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DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME
MA THESIS

EXPLORING STUDENT-DIRECTED TRANSLANGUAGING IN
THE ENGLISH-CENTRIC CLASSROOM

SAADET APA ÖZTÜRK

İzmir
2022

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2022

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Yüksek lisans tezi olarak sunduğum “Exploring Student-directed Translanguaging in the English-Centric Classroom ” adlı çalışmanın içerdiği fikri izinsiz başka bir yerden almadığımı; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında ve bölümlerinin yazımında bilimsel etik ilke ve kurallara uygun davrandığımı, tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yaptığımı ve bu kaynaklara kaynakçada yer verdiğimi, ayrıca bu çalışmanın Dokuz Eylül Üniversitesi tarafından kullanılan bilimsel intihal tespit programıyla tarandığını ve *intihal içermediğini* beyan ederim. Herhangi bir zamanda aksinin ortaya çıkması durumunda her türlü yasal sonuca razı olduğumu bildiririm.

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ÖZET

İNGİLİZCE MERKEZLİ SINIFTA ÖĞRENCİ ODAKLI DİLLER ARASI GEÇİŞİLİLİĞİN İNCELENMESİ

Bu tezin temel amacı hazırlık sınıfı öğrencilerinin diller arası geçişliliğe karşı tutumlarını ve bu öğrencilerin diller arası geçişlilik uygulamalarını incelemektir. Bu amaçla, hazırlık sınıfında okuyan B1 düzey İngilizce bilgisine sahip seçkisiz olmayan örnekleme yöntemiyle seçilmiş 28 öğrenciye karma bir araştırma deseni uygulanmıştır. Nicel veri öğrencilere uygulanan ve öğrencilerin yalnızca İngilizce kullanımına karşı tutumlarıyla, öğrencilerin diller arası geçişliliğe karşı tutumlarıyla ve öğrencilerin diller arası geçişlilik uygulamalarıyla ilgili bölümlerden oluşan anketten elde edilmiştir. Ayrıca nitel veriyi toplamak için çevrimiçi olarak yapılan okuma dersleri sekiz hafta boyunca gözlemlenmiştir. Buna ek olarak, dört daha az başarılı ve dört daha çok başarılı öğrenciden oluşan iki farklı grupta odak grup görüşmeleri gerçekleştirilmiştir. Anketten elde edilen bulgular, öğrencilerin diller arası geçişliliğe karşı olumlu tutumlarının olduğunu ortaya çıkarmıştır. Öğrencilerin yalnızca İngilizce kullanımına karşı tutumları olumsuz olarak ortaya koyulmasa da, diller arası geçişliliğe karşı tutumları daha olumludur. Ayrıca, çevrimiçi olarak yapılan okuma ders gözlemlerinden elde edilen nitel veri, öğrencilerin diller arası geçişlilik uygulamalarını en çok okuma parçası hakkındaki ilk izlenimlerini ifade etmek, okuduğunu anladıklarını ifade etmek, anladığını başka kelimelerle açıklamak, yardım istemek, eleştirel düşünce becerilerini ortaya koymak, okuma parçasıyla ilgili bir konu hakkında tartışmak ve içerik hakkındaki tahminlerini ifade etmek için kullandığını göstermiştir. Odak grup görüşmelerinden elde edilen veri daha az başarılı ve daha çok başarılı öğrencilerin diller arası geçişliliğe karşı olumsuz algıya sahip olduğunu göstermiştir. Yabancı dil sınıflarında öğrencilerin diller arası geçişlilik kullanımını cesaretlendirmek için, öğrencilerin diller arası geçişliliğe karşı var olan olumlu tutumları devam ettirilmeli, diller arası geçişlilik hakkındaki olumsuz algıları azımsanmamalı ve de öğrencilerin diller arası geçişlilikten faydalanabilmeleri için bu olumsuz algıları olumlu yönde değiştirilmelidir.

Anahtar kelimeler: Dil öğrenenler, diller arası geçişlilik, tutum, başarı

ABSTRACT

EXPLORING STUDENT-DIRECTED TRANSLANGUAGING IN THE ENGLISH-CENTRIC CLASSROOM

The main goal of this thesis is to investigate preparatory class students' attitudes towards translanguaging and their translanguaging practices. To do this, a mixed method research design was selected and applied to 28 preparatory class B1 level of students chosen through the nonrandom sampling method. The quantitative data were collected from students through a questionnaire asking students' attitudes towards English-only policy, students' translanguaging attitudes and practices. Besides, to collect the qualitative data, online reading classes were observed for eight weeks. Moreover, focus group interviews with 4 lower and 4 higher achieving students were conducted in order to get a deeper understanding of students' perceptions on translanguaging. The findings gathered from the questionnaire revealed that preparatory class students have positive attitudes towards translanguaging. Even though students do not have negative attitudes towards English-only policy, their attitudes towards translanguaging are more positive. In addition, the qualitative findings obtained from online reading class observation indicated that students most frequently use translanguaging practices to express their initial evaluations about the text, to mention their comprehension, to paraphrase, to ask for help, to show their critical thinking skills, to discuss a topic about the related text, to put forward their predictions about the content. Furthermore, the findings of focus group interviews showed that both low and high achievers have negative perceptions on translanguaging. To encourage students for the use of translanguaging in a foreign language learning class, students' positive attitudes should be supported and their negative perceptions should not be underestimated and negative perceptions on translanguaging should be tried to be changed into positive so that students can benefit from translanguaging.

Keywords: Language learners, translanguaging, attitude, achievement.

CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

Use of L1 in a foreign language teaching and learning setting has been investigated by many researchers (De La Campa & Nassaji, 2009; Storch & Wigglesworth, 2003; Turnbull & Arnett, 2002; Wang & Wen, 2002) and there have been different ideas about the use of L1 in foreign language classrooms throughout the years. The previous perceptions were based on the ideas in which the use of L1 was considered as a problem and should be avoided (Moore, 2013). Willis (1981) noted that English learning and teaching should be through the medium of English since the use of L1 harms the exposure to the L2. This monolingual approach which supported the use of English as an only source of learning and teaching started to lose its importance over time especially when the research pointed out that the use of L1 has been a mediational tool for L2 learning (Canagarajah, 2011a; Creese & Blackledge, 2010; Garcia, 2009). However, the monolingual lens had an impact on bilingual education at first. The idea of bilingualism and bilingual education was originally based on the monolingual perspective “where bilingualism was understood as simply the plurization of monolingualism” (Garcia & Woodley, 2015, p.134). This perspective suggested that there are two separate language systems that bilinguals have.

For the bilingual education, the monolingual perspective did not propose the use of one language for learning the other language. Instead, two languages were considered as separate. Lambert (1973) provided two types of bilingualism; additive and subtractive bilingualism. While the former suggests the addition of a new language to the previous one and the use of both equally, the second one is used to describe the decrease of the first language due to the learning of second language (Lambert, 1973). Nevertheless, these two types of bilingualism have not been enough for the education of today’s world bilinguals as there is a need for another type of bilingualism which would provide another perspective rather than monolingual lens (Garcia & Woodley, 2015). Garcia (2009) was the first who challenged this perception on bilingualism. Rather than having two separate languages, there is one system which integrates the features of two languages called ‘The Dynamic Bilingual Model’ (Garcia & Wei, 2014).

As an opposite perspective to the monolingual practices of bilingual education, ‘translanguaging’ was coined by Cen Williams (1996) as a pedagogical practice. At that time,

Williams (1996) defined translanguaging as a pedagogical practice of bilingual students where they used the Welsh and English languages alternately in the classroom and they benefited from this for learning the second language. After that, translanguaging was used to describe the use of two languages to make meaning in language learning environment (Baker, 2011).

Considering Turkish students at the higher education level, most of Turkish students have used Turkish in their English learning practices in the classroom. While doing so, they aim at learning English with the help of their mother tongue Turkish. Therefore, this study aims to investigate Turkish preparatory class students' translanguaging practices and their perceptions on translanguaging.

1.2. Significance of the Study

In our globalized world, many people have become bilinguals due to several factors such as communication, air travelling across countries, tourism, occupations, the mass media, technology and the Internet (Baker, 2011). Therefore, it can be said that these people use either their native languages or another language that they know in appropriate situations. For instance, a Turkish worker, immigrated to Germany, can be considered as bilingual who speaks Turkish at home, but at the same time speaks German with his superiors and the authorities (Hoffman, 2014).

The increasing use of two languages has led researchers to investigate what bilingualism is. There are many definitions for bilingualism in literature. Haugen (1956, p. 11) provided the definition as "bilingual is a cover term for people with a number of different language skills, having in common only that they are not monolingual." Another definition of bilingualism given by Weinreich (1979, p. 1) is that "the practice of alternately using two languages will be called bilingualism, and the persons involved, bilingual." The term 'bilingualism' has two different levels, one is the individual and the other is the societal level (Garcia & Wei, 2014). Moreover, Lambert (1973) provided the notions of additive bilingualism which refers to the situation where the speaker adds the new language to the old one and uses them in a balanced manner, and subtractive bilingualism that refers to the decrease of the first language as the second language is being acquired. The second form of bilingualism happens especially in minority groups where the national policies force people to use the official language by leaving their native language away (Lambert, 1973). This is the traditional bilingualism perspective which suggests that the speaker has two autonomous linguistic systems. Unlike the separation of two languages in bilingualism, Cummins (1979)

proposed that bilinguals have two languages but they are interdependent. However, as this kind of idea sees bilingualism from the monolingual point of view, the idea of ‘dual bilingualism’ was opposed by Garcia (2009).

In contrast to dual bilingualism, Garcia (2009) suggested that the globalization of the world made it possible to interact with the others around the world and this necessitates dynamic bilingualism where the speaker interacts by using multimodalities instead of having a linear way of bilingualism. The Dynamic Bilingual Model (Garcia & Wei, 2014) presents the idea of having one linguistic system which has integrated features of two languages. Therefore, the separation of two languages is not consistent with the way of life in the 21st century when people cross borders.

Gumperz’s study (1982) which actually investigated the code-switching of bilingual speakers sheds light on the notion of ‘languaging’. In his research, it was shown that bilingual interlocutors did not have any difficulties in understanding each other even though they exchanged some grammatical systems during their conversations (Gumperz, 1982). This idea, which shows that alternating between grammatical systems according to the needs at the time of speaking, led some researchers to consider language not just as a set of rules, but as a socially constructed practice (Hardigree & Ronan, 2019). Maturana and Varela were the ones who first talked about the notion of languaging. In their book *The Tree of Knowledge*, they stated “when we speak here of action and experience, we mean something different from what occurs only in relation to the surrounding world, on the purely ‘physical’ level” (Maturana & Varela, 1992, p. 26). The definition of languaging was given by many researchers (Becker, 1988; Swain, 2006; Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009; Thibault, 2011) and they mentioned that the term *languaging* refers to the process which continuously shapes and is shaped by the environmental factors through the focus on the dynamics of people interaction and communication, and thanks to this process making meaning emerges. In fact, making meaning is the process itself since the people in communication either written or spoken use the language to get information about the context. Thus, the actions and experiences that people embody create a very strong relation between them and language. This relationship brings about the languaging. (Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009). Instead of being ‘a thing’, language is considered as ‘a process’ (Becker, 1988, p. 25), and languaging is the process where the speaker interacts dynamically. The languaging practices of bilingual speakers are even more dynamic due to the fact that they make use of more complex, and multilingual linguistic resources (Hardigree & Ronan, 2019). This shift towards a more

dynamic and interactive perspective has directed researchers to think about the notion called ‘translanguaging’.

Originated from the Welsh term ‘trawsiethu’, the term ‘translanguaging’ was coined by the researcher Cen Williams (1996) to refer to a pedagogical practice of bilingual students where they alternated the English and Welsh languages. Williams (1996) used this term to reflect the situation of bilingual students who used one language to receive the necessary information as an input and used another language as an output in the bilingual classroom. For instance, students are asked to listen to a conversation in one language and later speaking or writing about it in another language (Baker, 2011). Even though the term ‘translanguaging’ was coined by Williams in the 1980s, it did not get much attention until the time when Baker (2001) translated the Welsh term into English. Baker (2011) describes translanguaging as “the process of making meaning, shaping experiences and gaining understanding and knowledge through the use of two languages” (p. 288). In contrast to the languaging that has a focus on general language practices, in translanguaging both languages of bilingual speakers are used in a dynamic and integrated way to have more understanding and express the knowledge. For Wei (2011), “translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them” (p.1223). In parallel with this idea, Garcia and Wei (2014) define translanguaging to refer to new language practices rather than two separate languages. They suggest that translanguaging is used to describe a unified repertoire of languages from which bilingual speakers choose features to communicate. These definitions given by many researchers go beyond the concept of additive bilingualism which support two autonomous languages. On the contrary, dynamic bilingualism where the bilinguals have complex and interrelated language practices provides one linguistic repertoire for two different languages (Garcia & Wei, 2014). As there is a shift from two separate languages towards one linguistic repertoire, translanguaging has drawn much attention in bilingual education. Some researchers (Canagarajah 2011b; Garcia, 2009) point out that there is an exact distinction between the code-switching and translanguaging and Garcia and Wei (2014) posit translanguaging “refers not simply to a shift or shuttle between two languages, but to the speakers’ construction and use of original and complex interrelated discursive practices...” (p.22). While code-switching refers to alternating between two or more different languages to communicate, translanguaging refers to the selection of features from bilinguals’ entire linguistic system. That is, as Garcia (2009) points out that “in translanguaging there are no clear-cut boundaries between the languages of bilingual speakers” (p. 82).

Recent studies (Canagarajah, 2011a; Creese & Blackledge, 2010; Lewis, Jones & Baker, 2012) have shown that translanguaging practices help development of language proficiency of bilinguals. Translanguaging also creates a space where bilinguals can use two languages for interaction (Wei, 2017). Moreover, it gives an opportunity both for the teachers and students to make meaning and develop identity (Garcia, 2009).

In the light of these researches, this study which aims to provide a deeper understanding of translanguaging practices of preparatory class students and their attitudes towards translanguaging at higher education level in Turkey may reflect the significance of translanguaging in foreign language learning. The findings may shed light on the way of lecturers and curriculum designers. Revealing the results of this present study can contribute to the gap of research on translanguaging at higher education both in Turkey and the other countries around the world.

1.3. Research Questions

In this present study, preparatory class students' attitudes towards translanguaging and their translanguaging practices are investigated and this study primarily attempts to answer for these following questions:

1. What are the preparatory class students' attitudes towards translanguaging?
2. Is there a significant relationship between preparatory class students' attitudes towards translanguaging and their first term academic achievement?
3. For what purposes do the preparatory class students have translanguaging practices in a reading class?
4. What are the perceptions of low achievers and those of high achievers on translanguaging?

1.4. Limitations of the Study

There are several limitations of this present study. Firstly, the number of students participated in the study is limited to 28 students. Secondly, the level of students is limited to B1. Thirdly, the lessons observed in the study are online and limited with only reading lessons. Fourthly, focus group interviews are conducted online.

1.5. Definitions

Translanguaging: “Translanguaging is the enaction of language practices that use different features that had previously moved independently constrained by different histories, but that now are experienced against each other in speaker’s interactions as one *new whole*” (Garcia & Wei, 2014, p. 21).

Emergent Bilingual: “English language learners are in fact *emergent bilinguals*. That is, through school and through acquiring English, these children become bilingual, able to continue to function in their home language as well as in English, their new language and that of school” (Garcia, Kleifgen & Falchi, 2008, p.6).

Academic achievement: “Knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teacher, or by both” (Good, 1973, p.7).

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Sociocultural Theory

Sociocultural Theory (SCT) was developed by Lev S. Vygotsky in the early 20th century. Vygotsky's (1978) sociocultural theory is based on the importance of social interactions in learning and development processes. Vygotsky's theory (1978) posits that mediating agents which take a role in the child's interaction with the environment support the development of child's higher mental processes (Kozulin, Gindis, Ageyev & Miller, 2012). As Kozulin (2012) states "According to Vygotsky, human higher mental functions must be viewed as products of *mediated* activity. The role of mediator is played by psychological tools and means of interpersonal communication" (p.39).

As one of the essential concepts of SCT, mediation was suggested as "the basis of higher psychological processes" (Vygotsky, 1978, p. 7). It was also used by Vygotsky to describe the capacity that humans demonstrate for regulating not only themselves but each other (Lantolf & Poehner, 2014). Furthermore, psychological tools were described as devices to master mental processes by Vygotsky and they were considered as artificial and social (Daniels, 2001). These psychological tools are "language; various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps and mechanical drawings; all sorts of conventional signs" (Vygotsky, 1981, p. 136-137). Therefore, mediation encloses the use of these tools and signs. Lantolf (1994) states mediation as in the following:

Mediation, whether physical or symbolic, is understood to be the introduction of an auxiliary device into an activity that then links humans to the world of objects or to the world of mental behavior. Just as physical tools (e.g., hammers, bulldozers, computers, etc.) allow humans to organize and alter their physical world, Vygotsky reasoned that symbolic tools empower humans to organize and control such mental processes as voluntary attention, logical problem-solving, planning and evaluation, voluntary memory, and intentional learning (p. 418).

Lantolf and Thorne (2000) state that language is one of the primary means of mediation and it contributes to the cognition development. Vygotsky (1978) premises speech internalization on three different forms of speech: "external speech" (or "social speech"),

“egocentric speech” (or “private speech”) and “inner speech” (Jones, 2009, p. 169). While communicating with others, people use language which is called external speech. The external speech is considered as the basic linguistic variety from which the other forms of speech derive (Jones, 2009). While mastering external speech, children begin with one word and continue with combining two or more words and later simple sentences and more complicated ones, and finally they can “proceed from a part to the whole” (Vygotsky, 1986, p. 232). As mentioned before, another form of speech is egocentric or private speech. Even though Piaget was the first who paid attention to this kind of speech, he did not see its genetic relation with inner speech (Vygotsky, 1986). The private speech represents a stage of speech for oneself instead of speech for others (Vygotsky, 1986). As Diaz and Berk posit (1992) “In private speech, children begin to use for themselves the tools and signs that caregivers use to regulate their behavior” (p.2). Thus, private speech becomes a vital developmental tool leading a way toward self-regulation (Vygotsky, 1986). Moreover, private speech is “a stage of development preceding inner speech” (Vygotsky, 1986, p. 240). Actually both the external and private speech aspects later become the basis of inner speech (Vygotsky, 1978). The inner speech is “a nonvocalized plane of speech” and it is “close to pure thought” (McCafferty, 1994, p. 422). As learning to read out loud happens in inner speech first, and then read out silently, inner speech derives from the use of external language practice with others (Jones, 2009).

Since SCT posits that language is a meaning making tool that supports mediation (Dunn & Lantolf, 1998), the role of language as a developmental tool cannot be underestimated. In Vygotsky’s sociocultural theory of mind (1978), language is “the most crucial mediating artifact in the creation and functioning of higher mental processes. Language is a semiotic tool that mediates thinking and learning” (Swain, Kinnear & Steinman, 2011, p. 37). Based on these statements, it can be said that the use of first language in the second language learning environment can be beneficial since the use of L1 supports learners cognitively in foreign language classrooms (Anton & DiCamilla, 1998; Brooks & Donato, 1994).

Another primary concept of SCT is social interaction. As Ellis (2000) states that SCT supposes language learning happens not only through interaction but also in interaction, learners’ interaction gains importance throughout the learning process. Vygotsky (1978) also claims development is dynamic and uneven rather than smooth and linear. Furthermore, in Vygotsky’s theory (1978) “the origin of the ability to engage successfully as an individual in strategic processes (self-regulation) lies in social interaction” (Frawley & Lantolf, 1985, p. 20). Before controlling their own behavior, children begin to master their environment thanks

to speech, and this situation creates new relationships with the environment, and later these relationships become human behavior that is the basic form of the use of tools (Vygotsky, 1978). In parallel with this perspective, Lourenco (2012) also assumes that second language learners create social relationships with others with the help of social interactions firstly, and then these interactions contribute to the learners in shaping their cognitive developmental processes by using language as a mediational tool.

Another key concept of SCT is internalization. According to Lantolf and Thorne (2007) internalization can be defined as “the process through which cultural artifacts, such as language, take on a psychological function” (p. 203). Internalization is a reconstruction of external which happens internally (Vygotsky, 1978). Internalization proposes that social activity is the basic source of consciousness (Lantolf, 2000). During the internalization process, there are three transformations (Vygotsky, 1978):

1. Operation initially representing an external operation is reconstructed and it starts to occur internally.
2. Interpersonal is transformed into intrapersonal.
3. The transformation of both interpersonal and intrapersonal process is resulted from a series of developmental activities (pp.56-57).

Winegar (1997) posits that internalization is the process where an individual reorganizes his/her relationships with the environment and this reorganization supports the reorganization in future. With the help of internalization, people mediate their mental activities (Lantolf & Thorne, 2007).

As the concept of imitation has a role both in internalization and the Zone of Proximal Development, it is needed to be mentioned in SCT. Imitation can be considered as an activity which is more than just repeating what the others have already said or done (Vygotsky, 1978). Moreover, Lantolf and Poehner (2014) suggest that “imitation does not only take place in direct linguistic interaction, it also occurs through eavesdropping on interactions that do not include learners directly” (p. 51). Even though imitation is considered as a mechanical process by some, people can imitate only the things that are within their developmental level (Vygotsky, 1978). Imitation necessitates people to move from the known one to the new one (Vygotsky, 2012). All in all, imitation at the developmental level of people can benefit learners as language learners increase their proficiency (Lantolf & Poehner, 2014). The function of imitation in the process of internalization cannot be underestimated since learners make use of imitation during the process of new language learning (Lantolf & Thorne, 2007).

Vygotsky (1978) mentioned the concept of The Zone of Proximal Development (ZPD) to comprehend the developmental process which occurs through social interaction. The Zone of Proximal Development was described by Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (p.86). Some second language researchers (Donato, 1994; Ohta, 1995) expanded the definition of ZPD and they proposed that non-expert language learners can provide assistance to each other equally by means of collaborative learning. Moreover, it is needed to remember that “ZPD requires co-authorship or co-construction. Even between an ‘expert’ and a ‘novice’ there needs to be some level of intersubjectivity – enough common ground – to proceed” (Swain, Kinnear & Steinman, 2015, p. 24). According to Lantolf and Thorne (2007), “ZPD is not only a model of developmental process but also a conceptual tool” (p.207). Thanks to its function as a conceptual tool, ZPD can help educators understand their students’ extending capacities at the beginning of their maturation (Lantolf & Thorne, 2007). Since ZPD creates the environment where the social and the people come together, the tools and signs that learners use take a role as mediational tools (Daniels, 2001). Considering translanguaging in language learning environment, it can be concluded that translanguaging can help learners understand the subject matter better as it assists to transfer linguistically (Cummins, 2008). From translanguaging perspective, the languages that learners have are not in separate units, instead they overlap continuously (Garcia, 2009; Hornberger & Link, 2012). By transferring the necessary linguistic features from one to another, learners get a better understanding on what they are dealing with. Therefore, the languages the learner have play a role as a mediational tool.

As a part of ZPD, collaborative dialogue is also needed to be mentioned in SCT. According to Swain (2000), “collaborative dialogue is a dialogue in which speakers are engaged in problem solving and knowledge building”, and also “it heightens the potential for exploration of the product” (p.102). Collaborative dialogue helps learners mediate not only to solve their problems but also build knowledge (Swain, 2000). From the perspective of Vygotsky’s SCT, the use of L1 acts as a mediational tool due to the fact that learners’ use of L1 during the L2 learning process gives an opportunity to engage collaboratively with others (Ortega, 2015). In parallel with Ortega’s (2015) statements, Swain (2000) also states “language learning occurs in collaborative dialogue, and that this external speech facilitates the appropriation of both strategic processes and linguistic knowledge” (p.113). Swain and Watanabe (2013) also conclude that by means of collaborative dialogues “L2 learners use

language as a cognitive tool to mediate their thinking, and their talking about the language mediates L2 learning and development (p. 6). The research done by Ammar and Hassan (2018) has shown that whatever the proficiency level the learners have, collaborative dialogue is a beneficial approach for L2 learners. To highlight the relation between collaborative dialogue and SCT, Donato (2004) claims that sociocultural perspective draws a conceptual framework to describe and explain collaboration and its effects on learning and development. Because translanguaging mainly focuses on the use of linguistic repertoire fully, translanguaging instruction should be based on setting up a collaborative system within the classroom (Garcia & Kley, 2016). In the same way with these perceptions on translanguaging, Shabani, Khatib and Ebadi (2010) state that when learners work with others collaboratively, they learn best and learning happens through collaboration.

Scaffolding has also an important place in SCT. Scaffolding was defined by Wood, Bruner and Ross (1976) as “a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts” (p. 90). With the help of scaffolding, a learner can do what he or she cannot do without assistance. There are several scaffolding functions: “recruitment, reduction in degrees of freedom, direction maintenance, making critical feature, frustration control, demonstration” (Wood, Bruner & Ross, 1976, p. 98).

Hammond and Gibbons (2005) argue that the success of language learners is not only related to the participation in learning environment but also related to the chances for scaffolding owing to the fact that scaffolding can occur within the classrooms which include highly challenging and supportive practices. To solve the tasks that are given beyond their own level, learners need to work within the ZPD, and they can achieve this with the help of assistance (Bransford, Brown & Cocking, 2000). Thus, scaffolding can be used as a strategy of teaching and it provides several advantages for learners. Stuyf (2002) summarizes these advantages as: (a) it creates learner engagement, (b) it motivates learners, (c) it decreases learner frustration (p. 11-12). Walqui (2006) suggests six types of instructional scaffolding and they are “modelling, bridging, contextualisation, building schema, re-presenting text and developing metacognition” (p. 170).

In the study of Pacheco, Kang and Hurd (2019), language ideology of pre-service teachers in terms of translanguaging was investigated. The results of the study showed that translanguaging enabled learners to scaffold to understand new vocabulary and procedural information. Considering scaffolding in terms of both ZPD and SCT, it can be argued that

interaction lies at the heart of scaffolding as interaction contributes to the learner development (Mehri & Amerian, 2014).

2.2. Translanguaging

2.2.1. Origins and Development of Translanguaging

The term ‘translanguaging’ which was originated from the Welsh term ‘trawsiethu’ was coined by the researcher Cen Williams (1996) to refer to a pedagogical practice of bilingual students where they alternated the English and Welsh languages. At that time, Williams (1996) used the term to describe the situation of bilingual students that were using one language to get the necessary information as an input and using another language as an output in the atmosphere of bilingual classroom. Baker (2011) stated that learners were asked to listen to a conversation in one language and then they used another language to write or speak about what they had listened to. Although Cen Williams coined the term ‘translanguaging’ in the 1980s, it became popular after the translation of the term from Welsh into English by Colin Baker (2001). According to Baker (2001), translanguaging is “the process of making meaning, shaping experiences and gaining understanding and knowledge through the use of two languages” (p. 288). Not only Baker (2001, 2011) has contributed to its popularization but also some scholars (Blackledge & Creese, 2010; Garcia, 2009; Hornberger & Link, 2012; Lewis, Jones & Baker, 2012) have made it popular and extended the term. While Baker (2001) suggests the concept of translanguaging as the meaning making process by means of two languages, Garcia and Wei (2014) state “translanguaging does not refer to two separate languages nor to a synthesis of different language practices or to hybrid mixture” (p. 21). Wei (2011) suggests that “translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them” (p.1223). Moreover, Garcia and Wei (2014) describe translanguaging by referring to new language practices instead of two separate languages. They propose that “translanguaging is the enactment of language practices that use different features that had previously moved independently constrained by different histories, but that now are experienced against each other in speaker’s interactions as one *new whole*” (Garcia & Wei, 2014, p. 21). Translanguaging is defined as the use of a unified repertoire of languages from which bilingual speakers choose features to communicate (Garcia & Wei, 2014). Besides these definitions, translanguaging has been described by many scholars (Canagarajah, 2011a; Lewis et al., 2012; Martin, 2015), and one of the most commonly

referred definitions is given by Canagarajah (2011a) and he labels 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).

There is a necessity to differentiate other similar concepts from translanguaging. To begin with, the concept of code-switching has generally been discussed owing to its similarities with translanguaging. Unlike translanguaging, code-switching is defined as “the bilingual’s ability to select the language in response to external cues and according to the properties of the linguistic system” (Garcia, 2009, p. 88). For Baker (2001), code-switching refers to any switch in a conversation either at word or sentence level. Code-switching can be defined as the process where bilinguals go back and forth from the languages by selecting from both when necessary (Garcia, 2009). According to Baker (2001), code-switching signals bilinguals’ lack of proficiency in both languages and that’s why it is rejected. Not only others but also bilinguals themselves have negative attitudes about their code-switching practices as it reflects “sloppy language habits” (Baker, 2001, p. 101). In contrast to the previous perceptions, some research has shown that code-switching is not something to be discouraged and not a signal of bilinguals’ lack of proficiency since alternating between languages is a sophisticated practice (MacSwan, 2013).

Garcia (2009) posits two types of code-switching. One of them is intrasentential and it “refers to instances in which the switch occurs within the boundaries of a clause or a sentence” and another type is intersentential, it “describes when the switching occurs at clause or sentence boundaries” (p. 86). Code-switching practices occur for various reasons and Baker (2001) proposes twelve purposes of code-switching as:

- Code-switching can be used to highlight a specific point in speech.
- Unless a speaker knows a word in one language, then he/she substitutes that word in another language.
- If a word or a phrase in two languages do not exactly correspond each other, code-switching may happen so as to reflect the concept which has no exact word for that culture.
- Speakers may have code-switching to strengthen a request.
- Code-switching may function as a repetition to clarify some specific points in a conversation.

- Code-switching can be used for friendship or family communication.
- Speakers may use code-switching by reporting the conversation in the used language/languages for relating a conversation which was held before.
- Code-switching may be used for interposing into a conversation.
- Speakers may use code-switching for easing tension and injecting humor into their conversation.
- Code-switching is sometimes used for an attitude or a relationship change.
- Speakers may use code-switching for excluding people from their conversation.
- Code-switching may sometimes occur due to some specific topics (pp. 102-104).

Even though code-switching and translanguaging have similar points, it cannot be used as a synonym of translanguaging due to the fact that translanguaging does not only refer to a shift between languages, instead it refers to the speakers' use of complete linguistic repertoire (Garcia & Wei, 2011). For Garcia (2009), translanguaging includes code-switching but it also goes beyond code-switching. According to Gabrys-Barker (2020), the primary difference between code-switching and translanguaging in learning environment is the attitude that people attributed to them. While code-switching was previously considered as a deficit in language proficiency and therefore was seen an operation only on the cognitive level, translanguaging has been considered as a bridge for understanding and thus seen an operation which also operates on affective level (Gabrys-Barker, 2020). Furthermore, Lewis, Jones and Baker (2012) suggest that code-switching is "a term from linguistics which analyses the speech of bilinguals, while translanguaging is essentially sociolinguistic, ecological, and situated" (p. 659). They also mention that while code-switching is associated with language separations, translanguaging rejects this idea concluding that there should be flexibility of language use and permeability of language learning by two or more languages (Lewis, Jones & Baker, 2012). In addition, Otheguy, Garcia and Reid (2015) conclude that code-switching refers to the idea which considers two linguistic systems separate and they also suggest that code-switching is based on named languages. In other words, there are clear-cut boundaries between the languages that speaker has and the linguistic features of these languages are set separately in speaker's repertoire. On the contrary, translanguaging focuses on the idiolect which is one's

full linguistic repertoire and therefore translanguaging supports bilinguals to use their complete linguistic features as a whole freely (Otheguy, Garcia & Reid, 2015). To make the difference between code-switching and translanguaging clearer and more understandable, Ke and Lin (2017) propose a metaphor by using colors in a quilt. In code-mixing quilt (figure 1), the quilt consists of completely different colors –black and white- and it has clearly defined panels. This represents code-switching where bilinguals make use of their two separate languages by selecting from one another. Moreover, different patterns of this quilt highlight the various use of these two languages. To give an example, while one can make use of one named language more, other may make use of two languages equally. Therefore, a variety of language use occurs.

Figure 1

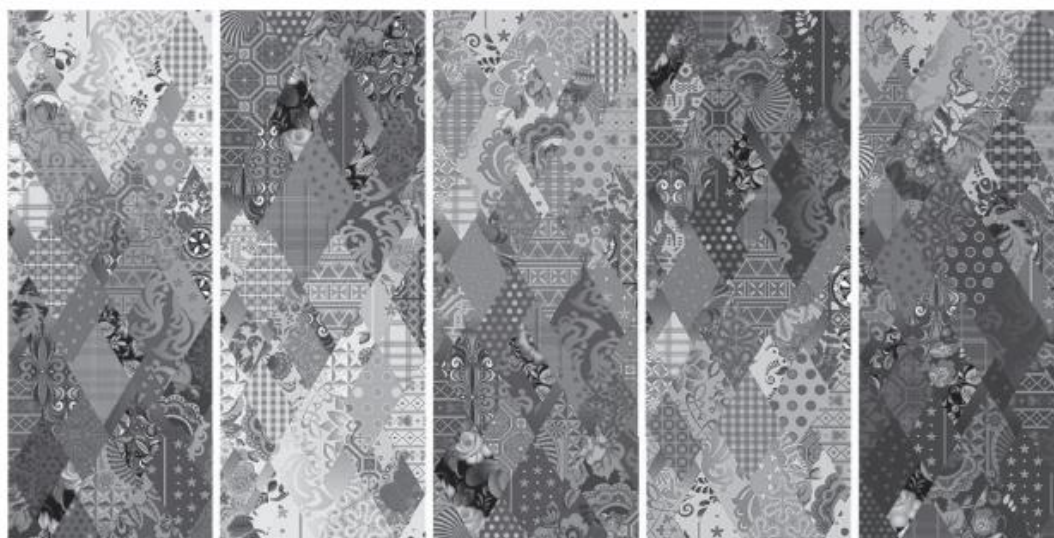
Code-switching quilts (Ke & Lin, 2017, p. 39)



In Figure 2, the quilt is made of different colors and there are various hues of these colors. This is what happens in translanguaging process. Bilinguals use different linguistic elements from both languages which are not separate. In contrast to code-switching quilt, this quilt does not have defined boundaries, instead blurred lines highlight the nature of translanguaging where bilinguals can create and use their own repertoire. To put it in a nutshell, while code-switching represents the shifts in only codes, translanguaging refers to the changes both in codes and modes.

Figure 2

Translanguaging quilts (Ke & Lin, 2017, p. 40)



Another concept that is similar to both code-switching and translanguaging is code-mixing. Bokamba (1989) suggests that “code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from two distinct grammatical (sub-) systems within the same sentence and speech event” (p. 278). To illustrate, in the study by Mabule (2015) the examples of code-mixing are given as in the following:

E-mail (a conversation between colleagues)

Person 1: (1a) Ek voel nie lekker nie en het vir Boss gevra of ek maar kan huis toe gaan. Ek gaan 10 o’clock loop, so sal jy sorg vir die allocations asseblief. Thanks!! (I don’t feel well and I asked the Boss if I can go home. I’m going to leave at 10 o’clock, so will you please do the allocations?) (Thanks!)

Person 2: (1b) Mmotse gore a dire diallocations tseo pele a tsamaya. A kere o kgopetse Boss? Or botsisa Boss gore diallocations di tlo dira ke mang? (Tell her she must do the allocations before she leaves. Didn’t she said she had asked the Boss for permission to leave? Or ask the Boss who is going to do the allocations?) (p. 341-342)

Code-mixing differentiates from code-switching since the former occurs by mixing different linguistic units from two different grammatical systems and the latter involves mixing

from two codes (Tay, 1989). Although there are two different definitions for both of these concepts, it cannot be easy to determine whether it is code-switching or code-mixing (Tay, 1989). Therefore, some scholars (Ke & Lin, 2017) prefer to use code-mixing for both code-switching and code-mixing.

Code-meshing is another concept that is worthy to mention. While code-mixing includes generally spoken language, code-meshing is used to refer to written form of language. Canagarajah (2011a) posits that “codemeshing also accommodates the possibility of mixing communicative modes and diverse symbol systems (other than language) (p. 403).



Figure 3

Ana and Clarita's Lucha Libre Story Note (Lee & Handsfield, 2018, p.163).

Lucha Libre: page #1

It was a sunny day in the Federal District of Mexico, (D.F.). It was El Cinco de Mayo and at 5:00pm there was going to be a wrestling match with the greatest wrestler ever, The Golden Mask and his challenger, Bronze Mask.

"Tio, today it's my birthday and for my birthday I want to go to the wrestling match!" Announced Sofia.

"Esta bien! But promise me that you won't leave my side, OK!" Responded Tio German.

"Sure but can I take Camila?" Asked Sofia.

"No estoy seguro si te la puedes llevar" Responded Tio German.

"Andale Por favor Yo quiero llevar a mi cachorra Camila, y yo soy muy responsable!" Insisted Sofia.

"Intentaremos hacerla, pero si no regresa la regresamos" Responded Tio German.

"Esta bien, pero aunque sea estamos intentando" Responded Sofia.

It was 5:00Pm. Sofia, y Tio German were going to the wrestling match in the traditional way. They rode a bus! As they were arriving at the wrestling match they noticed a food stand.

"Llévese lleves, los tacos de Pollo, hay chicharrones, tortas, lo que sea pero coméncese Camila!" Le gritó con pasión el vendedor de la parrilla.

Lucha Libre: page #2

"Mija, do you want something to eat?" asked Tio German to her Sobrina.

"Me compré un chicharrón con un poco de chile Valentina por favor" le Asked Sofia excitedly.

"Disculpe a cuanto da la bolsa de chicharrones?" Asked Curiously Tio German.

"La bolsa de chicharrones vale 5 Pesos, cuanto quiere comprar?" Responded Tio a vendedor de comida.

"Que daré los billos de chicharrones, y un poco de salsa para la parrilla" Asked el Tio German.

"Aqui está Señor, muchísimas gracias!" Thanked el Vendedor.

Empezó la batalla del Golden Mask y el Bronze Mask. El Tio German y Sofia se fueron a sentar a sus sillas que estaban hasta al frente.

"Señoras y Señores, niñas y niños feliz 5 de mayo. Hoy van a pelear los mejores luchadores, El Golden Mask y el Bronze Mask." Shouted el representante!

"Tengo que ir al baño, ¿por favor regresa!" Said el Tio German.

When Sofia got out she saw her Tio waiting for her all bruised up.

"Que se pasó?" le pregunto Sofia con curiosidad.

"Nada, Solo me resaque en el baño" Responded el Tio German.

"Ouch, eso debería doler" Sofia said.

"But guess what, Golden mask won the fight. If only you were there!" Sofia said her uncle.

"I was." Reclaimed Tio German.

"You were in the bathroom!" Sofia responded.

Tio German and Sofia were going home but Tio German said something to his Sobrina:

"Feliz cumpleaños mija!" Tio German said happily to Sofia.

"Gracias Tio!"

El Fin / The END

As Tio German left su sobrina alone. Tio German went to the locker room. He put his Golden mask. And his lucky needles with la Virgen de Guadalupe, on it.

"A la izquierda tenemos al Golden Mask, y a la derecha tenemos al Bronze Mask" announced the announcer.

All of the audiences clap, clap and clap for their favorite wrestler. They shouted historically "woof, woof, woof." Luchaba la gran conika. La pelea se daban unas golpizas que la cara de los había morada, parecían una fruta podrida.

"Come, on you can do it Golden mask. Anyways were Tio German ya tardó mucho en el baño?" Se preguntó Sofia entre ella misma.

Entre los dos luchadores se daban golpizas y de repente ganó el Golden wrestler. Ahora son la campana.

Ring, Ring, Ring, Ring.

Figure 3 represents the examples of texts including code-meshing of two fourth-grade bilingual students. In the study by Lee and Handsfield (2018), students were asked to compose their own stories by working with partners after read-aloud activity. As seen in Figure 3, there are several Spanish phrases written by two students. The use of both languages Spanish and English in writing enables students to express their ideas not in a formulated way but in a more culturally sustained way. While bilinguals have code-meshing practices, they can use several strategies and in the study by Canagarajah (2011a) these strategies are described as “recontextualization strategies; voice strategies; interactional strategies; textualization strategies” (p. 404). In his study, the term translanguageing is used for general communicative language practices while the term code-meshing refers to the translanguageing practices in texts.

To put it short, all the aforementioned concepts such as code-switching, code-mixing and code-meshing share both similarities and slight differences with translanguageing. Sometimes code-mixing is an umbrella term for both code-mixing and code-switching and code-meshing is a term used to refer to translanguageing within texts.

The focus of translanguageing is not on how the speakers use the language, rather it focuses on how the speakers take and employ different features of language (Tagg, 2015). Based on these statements, it can be said that there is a relation between translanguageing and the language analysis and understanding. As Creese and Blackledge (2014) mention, translanguageing gives more importance to the signs and actions that the speakers have than the language that the speakers use.

Some studies (Creese & Blackledge, 2010; Garcia & Wei, 2014; Lewis, Jones & Baker, 2012) have shown that those who are emergent bilinguals translanguage since translanguageing gives an opportunity to them for searching within their whole linguistic repertoire to communicate and make meaning (Garcia & Wei, 2014). That is to say, this process of using all linguistic repertoire enables languages to be used “in a dynamic and functionally integrated manner to organize and mediate mental processes...in learning” (Lewis, et al, 2012, p. 641). In addition, Grosjean (2010) states that “the bilingual is not the sum of two (or more) complete or incomplete monolinguals; rather, he or she has a unique and specific linguistic configuration” (p. 75). In other words, Grosjean (2010) thinks that bilinguals cannot be defined as people speaking two separate languages because people have the ability to speak two or more languages, the use of these languages combination creates a whole

linguistic structure which interrelates but at the same time creates an independent structure. According to Vogel and Garcia (2017), three assumptions have shaped translanguaging:

- (1) Translanguaging proposes that people choose and deploy the necessary features from their all linguistic repertoire for communication.
- (2) Translanguaging considers speakers' not only linguistic but also semiotic practices as more important than the named languages.
- (3) Translanguaging accepts that there is an effect of named languages and language ideologies. (p. 4)

Colin Baker (2001) proposes that translanguaging has four advantages:

1. Translanguaging supports learners to get a better understanding on the subject. According to Baker (2001), if learners can understand the subject in two languages, then this means learners really have digested it. However, in monolingual learning environment learners can just copy even without understanding it fully. In contrast to monolingual learning environment, copying without understanding in translanguaging may not always be possible since it necessitates learners to understand the subject fully so as to read, listen, write or speak in two languages.
2. Learners can develop their weaker language through translanguaging and also they can improve their academic skills in two languages.
3. Translanguaging creates a link between home and school. Thus, parents can support the school work.
4. Translanguaging facilitates the integration of learners with different levels of English. Within the class, fluent speakers can be combined with early learners and they can develop their language and at the same time their understanding of the content. (pp. 281-282)

The term 'translanguaging space' coined by Li Wei (2011) also creates a chance for learners to translanguage in a social space. Wei (2011) defines translanguaging space as "a space for the act of translanguaging as well as a space created through translanguaging" (p. 1223). For the act of translanguaging, learners who have culturally, linguistically, socially and ideologically different backgrounds combine their different dimensions to communicate by creating a social space, which Wei (2011) called translanguaging space. Garcia and Wei (2015) suggest that translanguaging spaces enable multilingual learners "to co-construct their language expertise, recognize each other as resources, and act on their knowing, doing, and languaging" (p. 228). For Wei (2011) translanguaging means not only using various linguistic

structures and systems but also crossing over them, thus translanguaging spaces do not have certain and defined boundaries. On the contrary, translanguaging spaces hold creativity and criticality at the center (Wei, 2011). According to Wei (2011), creativity is to follow or flout rules of language use and criticality is to use evidence for questioning, problematizing and expressing views; without one of them, another cannot be achieved. Therefore, both of them are bounded to each other strictly. While Wei (2011) has suggested the nature of translanguaging spaces are based on creativity and criticality, Kaufhold (2018) claims that translanguaging spaces can also be created collaboratively. Besides, translanguaging spaces have a relation what Soja (1996, cited in Garcia & Wei, 2014) called 'Thirdspace'. Soja (1996) uses Thirdspace to underline new perspectives of thinking about "space and social spatiality" (p.2). Further, he proposes that Thirdspace is "to capture what is actually a constant shifting and changing milieu ideas, events, appearances, and meanings" (Soja, 1996, p. 2), so Thirdspace enables to develop new knowledges. From this point of view, translanguaging space can be considered as a Thirdspace since learners can make use of various linguistic structures and systems and they have a new form of knowledge at the end (Garcia & Wei, 2014).

The concept of translanguaging proposed by Garcia and Wei (2014) incorporates with basic principles of SCT. The Vygotskian SCT analyzes the learning process through the language use which can be considered as the primary tool to develop both learning and language learning (Martin, 2009). As language is a tool of learning, people use it for a variety of purposes such as educational, social and psychological (Martin, 2009). According to SCT, "the human mind is mediated" that is, the acts of people are not directly based on the physical world, instead they are based on tools and symbols which let people change the environment that they belong to (Lantolf, 2000, p. 1).

The most important of these shared cultural tools is language _ in terms of meaning, speech sounds, word strings and rules of communication. Language has a central role in Vygotsky's notion of learning in the zone of development. Language is a meaning-making tool that is used to negotiate and mediate actions (Martin, 2009, p. 15).

As the environment is made of tools and symbols, they play a role as mediators of meaning makers in their world, and language is the most significant tool that can contribute to people's meaning making process. Similar to this perspective of SCT, translanguaging supports the use of language to make meaning. Garcia (2009) states that "translanguaging are

multiple discursive practices in which bilinguals engage in order to *make sense of their bilingual worlds*” (p. 45). Translanguaging practices are used both by students and teachers in school to make sense of their environment (Creese & Blackledge, 2010). The researchers (Creese & Blackledge, 2010) study the cases of bilingual students in different contexts. To illustrate, the students are chosen from Gujarati schools in Leicester, Turkish schools in London, Cantonese and Mandarin schools in Manchester, and Bengali schools in Birmingham. The study aims at showing how these schools’ perspective of multilingualism affects the bilingual pedagogy which is also described as translanguaging, and how the students and teachers of these schools practice translanguaging to make meaning. By using an ethnographic approach, class observation reflects that students are using both languages at the same time to convey the necessary informational message such as school openings because without one of the languages, the information cannot be expressed. Thus, the use of both languages is needed. Besides, the teacher uses both languages as her students are diverse. She also uses a translanguaging approach for making meaning and transmitting information. It is possible to say that translanguaging practices in a bilingual context can promote both language learning and teaching by serving as a meaning making tool. Martin-Beltrán (2014) states that translanguaging serves as both a cultural and a cognitive tool which mediates learning. Linguistically diverse learners can benefit from translanguaging since they can make use of their diverse linguistic repertoire by co-constructing language knowledge and thus this knowledge acts a mediational tool for learning (Martin- Beltrán, 2014).

Baker (2011) suggests that translanguaging is an efficient way of extending learner’s ZPD. In a bilingual classroom, teacher can allow students to use their both languages in a strategic way and support them to maximize their linguistic and cognitive abilities, and by doing so translanguaging practices of bilinguals may contribute to expand their ZPD (Baker, 2011). It is stated that the use of L1 has a significant role in learning a second language due to the fact that L1 use functions as a mediational tool between learners and within individual and a source of language transfer (Antón & DiCamilla, 1999). For emergent bilingual learners who practice a new language, knowledge can only be accessed by means of familiar language practices that learners have already had and therefore, translanguaging practices support emergent bilinguals to solve the unfamiliar linguistic problems by using their existing language knowledge and then they can make meaning (Garcia & Wei, 2014). From this perspective, it can be inferred that translanguaging enables learners to extend their ZPD and thus their language learning.

According to Garcia and Lin (2017) social interactions have a role in translanguaging as it happens in SCT and they suggest that “translanguaging is not solely a social practice but also a linguistic theory that poses a mental grammar shaped, of course, through social interaction and negotiation” (p.123). Second language learners can have social relationships with people thanks to social interactions at first, after internalization of these actions supports learners to shape their cognitive development through the use of language as a mediational tool (Lourenco, 2012). Torpsten (2018) concludes that socializing with friends in school contributes to learners’ language development and translanguaging practices support this socialization. Moreover, while learners are dealing with different tasks such as speaking, reading and writing with others, they use their all linguistic repertoire to communicate with them, and thus translanguaging occurs and supports their language learning (Torpsten, 2018).

2.2.2. Types of Translanguaging

Levine (2011) suggests that there is an increase in the monolingual perspective over foreign language classrooms and this cannot be supported. However, some scholars (Butzkamm & Caldwell, 2009; Cook, 2001) have enabled both teachers and learners to escape from this monolingual perspective with their studies. There have been many studies (Cook 2001; Lin, 2015; Swain and Lapkin, 2000) analyzing the use of L1 in L2 classrooms. Further, some scholars (García & Li, 2014; Lewis, Jones & Baker, 2012) have studied the use of L1 in terms of its initiator. Lewis, Jones, and Baker (2012), and García and Li (2014) have proposed two types of translanguaging. One of them is ‘teacher-directed translanguaging’ and the other one is ‘student-directed translanguaging’.

Teacher-directed Translanguaging

Lewis, Jones and Baker (2012) describe teacher-directed translanguaging as “a planned and structured activity by the teacher” (p.665). Within diverse classrooms of today’s world, translanguaging has gained importance since it enables teachers to make their students engaged into the classroom (Garcia & Wei, 2014).

Translanguaging as pedagogy means to build on language practices of bilingual learners in a more flexible way than monolingual approaches and with the use of translanguaging, teachers can contribute to the development of learners’ new language practices (Garcia & Wei, 2014). Teachers make use of translanguaging “to give voice, clarity,

reinforce, manage the classroom and ask questions” in their classrooms (Wang, 2016, p. 3). There have been a lot of studies on teachers’ translanguaging practices or attitudes (Baker, 2011; Canagarajah, 2011a; Garcia, Johnson & Seltzer, 2017; Gort & Sembiante, 2015; Nambisan, 2014; Nikula & Moore, 2019; Wang, 2019a) and as Garcia and Wei (2014) state “teachers use translanguaging strategically as a scaffold approach to ensure that emergent bilinguals...engage with rigorous content, access difficult texts and produce new language practices and new knowledge” (p. 92).

Teacher-directed translanguaging can be used in various educational environments with various kinds of learners to achieve some goals, Garcia and Wei (2014) summarize these goals as:

- a. To differentiate and adapt
- b. To build background knowledge
- c. To deepen understanding, develop and extend new knowledge, critical thinking
- d. To increase cross-linguistic transfer and metalinguistic awareness
- e. To support cross-linguistic flexibility
- f. To invest in identity and positionality
- g. To interrogate linguistic inequality (p.120).

Some scholars have studied teachers’ translanguaging practices in different contexts and concluded that teachers use translanguaging for a variety of reasons. To illustrate, Gort and Sambiante (2015) also investigated teachers’ translanguaging practices in an early education center. By using video recordings and following an ethnographic study, they analyzed the participant teachers’ translanguaging practices. Even though there was a language policy which followed the idea of one language/one teacher, the teachers, especially the one, practiced translanguage. By using code-switching, recasting and translation, teachers’ translanguaging supported students in many ways. For instance, it contributed to their cultural and linguistic funds of knowledge. It also scaffolded their formalized language practices. It enhanced their academic discourse as well as new language forms.

In contrast to the previous study, Wang and Curdt-Christiansen (2019) studied the translanguaging practices of an instructor teaching in an undergraduate Business Management Programme in a university. The study took place in China and the language of the programme was English. Therefore, the instructor made use of both English and Chinese during the courses. All the efforts of instructors’ use of translanguaging contributed to the students’

positive evaluation of the programme and their attitudes towards translanguaging. Similarly, the study done by Nikula and Moore (2019) investigated the teachers' translanguaging practice in a university classroom. However, the researchers studied teachers' translanguaging practices in CLIL classrooms by analyzing the multilingual resource use within the course. The use of teachers' translanguaging practices served various purposes during the courses. The teachers benefited from translanguaging for students' orientation into the content and language. Moreover, they used it to make sure that students' interaction could flow. As the teachers used translanguaging during their courses, they believed translanguaging was useful for students' integration and communication.

Another study done in a university setting was by Nambisan (2014). The researcher examined the EFL teachers' translanguaging practices and their attitudes towards translanguaging and also studied the benefits of translanguaging for students. The findings of the study revealed that although the teachers believed translanguaging was important and helpful for students learning, their practices did not match with their attitudes. However, their perceptions on students' use of L1 were positive. Besides, the benefits of translanguaging were listed by teachers as: students' access to content; clarification; comprehension increase; development of teacher-student relations. All in all, the teachers in the study considered translanguaging valuable due to its benefits to both students and teachers. In addition, Makalela (2015) studied whether the use of translanguaging by teachers as a strategy affects university students' word recognition skills and their vocabulary and oral reading proficiency. By creating two groups of students -one control group and another experimental group-, this study aimed to reveal the achievement differences between the groups. While the control group was taught by a strategy that typical monolingual classes were taught, the experimental group was allowed to use all languages that students had within the classroom. The participant teacher used some translanguaging strategies. One of them was contrastive elaboration, Secondly, the teacher allowed students to use any languages that they had during brainstorming as a group. Lastly, the teacher asked students to read a story in their home language and tell it in another language. The findings showed that there was no significant difference between two groups in terms of their reading proficiency. However, the use of translanguaging strategies by teacher affected students' vocabulary skills positively.

To put it in a nutshell, teachers who teach at the different educational levels make use of translanguaging owing to numerous reasons. Aforementioned studies have shown that use of translanguaging supports learners' vocabulary skills, increases their comprehension and enhances their communication and relationships with others.

Student-directed Translanguaging

As translanguaging creates a space to be flexible in terms of language learning and use, bilingual learners can control their own learning and language practices (Garcia & Wei, 2014). Lewis, Jones and Baker (2012) coined ‘pupil-directed translanguaging’ and Garcia and Wei (2014) have used ‘student-directed translanguaging for this translanguaging practice of learners. They state student-directed translanguaging means:

when bilinguals have to find new information by reading or speaking to others, they can language and use meaning-making resources that are not found in the classroom or lesson and with which teachers may not be familiar (p.81).

Williams (2012) also uses the term ‘natural translanguaging’ to describe this flexible use of translanguaging practices by students. In his work, Williams (2012) offers a guide for subject teachers of elementary schools in Wales, and he suggests a figure which would help understand the types of translanguaging in use and what and how they will contribute to.

Table 1

Types of Translanguaging (adapted from Williams, 2012, p. 39)

<i>Natural Translanguaging</i>	<i>Official Translanguaging</i>
• by the pupils orally	• when explaining their work to their parents
• by the pupils in writing	• in group situations or with a teacher in the class where explaining something in English
• oral work carried out in pairs or in small groups	• in any situation (particularly tests or examinations)
• to make sense of subject knowledge throughout their time at school	

The use of translanguageing both by the teacher and the students at school would lead to “effective communication” both in oral and written work and then this would result in “learning facts, mastering concepts, understanding concepts” and finally students would “develop, grow and mature in the subject” (Williams, 2012, p. 40).

In the study done by Garcia, Makar, Starcevic, & Terry (2011), the use kindergarteners’ translanguageing practices have shown that their use of translanguageing has six metafunctions:

1. To mediate understanding both others and their own.
2. To co-construct language and meaning.
3. To construct meaning within oneself.
4. To include others.
5. To exclude others.
6. To show knowledge (pp. 45-53).

The studies investigating students’ use of translanguageing were conducted in different educational levels and contexts. To begin with, it is possible to find studies taken place in kindergartens. The studies (Palmer, Martinez, Mateus & Henderson, 2014; Pino, 2019) have discussed translanguageing practices in kindergartens and concluded that translanguageing enables learners to reach their educational aims, to feel empowered, and their translanguageing practices acted as a resource of language learning. In line with these studies, the study conducted by Garcia et al. (2011) has also shown that translanguageing practices create a space to make meaning within the kindergarteners.

In addition to the studies done at the kindergarten level, there are some studies at the elementary school level. The study by Duran and Palmer (2014) which took a heterogeneous group of first grade students in a bilingual classroom concluded that the language policy of the school given an opportunity for translanguageing contributed to the students’ use of their whole linguistic repertoire. The teacher by following the school policy and creating a free use of students’ bilingual language practices also contributed to students’ language development. The translanguageing practices of both teachers and students were welcomed within the class, and this helped them take their roles as bilinguals without any hesitation. By doing this, they constructed a multilingual classroom where they could develop their language learning. This study is also important because it has reflected that policy makers in educational setting should be aware that translanguageing practices are beneficial in bilingual contexts. By conducting a

study of second grade bilingual students having translanguaging practices, Sayer (2013) presented that translanguaging supported students to mediate their school academic content and standard languages. An ethnographic study of these students revealed that translanguaging enabled students to perform their identity as well as to mediate academic content. Through translanguaging practices, the students could carry out their communicative functions. Further, translanguaging allowed students to engage within the social part of the classroom by keeping their bilingual identities alive. While the study done by Escalante (2012) revealed that translanguaging contributes to 4th grade students' language learning by supporting their acquiring and pronunciation of new words, another study (Herrera-Rocha, 2019) of 4th grade students showed that they have translanguaging practices, even it was not supported by the school policy, not only to support themselves in language acquisition but also to communicate with friends. 4th grade students' use of translanguaging has also been investigated in writing courses. As an example of this kind of research, Valesco and Garcia (2014) investigated the use of translanguaging practices in a writing class of bilingual students. By examining the writing samples of students, they revealed that students had translanguaging practices during the process of writing their tasks. While some of them used translanguaging in planning, some used it for drafting. Also, others used translanguaging for rhetorical engagement. The findings of the study clearly showed that translanguaging was used by bilingual students at each stage of their writing: to plan, edit, and produce. Moreover, during their drafting stage the students used translanguaging for word retrieval, and this can be considered as scaffolding. Furthermore, Torpsten (2018) studied the language practices of elementary school students in terms of their language potential and competence related to translanguaging. Coming from different countries and having different mother languages, the participants in this study started living in Sweden and therefore Swedish was their second language. All the students in the study were elementary school students and they produced various translanguaging practices at school. The data was collected through classroom activities, pictures and texts which were produced by the students. For instance, during their writing and painting postcards the students used their native language. Besides, one of the students used translanguaging to communicate with others in the classroom. The study results showed that students' use of translanguaging increased their multilingualism and this led them to learn from each other. Even though each student benefited from translanguaging in various ways, it can be said that translanguaging contributed to students' linguistic repertoire.

Students' use of translanguaging has also been examined at the high school level by many researchers (Garcia & Kano, 2014; Rasman, 2018; Zhang, 2018). The study of Garcia

and Kano (2014) investigated the translanguaging in terms of writing abilities of high school students. The subjects of the study were Japanese students and they were taught for writing an essay in English. By developing a translanguaging pedagogy, Kano let his students use their all linguistic repertoire while writing their essays. The results of the study confirmed that translanguaging has an important place for students to develop their English essay writing. Since translanguaging made students aware of their use of language, they developed metalinguistically (Garcia & Kano, 2014). When students were more aware of their language practices, they also developed their own way of translanguaging. Thanks to their translanguaging practices, Japanese students enriched their English essay writing. Moreover, another research done by Rasman (2018) investigated high school students' practices of translanguaging in an EFL classroom where the students had different linguistic backgrounds, and he aimed at whether the translanguaging practices promoted learning or not. Within the classroom, three different languages- English, Indonesian and Japanese- were spoken. Rasman collected the data by recording the interactions of the students who were having group discussions. After analyzing the data by means of discourse analysis, he concluded that the use of L1 while learning L2 helped learners in scaffolding and therefore, translanguaging of these students was seen as scaffolding. To achieve the task given by their teacher, the students were using all their linguistic repertoire for making meaning. Based on the context of Indonesia, this study has reflected that translanguaging in an EFL context is helpful for language learning. While the aforementioned studies conducted with high school students took place in classrooms, Zhang's study (2018) dealt with their translanguaging practices online. By analyzing the data gathered online, Zhang (2018) suggested that translanguaging enabled learners to create a link between their identity and language practices. Furthermore, in each case study, it can be clearly seen that students' self-identities are reflected in their online translanguaging practices. Various identities belonged to the students in those online practices of translanguaging presented that translanguaging supports learners to present their identities.

University level students' use of translanguaging has got the attention of some researchers, too. For instance, Wei and Hua (2013) conducted a study in which they examined the translanguaging practices of Chinese university students in London. With their multilingual backgrounds, these students created a social space for themselves by having translanguaging practices. These practices in the study were an evidence that their social identity was created through translanguaging. Rather than just using their diverse linguistic repertoire, use of translanguaging showed that the identity of these students was dynamic because having education as a Japanese in London enabled them to use their multilingual

resources. Besides, Carroll and Morales (2016) concluded that translanguaging in ESL classroom can be beneficial for the university level students. In their study, a group of university students in a 'novel unit' presented that translanguaging provided better reading comprehension. In another study done by Teske (2018), online Spanish course students of a large university were investigated in terms of their online contact zone. The results of the study represented that students preferred to express themselves by translanguaging rather than following only one language use. Non-linguistic resources such as emojis were used by students in their translanguaging practices. Moreover, this study shed light on the idea that translanguaging practices supported by technological tools contribute to learners' communicative competences.

Students' attitudes towards translanguaging

The research (Carroll & Morales, 2016; Creese & Blackledge, 2010; Garcia & Kano, 2014; Garcia & Wei, 2014; Garcia et al, 2011) on students' translanguaging practices has been conducted in various contexts. There is still not much research on students' attitudes towards translanguaging. Some scholars (Fang & Liu, 2020; Küçük, 2018; Palfreyman & Al-Bataineh, 2017) have investigated students' attitudes towards translanguaging especially at higher education level in various contexts. While some studies reflect negative attitudes towards translanguaging, others state neutral or positive attitudes.

The study of Alzahrani (2019) explored university level students' attitudes towards translanguaging in a writing class. The researcher got the data via a questionnaire, semi-structured interview and students' writing samples. The findings showed that most of the students believed that use of first language would impact their writing in a second language negatively even though they used their L1 for brainstorming, planning and doing Google search. After comparing the samples of those who used their L1 and those who did not, the study reflected that there was no quality difference between them. This was just the opposite of what most of the students believed in this study.

On the contrary to the finding of Alzahrani's study (2019), Fang and Liu's study (2020) showed students had neutral-to-positive attitudes towards translanguaging. Fang and Liu (2020) investigated the students' attitudes towards translanguaging in a multilingual setting. The study analyzed the university students' perceptions on translanguaging in the classroom by using a questionnaire and semi-structured interviews. The findings revealed most

of the students mentioned that bilinguals translanguage naturally. Unlike this perception, most of the students thought that translanguaging practices were a sign of low English proficiency. Considering the role of translanguaging in learning a new language, many students had an agreement on its necessity. The majority of the students believed that translanguaging also developed their confidence when using English. Additionally, the use of translanguaging by teacher in the classroom was agreed since the students thought that it could be helpful for bilinguals. Despite their positive attitudes towards translanguaging by teacher, the students' attitudes towards their own use of translanguaging had lower scores compared to the teachers' use. However, overall score of their attitudes towards translanguaging was positive. Their attitudes towards translanguaging were neutral-to-positive. Likewise, Rivera and Mazak (2017) had a study to investigate the attitudes of undergraduate psychology students towards translanguaging and the effect of their attitudes on translingual pedagogy applied by their instructor. Their study was based on a case study and they gathered the data by observing classrooms, collecting both students' and teachers' materials, and surveys. Conducting the Language Attitude Survey, they aimed at determining the attitudes of students towards language mixing not only in classroom setting but also in everyday life. Some questions in the survey asked their views on their instructor's translanguaging by choosing some adjectives such as appropriate vs. inappropriate, normal vs. strange, clarifying vs. confusing. Some of the survey questions were asking students' general perceptions on translanguaging. After answering these questions, the results showed that students have generally neutral-to-positive attitudes towards translanguaging as half of them had the answer of "does not matter" for the use of translanguaging. Similar to the previous study, the study of Bataineh and Gallagher (2018) aimed at defining the attitudes of pre-service teachers towards translanguaging while they were writing stories for their course project. During the project, pre-service teachers were trying to write a storybook by using translanguaging. To identify their attitudes towards translanguaging, the data collected from interviews, discussions and online discussion group posts was analyzed. The findings of the study revealed that trainee teachers had highly inconsistent attitudes towards translanguaging while writing translingual stories. Their attitudes were also ambivalent and rather uniform. However, they generally had neutral-to-positive attitudes towards translanguaging.

There are also other studies in literature which have reflected positive attitudes of students towards translanguaging. Moody, Chowdhury and Eslami (2019) examined the university students' perceptions on translanguaging in social settings, for language learning and at higher education level. The study was conducted at a large university in the USA and

the participants were graduate and professional students of that university. By gathering the data from survey, they concluded that most of the students had neutral or positive attitudes towards translanguaging as practice. The students also had positive attitudes towards translanguaging for second language learning. Their attitudes towards translanguaging in social settings were positive as well. Last of all, the students had highly positive attitudes towards translanguaging in a higher education setting. Moreover, Cartens (2016) discussed the attitudes of university students towards translanguaging as a pedagogy and a strategy for L2 acquisition. With the help of a semi-structured survey questionnaire, the researcher gathered the data. After the data analysis, Cartens (2016) created codes to explain the students' answers. Codes were "a) translanguaging assisted students in making sense of the concept of waste management; b) translanguaging did not assist students in making sense of the concept of waste management; c) translanguaging assisted students in developing competence and confidence in their weaker language (English); d) translanguaging did not assist students in developing competence and confidence in English; e) translanguaging can serve as a platform to create terms in the African languages; f) translanguaging is not likely to serve as a platform to create terms in the African languages; g) intention to use L1 terms in future; h) no intention to use L1 terms in future" (Cartens, 2016, pp.211-218). The majority of students' answers of the questionnaire reflected that translanguaging was perceived positively and they believed that it was beneficial for pedagogical functions. Furthermore, Wang (2019b) investigated the attitudes of Chinese university students towards translanguaging in China. Gathering the data from student' questionnaires, the findings reflected that majority of the university students in this study had positive attitudes towards translanguaging as they believed that translanguaging provide them an opportunity for meaning negotiation. Additionally, the students' translanguaging practices signaled that translanguaging acted as a scaffolding technique and this enhanced their communication in the classroom and with the teacher.

To make a conclusion, the majority of the studies aforementioned above has suggested that students have generally positive attitudes towards translanguaging and they make use of translanguaging for various reasons such as learning a second language and developing pedagogical functions. Even though teachers sometimes do not follow a lesson plan encouraging translanguaging, students themselves benefit from translanguaging so as to learn and make sense of their environment (Garcia & Wei, 2014). The studies (Garcia et al. 2017; Garcia & Kleifgen, 2019; Liu & Fang, 2020; Martin-Beltran, 2014) conducted in a variety of settings conclude that use of translanguaging is beneficial for students' language learning.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter aims at providing information about the design of the present study, the study group, the data collection instruments used, the procedure and the data analysis.

3.2. Research Design

The goal of the present study is to explore the preparatory class students' attitudes towards translanguaging, to investigate whether there is a significant relationship between students' attitudes towards translanguaging and their first term academic achievement, to examine for what purposes the students have translanguaging practices in a reading class and to look into what the low achievers' and high achievers' perceptions on translanguaging are. To achieve these goals, the data were collected from students through a questionnaire, class observations and focus group interviews. Therefore, the mixed methods research design which involves the integration of both quantitative and qualitative data in a research was conducted (Creswell & Creswell, 2018). While the quantitative research is designed to collect numbers, the qualitative research is designed to collect words (Greene, Caracelli & Graham, 1989). Instead of using a single method alone, the mixed method research design provides a deeper understanding of problems of research (Frankel, Wallen & Hyun, 2012). Even though there are various types of mixed methods research designs, the present study adopts an explanatory sequential mixed methods design. This type of research design allows researcher to collect the quantitative data first and then the qualitative data, and the data results provide a complete analysis of the problems in the research (Creswell, 2014).

For the quantitative data, students were given a questionnaire including their attitudes towards translanguaging in an EFL classroom. For the qualitative data, to gain a deeper understanding into students' perceptions on translanguaging, the focus group interview was used. Furthermore, class observations were conducted in order to identify students' translanguaging practices in their reading classrooms.

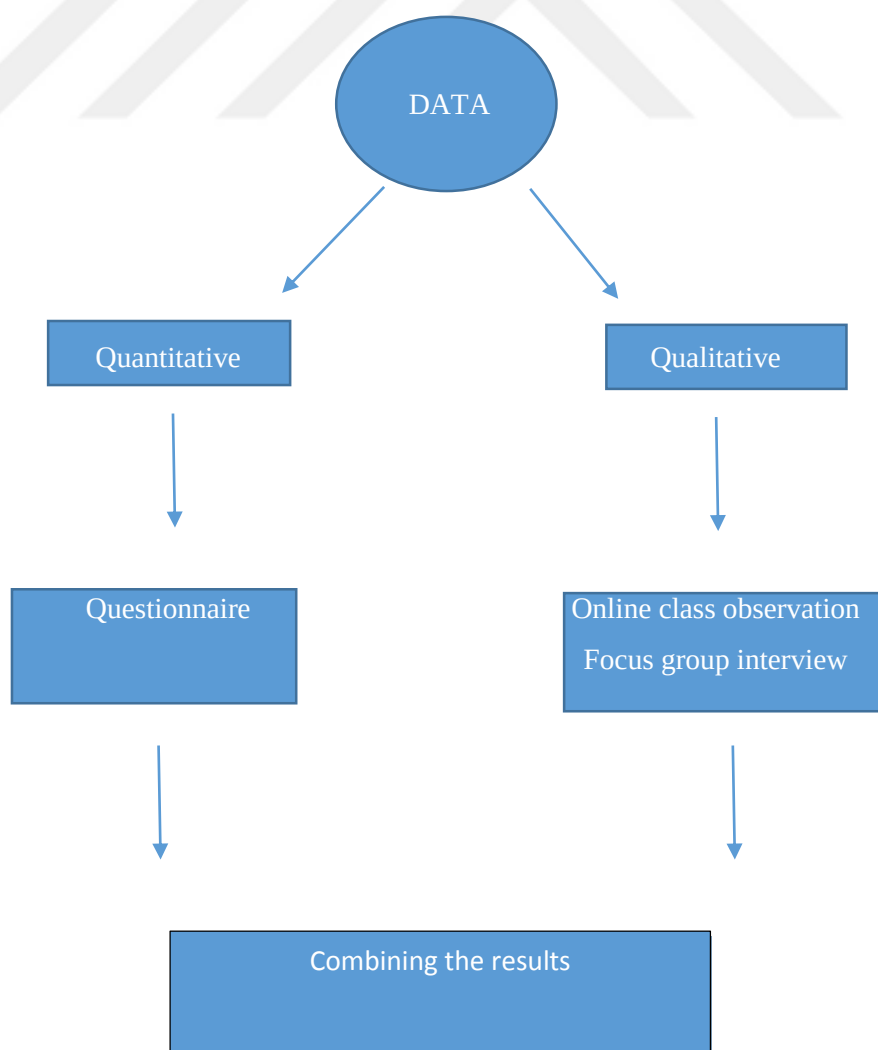
By combining the data gathered from questionnaires, focus group interviews and class observations with students, triangulation in this present study "which involves considering

data from at least three different sources to help ensure more dimension to the data” was also provided (Saldana & Omasta, 2018).

All in all, this study employs a mixed methods research design where the quantitative data of the present study was gathered from a questionnaire which looks into students’ attitudes towards translanguaging and investigates if there is a significant relationship between students’ attitudes towards translanguaging and their academic achievement and the qualitative data was gathered from a focus group interview aiming at having a deeper understanding of students’ perceptions on translanguaging and a class observation including students’ translanguaging practices in a reading lesson in an EFL classroom. The design of this study can be seen in Figure 4.

Figure 4

The design of study



Before starting to conduct the present study, the necessary permission was taken from the Ethics Committee to fulfill the ethical norms throughout the study process. As the ethical principles recommend, researchers need to protect participants from harm and ensure the research data confidentiality (Fraenkel, Wallen & Hyun, 2012), hence the participants in this study were given the information about the research and the research process and were informed that they have a right to withdraw anytime they want. After being informed they signed consent forms and they participated in the study on a voluntary basis.

3.3. Study Group

The subjects of the present study were 15 male and 13 female, totally 28 B1 level of English Preparatory class students at a state university on the west part of Turkey. B1 level of students was chosen for this study since this level of language learners are considered as an “independent user” for B1 level and they may practice translanguaging more as they are emergent bilinguals (CEFR, Common Reference Levels). The school where the present study was conducted formed its classes according to the proficiency exam results that the students had taken at the beginning of each academic year. Therefore, the preparatory classes were formed according to the proficiency exam results not to their departments. The subject group in this study included students from various faculties with different final grades as seen in Table 2:

Table 2

The Study Group

						1 st Term	
Gender	N	First	N	Faculty	N	Final	N
		Language				Grade	
Male	15	Turkish	25	Science	13	90-100	20
Female	13	Kurdish	2	Economics	8	80-89	6
		Turkmen	1	Engineering	5	70-79	2
				Education	1		
				Nursing	1		
Total	28		28		28		28

3.4. Data Collection Instruments

Data collection instruments employed in this study were a questionnaire, a class observation and a focus group interview. The questionnaire adapted from the study of Küçük (2018) was used to investigate the students' attitudes towards translanguaging. To fulfill the ethical considerations, the permission from Küçük (Appendix 2) was taken via e-mail. The questionnaire (Appendix 3) includes 22 Likert-type questions and it has 3 sections. In the first section, there are 8 items which investigate the students' attitudes towards using only English language in English lessons. In the second section, there are 8 items looking into students' attitudes towards translanguaging and in the third section, there are 6 items related to students' translanguaging practices within the classroom. Overall, this questionnaire gives a holistic investigation of students' attitudes towards translanguaging by considering these three points.

Regarding the questionnaire's validity issue, the researcher consulted two experts for the content validity of the questionnaire. Moreover, three native speakers of Turkish were asked to examine the language of the items in the questionnaire in order to figure out if there is necessity to make any changes in the questionnaire. As for the reliability of the questionnaire, it is mentioned that the reliability coefficient of the scale is .731 (Küçük, 2018).

In this study, observation was used to investigate for what purposes students have translanguaging practices in a reading classroom. To achieve this goal, a non-participant observation was used as it is suggested "researchers do not participate in the activity being observed but rather "sit on the sidelines" and watch; they are not directly involved in the situation they are observing" (Fraenkel, Wallen & Hyun, 2012, p. 446). Since it was the covid-19 pandemic time, students had their classes online and the observation was done online. Since the observed classes were already recorded due to the school policy, there was no need to use any recordings extra. Thanks to this, the observed classes could be watched if there was a need and students' translanguaging practices were transcribed. During all the observation process, an observation checklist (Appendix 4) which was adapted from the work of Henk, Moore Marinak and Tomasetti (2000) was used to reveal the students' purposes of having translanguaging practices in a reading class. The online class checklist was formed with three stages. One of the stages was pre-reading stage, another was while-reading stage and the last stage was post-reading stage. Even though the checklist had some items about teacher's translanguaging, this was not to present the practices of teacher. However, it was to reflect whether the students follow the teacher's translanguaging at that moment or they have translanguaging practice without following their teacher. By checking the use of students'

translanguaging with the checklist, it was aimed to reveal the purposes of students' translanguaging at different stages during a reading class.

In addition to the questionnaire and classroom observations, a focus group interview with two groups of participants was used. There were totally 8 students. One of the group consisted 4 students who were chosen with the lowest first term academic grades from 28 students in total (72, 78, 83, 84) and the other group consisted 4 students chosen with the highest first term academic grades (99, 99, 99, 99). Two focus group interviews were conducted online to get a deeper understanding of students' perceptions on translanguaging. The interview questions (Appendix 5) were adapted from the work of Tabatabaei (2019) and checked by the advisor to make sure that they are appropriate for this study.

3.5. Data Collection Procedure

First of all, the researcher took the permission from the Ethics Committee of the institution which the researcher was affiliated to and then from the institution where the study was taken place. Later, the researcher sent the consent forms to the students and the teacher via e-mail. They were informed about the study and its aims and process. Moreover, they were also given information about their roles taken in the study since students as the subject group played a very important role in the present study. After sending back their consent forms, both the students and the teacher mentioned their consent for the observation and the students also sent their consents both for the questionnaire and interview. By getting their consents, the researcher started to collect the data.

The subject group was asked to fill in the questionnaire at first. Then, the observation process started. The observation process continued for 8 weeks in the spring semester of 2019-2020 and there were 4 reading lessons in each week. Each lesson continued for 45 minutes. In total, there were 32 lessons observed in the present study. All the lessons were observed in terms of the online class observation checklist. After the observation process finished, 8 students were chosen for a focus group interview and they were grouped in two groups according to their first semester academic grades. One of the groups had 4 students with lower grades and another group had 4 students with higher grades and each group was interviewed separately. Table 3 illustrates the procedure:

Table 3*Procedure of the Study*

Steps	Implementations	Duration
1 st	Conducting students' questionnaire online	1 week
2 nd	Observing students in reading lessons online	8 weeks 32 lessons
3 rd	Interviewing students online	6 hours

3.6. Data Analysis

The quantitative data gathered through the questionnaire were analyzed by Descriptive Statistics via the Statistical Package for the Social Sciences (SPSS) Software program. By means of this program, the mean scores and standard deviations of the items in the questionnaire could be computed to analyze the students' attitudes towards translanguaging. Besides, with the help of this program, ANOVA (Analysis of Variance) which looks into the relationship between students' academic achievement and their attitudes towards translanguaging was conducted to reveal whether there is a significant relationship between them.

For the qualitative data collected through the observations and focus group interviews, inductive content analysis was conducted. For the observations, the recordings of the online reading lessons were observed and then transcribed. Some codes were given to the participants such as "T" (Teacher) or "S" (Student). The data gathered from these observations were categorized according to the class observation checklist as it has different stages. At this stage, several notes were taken to describe the situation where the students had translanguaging practices. Comparing all the stages and situations in the checklist, students' translanguaging practices in reading lessons were graded from the most to the least ones. Moreover, the data gathered from interviews were analyzed by means of content analysis. The answers of students were transcribed and then categorized under several themes. Later, the findings were interpreted and documented.

3.7. Role of the Researcher

In the present study, the researcher adopts the mixed method research design by combining quantitative and qualitative data. To ensure the triangulation of the study, the researcher collects the data through three different resources such as a questionnaire, an observation and a focus group interview and compare the results from various perspectives. Moreover, the researcher did not interfere in the study during the data collection process so as to increase the reliability of the research. Therefore, she does not prefer to take a role as an instructor-researcher. By doing this, she believes in the objectivity of the study and study results.



CHAPTER IV

DATA RESULTS

This chapter aims at presenting the results of students' questionnaires, class observations and focus group interviews with students. In the following sections, the findings of the questionnaire will be shown to answer the first research question. Afterwards, the results of ANOVA will answer the second research question. Moreover, the findings gathered from class observations will answer the third research question investigating the students' translanguaging practices in the classroom. Finally, as an answer to the fourth research question, the findings of the focus group interviews will be shown.

1. What are the students' attitudes towards translanguaging?

In order to answer the first research question which looks into students' attitudes towards translanguaging, the students' answers to the questionnaire were analyzed by using the SPSS program. The data gathered from the questionnaire was analyzed with descriptive statistics and mean and standard deviation scores of the items in the questionnaire were presented as in Table 4.

Table 4

The means and standard deviations of students' attitudes towards English only policy

	M	SD
I believe the more English students use in the classroom, the more they make progress in English.	4.10	.78
I believe students should use English a lot in the classroom in order to master English.	4.07	.71
I think only English is allowed to use in English classes.	3.50	.92
I believe students should use only English when working together in the classroom.	3.35	.98
I believe there is no situation that requires students to use their first language in the classroom.	2.35	.78
Using both my first language and English(translanguaging) during the lesson leads my English to weaken.	2.17	.81
When the instructor switches from one language to another during the lesson, it wastes a lot of time.	1.96	.63
When the instructor switches from English to Turkish (or vice versa) during the lesson, it makes me confused.	1.96	.74

As the results yield the item “I believe the more English students use in the classroom, the more they make progress in English” had the highest mean score (M=4.10). This means that students mostly agree that using English contributes to their English development. The items “When the instructor switches from one language to another during the lesson, it wastes a lot of time” and “When the instructor switches from English to Turkish (or vice versa) during the lesson, it makes me confused” had the lowest mean scores equally (M=1.96; M=1.96). These results show most of the students do not agree that switching from one language to another creates a waste of time and make them confused. All in all, the overall mean (M= 2.93) of all the items on English use only within the class point to a neutral attitude.

In the third section of the questionnaire which is about students' attitudes towards translanguaging, the results reflect that students' have positive attitudes towards translanguaging with overall mean score of 3.83 and the means and standard deviations of each item related to their attitudes are shown in Table 5.

Table 5*Students 'attitudes towards translanguaging*

	M	SD
Using both my first language and English at the same time during the lessons increases my understanding of the subject.	4.25	.70
It benefits me when the instructor uses both my first language and English at the same time during the lesson.	4.25	.75
I will benefit more from the lessons if the instructor presents the words both in my first language and English.	4.14	.85
I want to use my first language during the lessons when I feel the need.	4.10	.83
It benefits me when the instructor uses course materials both in my first language and English.	4.00	1.02
Using both my first language and English at the same time during the lessons helps me improve my English.	3.90	.74
It should be okay to speak my first language with my classmates during the class activities.	3.46	.96
Using only English in the lessons is not important as long as I fulfill my classroom responsibilities.	2.60	.87

The items “It benefits me when the instructor uses both my first language and English at the same time during the lesson” and “Using both my first language and English at the same time during the lessons increases my understanding of the subject” had the highest and equal mean scores ($M=4.25$). The results revealed students mostly agree on the use their first language and English during their lessons due to fact that use of two languages increases their understanding. The item “Using only English in the lessons is not important as long as I fulfill my classroom responsibilities” had the lowest mean score ($M=2.60$) and this represents students feel neutral about using only English is not important if they can succeed in classroom tasks. Considering all the means and standard deviations of each item, it is seen that students have positive attitudes towards translanguaging.

The last section of the questionnaire deals with students’ preferences of translanguaging practices during the lessons. When the items in this section were analyzed in terms of means and standard deviations, it was seen that the item “I use my first language to ask about a new concept to my classmates during the lesson” had the highest mean score ($M=3.32$) which represents most students often use translanguaging practice to ask about a

new concept. However, the item “I take notes in my first language regardless of the language used by the instructor or in the lessons” represents that students sometimes prefer to use their first language to take notes irrespective of their instructor’s language use and it had the lowest mean score (M=2.00) as seen in Table 6.

Table 6

Students’ translanguaging practices

	M	SD
I use my first language to ask about a new concept to my classmates during the lesson.	3.32	.68
I use my first language to explain a new concept to my classmates during the lesson.	2.96	.96
I use my first language to check the meaning of a new word or concept.	2.78	.83
I take notes in the language that the instructor uses.	2.67	.82
I see that I switch from one language to another without noticing while taking notes in the classroom.	2.14	.80
I take notes in my first language regardless of the language used by the instructor or in the lessons	2.00	.67

To put it in a nutshell, the overall results of the questionnaire reveal they believe that the more they practice English, the more they will improve their English. However, students mostly believe translanguaging is beneficial for their language learning, and they do not believe that translanguaging weakens their language learning. Since they believe in the benefits of translanguaging, they agree on the use of course materials both in their first language and English. Moreover, they think that using both languages at the same during the lessons will support their understanding of the subject and subsequently their language learning. Consequently, it can be said that students have more positive attitudes towards translanguaging than using only English language in the classroom.

2. For what purposes do the students have translanguaging practices in a reading class?

The online reading classes were observed in terms of the class observation checklist and it was aimed to reveal the students’ purposes of translanguaging in a reading class. The translanguaging instances were categorized in three groups as pre-reading stage, while-reading stage and post-reading stage.

Considering the pre-reading stage, the observation checklist looked into both teacher's and students' translanguaging practices. However, the practices of the teacher are not presented as the study just investigates student-directed translanguaging. Therefore, the parts of the teacher were checked in order to figure out whether the students followed their teacher for translanguaging or not. On the other hand, students' translanguaging were identified and it was shown that they translanguaged for several reasons such as in topic discussion and to state their predictions about the text as it seen in Table 7.

Table 7

Students' Translanguaging at Pre-Reading Stage

	To discuss a topic		To state predictions		Total	
Weeks	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	2	9.60	1	4.80	3	14
2	2	9.60	0	0	2	9.60
3	1	4.80	0	0	1	4.80
4	4	19	0	0	4	19
5	3	14	0	0	3	14
6	4	19	1	4.80	5	24
7	0	0	0	0	0	0
8	2	9.60	1	4.80	3	14
Total	18	85.60%	3	14.40%	21	100%

As illustrated in Table 7, weeks 6 and 4 got the most frequently used translanguaging practices in total. While weeks 6 and 4 got 4 turns in the use of translanguaging for topic discussion, only week 6 got 1 more turn in translanguaging for stating predictions. In weeks 1, 5 and 8, there were 3 turns in total. While in week 5, all the translanguaging practices were for a topic discussion. In both weeks 1 and 8, there were 2 turns to discuss a topic and 1 turn to state predictions. On the other hand, in week 2, 2 turns were identified to discuss a topic. However, there was no translanguaging turn for stating predictions in week 2. Regarding week 3, it was concluded that there was only 1 turn which was identified as for a topic discussion. Lastly, in week 7 there was no turn both for discussing a topic and stating predictions. To make

a summary, week 6 got the most frequently used translanguaging practices in total and week 7 got the least frequently used translanguaging practices in total at the pre-reading stage.

In the 1st week, the class was discussing a topic about healthy eating before reading the text and the teacher asked some questions for a topic discussion. At this stage, one of translanguaging practices was identified to discuss a topic.

Excerpt 1

T: What is healthy eating? What do you think about eating healthily?

S: Sağlıklı beslenmek [Tr. Eating healthily]

T: Please explain in English.

S: Eating vegetables and fruit, and zararlı şeyler yememek [Tr. Not eating unhealthy food].

In the Excerpt 1, even though the teacher asked the discussion question in English, the student used translanguaging at first. Even after the teacher's remark in stating student's ideas in English, the student continued translanguaging.

Excerpt 2

T: What can the sport Ultimate be? How many players does it have? Where do the players play it?

S: This sport may be similar to soccer, I think. You can play it in big alan [Tr. area] like soccer.

In the excerpt 2, while preparing the students for another text which was about sports, the teacher asked several questions about the text. As it was the pre-reading stage, the students had no idea about the text and they tried to make predictions about it. While guessing the text, the students thought that the sport Ultimate was similar to soccer and she translanguaged to state its playing area.

In the 2nd week, the topic of the lesson was collections and teacher wanted the students to talk about their collections.

Excerpt 3

T: Have you ever had any collections?

S1: I have ayraç [Tr. bracket] collection. 8 yaşından beri topluyorum [Tr. I have been collecting since I was 8 years old].

S2: I have a toy car collection. Sayısını hatırlamıyorum bile [Tr. I don't even remember the number of cars].

In the excerpt 3, S1 used translanguaging to tell what the collection was and to give detail about his collection. S2 translanguaged after telling what his collection was and to mention how big his collection was.

In the 3rd week, the topic of the reading lesson was friends and the students would read a text about the relation between friendship and health.

Excerpt 4

T: What do you see in the picture? What are they doing?

S: There are five friends and they eat dinner pardon [Tr. sorry] lunch.

In the excerpt 4, it was seen that while talking about the picture related to the reading text of friendship, the student translanguaged to correct himself.

In the 4th week, the topic of friends continued to be discussed. However, the topic was discussed in terms of online friends. There was a text which was dealing with the idea whether online friends are real.

Excerpt 5

T: Do you have online friends?

S1: I don't have internet [Tr. Online] friends.

S2: I have friends from Ukraine and Hırvatistan [Tr. Croatia].

T: Is it good to have online friends?

S3: The platform is önemli [Tr. important]. Yani [Tr. I mean] sometimes it may be dangerous.

In the excerpt 5, while talking about a text related to the online friends, the teacher asked the questions in English and the students translanguaged to mention their ideas in the discussion and they preferred translanguaging for the target word and expression to maintain their discussion.

In the 5th week, the students were talking about a topic related to the age of starting working and the teacher was trying to identify students' ideas about it.

Excerpt 6

T: What is a good age to start working?

S1: I think on altı- on yedi [sixteen-seventeen] is OK because when you start early, it is better. You can buy istediğin [Tr. whatever you want].

S2: I think twenty-two or twenty-five is a good age to start working because okulla iş birlikte zor [Tr. working and studying at the same time is hard].

In the excerpt 6, to identify their ideas, the teacher asked a discussion question. S1 used translanguaging for numbers at first and then continued translanguaging for a sentence whose level is higher than the student. S2 translanguaged while stating the reason why he thought that age was good to start working.

In the 6th week, the class was going to read a text about a life of a break-dancer and the teacher was asking some questions about their hobbies to get the students ready for the text.

Excerpt 7

T: What do young people do in their free-time?

S1: They have breakfast pardon [Tr. sorry] lunch or dinner together. Yok aslında kahvaltı da olur ki [Actually they can have breakfast, too].

S2: They can go to the cinema, or dance club ya da buna benzer yerler [Tr. or similar places].

S3: They ride a bike ama sıcakta değil [Tr. but not in hot weather].

In the excerpt 7, having discussion about hobbies, translanguaging instances were identified. While S1 translanguaged to correct himself, S2 translanguaged to continue his sentence. S3 used translanguaging to make a warning.

Excerpt 8

T: Do you think that the dancer is successful?

S: I think not because break dance is really difficult and you cannot cesaret edemezsin hareketleri yapmaya [Tr. dare to make the movements].

In the excerpt 8, before reading the text, the teacher wanted the students to guess if the dancer was successful. To make them guess, she asked a question and with the help of translanguaging, the student mentioned his reason of why he thought the dancer could not be successful. By doing this, the student stated his predictions thanks to translanguaging.

In the 7th week, the topic of the lesson was volunteering and the student read a text about helping each other. Moreover, there was another text related to the Galapagos Islands. However, there was no translanguaging practices identified at the pre-reading stages of these two texts.

In the 8th week, the class was discussing about the senses and there was a text about the sense of taste. As a topic discussion, the teacher directed some questions and students' translanguaging was noted.

Excerpt 9

T: What is your favorite food or drink?

S1: Water, ilk aklıma gelen bu oldu [Tr. it was the first thing come to my mind].

T: What do you never eat or drink?

S2: Ekmek içi I think [Tr. crumb].

In the excerpt 9, translanguaging practices were noted while the students were discussing about their likes and dislikes about food. S1 translanguaged to explain her choice after giving her choice in English and S2 translanguaged for the word to express his choice during the topic discussion.

Excerpt 10

T: What is San Marino?

S: A country yok yok [Tr. no no] city.

In the excerpt 10, the teacher was asking a question about the text which was about San Marino and wanted the students to predict what it was. The student used translanguaging to correct what he thought was a wrong answer for the teacher's question.

To make a summary, at the pre-reading stage, the most frequently used purpose of translanguaging was to discuss a topic and the second most frequently used purpose of translanguaging was to state predictions about a text. Moreover, it was seen that all the instances of students' translanguaging did not follow the teacher's translanguaging since the teacher preferred only English speaking policy in the class. It was also noted that the frequency of students' translanguaging was the most during the 6th week, and the least during the 7th week.

At the while-reading stage, students' translanguaging were identified and categorized as 'to state their initial evaluations about the text, to state their comprehension, to paraphrase, to ask for help and to state their critical thinking skills'. Considering 8 weeks observed, the weeks 2 and week got the most frequently used translanguaging practices in total. On the other hand, there were no translanguaging practices identified in the week 6 as seen in Table 8.

Table 8*Students' Translanguaging at While-Reading Stage*

	To state their initial evaluations about the text		To state their comprehension		To paraphrase		To ask for help		To state their critical thinking skills		Total	
Weeks	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	0	0	0	0	1	3.23	2	6.46	1	3.23	4	12.92
2	0	0	2	6.46	1	3.23	3	9.69	1	3.23	7	22.58
3	1	3.23	1	3.23	0	0	1	3.23	1	3.23	4	12.92
4	1	3.23	0	0	1	3.23	1	3.23	1	3.23	4	12.92
5	1	3.23	2	6.46	1	3.23	0	0	0	0	4	12.92
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	5	16.15	1	3.23	1	3.23	0	0	7	22.60
8	0	0	1	3.23	0	0	0	0	0	0	1	3.23
Total	3	9.69	11	35.53	5	16.15	8	9.69	4	12.92	31	100%

In the 1st week, the topic of the reading text was sports and students had translanguaging practices most frequently for asking help.

Excerpt 11

S: I have a question hocam [Tr. my teacher]. I have plans for nothing desem olur mu ? [Tr. Can I say 'I have plans for nothing?']. Hiçbir şey için demiş olur muyum? [Tr. Is that right to say for nothing?].

T: Yes, you can use 'nothing' here.

In the excerpt 11, the student wanted to talk about the text and to do this, she asked for help from her teacher. At this point, translanguaging practices were identified.

In the 2nd week, the most frequently used translanguaging practices by the students were to ask for help.

Excerpt 12

S: I don't understand this exercise. Burada file –ing ekleyince ne demiş oluyoruz? [Tr. What do we mean by adding –ing to the verb?]. Present continuous tense or fiilimsi? [Tr. gerund?].

As it is seen in the Excerpt 12, the students would like to figure out the difference between the present continuous tense and gerund to do the fill in the gaps exercise at the while-reading stage.

In the 3rd week, students had translanguaging practices for all categories except 'to paraphrase' with the same number of 1 turn.

In the 4th week, except for 'stating their comprehension', students used translanguaging for all categories with the same number of 1 turn.

In the 5th week, the most frequently used translanguaging practices were to state their comprehension with 2 numbers of turn.

Excerpt 13

T: He says teenagers are expensive. What does he want to mean by saying 'expensive'?

S: He means teenagers are masraflı [Tr. costly].

In the excerpt 13, while discussing a text which deals with working teenagers, the teacher asked a question to check students' comprehension and the student answered by making use of translanguaging to state her comprehension.

In the 6th week, there were no translanguaging practices used by the students identified.

In the 7th week, 'to state comprehension' was the most frequently used translanguaging practice with the number of 5 turns.

Excerpt 14

T: What reflexive pronouns do you see in the text? Do you remember what reflexive pronouns are?

S: dönüşlü demek, yani kendi kendine? [Tr. It means reflexive, I mean it is used to say for –self/selves?].

In the excerpt 14, the class was studying a text about helping each other and the teacher wanted to be sure about students' understanding for the reflexive pronouns. Therefore, the teacher asked questions and wanted students to find the reflexive pronouns in the text. To state their comprehension, the students used translanguaging at this point.

In the 8th week, 'to state their comprehension' was the most frequently used translanguaging practice with the number of 1 turn.

Excerpt 15

T: How many senses do we have?

S: Five. Taste, hearing, see görme [Tr. sight], smell and touch.

In the excerpt 15, the topic of the lesson was sense of taste and the teacher was talking and asking questions about senses by referring to the text. To answer the question, the student used translanguaging as seen in the excerpt 15.

At the post-reading stage, students' translanguaging practices were noted and categorized as 'to answer comprehension questions, to retell the text and to discuss the topics related to the text'. The weeks 3 and 7 got the most frequently used translanguaging practices with the number of 3 turns while the week 8 got no translanguaging practices as seen in Table 9.

Table 9*Students' Translanguaging at Post-Reading Stage*

	To answer comprehension questions		To retell the text.		To discuss the topics related to the text.		Total	
Weeks	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	2	15.38	0	0	0	0	2	15.38
2	0	0	1	7.69	0	0	1	7.69
3	3	23.07	0	0	0	0	3	23.07
4	2	15.38	0	0	0	0	2	15.38
5	1	7.69	0	0	0	0	1	7.69
6	1	7.69	0	0	0	0	1	7.69
7	3	23.07	0	0	0	0	3	23.07
8	0	0	0	0	0	0	0	0
Total	12	92.28%	1	7.69%	0	0	13	100%

In the 1st week, 'to answer comprehension questions' was the most frequently used translanguaging practice with the number of 2 turns.

Excerpt 16

T: What do you think for number 1? True or False?

S: The guideline tells people what foods are good for you. True dedim ben hocam [Tr. I said True my teacher].

In the excerpt 16, the student used translanguaging to answer her teacher's comprehension question after reading the text which was about healthy food.

In the 2nd week, 'to retell the text' was the most frequently used translanguaging practice with the number of 1 turn.

Excerpt 17

S: We talked about the Ultimate, it is a sport diğer sporlara benzer [Tr. similar to other sports] and there are two teams...

In the excerpt 17, as a post-reading activity, the student was retelling the text and her translanguaging practice was identified.

In the 3rd week, ‘to answer comprehension question’ was the most frequently used translanguaging practice by the students with the number of 3 turns.

Excerpt 18

T: Did the doctors study the topic *friendship*?

S: Yes, because research in Australia diyor [it says], doktorlar araştırmışlardır herhalde [The doctors probably researched it].

In the excerpt 18, the text was about friendship and the teacher asked a comprehension question at the post-reading stage. The student had translanguaging to answer the question.

In the 4th week, ‘to answer comprehension question’ was the most frequently used translanguaging practice by the students with the number of 2 turns.

Excerpt 19

S: Jamie says friends should always be honest. I think it is true.

T: Where did you find this information? In which paragraph did you find it?

S: Actually, it is not in the paragraph. I found it in the gazete kupürü [Tr.newspaper clipping].

In the excerpt 19, after reading a text about being honest with friends, the students were dealing True/False questions and the teacher asked a question to check students’ comprehension about the text. One of the students had translanguaging to answer the question as seen in the excerpt 19.

In the 5th and 6th weeks, the most frequently used translanguaging practice was ‘to answer comprehension questions’ with the number of 1 turn.

Excerpt 20

T: What is the main idea of the text?

S: Some people think online friends are real friends but others do not think they are real. I chose this option because sometimes real relations olmayabilir [these relations may not be real].

In the excerpt 20, the teacher asked what the main idea of the text was as a post-reading exercise and wanted the students to discuss about it. One of the students used translanguaging for answering the question.

In the 7th week, the most frequently used translanguaging practice was ‘to answer comprehension questions’ with the number of 3 turns.

Excerpt 21

T: What did she do for the homeless people?

S: She gave bread, there was a restaurant and it served give-away bread like askıda ekmek [paying it forward with bread] in Turkey.

In the excerpt 21, the teacher asked a comprehension question related to the text about helping each other and the student used translanguaging to answer the question by giving example.

In the 8th week, there were no translanguaging practices used by the students noted.

3. Is there a significant relationship between students’ attitudes towards translanguaging and their academic achievement?

Firstly, the One-Way ANOVA test was employed to investigate the effect of students’ academic achievement on their attitudes towards translanguaging. The results presented that there is not a significant relationship between students’ academic achievement and their attitudes towards translanguaging ($f= 1.021$, $p=0.37 >0.05$) as shown in Table 10.

Table 10

Results of the One-way ANOVA test for students' attitudes towards translanguaging in terms of their first term academic achievement

		Sum of		Mean		
		Squares	df	Square	F	p
Effect of academic achievement on students' attitudes towards translanguaging	Between Groups	50.795	2	25.398	1.021	.375
	Within Groups	621.883	25	24.875		
	Total	672.679	27			

4. What are the perceptions of low achievers and those of high achievers on translanguaging?

In focus group interview, there were totally 8 students, and in lower achievers group there were 4 male students, and in higher achievers group there were 2 male and 2 female students. In addition, the first language of all the students in each group was Turkish. Twenty questions were prepared and asked to the students in the focus group interview and the findings gathered from each question can be seen below:

1. Do you use another language than English during your English lessons?

In one group which consisted of students with lower first term academic grades, all of the students (100%) said they use another language than English during their English lessons.

In another group which consisted of students with higher first term academic grades, most of the students (75%) stated that they use another language than English during their English lessons. However, one of the students (25%) said that she does not use another language than English during her English lessons.

2. Why do you think that you speak other languages than English during English lessons?

In lower achievers group, three of the students (75%) mentioned that they use other languages because of their insufficient vocabulary in English language and one of the students stated it is because of a language habit.

In higher achievers group, two of the students (50%) stated their use of other languages in English lessons resulted from their insufficient English proficiency and two of the students (50%) pointed out that the reason of using other languages was the deficit of education system.

3. Which languages do you speak during your English lessons other than English? You can mention more than one language here.

In the group of lower achieving students, all the students (100%) gave Turkish as an answer to the question asking the language that students speak other than English during their English lessons.

Similar to the other group, all the students (100%) in the group of higher achieving students stated that they speak Turkish other than English in their English lessons.

4. How would you rate your overall English skill?

Three students out of lower achievers (75%) rated their overall English skill as average. On the other hand, one of the students (25%) rated his overall English skill as poor.

All of the higher achieving students (100%) mentioned that their overall English skill is good.

5. How often do you use English outside of the school?

In lower achieving group, there were two of the students (50%) said they seldom use English outside of the school while two of the students (50%) mentioned they sometimes use English outside of the school.

In higher achieving group, there were four students (100%) said they often use English outside of the school.

6. Do you feel the need to use your first language(s) during your English lessons?

All of the lower achievers (100%) stated that they use their first language in their English lessons when they feel the need.

Similarly, all of higher achievers (100%) mentioned when they feel the need, they use their first language in English lessons.

7. Why do you think that you need to use your first language(s) during English lessons?

There were three students (75%) in lower achieving group who thought that they use their first language during English lessons due to their language habits. However, there was one student (25%) mentioned that he uses his first language because of the need for expressing himself better.

Three of the students from higher achievers (75%) said that they need to use their first language during English lessons so as to express themselves better. One of the students in the higher achieving group (25%) thought that it is easier to use his first language for a word that he has a difficulty in finding it in English language.

8. Do you feel that your teacher encourages you to use your first language(s) during your English lessons?

All the students with lower academic grades (100%) agreed that their teacher does not encourage them to use their first language during the lessons.

Half of the students with higher academic grades (50%) thought that their teacher does not encourage them to use their first language while the other half of the students (50%) thought their teacher encourages them to use their first language.

9. Does your teacher encourage you to only speak English in class?

All the lower achievers (100%) agreed that their teacher encourages them to speak only English in class.

Half of the higher achievers (50%) thought that their teacher encourages them to speak only English in class while the other half of the students (50%) thought their teacher does not encourage them to speak English in class.

10. If you use your first language(s) during English lessons, how does your teacher react?

All the students in the group of lower achievers (100%) thought that their teacher warns them if they use their first language during English lessons.

Three of the students in the group of higher achievers (75%) said that their teacher warns them if they use their first language during English lessons. However, one of the students (25%) stated that if they use their first language, the teacher shows no reaction.

11. Does your English teacher respond in English only to questions during lessons?

All the students with lower academic grades (100%) pointed out their teacher does not respond in English only to questions during lessons.

Similarly, all the students with higher academic grades (100%) stated their teacher does not respond in English only to questions during lessons.

12. Does your teacher always speak English during English lessons?

The whole group of students with lower academic grades (100%) answered 'yes' for the question asking whether their teacher always speak English during English lessons.

Similar to the other group, another group of students with higher academic grades (100%) said 'yes' in response to the same question.

13. If you, or your classmates, ask your teacher a question in another language than English in class, what reaction does your teacher show?

In the group of lower achievers, all the students (100%) stated that their teacher speaks English in response to the question asked by any language without any reaction.

In the group of higher achievers, all the students (100%) agreed that their teacher shows no reaction and answers the question in English language.

14. If you would feel the need to express your thoughts or questions in your first language(s) during English lessons, how would that make you feel?

Two of the students achieving lower (50%) said they feel that their English proficiency is poor if they would feel the need to use their first language. One of the lower achieving students (25%) told that he does not want to talk and one lower achieving student (25%) pointed out he feels ashamed.

Three of the higher achieving students (75%) told they feel their English proficiency is poor and one student (25%) stated that she feels herself insufficient.

15. Do you tell your other classmates to express themselves in English, if they speak another language during class?

All the students with lower academic grades (100%) said they do not tell their classmates to express themselves in English if they speak another language during class.

Half of the students with higher academic grades (50%) agreed on telling their classmates to express themselves in English if they speak another language during class whereas another half of the students (50%) do not.

16. Do you feel that it is negative to speak another language than English during English lessons?

In the lower achievers group, two of the students (50%) thought that it is not negative to speak another language than English during English lessons. However, two students (50%) were indecisive if it is negative to speak another language than English during lessons.

In the higher achievers group, three of the students (75%) told that it is negative to speak another language than English during English lessons and one student (25%) was indecisive about it.

17. Please explain why you feel that it is negative to speak another language than English during English lessons.

All of the students in the lower achieving group (100%) did not think that it is negative to speak another language than English during English lessons, therefore they had no explain for this situation.

Two of the students in the higher achieving group (50%) mentioned it is negative to speak another language than English during English lessons since this causes lack of vocabulary in English language and one student (25%) said that speaking another language than English is negative as it prevents learners to practice English.

18. Do you feel that you can benefit by using your first language(s) during English lessons?

There were two students (50%) stating that using their first language was beneficial and two of the students (50%) mentioning that it was not beneficial in the lower achieving group.

All the higher achieving students (100%) stated that using their first language in English lessons is not beneficial for them.

19. Do you feel that you will fail your English course if you use your first language(s) during English lessons?

In the group of students with lower academic grades, three of the students (75%) believed if they use their first language during English lessons, they will fail their English course. On the contrary, one of the students (25%) did not believe they will fail if they use their first language.

In the group of students with higher academic grades, all the students (100%) thought that using their first language during English lessons will make them failed in their English course.

20. Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?

Three students out of the lower achievers (75%) stated that they did not feel more comfortable if they are allowed to use their first language to get a better comprehension in English lessons, and one of the students (25%) said he is indecisive.

Three students out of the higher achievers (75%) expressed that they would not feel more comfortable if they are allowed to use their first language to understand English language better. However, one student (25%) stated she would feel more comfortable.

Table 11*Comparison of low achievers' and higher achievers' perceptions on translanguaging*

	<i>Lower Achievers</i>	<i>Higher Achievers</i>
Do you use another language than English during your English lessons?	English (100%)	English (75%)
Why do you think that you speak other languages than English during English lessons?	Insufficient vocabulary in English (75%)	Insufficient proficiency in english (50%)
Which languages do you speak during your English lessons other than English? You can mention more than one language here.	Turkish (100%)	Turkish (100%)
How would you rate your overall English skill?	Average (75%)	Good (100%)
How often do you use English outside of the school?	Sometimes (50%) Seldom (50%)	Often (100%)
Do you feel the need to use your first language(s) during your English lessons?	Yes (100%)	Yes (100%)
Why do you think that you need to use your first language(s) during English lessons?	Language habit (75%)	To express themselves better (75%)
Do you feel that your teacher encourages you to use your first language(s) during your English lessons?	No (100%)	Yes (50%) No (50%)
Does your teacher encourage you to only speak English in class?	Yes (100%)	Yes (50%) No (50%)
If you use your first language(s) during English lessons, how does your teacher react?	Warning (100%)	Warning (75%)
Does your English teacher respond in English only to questions during lessons?	No (100%)	No (100%)
Does your teacher always speak English during English lessons?	Yes (100%)	Yes (100%)

If you, or your classmates, ask your teacher a question in another language than English in class, what reaction does your teacher show?	No reaction (100%)	No reaction (100%)
If you would feel the need to express your thoughts or questions in your first language(s) during English lessons, how would that make you feel?	English proficiency is poor (50%)	English proficiency is poor (75%)
Do you tell your other classmates to express themselves in English, if they speak another language during class?	No (100%)	Yes (50%) No (50%)
Do you feel that it is negative to speak another language than English during English lessons?	Positive (100%)	Negative (75%)
Please explain why you feel that it is negative to speak another language than English during English lessons.	No reason	Causes lack of vocabulary in English language (50%)
Do you feel that you can benefit by using your first language(s) during English lessons?	Beneficial (50%) Not beneficial (50%)	Not beneficial (100%)
Do you feel that you will fail your English course if you use your first language(s) during English lessons?	Fail (75%)	Fail (100%)
Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?	Not more comfortable (75%)	Not more comfortable (75%)

Comparing the answers of students interviewed in different two groups as seen in table 11, it was revealed that both two groups of students (100%) with lower and higher grades use their first language in English lessons. While the majority of the students with lower grades (75%) stated the reason of L1 use was insufficient vocabulary in English language, the students with higher grades had various ideas as half of them thought it was because of lower English proficiency and the other half of them thought it was due to the deficit of education system. Although their reasons of L1 use were differentiating, two groups of students expressed they use their first language. When the students' perceptions on translanguaging were compared, it was seen that all of the students with higher grades (100%) believed that translanguaging is

not beneficial for them whereas only the half of the students (50%) with lower grades had the same idea with other group of students. Being asked whether they would feel more comfortable if they are allowed to use translanguaging within English classes, two groups of students both the lower and higher achievers mostly agreed that they would not feel more comfortable. Moreover, all the students in two different groups pointed out that when they use translanguaging to ask questions or express themselves, they feel bad. While the students with lower grades thought their English proficiency is not sufficient, the students with higher grades felt they are inadequate. Therefore, the students in both lower and higher achieving groups mostly agreed with the idea that having translanguaging practices may result in their fail in English classes. Considering all the answers of students who were interviewed in two different groups, it can be concluded that although students use translanguaging in English classes, they believe that translanguaging may have a negative effect on their academic achievement.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Discussion

The aim of this study was to explore preparatory class students' attitudes towards translanguaging, to investigate whether there is a significant relationship between students' attitudes towards translanguaging and their academic achievement, to examine for what purposes the students have translanguaging practices in a reading class and to find out what the translanguaging perceptions of low achievers and those of high achievers are. To realize these aims, a questionnaire was given to the students so as to explore their attitudes towards translanguaging. Moreover, online reading classes were observed for eight weeks to figure out the students' purposes for translanguaging in a reading class. Furthermore, focus group interviews with students both with lower and higher grades were administered to get a better understanding on their translanguaging perceptions. Both the quantitative data gathered from the questionnaire and the qualitative data gathered from the class observations and focus group interviews enabled to answer the four research questions of this study.

1. What are the preparatory class students' attitudes towards translanguaging?

The study findings pointed out that preparatory class students have more positive attitudes towards using translanguaging than using only English language in their English classes and they use translanguaging for several reasons. The statistical findings of the questionnaire indicated that preparatory class students support using only English language less than (2.93) using translanguaging during their English lessons. Moreover, the statistical analysis of the data gathered from the questionnaire pointed out that students have mostly positive attitudes towards translanguaging, which is in line with the studies previously done by some researchers (Fang and Liu, 2020; Küçük, 2018; Rivera and Mazak, 2017).

Most of the students in the present study agree that using both first language and English at the same time during English lessons increases students' understanding of the subject (4.25) which complies with the study (Fang and Liu, 2020). In this respect, it is recognized that the translanguaging is effective for content learning and to deepen understanding.

Likewise, most students support that translanguaging benefits them when the instructor uses both their first language and English at the same time during the lesson (4.25) and they will benefit more from the lessons if the instructor presents the words both in their

first language and English (4.14) which is in line with the previous studies (Cartens, 2016; Wang, 2019b; Wang & Curdt-Christiansen, 2019). As teachers may make use of translanguaging for a variety of reasons such as explaining key points, coping with students' difficulty of understanding and speeding up the lessons when there is a time problem, students consider translanguaging is better for learning instead of considering translanguaging as teacher's deficiency in English (Wang & Curdt-Christiansen, 2019). Due to these advantages for students learning, most students have positive attitudes for teachers' use of translanguaging in their classes.

Based on the findings of the present study, it is possible to say that most of the students agree that translanguaging helps them improve their English (3.90). These findings are parallel with the study by Cartens (2016) revealing that use of translanguaging assisted students to advance their vocabulary in English. With the help of translanguaging, students can get a deeper understanding of the subject and hence they can improve their vocabulary in English. Moreover, these findings corroborate the study by Lewis, Jones and Baker (2012) showing that translanguaging presents an advantage for L2 development.

In addition to its advantages of getting a deeper understanding of the content and learning a language, the findings indicated that most of the students want to use their first language during the lessons when they feel the need (4.10). In this regard, the study findings (Moody, 2019) imply that translanguaging is viewed as a natural practice for bilingual students and it is highly accepted as a tool for interaction. Moreover, the study by Poza (2018) concluded that teaching practices which allow for translanguaging of students create an opportunity for collaboration where students are encouraged to use their full linguistic repertoires and hence, students may make use of their first language without any hesitation that creates confidence, collaboration and interactions focused on learning.

Considering students' attitudes towards translanguaging practices, the findings of the study pointed out that students often use translanguaging to ask about a new concept to their classmates during the lesson (3.32). In parallel with the findings of the present study, students use translanguaging practices in order to make sense of their environment in school (Creese & Blackledge, 2010). In this regard, it is possible to say that translanguaging practices in a bilingual context can promote language learning by serving as a meaning making tool. Moreover, the findings revealed that students sometimes use their first language to explain a new concept to their classmates during the lesson (2.96) and they sometimes use their first language to check the meaning of a new word or a concept (2.78) which corroborates the study

of Cunningham and Graham (2000) concluding that translanguaging assists new vocabulary acquisition.

When the items related to students' attitudes towards using English only were investigated in detail, it is clear that most of the students have neutral attitudes towards using English language in the lessons. However, they believe the more English students use in the classroom, the more they make progress in English (4.10). That is to say, even though students mostly have more positive attitudes towards translanguaging, they mostly believe using English as much as possible helps their development in English language. Similarly, students mostly believe they should use English a lot in the classroom in order to master in English (4.07). This finding may be resulted from the perceptions that were based on the ideas in which the use of L1 was considered as a problem and should be avoided (Moore, 2013). As the monolingual approach supports the use of English as an only source of English learning and teaching (Willis 1981), students attitudes may be affected from this perception.

In contrast to the findings which indicated students' positive attitudes towards using English language for (4.10), students mostly disagree with the ideas that using both their first language and English (translanguaging) during the lesson leads their English to weaken (2.17) and when the teacher switches from one language to another during the lesson, it wastes a lot of time (1.96). That is, students mostly have differentiating ideas on the use of L1 in English language learning lessons. Consequently, whereas students mostly believe practicing English contributes to their English language learning, they have more positive attitudes towards translanguaging (3.83) than using only English language (2.93) during the lessons.

2. Is there a significant relationship between students' attitudes towards translanguaging and their first term academic achievement?

The One-Way ANOVA test was administered to reveal whether there is a significant relationship between students' attitudes towards translanguaging and their first term academic achievement. The data results show there is not a significant relationship between their attitudes and first term academic achievement.

The findings of the present study corroborate the study by Özkaynak (2020) in which he investigates whether there is a relationship between students' translanguaging practices and academic achievement and concluded that there is no statistically significant relationship between them. In this regard, this may result from various factors affecting students' attitudes

and achievement. Creese and Blackledge (2010) suggest that students may feel guilty because of their translanguaging practices as they may point to low proficiency of the target language. This kind of perception may affect the attitudes of students towards translanguaging. Moreover, there are also other factors having impacts on students' achievement such as attitudinal, social, socioeconomic, and extracurricular factors. (El-Omari, 2016).

3. For what purposes do the students have translanguaging practices in a reading class?

Based on the study findings, it can be said that preparatory class students use translanguaging most frequently at the while-reading stage ($f:31$), second most frequently at the pre-reading stage ($f: 21$) and least frequently at the post-reading stage ($f:13$). The findings for each stages will be discussed in detail below:

Pre-reading stage

Considering eight weeks observed, the pre-reading stage was the second stage having frequently used translanguaging practices by the students ($f: 21$). The detailed examination on the frequencies showed that students mostly use translanguaging for discussing a topic about the related text (85.60 %) and they use translanguaging for stating their predictions about the content (14.40 %) for few times. In each reading lesson, the teacher asks several questions related to the reading text and wants the students to get familiar with the text before reading it. At this point, the students prefer to use translanguaging in their discussions for a variety of reasons such as using translanguaging for an unknown word, a sentence structure which is beyond their English proficiency and natural flow of their first language. The findings of the present study resonate the study (Hussein, 2013) concluding that use of first language in second language learning provides assistance for understanding the meaning of a new or difficult word and troublesome syntactic structures and thus students can get a deeper understanding on the reading text. As topic discussion gets students familiar with the text, students can understand the text more easily.

While-reading stage

The students had most frequently translanguaging practices at the while-reading stage ($f: 31$) and they used translanguaging for several reasons such as stating their initial evaluations about the text and their comprehension, paraphrasing, asking for help and presenting their critical thinking skills. Stating their comprehension (35.53 %) was the most frequently used translanguaging practice by the student at this stage. Most of the students may prefer

translanguaging to reflect their comprehension due to the fact that translanguaging for comprehension enables students to be engaged with the texts in creativity (Makalela, 2015). Moreover, the findings of the study showing students use translanguaging for showing their comprehension are in parallel with the study (Mbirimi-Hungwe, 2016) which indicates translanguaging is effective for comprehension and by negotiating students can make meaning. Helping their meaning making, translanguaging helps students understand and get the main ideas of the reading texts. Secondly, students most frequently used translanguaging to ask for help (9.69 %). Considering the incidents where the students asked for help at the while-reading stage, it can be concluded that students want to be sure about what they are going to say and they understand the exercise clearly. In this regard, it is possible to say that translanguaging helps them question and organize processes facilitating their comprehension which corroborates the previous study (HA, 2021). Thirdly, students used translanguaging for paraphrasing (16.15 %). In parallel with this finding, the researcher (HA, 2021) states that paraphrasing is a very good tool which enables students to show their understanding of a text and use of translanguaging for paraphrasing helps students produce what they have read and understood more accurately. Fourthly, use of translanguaging by the students was noted as for stating critical thinking skills (12.92 %). As Valesco and Garcia (2014) conclude translanguaging is inevitably used by bilingual students to develop their critical thinking skills. The study (Bin-Tahir, Saidah, Mufidah & Bugis, 2018) corroborates the present study as it concludes that use of translanguaging develops students' critical skills in reading comprehension. Lastly, students make use of translanguaging for expressing their initial evaluations about the text (9.69 %). Similarly, the study (Garcia & Leiva, 2014) concluded that students felt more comfortable and voiced their evaluations through translanguaging in an environment in which students make use of their full linguistic repertoire instead of using only one linguistic repertoire.

Post-reading stage

The students had least frequently translanguaging practices at the post-reading stage ($f: 13$) and they used translanguaging for answering comprehension questions (92.28 %). It was noted that none of the students used translanguaging for discussing the topics related to the text as a post-reading activity. In post-reading activities, students have translanguaging practices due to the fact that translanguaging enhances students' reading comprehension and instead of using one language for reading comprehension translanguaging should be allowed for meaning negotiation resulting in reading (Mbirimi-Hungwe, 2016). Likewise, in the study by Nur, Namrullah, Syawal and A (2020) it is shown that use of translanguaging improved

students' reading comprehension significantly as students could find a chance to understand and answer the text through translanguaging. Moreover, when students use translanguaging independently, they can easily share their ideas with others. In line with these studies, the study (Swanwick, 2015) also suggested translanguaging should be used in teaching reading. Another use of translanguaging by the students was noted as retelling the text. Unlike the frequency of translanguaging use for answering comprehension questions (92.28 %), use of translanguaging to retell the text was not used frequently (7.69 %). One possible explanation of this can be since all the classes were online due to covid-19 pandemic, students could not have a chance to retell the texts. However, one example of translanguaging used was noted and it showed that the use of translanguaging contributed to the meaning making negotiation and students' reproduction of what they had understood. This corroborates the study by Mbirimi-Hungwe (2016) where the use of translanguaging helps students and they can produce summaries of the texts that they have read.

4. What are the perceptions of low achievers and those of high achievers on translanguaging?

The findings of the focus group interviews conducted with students indicated that the group of students whose first term academic grades are lower have more positive perceptions than the group of students whose first term academic grades are higher. Considering their answers, it was seen that while half of the lower achievers (50%) feel the use of translanguaging is not beneficial, other half of them (50%) feel that translanguaging is beneficial. On the other hand, most of the higher achievers (75%) feel that the use of translanguaging is not beneficial for students. Moreover, when the students were asked whether it is negative to use any other language than English during the lessons, half of the lower achievers stated it is not negative to use another language. However, most of the higher achievers (75%) mentioned that use of another language than English is negative. The reasons why the majority of these two groups of students' perceptions on translanguaging are negative may be attributed to the explanations made by the students. Being asked how they would feel if they feel the need to use their first language during the class, half of the lower achievers (50%) stated that they feel their English proficiency is poor. Similarly, the majority of the higher achievers (75%) share the same idea with them that the use of first language makes them feel their English is not good. When the students were asked why they think it is negative to use another language, half of the higher achievers (50%) indicated that use of translanguaging causes lack of vocabulary in English language. Besides, the majority of these two groups of students stated that when they use their first language during the class, they feel

they will fail their English courses. While half of the lower achievers (50%) stated this, the majority of the higher achievers (75%) shared the same idea. Likewise, the majority of both groups of students (75%) mentioned that they would not feel more comfortable if they were allowed to use their first language in class to understand English better. Based on these findings, it can be said that both the lower achievers' and the higher achievers' perceptions on translanguaging are negative which is in line with the study (Alzahrani, 2019) indicating that most of the students believe the use of first language affects English improvement negatively. Higher achievers' perceptions are more negative than lower achievers' perceptions as the language proficiency increases, students do not need to use translanguaging. However, the findings of the present study are in contrast with the previous studies (Carstens, 2016; Fang & Liu, 2020; Lopez-Hevia & Ruiz-Perez, 2021; Moody, Chowdhury & Eslami, 2019; Rivera & Mazak, 2017; Romanowski, 2020) which conclude students have positive attitudes towards translanguaging.

5.2. Conclusion

The growing number of English language learners all around the world has brought about the need of a change in teaching and learning English within a period of time. As the types and needs of learners have undergone some changes over time, the way of teaching and learning English has changed as well. While the English-only approach was popular in the past, translanguaging has gained importance with the body of research (Blackledge & Creese, 2010; Garcia, 2009; Hornberger & Link, 2012). Starting from this point of view, which concludes that translanguaging enables learners to develop their language learning, this study aims to show students' attitudes towards translanguaging and their purposes of translanguaging in an English as a foreign language classroom. Thus, the present study attempted to investigate preparatory class students' attitudes towards translanguaging, to examine whether there is a significant relationship between students' attitudes towards translanguaging and their first term academic achievement, to explore for what purposes the students have translanguaging practices in a reading class and to look into what the perceptions of low achievers and those of high achievers on translanguaging. To realize these aims, a questionnaire was given to the students, online classes were observed and focus group interviews were conducted.

The findings of the given questionnaire suggested that preparatory class students have positive attitudes towards translanguaging. As translanguaging has several advantages such as supporting learners to get a better understanding on the subject, developing their weaker

language through translanguaging, creating a link between home and school and integrating learners with different levels of English (Baker, 2001), the positive attitudes of students towards translanguaging can be used as an advantage in foreign language teaching and learning settings. Since most of the students mentioned that they make use of translanguaging for some reasons such as to ask about a new concept to their classmates during the lesson or to make meaning during the lessons. Teachers by allowing students to translanguage can improve their teaching atmosphere where students are able to use translanguaging to improve their foreign language learning. In other words, it is possible to say that teachers may allow their students to have translanguaging practices within the classroom and they can support students' language learning by making use of translanguaging. Instead of following a policy in which only English language is allowed, teachers can take an advantage of translanguaging in language teaching.

Secondly, the present study concluded that there is not a significant relationship between preparatory class students' attitudes towards translanguaging and their first term academic achievement. That is, translanguaging can be used by students irrespective of students' academic achievement. Unlike the perspective supporting translanguaging is a language deficit or a deficiency in language proficiency (Martin, 2005), translanguaging is utilized by both low achieving students and high achieving students. Therefore, it cannot be inferred that translanguaging is just used by low achievers. It is used by high achievers as well. However, lower achievers use translanguaging more frequently than higher achievers. Thus, translanguaging can be utilized in a foreign language classroom so as to increase communication between students having both low and high academic achievement.

Thirdly, the study findings presented that students have translanguaging practices for several purposes such as to state their initial evaluations about the text, to reflect their comprehension, to paraphrase, to ask for help, to show their critical thinking skills, to discuss a topic about the related text, to express their predictions about the content. As Mbirimi-Hungwe (2016) suggested translanguaging is important for comprehension and students can make meaning by negotiating. In this regard, it can be said that students mostly need to use translanguaging to comprehend reading texts. Thanks to translanguaging, students are given an opportunity for searching within their whole linguistic repertoire to communicate and make meaning (Garcia & Wei, 2014) and therefore, a classroom environment which supports use of translanguaging may benefit students' understanding and comprehension. All in all, translanguaging is used by students in reading lessons where students need to comprehend

reading texts in the target language. Instead of prohibiting students' use of L1, students should be encouraged to translanguage so as to understand and comprehend reading texts.

Last of all, the perceptions of low achievers and those of high achievers were another concern of the present study. Conducted focus group interview findings revealed that both the lower achievers' and the higher achievers' perceptions were negative on translanguageing. These negative perceptions of both low achievers and high achievers may be attributed to the ideas that use of L1 may affect L2 learning negatively. Besides, some teachers believe that use of another language than the target language weakens language learning and thus they do not encourage students for translanguageing. These perspectives may affect students' perceptions on translanguageing negatively. To eliminate these negative perceptions, teachers may create a classroom setting encouraging the use of translanguageing. By allowing students to use translanguageing, teachers may make students to feel more comfortable and thus, they can increase students' willingness to communicate. Students who feel more motivated to participate can find more opportunities to interact within the classroom and they can contribute to their language learning thanks to the use of translanguageing. To conclude, students' negative perceptions on translanguageing should be eliminated and their use of translanguageing should be supported for more interactions within the classroom.

All in all, the present study attempted to show preparatory class students' attitudes towards translanguageing and their translanguageing practices in a reading class. The findings suggested that translanguageing was mostly supported and used by the students. Therefore, use of translanguageing can be encouraged by teachers or educational policy makers so as to create a more flexible and comfortable class atmosphere in which students can use their first language to improve their second language learning. As translanguageing provides such a comfortable environment, students can benefit from translanguageing in language learning.

5.3. Suggestions

Students' attitudes towards translanguageing have been a popular research topic in recent years, however, there is still a need for further research in this area especially in Turkish context where most institutions follow a monolingual language teaching policy and do not conduct a language teaching plan supporting translanguageing. Even though some students have positive attitudes towards translanguageing and use it for several beneficial purposes, some students stay back from using translanguageing and hold negative attitudes.

Some implications can be made considering the findings of the present study. Students' positive attitudes towards translanguaging can be considered as an advantage since the research by Creese and Blackledge (2010) has shown that translanguaging promotes language learning and teaching by serving as a meaning making tool. Teachers can make use of translanguaging in their language classes easily owing to students' positive attitudes towards translanguaging. As some students have negative attitudes towards translanguaging, teachers can tell them the advantages that translanguaging presents. Thus, their attitudes may change into positive and teachers can encourage students to use translanguaging.

For further studies, the present study has some implications. First of all, they should focus on not only students' attitudes but also teachers' attitudes towards translanguaging to get a wider perspective on their attitudes. Additionally, further studies may take the factors of students' negative perceptions on translanguaging into consideration. Moreover, further studies may focus on not only reading skill but also other skill lessons. That is, further research can discuss translanguaging in different settings. Furthermore, researchers may deal with translanguaging in a macro level as well as a micro level. In addition, further studies can address B2 level of students or they can compare B1 and B2 level of students' use of translanguaging.

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APPENDIX 1. Research Ethics Committee Approval

Ev. Evrak Tarih ve Sayısı: 26.07.2021-E.239566

 T.C.
EGE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü
Öğrenci İşleri

Sayı : E-26887894-302.08.01-239566
Konu : Araştırma İzni (Saadet APA ÖZTÜRK)

27.07.2021

ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞINA

İlgi : 09.07.2021 tarihli ve 225452 sayılı yazı.

Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği yüksek lisans programı öğrencisi Saadet APA ÖZTÜRK'ün, "Exploring Studentdirected Translanguaging in the English-Centric Classroom" adlı tez çalışmasını Yüksekokulunuzda okuyan öğrencilere uygulaması uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Doç. Dr. Aylin ATILLA
Müdür V.

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Evrakınızı <http://dogrulama.deu.edu.tr> linkinden 1FEE6194X5 kodu ile doğrulayabilirsiniz.

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HİZMETE ÖZEL

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Sayı : E-87347630-699-123414
Konu : Saadet APA ÖZTÜRK

ACELİ
08.10.2021

Sayın Saadet APA ÖZTÜRK

İlgi : a) 24.05.2021 tarihli dilekçeniz.
b) 26.05.2021 tarihli dilekçeniz.

İlgi (a) ve ilgi (b)'de kayıtlı dilekçelerinize istinaden Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulunun 31.05.2021 tarihli toplantısında alınan 22 sayılı karar ile "Exploring Student-directed Translanguaging in the English-Centric Classroom" başlıklı çalışmanız kapsamında yapacağınız uygulamanın etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamınızca onaylanmıştır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Nüket HOTAR
Rektör

Bu belge, güvenli elektronik imza ile onaylanmıştır.

Doğrulama Kodu: A1C89F2-65AE-4898-85AD-80B68075142

Doğrulama Adresi: <http://www.turkiye.gov.tr>

Adres: Kültür Mahallesi, Cumhuriyet Bld No:144, 35220 Kocaeli/İzmir

Bilgi için: Melva ÇETİRK

Bilgi için: İlhan



HİZMETE ÖZEL

APPENDIX 2. Permission for Data Collection Instrument


saadet apa
20 Mayıs Per 16:50 (6 gün önce)
☆ ↶ ⋮

Alıcı:

Merhaba Ceylan Hocam,
Tez çalışmanızda öğrencilere uyguladığınız, geçerlik ve güvenirlik çalışmaları tarafınızdan yapılmış olan anketinizi "Exploring Student-directed Translanguaging in the English-Centric Classroom" adlı yüksek lisans tez çalışmamda kullanmak istiyorum. Anketinizi tez çalışmamda kullanmam konusundaki izninizi rica ederim.
İyi çalışmalar dilerim.

Saadet APA ÖZTÜRK

Ceylan Kucuk
10:57 (43 dakika önce)
☆ ↶ ⋮

Alıcı: ben

Merhabalar Saadet Hocam,

Tez çalışmamda öğrencilere uygulanan anketi, "Exploring Student-directed Translanguaging in the English-Centric Classroom" başlıklı teziniz ile ilgili çalışmalarınızda kullanmanızda tarafımdan herhangi bir sakınca yoktur. Çalışmalarınızda başarılar dilerim.

İyi çalışmalar.

Ceylan KÜÇÜK
International Relations Office

Adana Alparslan Türkeş University of Science and Technology
Balcalı Mah. Çatalan Cad. No:201/1
01250 Sarıçam / ADANA
TURKEY

APPENDIX 3. Students' Attitudes towards Translanguaging Questionnaire

Öğrencilerin Diller Arası Geçişliliğe Karşı Tutumlarını Belirleme Anketi						
Aşağıda görmüş olduğunuz ankette bulunan soruları yanıtlayarak bana yardımcı olmanızı rica ediyorum. Bu anketin amacı Hazırlık sınıfında yabancı dil olarak İngilizce öğrenmekte olan öğrencilerin diller arası geçişliliğe karşı tutumlarını araştırmaktır. Bu anketin sonuçları sadece araştırma amacı ile kullanılacak olup cevaplarınız saklı tutulacaktır. Bu nedenle lütfen soruları samimiyetle cevaplandırınız. Katkılarınız için şimdiden çok teşekkür ederim.						
Bölüm 1: Demografik Bilgiler						
1	Cinsiyet: Erkek ☐ Kadın ☐					
2	Anadiliniz: İngilizce ☐ Türkçe ☐ Diğer(Belirtiniz)					
3	Fakülte/Bölüm:					
4	2020-2021 Eğitim-Öğretim Yılı Güz Dönemi Hazırlık Sınıfı Akademik Başarı Notunuz:					
Bölüm 2: Öğrencilerin Tek dilli Eğitim ilgili tutumları		Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1	Derste, yalnızca İngilizce kullanılmalıdır.					
2	Derste İngilizceyi ne kadar çok kullanırsak İngilizce 'de o kadar ilerleme sağlarız.					
3	İngilizce 'ye hâkim olmak için İngilizce' nin sınıfta çok kullanılması gerektiğine inanıyorum.					
4	Öğrencilerin derste anadillerini kullanmalarını gerektiren					

	herhangi bir durum olduğunu düşünmüyorum.					
5	Öğrencilerin derste, birlikte çalışırken yalnızca İngilizce kullanması gerektiğine inanıyorum.					
6	Öğretim elemanı ders anlatırken bir dilden diğerine (İngilizce 'den Türkçe 'ye (veya tam tersi) geçiş yaparken çok zaman harcıyor.					
7	Öğretim elemanı ders sırasında İngilizce 'den Türkçe 'ye (veya tam tersi) geçince kafam karışır.					
8	Derste aynı anda hem anadilimi hem de İngilizceyi kullanmak İngilizcemin zayıflamasına neden olur.					
Bölüm 3: Öğrencilerin Diller arası Geçişlilik ile ilgili Tutumları						
9	Derslerimde, ihtiyacım olduğunu hissettiğimde anadilimi kullanmak istiyorum.					
10	Derste ki sorumluluklarımı yerine getirdiğim süreçte sınıfta yalnızca İngilizceyi kullanmak önemli değildir.					
11	Sınıf aktiviteleri sırasında sınıf arkadaşlarımla anadilimde konuşmak sorun olmamalıdır.					
12	Öğretim elemanının derslerde aynı anda hem İngilizce hem de anadilimi kullanması bana fayda sağlıyor.					
13	Öğretim elemanının İngilizce ve anadilimde ders materyalleri kullanması bana fayda sağlar.					

14	Öğretim elemanının, derslerde kullanılan kelimeleri hem İngilizce hem de anadilimde sunarsa derslerden daha fazla fayda sağlarım.					
15	Derste aynı anda hem anadilimi hem de İngilizceyi kullanmak ders içeriğini anlamamı artırıyor.					
16	Derste aynı anda hem anadilimi hem de İngilizceyi kullanmak, İngilizcemi geliştirmeme yardımcı olur.					
Bölüm 4: Öğrencilerin Diller arası Geçişlilik Uygulamaları		Sürekli	Sık sık	Bazen	Hiç	
17	Öğretim elemanının kullandığı veya aktivitelerde kullanılan dile bakmaksızın anadilimde not alırım.					
18	Öğretim elemanının derste kullandığı dilde not alırım.					
19	Derste not alırken İngilizce'den Türkçe 'ye (veya tam tersi) fark etmeden geçiş yaptığımı görüyorum.					
20	Derste sınıf arkadaşşıma dersle alakalı yeni bir kavramı anlatırken anadilimi kullanırım.					
21	Derste geçen bir kavramı sınıf arkadaşşıma sorma ihtiyacı duyduğumda anadilimi kullanırım.					
22	Derste geçen bir kelime veya kavramın anlamını kontrol etmem gerektiği zaman anadilimi kullanırım.					

APPENDIX 4. Online Reading Class Observation Checklist

Class observation checklist

Date:

Duration:

	English	Translanguaging
Pre-reading stage		
1. Students use in topic discussion.		
2. Teacher uses to introduce new words.		
3. Students use to state their predictions about the text.		
4. Teacher uses to state the purpose of the text.		
5. Teacher uses to assess students pre-reading discussion.		
While-reading stage		
1. Students use to state their initial evaluations about the text.		
2. Teacher uses to ask whether students' evaluations confirm the text.		
3. Teacher uses to check students' comprehension.		
4. Students use to state their comprehension.		
5. Students use to paraphrase.		
6. Students use to ask for help.		
7. Teacher uses to identify students' critical thinking skills.		
8. Students use to state their critical thinking skills.		

Post-reading stage	English	Translanguaging
1. Teacher uses to ask comprehension questions.		
2. Students use to answer comprehension questions.		
3. Students use to retell the text.		
4. Students use to discuss the topics related to the text.		



APPENDIX 5. Focus Group Interview Questions

1. Do you use another language than English during your English lessons?
2. Why do you think that you speak other languages than English during English lessons?
3. Which languages do you speak during your English lessons? You can mention more than one language here.
4. How would you rate your overall English skill?
5. How often do you use English outside of school?
6. Do you feel the need to use your first language(s) during your English lessons?
7. Why do you think that you need to use your first language(s) during English lessons?
8. Do you feel that your teacher encourages you to use your first language(s) during your English lessons?
9. Does your teacher encourage you to only speak English in class?
10. If you use your first language(s) during English lessons, how does your teacher react?
11. Does your English teacher respond in English only to questions during lessons?
12. Does your teacher always speak English during English lessons?
13. If you, or your classmates, ask your teacher a question in another language than English in class, what reaction does your teacher show?
14. If you would feel the need to express your thoughts or questions in your first language(s) during English lessons, how would that make you feel?
15. Do you tell your other classmates to express themselves in English, if they speak another language during class?
16. Do you feel that it is negative to speak another language than English during English lessons?
17. Please explain why you feel that it is negative to speak another language than English during English lessons.
18. Do you feel that you can benefit by using your first language(s) during English lessons?
19. Do you feel that you will fail your English course if you use your first language(s) during English lessons?
20. Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?

APPENDIX 6. Informed Consent Form

DOKUZ EYLÜL ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen “Öğrencilerin Diller Arası Geçişliliğe Karşı Tutumlarını Belirleme” anket çalışması ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda “Exploring Student-directed Translanguaging in the English-Centric Classroom (İngilizce Merkezli Sınıfta Öğrenci Odaklı Diller Arası Geçişliliğin İncelenmesi)” başlıklı araştırma “Saadet APA ÖZTÜRK” tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **“Öğrencilerin Diller Arası Geçişliliğe Karşı Tutumlarını Belirleme” anket çalışmasına katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: İngilizce hazırlık sınıfı öğrencilerinin diller arası geçişliliğe karşı tutumlarını araştırmak

Araştırmanın Yürütüleceği Yer: Ege Üniversitesi Yabancı Diller Yüksekokulu

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı:

e-posta:

İmzası:

