High School Teachers' Beliefs and Practices on Translanguaging

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Abstract

Translanguaging has been getting a considerable amount of attention recently. It is the systematic and planned process of language switching and it is used for pedagogical purposes in the classroom. Especially, due to the insisting English-only policies and the rise of multilingualism has led translanguaging to be a bright area of research. Namely, the literature emphasized that foreign language can be scaffolded with native language and these two could be integrated. This notion gave birth to this study as well. This small-scale study aimed to provide a good grasp of the phenomenon of translanguaging and its relation to teachers' cognitions and practices. The study took place in Bucak, located in Burdur, Turkiye. Four female high school teachers attended the study, all of whom have over 10 years of experience in the field. The data were collected via semi-structured interview. Afterwards, the data were transcribed and analyzed by way of qualitative content analysis. The findings illustrated that the teachers favored translanguaging. Particularly, four teachers endorsed that it increases understanding and proclaimed to use it for teaching grammar, three of whom touched upon its function of alleviating stress, only one teacher sticked up for using it for building rapport and many more. Nevertheless, the mindsets of three teachers were not overlapping with their practices. This might be a curriculum-based reason. Further details were given in the study.

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Introduction

Ever since the advancements of approaches and techniques in second language teaching, the medium of instruction in the language classroom has always been one of the main cases to be concentrated on. The history of methodologies of English Language Teaching is reasonably wide-ranging (Galante, 2014). While some of the approaches, such as the direct method, ban the use and usage of native language in the classroom, a fragment of the approaches allow the use of native language, to the point where it becomes the governing language in the classroom, as can be detected in grammar-translation method. This process is often called the monolingual ideology. As its name suggests, monolingualism involves only one language. Not only has this impacted the medium of instruction, but also the language policies of educational institutions, making them utterly embarking on the monolingualism norms (Goodman & Tastanbek, 2021). These incidents may perplex language teachers' cognitions because they need to be actively implementing decisions by carrying out instructional choices from their tacit accumulation of knowledge (Borg, 2003).

The beginning of the post-method era clearly contradicts with the monolingual norm since teachers make use of their experience and choose the right path so as to manage the teaching goals (Galante, 2014). This shift called for the collaboration of teachers and students as core elements in the language teaching process (Galante, 2014). The classes that interiorize this mindset does not rely on methods or approaches extensively; thus, it could be deduced that the over-reliance on those reduced markedly. Still, the "English as medium of instruction" is an undeniably popular practice in education, which favors monolingualism. However, English-only policies or a strict medium of instruction in English could decrease the bilingual developments of students, plus impedes the learning of language, as it can create comprehension problems (Yuvayapan, 2019).

To resolve the issue of monolingualism, translanguaging can be utilized as a curative tool. There are many definitions suggested for the novel term. Translanguaging, the smooth purposeful shift between languages, enhance the language teaching context by taking linguistic and cultural assets of students (Lubliner & Grisham 2017, as cited in Yuvayapan, 2019) For Canagarajah (2011, p. 401), it is the "shuttle between languages, treating the diverse languages that form their repertoire as an integrated system." What translanguaging does is that it blends and mitigates the strict code of monolingualism and remodels it as a bilingual or multilingual system in the language classroom. This alliance should never be mixed up with code-switching since code-switching is often the unaware alternations between languages (Goodman & Tastanbek, 2021), whereas translanguaging, within the scope of education, is a pedagogical technique and used wittingly by language teachers. It will shape students' cognitive structures, and as a result, it was asserted to be a transformative pedagogy that has the skill to call forth bilingual subjectivities (García & Wei, 2014 as cited in Jaspers, 2018). In broad strokes, it permits the language user to draw upon their linguistic repertoire at a full capacity. In other words, it is the planned instruction to improve learners awareness of various languages and cultures, along with fostering metalinguistic awareness (Cenoz, 2017). With this gaining at their disposal, the students recognize the difference between written and spoken language, as well as the organization and vocabulary of texts in different languages (Cenoz & Gorter, 2022), in terms of function or content words. It is closely related to cognitions and beliefs of teachers, and typically meets with an obstacle, which is monolingual language policies.

Literature Review

The term translanguaging is a rooted term, which was first coined in Welsh, as "trawsiethu" by a leading educationalist Cen Williams in 1980 (Nagy, 2018), to allude the practical pedagogy

that promoted the use of Welsh and English meticulously (Jaspers, 2018). The aim was to foster balanced bilinguals in the Welsh area. As it could be apprehended, the act of translanguaging came in sight in the classroom, yet as time went by, it spread into daily communication; on the contrary, code-switching became known in social interactions, then moved into the classroom environment (Goodman & Tastanbek, 2021). Descending into particulars, code-switching is solely the activity of changing two or more languages (García & Wei 2014, as cited in Nagy, 2018), whereas translanguaging encompasses the comprehensive linguistic repertoire that is used to have a meaningful interaction (Nagy, 2018). Moreover, its dynamicity spreads into assorted language variations as well. Thus, translanguaging has no limits and embraces all of the languages as a whole.

Translanguaging for pedagogical purposes has manifold advantages. It is correlated with educational contexts. Thanks to its wideness, translanguaging in class can prosper the four skills of language; on top of that, different language levels such as phonetics, pragmatics or lexis can be focused on (Cenoz & Gorter, 2022; Nagy, 2018). Additionally, it is helpful in using the native language for completing the imperfect knowledge, flourishing domain-specific knowledge, recasting with native language, and even providing knowledge that does not have reciprocity (Zhang & Wei, 2021). In line with these statements, it has a "multimodal social semiotic view", and it is based upon language users' employing and commentating on distinguished signs, where they have intelligible conversations throughout the width of contexts by utilizing their subjective techniques (Wei & Lin, 2019). In the long run, the pedagogical side of translanguaging was rediscovered again to be included in language classrooms. Nevertheless, some scholars identified that it could be disadvantageous to implement this pedagogy. The fact that translanguaging softens the boundaries between languages has been worrisome for some researchers, although it is seen as a significant resource (Cenoz, 2017). Jaspers (2018) discusses that in spite of the advantages of translanguaging in the classroom, one should always be skeptical as to highlighting it.

Cenoz and Gorter (2022) describes two forms of translanguaging: strong and weak. Strong form is not heavily affected by strict language policies and it is rather flexible, yet the weak one is often restricted because of policies or rules. They go on to say that it is a footpath to achieve a deeper grasp of academic texts and having to reach more information. This was supported by Nagy (2018), that it creates the opportunity to digest texts. Besides, she adds that translanguaging can function as a linking component to gain mastery over linguistic and cultural differences. It scaffolds students to close the gap between their languages. Cenoz and Gorter (2022) proposes an integrated curriculum so that languages can reinforce each other, making it possible to focus on communicative functions and linguistic elements of them in a coordinated way. Cenoz (2017) recalls the influence of the medium of instruction and language policies on translanguaging, which breaks the balance of languages, leading to extensive or little exposure in one of the languages.

The desired outcome of translanguaging gets negatively impacted by monolingual language ideologies. This is prominently discussed in terms of second or foreign language teaching. The lasting traditional view is that English should be always at the center; this monolingual ideology is deep-seated in policy makers, language practitioners, and even many researchers (Liu & Fang, 2022). Muguruza et al. (2020) states that a monolingual policy that revolves around English, also known as English medium instruction, is something that strikingly attractive in the eyes of foreign students and academic staff with regards to international schools. For local students, it is thought that it can increase their international competences. Notwithstanding these seemingly positive sides, Muguruza et al. (2020) touches upon the subject of "Englishization"

of the school context and they posit that it could pose a threat. By the same token, lack of proficiency in English causes limitations for students if monolingualism is firmly evident.

On a different note, native language in the classroom is regarded as detrimental and a hampering factor (Cummins, 2007; Lin, 2015, as cited in Liu & Fang, 2022). To provide equality in opportunity, maximizing the potential of translanguaging in order to strengthen their understanding in school contexts is essential (Yuan & Yang, 2020). Fortunately, the current climate of language teaching has evolved into a more sociolinguistic viewpoint. Schools' medium of instruction policies, or English medium instruction (EMI) policies in CLIL (content and language integrated learning) classrooms, are entirely incompatible with the multilingual and multicultural nature of translanguaging (Lin & He, 2017). In classrooms, it could be observed that students subconsciously switch into their native languages, especially in group or peer activities. This is not acceptable in monolingual classes. In the study of Liu and Fang (2022), this is defined as interpersonal relations. This is necessary to negotiate with their true identity and achieve a more sincere atmosphere in the classroom. Such minute details are enough to show the scaffolding effect of translanguaging, albeit the monolingual policies. For language teachers, having little to no flexibility in medium of instruction is overwhelming. It is noteworthy to fulfill the requirement to translanguage at times. For this reason, Yuan and Yang (2020) indicates the formative feature of translanguaging in shaping teacher cognitions, practices and identities.

Before delving into the study profoundly, it is valuable to report some similar studies on the attitudes and practices of English language teachers on translanguaging. Yuvayapan (2019) put forth a study by investigating the teachers' perceptions and practices in terms of translanguaging in the classrooms. 50 EFL teachers who work either in state schools or private schools took part in the survey, asking them for what purposes they might translanguage. To enrich the study, five classroom observations were conducted; as an extra to this, to unearth the beliefs and practices of teachers, 10 teachers were selected to be interviewed. This mixed-methods study found out that, although some of the teachers were not aware of their actions, translanguaging manifested itself in the classes of these teachers. The functions of translanguaging occurred by itself. Yet, the issue for some teachers stemmed from the monolingual policies of schools. Therefore, the pressure from their peers and the school management led to confusion in their minds. By way of explanation, Yuvayapan (2019) recognizes that their practices and beliefs relating translanguaging was conflicting, but they favored and acknowledged the functions of translanguaging if done properly.

Similarly, Burton and Rajendram (2019) put into practice a qualitative study, planning semi-structured in-depth interviews with 5 ESL teachers at a university in Canada. The English-only policy is not stated in paper; but the colleagues, students, administrators put constant pressure on the language teachers and restricted the use of another language at all costs. Some contradictions show itself but it was not as frequent as the study mentioned above. The findings revealed that these ESL teachers perceived translanguaging as an inhibitor for acquiring English, rather than being perceived as a richness in the classroom. Even when some ESL teachers saw it as a resource, they were hesitant and viewed it as a temporal solution, especially while accomplishing specific goals with lower proficiency students. The target was having them reach maximum exposure of English in order to approximate students to have native-like proficiencies. This alone is an indicator of the monolingual ideology that these teachers possess. Burton and Rajendram (2019) says that this is an ignoration of the multilingual identities of international students.

As distinct from the studies above, Zhang and Wei (2021) carried out a longitudinal qualitative study and documented their own teaching practices by immersing themselves into the teaching context. The authors are English instructors at a university located in China. The research lasted over an academic semester and took place in an EMI setting. To discover the tendencies to

translanguage, classrooms were recorded via video cameras. After breaking down the videos and transcribing them, four functional uses of translanguaging were revealed. The findings showed that native language can be used when talking about domain-specific and localized knowledge, using native language as a complementary tool for teaching the second language, and recasting. The teachers were already in favor of translanguaging and there were no contradictions in their beliefs and practices. They also disregarded the EMI policy in their workplace. They strategically shuttled between two languages for the purpose of increasing overall understanding of the lessons. This pedagogical intervention that they implemented was done to facilitate the content delivery with local knowledge, rather than compensating the low proficiency levels of students. Despite everything, the study might be dubious since the participants are the authors themselves.

Methodology

Research Design and Questions

Within the framework of references that were remarked on in the previous sections, this study strives to unearth the cognitions of teachers regarding translanguaging. Subsequently, this study adopts a qualitative research design, in an attempt to gather abundant data from a lesser number of participants. Together with this, cross-sectional research design was adopted because of the time limits and availability issues of the teachers. This design allowed the researcher to collect data one-time only in a short span of time.

This study incorporated a semi-structured interview. The data were collected by the agency of 8 open-ended questions (See Appendix A). Upon scrutinizing the literature about code-switching and translanguaging studies in the EFL classroom, the questions were devised after pondering on the topic thoroughly. The last section of the interview had questions that aimed to collect simple demographic information of the participants. To clarify, they were asked about their ages, their professional development status, along with their work experiences.

This study aims to shed a light on the high school EFL teachers' attitudes towards translanguaging and the rationale behind their practices. Hence, it attempts to seek answers for the following questions:

1. What are the beliefs and practices of English language teachers on translanguaging?
2. For what functions do EFL teachers employ their native language in their classroom?

Sampling and Participants

Purposeful sampling method was utilized. This means the samples were not randomly selected; on the other hand, they were deliberately chosen because they were thought to yield data of high quality. The participants in this study are four English language teachers at a state school in Burdur, Bucak. All of them are female. As for their demographics, the first teacher (Teacher A) that was interviewed is 37 years old and she has been working as an English teacher for 12 years. For her professional development, she went abroad via Erasmus when she was a university student. Apart from that, she does not hold any certificates, trainings, or master's degree etc. The second teacher (Teacher B) that was interviewed is the most withdrawn compared to the whole group. She is 36 and has a work experience for over 16 years. Yet, she does not have anything besides her bachelor's degree. The third English teacher (Teacher C) is the most experienced and confident of all. She is 43 and she has a lot of gains in terms of her professional development such as having a master's degree, attending teacher training courses and conferences, getting certificates, and so on. She has been teaching for over 21 years. Another thing that set apart her from the other teachers is that she is actually a graduate of English Literature. The last teacher (Teacher D), being a 35-year-old, is also quite experienced, having

17 years of work experience in the field. She has just finished writing her thesis and got her master's degree in curriculum and instruction. Plus, she attends seminars and webinars to improve herself.

Data Collection and Analysis Procedures

The interview was onsite; that is to say, the researcher went to the school of the teachers after getting verbal informed consent from them. The interviews were done in a quiet room. Since it was semi-structured, the researcher was flexible and the conversation was not fixated. The questions were asked in a way to befittingly gauge their understanding of translanguaging and to what extent they translanguage in the class. The questions precisely gave shape to the study, on the grounds that questions were in line with the research questions. The researcher attempted not to direct or give clues to the participants, though some teachers needed extra explanation or examples to get the gist of some questions. This way, the bias effect was sought to be kept at a minimum rate.

The interviews were recorded with the researcher's mobile phone. After finishing up the interviews, using the speech-to-text feature of Google Docs on PC, the interviews were transcribed by playing the audio from the mobile phone against the researcher's personal computer. Following this process, the transcriptions were read and themes emerged. Then, the data that were planned to be included in the study were translated from Turkish to English. Next, highly occurring themes were analyzed and interpretations on them were jotted down and saved on a Microsoft Excel file. For attaining trustworthy data, the data were neatly organized and qualitative content analysis method was put to use. At last, a great deal of personal opinions was gathered inductively.

Findings and Discussion

The emerged themes were divided into 7 sub-sections to be presented in this chapter. To illustrate the descriptive statistics and the frequency rate, a pie chart was prepared. The graph demonstrates the percentages of themes and how many times they were mentioned by the teachers.
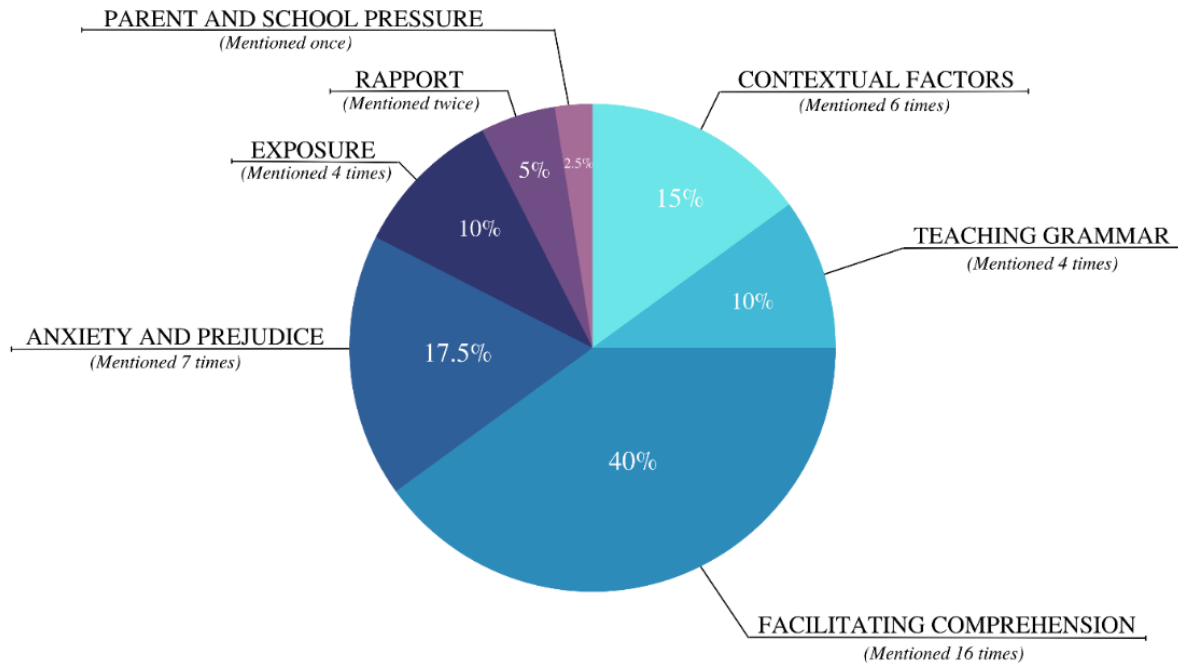
Figure 1. The Frequencies and Percentages of Emerged Themes

Theme 1: Contextual Factors

The first theme that was occurred was contextual factors. It was mentioned six times during the interviews. The most prominent reason for teachers to indicate context was associated with the fact that every class is either different or the discrepancy of students' proficiency levels is common. Teacher A explains as follows:

> *You know, when I need to have a dialogue with children in English, I have to ask in English and get an answer in English because it is an English course. I use it when it is appropriate, suffice it to say." (Teacher A)*

The key word here is "appropriate". She emphasizes that she uses Turkish when it is necessary. Then reiterated the following sentence:

> *"The students may not have much foundation of English. In this sense, I actually have to. Not every class is the same, I use Turkish depending on the situation if their English level is low." (Teacher A)*

Teacher C gave similar responses as Teacher A:

> *"The level of students determines my approach in my classroom; otherwise, I would not use Turkish too much." (Teacher C)*

In the course of her interview, she clarified that, whether someone likes it or not, a teacher in Turkiye have to translanguage because of the dissonant contextual factors among classes:

> *"When you freshly graduate, you think the students will understand you quite well, but the curriculum and the real state of students do not correspond. Whether you like it or not, you have to translanguage." (Teacher C)*

The responses given here are go hand in hand with the studies of Yuvayapan (2019) and Burton and Rajendram (2019). The main point here is that translanguaging pedagogy manifests itself

quite differently in various contexts (Zavala, 2019). Therefore, it might not be the best pedagogy to enrich students cognitive and linguistic developments. To implement it, one must consider the proficiency levels of students. However, this does not also mean that translanguaging should happen only in low proficiency classes. It might be detrimental to translangauge excessively because right balance may disappear. It is advised that many studies should state the particular contextual differences, thereafter the right interpretations can be done.

Theme 2: Teaching Grammar

The theme relating grammar was mentioned four times and it was evenly distributed among the four teachers. The statements of them were similar to each other. They are listed below:

> *"I have to switch to Turkish in English classes, and I have to teach in Turkish while teaching grammar. The students may not have much foundation of English. In these circumstances, I actually have to." (Teacher A)*

> *"The students do not know what adjectives are in their native language. So, what is the point of teaching them adjectives in English?" (Teacher B)*

> *"I teach Turkish grammar for 15 minutes before delving into the English grammar. As a prerequisite, they have to know grammar rules in Turkish." (Teacher C)*

> *"Quite a lot. Let's say there is a grammar structure on the board, I produce English sentences. Then I use Turkish if I sense that they are confused or did not understand." (Teacher D)*

The current curriculum in Turkiye is not actually smothered with grammar topics. Nevertheless, grammar is presented to students. The cognitions of these teachers seem to be fixated on seamlessly teaching grammar to the students. There might a lot of reasons behind it. First of all, Teacher D, being a teacher of a foreign language division class, must teach grammar to her students because her students will take the YDT (Foreign Language Test) exam. Her concerns are acceptable since the exam measures grammar knowledge as well.

For the remaining three teachers, the case is different. They want to teach grammar because the curriculum demands it to some extent; it can be also conceded that they want the students to learn grammar deeply for the fact that the teachers' own cognitions are closer to a grammar teaching approach. After all, they will prepare question sheets to grade them and assessing their grammar is much more convenient than assessing their communicative abilities. Despite everything, it is recommended that the native language be used to explain grammar topics, as it is feasible (Cook, 2001 as cited in Zhang & Wei, 2021). In the research of Wei and Lin (2019), it was maintained that translanguaging can help improve students' vocabulary and grammar comprehension. Overall, it can boost up linguistic proficiency.

Theme 3: Facilitating Comprehension

The most prevalent theme was facilitating comprehension. It was repeated sixteen times in total by the teachers. The statements can be found below:

> *"Should the need arise, I explain the topics in Turkish after explaining them in English. Or sometimes I make them explain in Turkish instead of speaking Turkish myself." (Teacher A)*

> *"My aim is to make them understand the subjects deeply. I want them to be aware of the fact that why they are using a certain rule." (Teacher C)*

> *"I make more profound explanations in the native language, though I still push them in English but it does not seem to work always." (Teacher D)*

In the same vein, these responses are similar to the studies of Nagy (2018), Burton and Rajendram (2019) and Cenoz and Gorter (2022). One of the virtues of translanguaging, thanks to these responses, have been brought to the light, which is increasing understanding. If done correctly, this pedagogy can lead to a better understanding of essence of the subject. Gleaning information from both languages push the students to think more deeply about the subject, leading to a facilitated learning experience.

Distinct from these responses, Teacher B touches upon the other side of the understanding, which is from her perspective:

> *"When teaching in English, I cannot get proper feedback. I feel like something is missing. But for Turkish, I do not feel the same." (Teacher B)*

It appears that this teacher wants to understand the insights of students learning. Hence, she searches for some kind of a "backchanneling" from her students. The students may have difficulty expressing their genuine thoughts in English, so the teacher would like hear their opinions in Turkish, which is acceptable in the sense of translanguaging.

Teacher C talks about the fine-tuning of translanguaging:

> *"Students have comprehension problems, and when you speak more simply, the proficient ones get bored. Then they lost interest in the class. There should be a balance for using both languages." (Teacher C)*

It should be born in mind that translanguaging can be a vehicle or an obstacle depending on its use. Within the right context, and with the right amount of two languages, it is crucial to keep the whole class engaged in the lesson.

Theme 4: Anxiety and Prejudice

Subsequent to facilitating understanding, anxiety or prejudice towards English is the second most frequent theme. It is evident that teachers translanguage to alleviate students' anxiety and break down the prejudices, just like in humanistic approaches in English language teaching. Here are the excerpts about them:

> *"The students are prejudiced against English. They close up their minds. This is the most common situation that I encounter." (Teacher A)*

> *"Yes, because they are afraid, they cannot understand. Even saying "good morning!" makes them nervous." (Teacher C)*

> *"From the beginning of their education life, students have been taking exams and they think English as an exam instead of seeing it as a language. Thus, they panic when they hear or see English." (Teacher C)*

When it comes to anxiety, Turkish students set a great example for the English Language Teaching community. The reason why our students are so anxious and prejudiced is that the current approaches to teach English in Turkiye does not tolerate slips or errors satisfyingly. By the same token, some teachers are bad at providing corrective and constructive feedback, instead they just explicitly state the students' errors. This poor habit is one of the causes for negative feelings. Besides, excessive grammar-based teaching makes students to think as if English were composed of mathematical formulas. Taking these into consideration, were the classes embraced a communicative environment where English is taught and spoken for the purpose of basic communication, these would not have happened. The teachers should raise awareness as to the true nature of language use and usage.

Translanguaging can act as a pedagogical resource to decrease the anxiety levels and increase motivation. The evidence comes from Teacher C and Teacher D. They remark the following ideas:

> "Of course, first of all, their motivation perceptibly increases. This leads to being less afraid of English and they think they could do it. Hence, we get rid of the prejudices." (Teacher C)

> "I let them answer in Turkish by saying, "How would you express this in Turkish?" just to make them feel comfortable and safe." (Teacher D)

Muguruza et al. (2020) and Liu and Fang (2022) report comparable statements just as this research. Translanguaging has the function of relieving anxiety that is stemmed from low proficiency or negative prior experiences. This links up with higher motivation levels; thus, more learning opportunities may arise.

Theme 5: Exposure

The theme of exposure was mentioned four times by some of the teachers. Their statements are as follows:

> "We need to push the students to learn English. To do that, they need to be exposed to the language. Yet, I do not implement this logic in the class. It should be like this in the end." (Teacher A)

> "I realized that their motivation is higher when I speak in Turkish. But I must confess, I do not approve this because they are exposed less to the language, but we still do it." (Teacher B)

There are blatant contradictions in the responses of teachers. Above all, the teachers are aware of the inconsistency between their mindset and practices. These confessional responses are in consonance with the study of Burton and Rajendram (2019), where teachers are confused as to what to do because of peer pressures. Supposing there is an English-only rule, some moments transpire requiring the use of native language to ensure the continuity of the class flow. It is undeniably important that students should be exposed to comprehensible language input, but the underlying reasoning of the teachers' complaint could be the unbalanced input of two languages. Conversely, too much L2 input could also be overwhelming for some students.

This teacher contends that her attempts turn out to be unavailing since the students cannot concentrate on using English because they are aware that they can just use Turkish instead. The response is shown below:

> "I want to dictate the mindset that the more exposure leads the more learning. No matter how much I push the students, they prone to use Turkish more because they do not have to use English in our country." (Teacher D)

The monolingual ideology advocates the idea of exposure to the target language. Yet, it would not make any sense if the input is not comprehensible enough. Muguruza et al. (2020) highlights that, for a while, languages have been segregated with the intention of fully exploiting the exposure to L2. In fact, this is problematic since students are not ready or not have been introduced to communicate in a bilingual context. It is natural to use native language and L2 together because it is a naturally occurring phenomenon in real life. Such inconsistencies were named as "moral disapprovals" (Creese & Blackledge, 2010).

Theme 6: Rapport

Bonding with the students was another function of translanguaging. Only one teacher mentioned the significance of this, saying that:

"To be understood better. But rather than that, I feel like I cannot have a bond with the students when I speak English." (Teacher B)

"I would say the emotional bonds are important." (Teacher B)

This function was called affective functions (Cahyani et al., 2018). Yuan and Yang (2020) uncovers numerous incidents where L1 is used for bonding with the students. They state that building rapport induces the students to drop their guards and; as a token of appreciation, they lower their "affective resistance". Native language has an innate stimulus effect; thus, it creates a sense of belonging, sincerity, safeness and such. Even throwing in some jokes or references in the native language will help teachers strengthen their bonds with students and vice versa. As it was proven, lower levels of affective filters are better for learning a foreign language.

Theme 7: Parent and School Pressure

Pressure from outside forces can influence the practices of teachers regardless of their cognitions. Here is an example about this issue:

"I used to speak in English all the time when I started working in a primary school. But the parents reported me to the principal, saying that their kids cannot understand my classes. I literally got reported for speaking English in my class." (Teacher B)

Most of the times, the teachers are not independent in their classes. Liu and Fang (2022) explain that absence of official support for translanguaging is stirring up trouble. The current assessment style of students, language policies, principals, and even parents who see themselves as entitled to dictate anything on teachers are demoralizing the teachers. Teachers are professional individuals who have the right to implement any pedagogical technique in their classroom for their students' best interest.

Among other things, the initiation of translanguaging was also examined. Teacher A uses Turkish in her classroom dominantly and stated that she initiates the process without expecting any demand from students. Similarly, Teacher B also governs the class by using Turkish, she said that she starts speaking in English, yet seeing students having a hard time understanding, she switches to Turkish. Occasionally, their students request Turkish, so these mean that translanguaging can be initiated both by students and teacher.

Teachers can take the initiative in starting up the process themselves. Teacher C explains her own situation as:

"Of course, we initiate translanguaging because I start by speaking English then students start asking questions to each other wondering what I am talking about." (Teacher C)

Teacher D reported that she adores using English but the responses she gets are in Turkish. This gradually transforms the lesson into a Turkish-oriented one. She simply verbalized as:

"I love teaching in English but once we switch into Turkish, it starts to dominate the class."(Teacher D)

"I always start talking in English. However, they give the answers in Turkish." (Teacher D)

Taking all of these into account, no matter who initiates the process, the dosage of this pedagogy is very important and it should be carefully administered.

Conclusion and Implications for Further Studies

This small-scale study was performed in an effort to disclose the cognitions and practices of English language teachers within the scope of translanguaging pedagogy. The findings revealed that translanguaging is used widely by the teachers for various functions such as, building rapport, making the lesson more understandable, relieving stress, teaching grammar, et cetera. To all intents and purposes, upon delving into the literature, it was realized that the findings were almost common with the other studies; nonetheless, this study had lesser number of themes. The semi-structured interviews and emerged themes showed that there are some inconsistencies about practices and theories of teachers. As a matter of fact, some teachers confessed that they do not like their practices and would like to carry out a better translanguaging technique in their classrooms.

Yet, generally, the attitude towards translanguaging was positive and negative comments were little to none. Their most outstanding justifications for implementing a translanguaging pedagogy are that it boosts the understanding of the content and calms the stressful students. Still, the teachers were aware that translanguaging hinges upon contextual factors such as low proficiency students or different classroom atmospheres. It could be speculated that their covert reason to translanguage might be the pressure to catch up with the curriculum and what the curriculum demands from them. Beyond everything, the values and possible disadvantages of translaguaging is presented in this paper.

The study has some limitations regarding the number of participants and data collection methods. The participant number is quite low; thus, this research cannot be generalized. To flourish the research, the number of participants should be increased and a mixed-methods research design can be implemented, accompanied by Likert-type survey and classroom observations. Lastly, a detailed longitudinal study can be suggested for further research.

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Appendix A: Semi-structured Interview Questions

1. Do you switch between languages in the class?
   Yes, because...
   No, because...
2. For what reasons you may switch back to Turkish?
3. What might be the possible functions of translanguaging in a language classroom? (e.g., clarification requests, sincerity, classroom management...)
4. Have you ever encountered any problems when teaching in English in your classes? If yes, could you elaborate on it? (e.g., low proficiency of students, comprehension problems etc.)
5. What kind of translanguaging strategies do you use for overcoming communication issues in your classes? What is your reason for it? (e.g., giving instructions in Turkish etc.)
6. Have your perceptions regarding translanguaging has changed over the course of your teaching career? If so, what might be the cause for it?
7. Have you got the chance to observe the positive or negative effects of translanguaging on your students? Could you explain briefly? (e.g., increase of motivation, better comprehension, greater graders or deviating from the subject...)
8. Who initiates translanguaging? You or your students?

Demographics: Ask about professional development, work experience, and age.