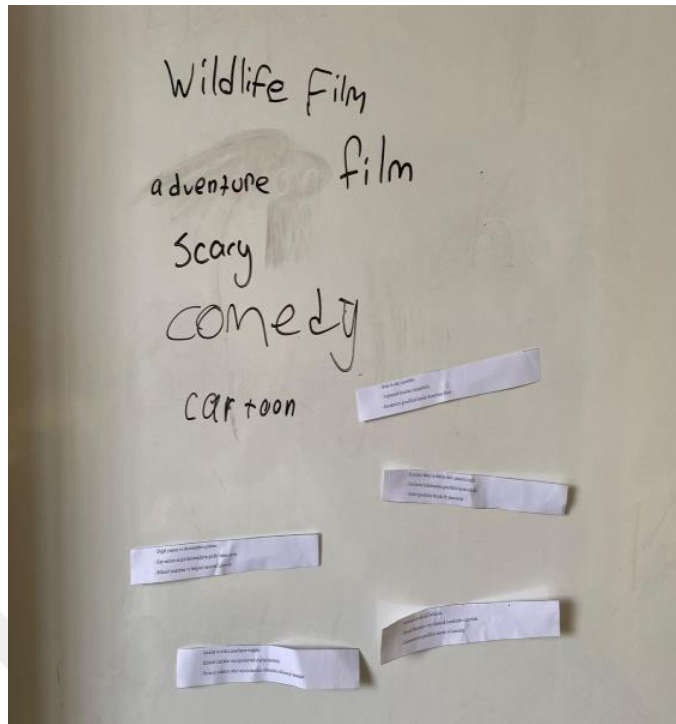
Image 7



Image 8



Image 9



Appendix D. Ethics committee decision.

Evrak Tarih ve Sayısı: 01.07.2024-122850



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü



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Bilgilerinize rica ederim.

Dr. Öğr. Üyesi Nuri Gökmen KARAKİRAZ
Müdür Yardımcısı

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Gazi Secondary School

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Özderya Private Elementary School

2003 - 2006

JOB EXPERIENCES

Altınyaka College, Antalya

2023 - 2024

Atakent Bilfen College, İstanbul

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Dumlupınar Şehit Kamil Yenigül Secondary School, Kahramanmaraş

2021 - 2022

Doğa College, Kahramanmaraş

2020 – 2021

Kocatepe Secondary School, Gaziantep

2019 - 2020

English Time, Kahramanmaraş

2019

American Cultural Association, Kahramanmaraş

2018

Foreign Language Education Service, Kahramanmaraş

2018

PUBLICATIONS FROM DISSERTATION, PRESENTATIONS AND

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CERTIFICATES AND SEMINARS

First Aid

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Psychological First Aid Online

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3rd Annual HKU ELT Symposium

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12th GKV ELT Conference

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Teaching English as a Foreign Language in Türkiye

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Creative Drama

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Materials Adaptation and Development Work

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Translation (English - Turkish / Turkish - English)

Social Responsibility Project

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English – C2 (Listening, speaking, reading and writing)

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