

Benefits and Issues of Translanguaging Pedagogies on Language Learning: Students' Perspective*

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Abstract

The qualitative study aims to investigate the benefits and issues of TP (Translanguaging pedagogies) in language education from students' perspectives. Students (N=50) at Turkish State University were selected through purposeful sampling. The students were learners of English (N=27) and Russian (N=10) as a FL (Foreign Language) and learners of Turkish (N=13) as a SL (Second Language). The data were collected from focus group interviews and graphic elicitation tasks, which were analyzed through descriptive statistics (Frequency), and content and visual analysis by using CLAN (Computerized Language ANalysis) Program. The findings revealed that TP were beneficial for the affective, cognitive and social engagement of students. The study also indicates that the intensity of TP may depend on students' proficiency level and on specific skills and areas being learnt. However, students reported some potential issues of TP, specifically the emergent bilinguals in EFL classes. Pedagogical implications on TP in language classrooms were suggested at the end of the study.

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Introduction

The recent shift from monolingual to multilingual ideologies in language education directed researchers' attention to a relatively new teaching approach called translanguaging (Cenoz & Gorter, 2020). As a pedagogy, translanguaging is built on multilingual behavior and it is suggested as a practice in bilingual and multilingual contexts (Cenoz, 2009). That is why the research on Translanguaging Pedagogies (TP hereafter) is more on learners and schools in bilingual and multilingual contexts of immigrant and minority communities (García & Wei, 2014). For this reason, more research is suggested on where, when and how translanguaging pedagogies could be practiced in different contexts with different types of students (Cenoz & Gorter, 2017; Creese & Blackledge, 2010; Lewis, Jones & Baker, 2012). The research in Turkish education is even more limited and not enough to give a picture of TP and its implementation there. In an attempt to fill in this gap in literature, the present study focused on the benefits and issues of TP in three different TL (Target Language) contexts with Foreign Language (FL) and Second Language (SL) learners in a Turkish State University.

Literature Review

Translanguaging

The term translanguaging was coined by Cen Williams (Williams, 1996) and originates from a bilingual context in Wales as a pedagogical practice where students are prompted to alternate English and Welsh when moving between receptive or productive skills (García & Wei, 2014 and the references therein). Since then, translanguaging approach has extended its meaning to a cognitively deeper process of “making meaning, shaping experiences, gaining understanding and knowledge through the use of two or (more) languages” (Baker, 2011, p. 288) to mediate mental processes in learning of the four skills (Lewis et al., 2012). What is more, García and Kano (2014) added pedagogic and ideological aspects to translanguaging, which they define as “a process

by which students and teachers engage in complex discursive practices that include all the language practices of all students in a class to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality” (p. 225).

Theoretically, TP are based on multilingual ideologies and dynamic bilingualism, which view the languages of bi/multilinguals not as separate but one linguistic system with features that are integrated (Cenoz & Gorter, 2020; García & Wei, 2014). TP challenge the monolingual view which separates the languages and focuses only on one language (TL) in each language classroom. On the other hand, TP support the integration and inclusion of students' all languages while teaching TL in class (Cenoz & Gorter, 2020).

Concrete translanguaging pedagogies that incorporate multiple languages and cultures in education are suggested by literature (Council of Europe, 2020; García & Wei, 2014). The present study focused on four cross-linguistic TP which integrate languages through

1. translation,
2. comparison of multiple languages
3. alternating between multiple languages
4. comparison of multiple cultures (Council of Europe, 2020; García & Wei, 2014).

The dynamic model of multilingualism (DMM) (Herdina & Jessner, 2002) is one of the models which theoretically supports TP. According to DMM, the cognitive effort of bi/multilinguals to control numerous languages enhances their meta- and cross-linguistic awareness. These meta-skills distinguish the multilingual from the monolingual learner and make them advantageous over monolinguals in language learning. Bi/Multilinguals interrelate, compare their languages, build strong multilingual mental networks, transfer linguistic and cognitive elements from previous language learning and, therefore learn new languages faster than their monolingual counterparts (Herdina & Jessner, 2002).

Translanguaging Pedagogies and Engagement in Learning Process

Engagement is defined as "the extent to which students are actively involved in a variety of educational activities that are likely to lead to high quality learning" (Coates, 2005, p. 26). On the other hand, according to social constructivism, learning is a process of change in personal conceptions due to the interaction between new learning, old experiences and social context. On the other hand, learning is a complex and multifaceted process having affective, cognitive and social dimensions (Roberts, 2016). Thus, engagement in learning could be classified into three main categories: (1) emotional, (2) cognitive and (3) social engagement (Parsons & Taylor, 2011). Emotional engagement refers to students' positive feelings, reactions to peers, teachers and learning which lower the anxiety and foster their motivation to learn (Harris, 2008). Cognitive engagement refers to personal and meaningful involvement in learning which makes students active, focused, strategic and autonomous learners (Harris, 2008, p. 57). A cognitively engaged learner builds connections between the input and their background knowledge (Roberts, 2016), between TL and previously learnt languages by transferring linguistic elements and strategies from previous language to TL learning (Hufeisen, 2004; Neuner, 2004). Social engagement refers to students' interaction and collaboration with their teacher and peers, which enhances classroom participation, exchange of knowledge and involvement in learning (Alsowat, 2016).

Based on translanguaging strategies and goals suggested by Garcia and Wei (2014, p. 120), translanguaging may also be approached from affective, cognitive and social perspectives of learning. The strategies promoting cross-linguistic flexibility, identity investment and questioning linguistic inequality could be classified under the affective benefits of translanguaging. Such strategies respect students' identity and individuality and make them feel secure and comfortable. Strategies raising cross-linguistic awareness, critical thinking, deep understanding and the like could contribute to the cognitive engagement of students in learning TL. Finally, collaborative dialogues and grouping via translanguaging are likely to scaffold the social aspect of learning (García & Wei, 2014, p. 120)

Previous Research

The research in multilingual and SL contexts revealed more benefits, while the research in EFL contexts indicated both benefits and issues of translanguaging. In multilingual contexts, studies with students indicate a significant effect of translanguaging pedagogies on students' morphological awareness in French and English in Canadian immersion programs (Lyster, Quiroga & Ballinger, 2013), and on students' vocabulary in the additional language, they are learning in a teacher training program in South Africa (Makalela, 2015). Similarly, translanguaging techniques involving the use of Spanish-English cognates have a positive effect on English vocabulary and reading comprehension of Latino students in the USA (Arteagoitia & Howard, 2015). Likewise, studies with both teachers and students concluded that the explicit use of translation facilitated language learning by developing cognitive and socio-affective learning strategies, and plurilingual and intercultural competence of the students (González-Davies, 2017). Another study (Pujol-Ferran, DiSanto, Rodríguez & Morales, 2016) with teacher-driven data reported that translanguaging strategies fostered students' participation, collaboration, linguistic diversity, and cultural experiences. In addition, TP developed deeper content, academic and metalinguistic knowledge by stimulating comparisons across languages and links between prior knowledge and personal experiences (Pujol-Ferran et al., 2016).

The research in SL classrooms revealed benefits of TP as well. A study (Wang, 2019) on the Chinese as a SL classroom with adult foreign learners in Hong Kong indicated positive attitudes to English-Chinese translanguaging of both teachers and students. Teachers reported that TP foster (1) comprehension, (2) efficiency and (3) motivation in the classroom. Like their teachers, students agreed that the use of English helps them understand better, learn faster, cope with anxiety, have relaxing moments, and sustain their interest and motivation in learning. Also, integrating English as a common lingua franca supported motivation, interaction, communication, improved comprehensibility, and made the class procedures practical and time-saving. In addition, students adopted translanguaging as a creative way to communicate with each other because English provides a lingua franca for all students from different linguistic backgrounds to share their learning experiences, feelings and concerns. Finally, students reported to need English for complicated

concepts and grammar and to overcome orthographic difficulties of Chinese language (Wang, 2019).

The research on TP in English as FL contexts displayed both benefits and limitations of TP. (Liu & Fang, 2020; Phyak, 2018). The main preference of TP in EFL contexts is because a monolingual approach is inconvenient for both emergent bi- and multilingual learners of English (Phyak, 2018). Other benefits reported in Japanese EFL context (Turnbull, 2018) are better understanding or teaching grammar and vocabulary, comparison of English and Japanese, giving instructions and feedback, engaging in small talk with students by teachers, asking answering questions, explaining and understanding English texts, task management, time efficiency and the like. However, some limitations of TP were also reported (Liu & Fang, 2020) such as, a monolingual language policy, a lack of guidance on implementation, personal linguistic purism ideology, overuse of L1 by students and confusion due to cross-linguistic interference, which prevented the adoption of a translanguaging pedagogies in EFL classrooms (Liu & Fang, 2020, p. 4,5).

The research on translanguaging in Turkish context is still new and mainly in EFL contexts. It revealed benefits (Yuvayapan, 2019) reported by teachers who believed that the inclusion of Turkish (L1) in class contributes to classes with low proficiency students in terms of participation, clarifications, vocabulary description, classroom management, interaction and teacher-student rapport. However, teachers also mentioned the constraints of translanguaging in their EFL context. Sometimes they avoid inclusion of L1 in class due to the expectations of their institutions, colleagues and parents of their students. Also, teachers thought that this pedagogy did not contribute to learning English on a long-term basis and they need it just to save time and catch up with the curriculum (Yuvayapan, 2019). Another study (Yuzlu & Dikilitas, 2021) found out that planned TP had a positive effect on improving students' four English language skills overall. Also, students reported constructive, cognitive, interactive, and affective benefits of translanguaging pedagogy such as promoting meaning-making, autonomous learning, meta and bilingual

awareness, learning, negotiation, clarification, a sense of comfort, and a sense of motivation to use and learn English (Yuzlu & Dikilitas, 2021).

Research Questions

The following research questions were posed for the present study:

RQ1. What are students' perceptions of Translanguaging Pedagogies practiced in their classrooms?

RQ2. What are students' perceptions of using Translanguaging Pedagogies depending on the proficiency level of the target language?

RQ3. What are students' perceptions of using Translanguaging Pedagogies to teach specific language skills and areas?

Method

The Participants

The participants of the present study consist of students (N=50) in the School of Foreign Languages at a Turkish State University and were selected via purposive sampling (Cohen et al., 2000). Table 1 below shows a summary of information about the students.

Table 1

Sample characteristics of students

TL	TL Level	Students N
EN	B1	27
TUR	B1	13
RUS	A1	10
Total		50

The students were classified into three groups according to their TL:

1. English group (monolingual university students as learners of English as a FL in English Prep Program),

2. Turkish group (bi/multilingual foreign university students as learners of Turkish as a SL in the Turkish Prep Program) and

3. Russian group (bi/multilingual students as learners of Russian as a FL in the Russian course program).

To keep participants' identities confidential, codes instead of names were used in the study. The list of participants and their corresponding codes are given in Table 2 below

Table 2

The list of participants and their corresponding codes

Sn	Student, n= 1, 2, 3... e.g., S1=Student1, S2=Student2, S3= Student3...
SnEn	Student (n) from the English group
SnR	Student (n) from the Russian group
SnT	Student (n) from the Turkish group

Data Collection and Procedures

Qualitative data were gathered through focus group interviews (Maxwell, 2012; Wei & Moyer, 2008) and graphics elicitation tasks (Bagnoli, 2009) in May 2019 in the School of Foreign Languages at a Turkish State University.

Table 3*Summary of data collection procedures*

TL	Students / Interview	Students / Visual tasks	Focus groups
EN	27	27	5
TUR	13	13	1
RUS	10	10	1
Total	50	50	7

The interviews were conducted in Turkish with students of Turkish nationality, and in both English and Turkish with foreign students. Students' focus group interviews lasted approximately five and half hours (05:31:39) in total, which were audio-recorded and then transcribed according to CHAT Transcription Format Program (MacWhinney, 2000; Wei & Moyer, 2008).

After the interview, each of the interviewed students completed a visual task. Participants were asked to draw pictures to express their feelings about their own languages and about the languages used in class by using symbols, phrases, speech bubbles, arrows and any visuals they can. The graphic elicitation task aimed to elicit non-verbal data about participants' language awareness and their perceptions of TP.

Data Analysis

The interviews were analyzed through CLAN (Computerized Language ANalysis) Program (MacWhinney, 2000) because it enhances the reliability of the study by offering common coding and transcription criteria (Wei & Moyer, 2008). The codes and transcription conventions were used according to the CHAT Transcription Format (<https://talkbank.org/manuals/CHAT.pdf>), while the commands (See App. G for command output sample) to run the analysis were selected

from the manual of the CLAN (Computerized Language ANalysis) Program (<https://talkbank.org/manuals/CLAN.pdf>). First, the transcribed utterances were labeled with the key concepts (DeCuir-Gunby, Marshall & McCulloch, 2011). Then, FREQ command was used to list the frequency of the key concepts. At this stage, the key concepts were matched with the RQs and then reframed as codes (Saldaña, 2021). Then, the codes were classified into themes which respond to RQs of the present study.

The visual tasks were analyzed through both content and visual analysis as supplementary data to the verbal data from the interviews. The codes from the visual data were elicited through visual-based and text-based analysis contextual with the interviews (Bagnoli, 2009). The final codes from visual data were compared and integrated with the codes from the verbal data and were classified under themes to answer RQs.

Validity and Reliability

The trustworthiness of the current study was supported both quantitatively and qualitatively. Quantitatively, the Kappa statistic was performed to determine consistency between two independent coders of the data (Landis & Koch, 1977). The inter-coder reliability for the initial 35 codes of interview data was found to be $Kappa = ,85$ (Sig= 0.000; $p < 0.001$) and for 29 codes of the visual data was $Kappa = ,82$ (Sig= 0.000; $p < 0.001$) which is a significant result and considered to be a substantial agreement between two coders (Viera & Garrett, 2005).

Qualitatively, the study was supported by using standard coding, triangulation and member checking. For the analysis of the interviews standard codes, transcription and command conventions were used from CHILDES manual (MacWhinney, 2000). In addition, triangulation within a method was used to verify the findings through verbal and visual data sources (Fraenkel & Wallen, 2009). Finally, the findings were shared with the participants for member checking.

Findings

Findings Related to RQ1: What Are Students' Perceptions of Translanguaging Pedagogies Practiced in Their Classrooms?

Students from three learning contexts participated in the interview and visual task sessions: learners of English, learners of Turkish and learners of Russian. These students expressed their perceptions of their teacher's TP and the reasons behind them. They reported various views, which gave insight into how TP contribute to their engagement in learning. Students' perceptions of TP were classified into three main aspects of learning: emotional, social and cognitive engagement. The students reported both benefits and issues of TP on their learning engagement. Because of word limitation concerns, the original L1 speech of the participants was omitted and only their English translation was provided in the quotations.

Contribution of TP to Emotional Engagement

Students reported that TP contribute to their emotional engagement in learning. They claimed that they feel more comfortable and motivated when given the choice to speak in other languages along with TL. For instance, students reported that if they were pressed to speak only in TL, they could not explain their problem or questions, because they would not be capable to express themselves appropriately. Then, they would be frustrated and give up asking the questions. They also could be afraid to ask because their classmates may laugh at or mock them and that their teacher may not understand them, and that is why they need to use other languages.

S2T: Teacher gives us all freedom to ask in whatever language we want to understand us right, we like it when we have the choice to ask in both English and Turkish because Turkish is a different language, sometimes you cannot explain it, you can't speak so sometimes you need English, if we were pressed to ask the question in target language but cannot say it we would give up asking that question because it could be frustrating to not be able to ask you are afraid to do it and your classmates will be

laughing at you [...] because I don't know the language
how can I ask something and get the exact info for.

In addition, foreign students had emotional benefits from TP for their adaptation process to a foreign country school environment. They reported that some of their classmates faced difficulties at the beginning because they did not know Turkish (local language, TL) and their teacher could not speak English, French or Arabic. If their teachers had shared languages with these students, then the students would have felt better. Even simple greetings like Hello. How are you? are unfamiliar for these students at first, so they want to hear them in a language they know as well, otherwise they lose excitement, motivation and interest in the lesson.

S5T: In the beginning it is not easy to speak only in target language because I have some friends who experienced this kind of situation like their Turkish teacher cannot speak English or French or Arabic they had many difficulties with Turkish at the beginning, from the beginning, let the teacher speak different languages like English, there are some friends, only Arabic speakers had a problem in the past and if their teachers speak English, they can feel better, when I come to the class and started nasıl merhaba all these things and I don't know what it means in my language or in English it will be very hard to continue maintain interest of the lesson, students lose the excitement in this new language.

Students from ethnic minority groups also reported potential emotional benefits from TP involving their minority language. Minority students believe that if their languages are included in comparisons specifically when similar to TL, they will feel more comfortable. Also, they would appreciate their teacher speaking minority languages in class because they love that language.

S1En: Besides, it would be better if the languages we know are used in class like Arabic and Bosnian.

However, they think that this would be without any significant contribution to learning TL and are considerate about their classmates who cannot benefit from this method because they do not understand that language.

Another contribution of TP to the emotional engagement is that students find it entertaining and motivating. When their English teacher gives additionally French and Spanish meanings of the words and cognates, talks about their etymology, and speaks three or more languages in class, students gain affinity and interest to get familiarized with unknown languages.

S1En: In third languages, teacher gives the words and the origin of that language as a culture, it is beneficial and fun, and it is easier when I want to learn other languages thanks to the teacher.

S2En: The teacher was describing the Mexican food and spoke Spanish, which contributed to gaining familiarity to a language we have never heard, ear familiarity occurs.

Finally, TP as integrating multiple cultures are also reported as an emotional benefit to learning. Students describe the comparison of multiple cultures in class as an entertaining and recreational activity.

S3R: Teacher does a lot of Russian Turkish comparison, it is related to the cultures of Ukraine and other countries, and this useful and encouraging for language learning. Because it is a cultural activity it gives us the chance for leisure and rest time in lessons.

Contribution of TP to Social Engagement

Students reported several contributions of TP to their social engagement in learning. One of the social benefits of TP is related to sustaining genuine communication, the interaction between the teacher and students and thus, higher in-class participation. For instance, students from the Russian group reported that if their teacher speaks only in TL such as Russian it may not be efficient at least for beginner level, because due to the Cyrillic alphabet neither spoken nor written form would be understood by students. As a result, the teacher could not communicate and connect with students to transfer knowledge, which itself would lead to low participation and eventually to dropping out of the course:

S1R: The teacher is teaching in three languages and we find it very useful because I can understand it much better ... it would be worse if the teacher spoke Russian and wrote in Russian from the beginning, we could not read her writings on the board, we would just skip it. Teacher could not communicate with the students, transmit information and the number of students would decrease quickly, first of all, it would be impossible without the support of the mother tongue at the beginning. Russian has a different alphabet.

In the context of foreign students, TP also seem to have a significant contribution to teacher-students communication. Students reported that some of their friends faced difficulties at the beginning because they did not know the local language and did not share a common language with some of their teachers. If their teachers had shared languages with these students, then the students would have understood the lesson better and participate more. When teachers speak only in TL there is a lack of communication between the teacher and students.

S5T: In the beginning it is not easy for students to speak only in TL. I have some friends who experienced this

kind of situation like their Turkish teacher cannot speak English or French or Arabic they had many difficulties with Turkish, they could not communicate with their teacher.

S6T: From the beginning the teacher should speak different languages such as English, those who speak Arabic had a problem in the past, and if their teachers spoke English they could understand her better.

In order to build effective communication with their teacher, also students from English prep classes preferred to ask both in TL and NL. When students are under pressure to use only TL, the teacher sometimes may misunderstand students' questions due to mispronunciation and incorrect grammar in TL.

S3En: It is good to let us ask in Turkish sometimes, if we had to answer in English, it would be hard for us because we cannot pronounce the sentence fully, the teacher can misunderstand our wrong pronunciation or grammar.

In addition, integrating third languages in class may also foster teacher-students connection. Namely, speaking in multiple and different languages in class could be useful for individual students who cannot express themselves well in TL and NL and share other languages with the teacher:

S2En: It could nice if our teacher spoke other languages, if I could not express myself fully in Turkish, and if the teacher speaks that language, it would be fine.

Another reported benefit of TP to the social engagement of the student is that using multiple languages allows the teacher to give feedback, clarify unclear points, and build a genuine rapport with their students via the language they understand and express themselves the best. For example, the majority of the foreign students prefer their teacher to teach in English and, if necessary, in

French or Spanish along with Turkish at the beginning stages. For grammar specifically, Turkish - English code-switch is the most favored one because English is a lingua franca, the majority in the class knows it, and it is easy to use for some unclear and complicated points that need clarification. If there are students who know French, Arabic or other languages then they also need the chance to be given clarifications in these languages:

S2T: English is an international language so it is easy to use it and for those who do not know English could be useful because it is an international language plus the majority of people here speak English that's why it is useful, there are some difficult points which have to be clarified, if there are some foreigners who need to be clarified then it is useful to use English or other languages French, Arabic.

The next advantages of TPs, namely comparison of cultures, to social engagement were reported as understanding culture-specific reading texts, TL offensive words, slang and informal language, which gives them the tips how to behave and what to say in TL country so they start to behave like native of TL:

S4En: Culture comparison helps for word structure, when we compare cultures in reading extracts vocabulary is better understood.

S2En: Culture comparison is beneficial because then you start acting like native, as you get the recommendations, you will pay attention to talking about the actions you will do in TL contexts.

S5En: Our teacher had stayed in New York and warned us about slang offensive words in America and cultural things which could cause a problem there, and told us how to address people there.

Contribution of TP to Cognitive Engagement

Students reported positive influence of TP on their cognitive engagement. The cognitive benefits of TP were elicited as meaningful and more effective learning by creating multilingual networks and transferring similarities and learning strategies between languages. TP also may function as a problem-solving strategy to foster concentration in class and to avoid misunderstandings.

One of the important benefits of TP on cognitive engagement was learning better and faster through connecting languages and using them as bridges, pre-stages to learn TL. Students from the English group claimed that with the support of their NL they understand better abstract concepts, because they look for logic and equivalents in their NL, a language they know and speak well. When they compare grammar, vocabulary and cognates they compare culture and the way of thinking between two languages and write better by understanding better the way of thinking of native speakers. Also, they view NL as a pre-stage, bridge to TL. Without knowing the NL version you cannot understand the English one, like math without learning addition you will not be able to make other calculations:

S2BL3: Turkish English comparison benefits; We cannot understand the English version of something without understanding it first in Turkish. It is something like without knowing additions you can not do other calculations.

In addition, SL students reported the cognitive benefits of associating multiple languages. For example, students search for similarities between Turkish (TL) and English (Lingua Franca) then associate with their NL or other languages they know. By searching for cross-linguistic similarities

they create a multilingual network between the languages in their repertoire. Thus, they avoid the difficulties of memorizing TL rules, instead, they learn and process the rules in a more meaningful way through language associations. Even when students' English is not sufficient teacher's giving English equivalent of Turkish vocabulary is found beneficial because they can interpret it through other European languages, they know such as French, Spanish or Russian, and they can enlarge their English vocabulary. As a result, they retrieve or guess these words better and faster. They accepted that their teacher' knowledge of multiple languages and comparing them in class, contributed to this way of thinking and connecting languages:

S1T: For example, I can understand Turkish better with Russian or English, if there is a problem, I translate it into Russian, maybe the rules are similar or I connect English to Russian and understand Turkish so I can understand the rules used in the sentence better because Turkish words and rules can be harder to memorize.

The students from the Russian group also added to the cognitive contributions of connecting multiple languages to learning TL. Students believe that three or more languages comparison and speaking them in class is necessary at beginner level because it brings more chances to understand, to clarify and complement the meaning of ambiguous concepts and it compensates for languages mentioned in class but not known by all students:

S1R: Three or four languages should be compared in class, and the students who do not speak English did not mentioned any problems because you are giving examples in Turkish, as well.

Knowing the differences between languages was also reported as a cognitive benefit of TP. For instance, the benefits of comparing Turkish-English grammar were listed as processing the

information better and understanding faster because students can perceive the differences between them:

S3T: When it comes to comparing English Turkish grammar it is very helpful for this students to understand the difference it helps to process it better and faster.

Another important cognitive contribution of TP is making students more autonomous learners. The students from the Russian group stated that their teacher prompted them to guess cognates across multiple languages which made them gain and develop their own learning strategies. The teacher urged students to guess cognates by giving clues about the languages this word has cognates in. Thus, without being given the meaning of a Russian word in Turkish (NL) or looking it up in a dictionary, students were able to guess it when hearing it due to close pronunciation. Students accepted that in that course they improved their skills to make inferences from the similarities between these languages and TL by themselves. Students also claimed that such a technique was not used much before in other courses and in the Russian course they started to use it independently later on their own.

S5R: You were encouraging us by saying that Russian is similar to English or even German, so you asked us to make inferences from the similarity of foreign languages without giving the Turkish meaning, and I realized that there is a lot of similarity between Russian and, German and English after the examples you gave. I also started to notice cognates by myself during the lesson.

Other cognitive advantages of TP mentioned by students were fostering their focus and concentration on the lessons. Students' explanation of their preference for TL-NL code-switch in class was that when grammar, abstract rules or difficult vocabulary is explained only in TL, students miss important points. Then they do not understand and they lose concentration,

connection with the topic. According to the students, difficult grammar topics should be explained in a language students know, just like teaching math.

S1BL2: If only English is spoken, the lesson seems incomplete, I understand more or less when I listen, but when I miss a point that I do not understand in grammar, I give up listening and lose the connection with the lesson.

The finally mentioned positive effects of TP on cognitive engagement were its practical and problem-solving aspects. Students believe that if they ask questions to the teacher in the language they understand best it will save time and will be more effective.

S1R: It is better if we are allowed to ask in the three or four languages because is more efficient when the conversation is in a language which students understand better... we are competing with time in the lesson, we have a limited time to learn in class.

Limitations of TP in Students' Engagement

Along with the benefits, the students, specifically, monolingual learners of English, reported some potential problems of TP in class. The negative effects of TP were listed as confusion, negative transfer, ignoring TL and distraction in class. Other drawbacks of TP were also reported such as, not understanding the logic of TL structure and not developing productive skills in TL.

One of the main disadvantages of TP mentioned by students were the danger of losing NL-TL balance and therefore, resulting in ignoring TL in class. Students from English group stated their concern about this issue and reported that if teachers excessively speak NL, this may urge students to think in NL and neglect TL. Some students believe that even grammar must be taught in TL, to simulate native context because this is the way TL will be taught in TL country

environment. This will push students' limits to face challenges and will give them the incentive to learn.

S1En: The teacher should speak only English in class. She can give examples in other languages sometimes, but if the teacher speaks more Turkish in the lesson, then she encourages the student to think more in Turkish, and if we go abroad to study languages, no one will explain grammar to us in our own language.

In order to keep the focus on TL, some students even favor monolingual to translanguaging pedagogies in class. For example, some students from English group prefer TL to be the norm of communication with their teachers. They believe that this will challenge them to find a way to produce TL speech. They will be engaged in a genuine dialogue, through which they can observe their own and their classmates' mistakes. They will learn from these mistakes and from their teacher's feedback which will improve their sentence structure awareness and productive skills in TL:

S3En: It would be better to answer the teacher in English only, we would try even if it was difficult, our ability to form sentences can improve, we will involve in dialogues when we ask questions.

S6En: I always participate, ask questions in English, I make mistakes, but learning my mistake from your teacher is more effective, because your friends also witness it.

Likewise, a few foreign students from Turkish SL group prefer their teacher to speak only in Turkish (TL) in class from the very beginning. They believe that focus on Turkish (TL) is needed to understand the logic of this language which is very different from the other languages they know:

S2T: I think teacher should only speak Turkish from the beginning, we need to understand the logic of Turkish language, which is very different.

In addition, another SL student had some reservations about having the language choice when they speak to their teacher. They noted that, “students should not have absolute freedom to speak whatever language they want to express themselves but to encourage the students or push them hard so they have to try to speak the language they are trying to study”.

Another negative influence of TP was reported by EFL students and was related to confusion or misinterpretation due to similarities between languages. Especially, in cases of no previous exposure to multilingual TP, students believe that comparing three or more languages might lead to confusion about the meanings of similar concepts:

S1En: I think comparing three languages would be confusing, languages that are close to each other and words with similar meanings may confuse us a lot.

The differences between languages might also bring some cognitive drawbacks to learning TL. One student from Turkish group stated that because English and Turkish grammar are different, translation of whole sentences from Turkish to English is not an appropriate practice. In this way they can not perceive and process the logic of Turkish grammar.

S4T: Translating a whole sentence is not effective because Turkish and English are very different grammatically, I do not think it's good because I don't understand the Turkish logic very well in this way.

The next anticipated issues with TP in class are that instead of facilitating learning, it may lead to distraction, unnecessary hassle and spoiling the flow of the lesson. EFL students stated that it is not sensible to integrate third languages in their context where most of the students are

monolingual and TL and NL are the only languages shared by everybody in class. For instance, they may miss and not understand a question addressed to some of their classmates in a third language. This may lead to unnecessary repetition of the same questions and answers in different languages so that everybody understands:

S2ML1: It would not make sense to speak Arabic in class if only I knew it because the class doesn't know Arabic. The teacher can take the same question several times in different languages from different students and she has to give the same answer to all of them each.

S1BL1: If some students ask questions in an unfamiliar language to the teacher in class, we would not understand, we would miss the question. Asking in an unfamiliar language could be appropriate in a multilingual classroom, where the majority understands that language.

Findings Related to RQ2: What Are Students' Perceptions of Using Translanguaging Pedagogies Depending on the Proficiency Level of The Target Language?

Students reported that TP should be used intensively at beginner levels like A1 and A2 but with progress in TL, the amount of TP should be gradually reduced. They need TP at starting levels because they do not know TL adequately and need other languages to compare with and thus to understand better. However, at intermediate levels and above they prefer TL synonyms or explanation of vocabulary in class. Comparison and associations with other languages could be researched independently out of class then.

S4T: Teacher should speak many languages and make a comparison, at A1 and A2 level, because then we can not speak Turkish and we can understand better this way. But from B1 on it would be better if the lesson was only in Turkish, Otherwise, we always want English

afterwards. Then, after the lesson, students can compare and associate languages and words at home by themselves after the lesson.

Findings Related to RQ3: What Are Students' Perceptions of Using Translanguaging Pedagogies to Teach Specific Language Skills and Areas?

Students reported that their preference of TP in class depends on the skill or area taught in class. For example, language comparison is useful for teaching grammar, vocabulary and cognates.

S2En: Comparing words and cognates is nice, efficient because we cannot understand the exact meaning of the English word but we can understand its meaning in Turkish, I can understand better when comparing grammar like this.

In regard to the spoken languages in class, a shared opinion among students was that teacher should speak TL and NL or a language which students know when teaching grammar, abstract rules or difficult vocabulary, while for the rest of the skills, specifically speaking activities, only TL is preferred.

S1En: Teacher mixing English and Turkish is good when teaching grammar rules and difficult words, for the other skills only English is ok.

In addition, for speaking activity sessions students, prefer to speak in TL to their teacher, while for grammar and writing sessions they want TL and NL combination because otherwise, they cannot ask clarification questions.

S3En: If the lesson is speaking, it would be better to speak only in English, but for example, it would be better

to ask in both English and Turkish in grammar, writing because I think in Turkish first and I wonder how to write it in English and I would like to ask the teacher.

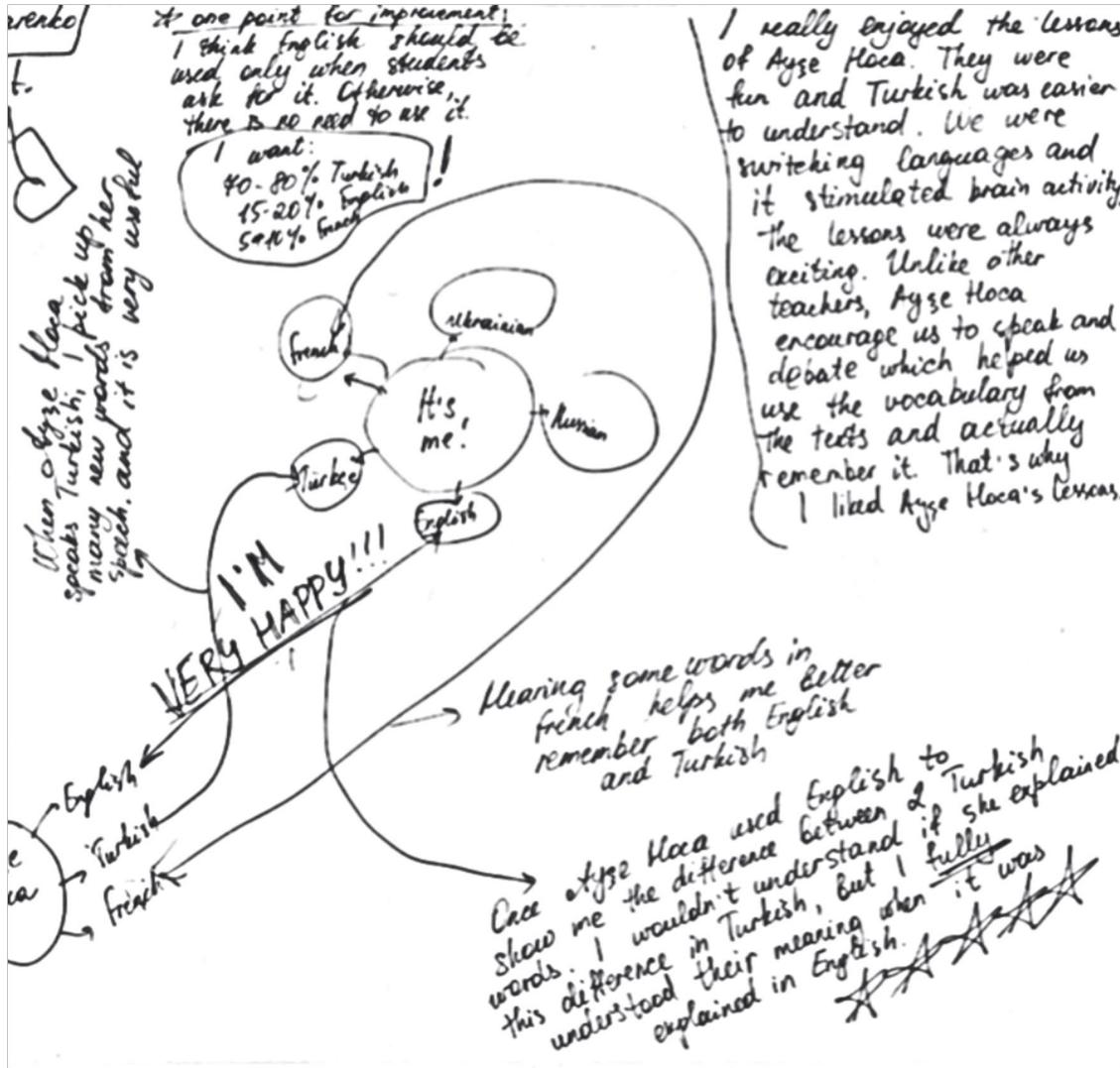
Differently from the other teaching contexts in the study, TP are favored in speaking activities both by their teacher and students only in Turkish prep context. For these students, translanguaging is a natural way of communication due to their multilingual background and their foreign-student status in the country of TL.

Students' Visual Tasks

The visual tasks completed by students supported the findings from the interviews. The drawing in Fig. 1 below belongs to a multilingual student from the Turkish group. Her drawing reflected her positive attitude to the integration of multiple languages in class. This student has written that she wants at least three languages in class, namely 70% Turkish, 20% English and 10% French. Moreover, this drawing displays the emotional, social and cognitive contribution of TP to students' engagement in learning TL. The emotional benefits were reflected in the heart and the five stars she has drawn, and in her verbal notes. She wrote that because of her teacher's method she is happy, and the lessons are fun, enjoyable and exciting. The social aspects of TP could be elicited from her notes that students participated in debates and discussions by using multiple languages. The cognitive benefits were stated in her notes according to which code-switching in class stimulated brain activities and made TL easier to understand. Also hearing the same word in English, French and Turkish and explaining the meanings in English, helps in comprehending and remembering those words more efficiently. In addition, she has drawn arrows between the languages she knows and the overlapping languages used by her teacher in class. All this shows that TP activate students previously learnt languages and foster cross-linguistic networks. However, that student also implied the negative effects of TP such as the potential menace of ignoring TL in class. She noted down that languages other than TL should be used only when students ask for it and when necessary, so the main focus should be on TL.

Figure 1

Graphic Elicitation Task



Note. Student 1, a learner of Turkish, graphic elicitation task expressing his/her attitude to TP in class.

Discussion

Discussion of Findings Related to the Contribution of TP to Students' Engagement

According to students in the present study, TP had contributed to their affective, social and cognitive engagement in learning TL. These findings were in line with the previous research. For example, both the present study and other articles reported emotional benefits of TP like creating relaxing moments and a sense of comfort, coping with anxiety, and sustaining interest and motivation in learning (González-Davies, 2017; Wang, 2019; Yuzlu & Dikilitas, 2021).

In addition, the present study confirmed the social benefits of TP mentioned in the previous research like sustaining participation, collaboration, intercultural competence, interaction, communication, negotiation, clarification and teacher-student rapport in the classroom (González-Davies, 2017; Pujol-Ferran et al., 2016; Wang, 2019; Yuvayapan, 2019; Yuzlu & Dikilitas, 2021).

Finally, both the present study and the previous research mentioned the contribution of TP on cognitive aspects of learning. The shared findings in the research indicated that TP raised students' cross-linguistic, metalinguistic and intercultural awareness by stimulating comparisons across languages and links between prior knowledge and personal experiences. Also, TP improved comprehensibility and learning, made the class procedures practical and time-saving, and promoted meaning-making and autonomous learning (González-Davies, 2017; Pujol-Ferran et al., 2016; Wang, 2019; Yuvayapan, 2019; Yuzlu & Dikilitas, 2021).

The contribution of TP on learning from affective, social and cognitive aspects is supported by the social constructivist approach to learning and teaching (Roberts, 2016). The cognitive benefits, particularly the building of connections between TL and previously learnt languages to transfer linguistic elements and strategies from previous languages were supported by the dynamic model of multilingualism (DMM) (Herdina & Jessner, 2002). This model suggests that the more languages students know and the more they interconnect them, the better they learn new languages. By speaking and comparing multiple languages in class, TP definitely helps students to reactivate and relate all their languages and to adapt strategies from their previous learning experiences. This brings more cognitive advantages to the multilingual learners in Russian and Turkish group, and some constraints to emergent bilinguals in EFL classrooms.

Discussion of Findings Related to Limitations of TP

Not only benefits but also some issues of TP were reported both by the present study and previous research. The challenges were mainly faced in monolingual EFL classrooms, which prevented the adoption of translanguaging pedagogies in EFL contexts (Liu & Fang, 2020, p. 4,5). The common constraints related to TP in the EFL classroom were listed as overuse of L1 by students and confusion due to cross-linguistic interference (Liu & Fang, 2020, p. 4,5).

Discussion of Findings Related to the Influence of Students' TL Level on TP.

In the present study, particularly in EFL contexts, the participants reported that TP should be used more at beginner levels but TP should decrease as the students' level of TL is getting higher. The research supported this view by claiming that monolingual pedagogies are not convenient for emergent bilinguals (Liu & Fang, 2020; Phyak, 2018) and that inclusion of L1 in EFL context contributes to classes with low proficiency students (Yuvayapan, 2019).

Discussion of Findings Related to the Practice of TP in Language Skills and Areas.

The findings in the present study indicated that TP are used particularly for teaching grammar, abstract rules and concepts, vocabulary, cognates, reading and sometimes writing. The previous research confirmed these findings in terms of vocabulary, cognates, reading comprehension, complicated concepts and grammar (Arteagoitia & Howard, 2015; Makalela, 2015; Turnbull, 2018; Wang, 2019). However, the present study also indicated that TP is favored in speaking skills and discussion activities but only in multilingual and multinational classes. This could be connected to the natural behavior of bi-/multilinguals which lies in the origin of translanguaging (Cenoz & Gorter, 2020; García & Wei, 2014).

Conclusion

The findings indicated that FL and SL learners in a Turkish university context have positive attitudes to TP. The participants reported emotional, cognitive and social benefits of TP on their

language learning. However, emergent bilinguals in EFL context reported also issues of TP such as negative transfer and overuse of L1. Other findings revealed that, TP should be reduced as the students progress with TL. The students also reported that TP are beneficial when teaching complicated grammar, abstract rules and concepts, vocabulary, cognates and reading.

Implications

The function of TP in language learning is to activate all languages in students' repertoire, stimulate positive transfer and to contribute to TL learning by engaging students emotionally, cognitively and socially. For these reasons, teacher training should include disciplines in multilingual paradigms, and institutions should pilot and integrate TP in language teaching programs.

Limitations

The present study has several drawbacks such as lack of inferential statistics, in class observations, recordings and think-aloud techniques. The small number and qualitative design do not allow for generalization of the findings.

Suggestions for Further Research

Further research on TP is recommended in different contexts, with different designs and tools. Also, true experimental design is suggested to compare TP in FL vs. SL classrooms, and to explore the reflection of TP in the assessment and teaching of language skills and areas.

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