TRANSLANGUAGING IN ONLINE FOREIGN LANGUAGE CLASSROOMS: STUDENTS' PERCEPTIONS

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Abstract

National ideologies and language policies have led the stakeholders to follow the monolingual strategy in language classrooms for years. Despite the use of a single language, translanguaging has given opportunities to learners a more flexible atmosphere in language education. Therefore, it has been a subject of research in second language learning environments. However, translanguaging practices have not been much searched in online foreign language classrooms. Online foreign language classrooms may provide robust and valuable data about its practices. The present study aims to investigate the students' perceptions of translanguaging as a learning strategy in online foreign language classrooms. Students were selected by purposive sampling. The students were learners of elementary-level English at a state university in Türkiye. The data were collected from a questionnaire and semi-structured interview. The questionnaire was adapted from the study of Küçük (2018), which has 22 items and includes 5-point Likert-scale items. The quantitative data were analyzed through descriptive statistics. Semi-structured interviews consist of five questions related to the questionnaire's items to extend the participants' thoughts. The qualitative data were analyzed through content analysis by presenting themes and codes. The findings are beneficial for the cognitive, social, and educational improvements of students. This study concludes that the perceptions of students towards translanguaging are vital. The study results may raise the stakeholders' awareness of translanguaging use in online foreign language classrooms, and the book writers may consider this issue while preparing activities to enhance learning in these contexts. The analysis may present an original approach for teachers and students by using more than one language in classrooms; therefore, the students can use all their possible potential to learn a new language.

Keywords: Translanguaging, Online classrooms, English as a foreign language, Perception.

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ÇEVRİMİÇİ YABANCI DİL SINIFLARINDA DİL ALAŞIMI: ÖĞRENCİ ALGILARI

Öz

Ulusal ideolojiler ve dil politikaları, paydaşları yıllardır dil sınıflarında tek dilli stratejiyi izlemeye yönlendirmiştir. Tek bir dilin kullanılmasına rağmen, dil alaşımı, öğrenenlere dil eğitiminde daha esnek bir atmosfer sunmuştur. Bu nedenle, ikinci dil öğrenme ortamlarında bir araştırma konusu olmuştur. Ancak

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çevrimiçi yabancı dil sınıflarında dil alaşımı uygulamaları pek araştırılmamıştır. Çevrimiçi yabancı dil sınıfları, uygulamalar hakkında sağlam ve değerli bilgiler sunabilir. Bu çalışma, öğrencilerin çevrimiçi yabancı dil sınıflarında bir öğrenme stratejisi olarak dil alaşımı algılarını araştırmayı amaçlamaktadır. Öğrenciler amaçlı örnekleme yoluyla seçilmiştir. Öğrenciler, Türkiye'deki bir devlet üniversitesinde temel düzeyde İngilizce öğrenen öğrencilerdir. Veriler anket ve yarı yapılandırılmış görüşme yoluyla toplanmıştır. Anket Küçük'ün (2018) 22 maddelik ve 5'li Likert ölçekli maddelerden oluşan çalışmasından uyarlanmıştır. Nicel veriler tanımlayıcı istatistiklerle analiz edilmiştir. Yarı yapılandırılmış görüşmeler, katılımcıların düşüncelerini derinleştirmek için anket maddeleriyle bağlantılı beş sorudan oluşur. Nitel veriler, temalar ve kodlar sunularak içerik analizi yoluyla analiz edilmiştir. Bulgular, öğrencilerin bilişsel, sosyal ve eğitimsel gelişimleri için faydalıdır. Bu çalışma, öğrencilerin dil alaşımı hakkındaki algılarının hayati olduğu sonucuna varmaktadır. Çalışma sonuçları, paydaşların çevrimiçi yabancı dil sınıflarında dil alaşımı kullanımına ilişkin farkındalığını artırabilir ve kitap yazarları bu bağlamlarda öğrenmeyi geliştirmek için etkinlikler hazırlarken bu konuyu göz önünde bulundurabilir. Analiz, sınıflarda birden fazla dil kullanılarak öğretmenler ve öğrenciler için özgün bir yaklaşım sunabilir; bu nedenle, öğrenciler yeni bir dil öğrenmek için olası tüm potansiyellerini kullanabilirler.

Anahtar Sözcükler: Dil alaşımı, Çevrimiçi sınıflar, Yabancı dil olarak İngilizce, Algı

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Introduction

There have been studies on first language (L1) use in foreign language (FL) classes (Adinolfi & Astruc, 2017; Chiou, 2014; Hall & Cook, 2012; Küçük, 2018) and they have suggested various thoughts about L1 use in the FL environment over time. The earlier views presented that L1 use was accepted as problematic (Moore, 2013) and second language (L2) need to be taught with the help of only L2 use as L1 use affects the experience of L2 (Willis, 1981). However, there is a strong connection between L1 and L2 (Sparks & Ganschow, 1993) and it leads the education from being monolingual to bilingual. Similarly, it is obvious that "the developments in technology and global communication and the political problems have forced people from different cultural groups to live together and create a bilingual identity" (Yuvayapan, 2019, p. 678) and as a result, the importance of bilingualism increases. In this regard, Williams (1996) coins a new term: "trawsieithu" in Welsh referring to the organized transferring from English to Welsh and vice versa, which reinforces the synchronized use of both languages in the classes. Later, the term "trawsieithu" has been used as "translanguaging" in language teaching and learning settings to explain the use of L1 and L2 to make meaning (Baker, 2011). According to Canagarajah (2011a), translanguaging is "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401). Translanguaging is also the capability of bi/multilingual people to use and move among the languages to adapt intellectual procedures in comprehension, conversation, knowledge, and education (Baker, 2011; Canagarajah, 2011b).

Translanguaging has increased numerous questions in education and this subject needs to consider more in the literature (Canagarajah, 2011b). The vital matter to be underlined is the intentional use of L1 and L2 in the classrooms. To create a positive rapport between languages, students are required to

improve a constructive approach towards translanguaging. Regarding the state universities in Türkiye, most students have used L1 in their foreign language classes and they try to learn L2 with the help of their L1. Consequently, the study aims to explore the students' perceptions of translanguaging as a learning strategy in online foreign language classrooms.

A. LITERATURE REVIEW

The English language has been considered around the world as a universal language; therefore, "non-native speakers of English have come to outnumber its native speakers" (Fang et al., 2022, p. 306). This situation influences academics, teachers, and authorities to reassess English language teaching, particularly to review the methods English is educated and evaluated and located in the programs at the universities. Accordingly, it is clear that the center of language teaching has switched from the monolingual perception to bi/multi/translingual perception (Liu & Fang, 2022) and there is a need to raise students' awareness about learning in a bi/multilingual environment (Küçükler & Tosuncuoglu, 2018).

Previous studies have shown that first language use has multiple benefits in foreign language classrooms (Hall & Cook, 2012). Teachers can use L1 for teaching purposes to provide translations, identify new words, explain grammar rules, respond to learners' problems, and give feedback about their mistakes. Besides, teachers also use L1 to explain classroom rules, homework, and portfolios, or they use L1 to encourage the students when they feel confused in the lesson (Fang et al., 2022). As well, students tend to use L1 to ask questions, get information, and share ideas with their classmates during the learning process. Studies on this subject show that students have favored views on the use of L1. In their study with 117 students, Tian and Hennebry (2016) expressed that students did not want the teachers to utilize only L1. Reasonably, they wanted the teachers to use both L1 and L2 or only L2. While students preferred using L1 to help memorize new words and explicate challenging topics, they mostly wanted L2 to be used as the language of the lesson. Parallel results were revealed in a grammar study with 63 students at a US university (Viakinnou-Brinson et al., 2012). In the interviews, the participants said that using L1 in a supporting way was beneficial. On the other hand, the majority (87%) of them wanted to utilize L2 more and utilize L1 less.

In Türkiye, not many, translanguaging studies have been carried out from the eyes of students. Kucukali and Koçbaş (2021) investigated the advantages and matters of translanguaging in language teaching from the students' point of view. The participants were chosen among the students of English, Russian, and Turkish. The results of interviews and graphic elicitation tasks showed that translanguaging was found useful whereas its density was related to learners' proficiency level, skills, and departments. Furthermore, Küçük (2018) searched the university students' views on first language use in English Medium Instruction (EMI) classrooms. 72 undergraduate students participated in the study. The students said that they had positive attitudes towards the advantages of translanguaging. Similarly, Öztürk (2022) held a study to investigate the students' perceptions of translanguaging. The participants were 28 preparatory class students and they claimed that they had positive thoughts about translanguaging use.

Turkish students may not have the opportunity to utilize L1 and L2 in their daily routines; however, they can use both languages when they face a bilingual setting such as the classroom. The idea of L1 and L2 use concurrently has been discussed since it is greatly affected by the perceptions of learners towards translanguaging. Students may benefit from the advantages of being bilingual when

translanguaging occurs naturally in the classrooms since they move from L1 to L2 and from L2 to L1 whether it is purposeful or not. Correspondingly, it confirms that they can understand the content more meaningfully and they can improve their weaker language by supporting with the stronger one. Regarding this issue, Baker (2011) mentions the following positive results of translanguaging:

- It attempts to develop academic language skills in both languages leading to fuller bilingualism and biliteracy.

- It may help students develop oral communication and literacy in their weaker language

- The dual use of languages can facilitate home-school cooperation

- Learners can develop second language ability concurrently with content learning (p. 290).

Regarding the perceptions, Carstens (2016) investigated higher education students' perceptions of translanguaging and she examined the effect of translanguaging on English learning for academic literacy while using the African language. The results of her study demonstrated that students had positive feelings about translanguaging as a strategy with cognitive benefits. Especially, they tended to use L1 and L2 together to learn new terminologies or create a whole picture of new concepts. The students reported that they felt collaborative and safe, and they also showed signs of having positive attitudes about its use in the future. Conversely, Rivera and Mazak (2019) searched this topic with 4 students at the University of Puerto Rico and the results of this case study showed that the participants had negative attitudes towards translanguaging. However, they practiced, more or less, translanguaging in their answers and papers. In cases where translanguaging occurred, it was seen that students' aptitude to explain their opinions and offer more meaningful clarifications has increased. Their perceptions played a role in the frequency of use of translanguaging in their studies. As a result, although students express negative opinions about translanguaging, it did not affect their use negatively. In other words, students used translanguaging in their works.

Up to the present, translanguaging pedagogy has been investigated more for situations where learning occurs through two, three, or more languages than when a language is learned on its own (Adinolfi & Astruc, 2017). However, in foreign language classrooms around the world, opinions about the requirement to exclude or reduce students' L1 experience and use are extremely present in L2 settings, which are often too constrained to maximize L1 use. 'Extensive communicative interaction' in L2 and 'the utility of students' L1 as a cognitive tool' in L2 were emphasized which means it is compatible with foreign language classrooms (Cummins, 2007, pp. 226-227).

The extent to which supported views about first and second language use influence actual practice varies widely (Turnbull, 2001). These differences may be stemmed from the lecturers' proficiency in L1 and L2 or the abilities of the students in language skills. However, overuse of L1 by the teachers or their students can happen simply intentionally or unintentionally as a natural way of assisting and enabling cross-lingual learning in such settings.

There have been limited studies about translanguaging use in foreign language classes in online settings (Adinolfi & Astruc, 2017). To provide education settings and connect teachers and students, there are tools like Zoom or other programs supported by universities. It is believed that online settings are more challenging than face-to-face ones while teaching groups. Technological tools are essential but they "cannot replace the human connection that face-to-face teaching provides" (Sepulveda-Escobar &

Morrison, 2020, p. 590). However, students can use the chat box, microphones, or cameras to ensure interaction, and they can also increase their interaction in group work provided by the programs. Most studies have focused on difficulties experienced in virtual classrooms, technological problems, or difficulties in adapting to this situation. Though, until now, translanguaging has not been explored mostly in online teaching settings. Although translanguaging was not explicitly investigated in a study of online settings in higher education, Heins et al. (2007) examine teacher use of first language and second language. They compared online and face-to-face education in terms of L1 and L2 use and the results indicated that both L1 and L2 were used more in online classrooms than at schools. In another study, Adinolfi and Astruc (2017) examined translanguaging practices in a Spanish online course. They analyzed the interactions among students and between students and teachers. They expressed teachers used translanguaging more, especially when explaining and giving nonverbal answers while students used examples of translanguaging less. As a result, while the use of translanguaging in the online environment was investigated within the framework of teachers' use, it was also concluded that this subject needs to be studied in the context of students' use.

Research Questions

The results of some studies (Küçük, 2018; Öztürk, 2022) have shown university students' views about first language use in the context of Türkiye. Nevertheless, the data were restricted considering the number of students and teaching settings such as English Medium Instruction (EMI) classrooms. Therefore, it is expected that the present study fills in the gap in the literature on translanguaging by finding out the perceptions of students attending various departments of social sciences at a state university in Türkiye. It was decided to give online English I and III courses, which were taught within the scope of the common compulsory courses during the pandemic. Some universities continue to provide online courses in the post-pandemic period, so it creates the need to investigate translanguaging in online classrooms. Besides, the study aims to focus on the students' perceptions since the thoughts shape the actions of learners, therefore it is worth to be investigated. The research question is as followed:

What are the perceptions of students towards translanguaging as a learning strategy in online foreign language classrooms?

B. METHODOLOGY

1. Participants

The participants of the study were Economics, Business Administration and Public Administration students attending A1-A2 level English classes at a state university in Türkiye. The participants were chosen via purposive sampling (Cohen et al., 2002). The researchers utilized purposive sampling to select most appropriate and relevant participants. "Purposive sampling is a non-probability sampling technique where the researcher selects only those subjects that satisfy the objectives of the study based on the researcher's conviction (Obilor, 2023, p. 4)". 51 male and 49 female students answered the questionnaire's items. Their ages ranged from 18 to 25, and their demographic data are presented in Table 1 below in detail. Later, the researchers conducted semi-structured interviews with 20 students who were

volunteers. The interviewees were chosen among 100 students by providing purposive sampling to justify their answers to the questions in the questionnaire, and to be able to take their elaborate thoughts about translanguaging.

Table 1. Demographic Information of the Participants

Gender Male(*m*) Female(*f*)	Age	Department (Number of students)	English Levels of Proficiency (Number of students)	First language
51 *m*	18-25	Economics (50)	A1 (50)	Turkish (88)
49 *f*		Business Administration (26)	A2 (50)	Arabic (5)
		Public Administration (24)		Indonesian (4)
				French (1)
				German (1)
				Persian (1)

2. Data Collection Instruments

In this study, a questionnaire has been formed using the questionnaire of Küçük (2018) which was used to measure perceptions of translanguaging in EMI classes. The questionnaire was adapted by making some changes on the basis of words, adhering to its purpose. The first part of the questionnaire was shaped to learn demographic data about the participants such as gender, age, proficiency level of English, and their departments. The second part of the questionnaire mainly involved five-point Likert-type items, 1/Strongly Disagree, 2/Disagree, 3/Neutral, 4/Agree, and 5/Strongly Agree. The questionnaire had 22 items to investigate how the students perceive L1 use by their teachers, classmates, or themselves, and what they think about L2 use in their foreign language classrooms. The items were divided into three categories: students' perceptions towards monolingual classroom, students' perceptions towards translanguaging, and students' translanguaging practices. The researchers took the necessary permissions such as ethics committee approval and used the questionnaire's 22 items.

Semi-structured interviews included 5 questions. All participants accepted to contribute to the qualitative data collection part of the study by signing consent forms at the beginning of the interviews. With interview questions, the researchers tried to find out when L1 use in the classroom is useful or harmful according to the students' thoughts and to gain their responses concerning their opinions about translanguaging in foreign language classrooms in more detail. To provide confidentiality, the researchers utilized codes instead of names and tried to hide the identity of the interviewees in the research; for example, they used P1 for Participant 1.

3. Data Collection and Analysis

The researchers applied a convergent-parallel design as one of the core mixed methods designs (Creswell & Plano Clark, 2017). Using a mixed methods research design enriches the results since it

includes both quantitative and qualitative data about the issue. Creswell and Plano Clark (2017) explain the reasons why researchers should use mixed methods research designs as followed:

> Mixed methods research provides more evidence for studying a research problem than either quantitative or qualitative research alone. Researchers can use all of the tools of data collection available rather than being restricted to those types typically associated with quantitative research or qualitative research (p. 53).

Quantitative data were collected by conducting a questionnaire, and the data were analyzed using Statistical Package for Social Sciences (SPSS). By means of descriptive statistics, the researchers used the mean and standard deviation to see the general picture of the questionnaire's results. Qualitative data were collected through semi-structured interviews in October and November 2022 at a state university in Türkiye and the researchers used content analysis to analyze the interviewees' responses. The qualitative results were presented by themes including perceptions towards translanguaging use and translaguaging practices. Participants agreed to have their interviews recorded and used both L1 and L2 to answer the questions. The researchers allowed the participants to use the language they felt confident in. They were then translated into English to be presented in the study. For this purpose, 2 lecturers working in a Foreign Language School supported the researchers and translated the Turkish answers into English. Each interview lasted an average of 5 minutes. When seen as necessary, the interviewees were asked additional questions to help them express themselves better, and their answers were discussed to find out what they meant.

C. RESULTS

The researchers used SPSS 23.0 to analyze the quantitative data obtained from the questionnaires and used tables to present the results in this section of the study. To provide reliability, the researchers conducted a pilot study with 20 students before collecting data for the main analysis. The score of the reliability statistics was calculated as .73 out of 22 items in the questionnaire, and it might be considered reliable since Cronbach's Alpha is above .70. Cronbach's Alpha is "an internal consistency or reliability coefficient for an instrument requiring only one test administration" (Wallen & Fraenkel, 2001, p. 526). This pilot study showed a reliable result, which meant that this instrument tool could be applied in the main study.

All the questionnaire items were answered by 100 A1 and A2 level students who participated in the study and he results were scrutinized with descriptive statistics, and the mean and standard deviation results were given in tables.

Table 2. Students' Perceptions towards Monolingual Classroom

	$\overline{X}$	SD
Only English should be spoken in the class.	2.8800	1.39465
The more we speak English in the lesson, the better we will progress.	3.6800	1.13600
To learn English, it is necessary to use English a lot in the lesson.	3.5800	1.14750
First language should not be used in class.	2.8900	1.42768
We should use English while studying together.	2.9200	1.33847
The teacher loses time in the lesson while switching from L1 to L2 or from L2 to L1.	2.4700	1.14111
I get confused if the teacher switches from L1 to L2 or from L2 to L1 in class.	2.4500	1.16667
Using L1 and L2 simultaneously in the classroom weakens my English.	2.4000	1.31041

As shown in Table 2, the items "The more we speak English in the lesson, the better we will progress" ($\overline{X}$=3.68) and "To learn English, it is necessary to use English a lot in the lesson" ($\overline{X}$=3.58) had the highest means. This indicates that students generally approve that exposure to English will help them improve their L2. The participants (68%) agreed that increasing the use of a second language will benefit them a lot in the development of their English knowledge. According to the SD results, students have different ideas about whether the first language should be used or not in class (SD=1.42). The participants' answers to the items "I get confused if the teacher switches from L1 to L2 or from L2 to L1 in class" ($\overline{X}$=2.45) and "Using L1 and L2 simultaneously in the classroom weakens my English" ($\overline{X}$=2.40) report that they did not agree with these statements as these last two items had low means. The results mean that the participants do not consider translanguaging as a waste of time. As a result, the average of the answers given by the students to the items related to the use of one language in the classroom ($\overline{X}$= 2.90875) showed that they were neutral. In addition, the students do not defend the idea that the translanguaging used by the teachers caused misunderstanding in their minds. The last item showed that the participants do not agree with the idea that using L1 and L2 simultaneously in the classroom weakens their English. Considering the SD results of these two items, they had high standard deviation scores (SD=1.16667; SD=1.31041), which means that students' opinions on this subject differed from each other.

The results of these items in the first item revealed that although participants have a tendency to use only English in their foreign language classes, they have different views on this issue. Furthermore, the results display that they approve of translanguaging and do not have preconceived thoughts about it. Students' Perceptions towards Translanguaging were also investigated and the results regarding their perceptions are presented with mean and standard deviation scores in Table 3.

Table 3. Students' Perceptions towards Translanguaging

	$\overline{X}$	SD
In class, I would like to switch to L1 when I think it is necessary.	3.7800	1.26794
Using only English shouldn't matter if I do class responsibilities.	3.1600	1.30825
We should be able to speak in L1 with our friends in the classroom.	3.6500	1.17529
It is beneficial for me that the teacher teaches using both L1 and L2.	3.8200	1.16671
It is beneficial for me that the teacher uses materials in L1 and L2.	3.8300	1.12864
If the teacher says the words used in the lesson both in L1 and in L2, I will be more successful in the lesson.	3.8600	1.14610
Using both L1 and L2 in the classroom simultaneously helps me understand the subject.	3.8400	1.16098
Using both L1 and L2 in class at the same time improves my English.	3.9000	1.04929

The average result of the means ($\overline{X}$=3.73) shows that the participants have positive perceptions of the use of translanguaging. Three-quarters of the participants (78%) believed that using both L1 and L2 in class at the same time improves their English since this item had the highest mean score ($\overline{X}$=3.90) among these items. Also, they agreed that when the teacher says the words used in the lesson both in L1 and in L2, they would be more successful in the lesson ($\overline{X}$=3.86). According to the results, the participants believed that learning would be easier since they could understand immediately when teachers used L1 to give the meaning of a new word; therefore, they underlined the importance of using both L1 and L2 to develop their competence in L2. In addition, it was shown that the participants were aware that using two languages at the same time helps them understand the subject ($\overline{X}$=3.84). The participants agreed that the teacher's use of study materials in L1 and L2 was beneficial for language learning in foreign language classrooms ($\overline{X}$=3.83) although it is obvious that they had different ideas about this item (SD=1.12864). The participants had associated L2 development with the amount of L2 use in the class; conversely, they had more positive perceptions of translanguaging use than monolingual education (e.g., L2 only).

The lowest mean result belonged to the item "Using only English shouldn't matter if I do class responsibilities" ($\overline{X}$=3.16) and it had also the highest SD score (SD=1.30825) which meant that the participants thought differently from each other. Regarding all the results in Table 3, it is realized that the participants had constructive perceptions of translanguaging and they had the tendency to use translanguaging. Lastly, how the participants use translanguaging was also measured by the questionnaire. The results of translanguaging use by participants were listed in Table 4.

Table 4. Students' Translanguaging Practices

	$\overline{X}$	SD
I take notes in L1 in class.	3.6900	1.24475
I take notes in L2 in class.	3.3200	1.32482
I see that I switch from L2 to L1 or from L1 to L2 without realizing it.	3.2300	1.34731
In class, I use L1 while talking to my friends about the lesson.	3.8300	1.18964
I use L1 when I want to ask my friend about a subject related to the lesson.	3.9000	1.17637
I use L1 when I need to look up the meaning of a word related to the lesson.	3.8900	1.18828

The last items examine students' tendencies towards translanguaging practices in the classroom. The results showed that most participants (%77) used L1 when they wanted to ask their friends about a subject related to the lesson ($\overline{X}$=3.90). It means that when they encountered a new topic, they thought that it was more appropriate to use translanguaging when talking to their friends to make it more understandable. On the contrary, the lowest mean and the highest SD among these items ($\overline{X}$=3.23; SD=1.34731) belonged to the item that the participants switched from L2 to L1 or from L1 to L2 without realizing it. According to the mean scores, the participants tended to use L1 when they felt the need to check the meaning of a new word that they had met in L2 class ($\overline{X}$=3.89).

In sum, quantitative data shows that they thought the more second languages they used, the more they would develop their second language. On the other hand, participants generally considered that translanguaging was advantageous for their language learning and did not think that translanguaging would undermine their language learning. It was figured out that they found it appropriate to use the materials both in L1 and in L2 as they thought translanguaging was useful. In addition, they believed that translanguaging in the class would enhance their understanding of the subject and their language learning as a natural consequence. As a result, it can be concluded that participants kept more constructive perceptions about translanguaging than using only L2 in class.

The researchers analyzed qualitative data through content analysis by presenting themes and codes. 20 students who had previously completed the questionnaire participated in the interviews to gain more data about their translanguaging perceptions and practices. Interviews were conducted with students from the Economics department, the Business Administration department, and the Public Administration department. The participants consisted of 11 female and 9 male students. The first language of 18 students was Turkish and the others stated that they had an understanding of two languages, Turkish-Arabic and Turkish-Indonesian. All of the interviewees said that they attended online foreign language classes at A1 and A2 levels to learn English.

The semi-structured interview results were categorized under two themes considering the research question of the study. These two themes were perceptions towards translanguaging use and translanguaging practices. Themes, codes, and their frequencies were presented in Table 5.

Table 5. Interview Results

Themes	Codes	f
Perceptions Towards Translanguaging Use	Positive thoughts	18
	Negative thoughts	2
	Thoughts about Translanguaging used by teachers	12
Translanguaging Practices	Translanguaging used by students	14
	Translanguaging while note-taking	20

Perceptions towards Translanguaging Use

The qualitative analysis of interviewees' responses revealed three codes under the theme of "Perceptions towards Translanguaging Use": positive thoughts, negative thoughts about translanguaging, and thoughts about translanguaging used by teachers. The most repeatedly mentioned code was "positive thoughts about translanguaging" (n=18). The majority of the participants approved that translanguaging was beneficial and it provided advantages for them while learning L2. One of the participants (P13) said that she found translanguaging useful when she felt confused in L2 class.

Extract 1:

"İngilizce anlamadığımda Türkçe anlatıldığında anlıyorum. Bence takıldığımız yerde Türkçe konuşsak daha iyi olur. Diller arası geçişi destekliyorum. Daha iyi anlamak için birinci dil kullanılmalıdır." (P13)

*"When I do not understand English, I understand when it is explained in Turkish. I think it would be better to speak in Turkish where we are stuck. I support translanguaging. First language should be used for a **better understanding**." (P13)*

Similarly, another participant (P10) commented that he benefited from L1 explanations to improve both L1 and L2 competence simultaneously, especially in grammar topics.

Extract 2:

"Dilbilgisi yapılarını öğrenirken Türkçe karşılıklarını öğrenmek bizim için avantajlıdır. Hem böylece her iki dilimizi de aynı anda geliştirmiş oluruz. İngilizcemiz ilerlerken Türkçemiz de ilerler." (P10)

*"It is **advantageous** for us to learn Turkish equivalents while learning grammatical structures. In this way, we can develop both of our languages at the same time. As our English progresses, so does our Turkish."(P10)*

Most participants expressed that they were encouraged when they used L1, especially when learning English at levels such as A1, and that they wanted to use L1 to understand new topics or new words since they did not have required proficiency in L2.

Extract 3:

"Diller arası geçiş, ikinci dilde yetkin olmadığım için kaygımı azaltmama yardımcı oluyor."(P17)

*"**Translanguaging helps to reduce** my **anxiety** because I am not proficient in second language." (P17)*

Extract 4:

"Diller arası geçişin etkinliğine inanıyorum. Bunun ikinci dildeki gelişimimiz üzerinde zararlı bir etkisi olduğunu düşünmüyorum. Sonuç olarak, illa yalnızca ikinci dil kullanmak zorunlu olmamalıdır."(P6)

*"I **believe the effectiveness of translanguaging**. I do not think that it has a harmful impact on our development in L2. Consequently, L2-only use should not be a must."(P6)*

Extract 5:

"Yeni bir dil öğrenmeye çalışmanın ne kadar zor olduğunu bilemezsiniz. Ama ben azıcık İngilizcemle Türkçe kelimeleri karıştırarak cümlelerimi ifade etmeye çalışıyorum. Diller arası geçiş de bu sürecin doğasında var."(P20)

*"You have no idea how difficult it is to try to learn a new language. But I try to **express** my **sentences by mixing Turkish** words **with** a little **English**. Translanguaging is also in the nature of this process."(P20)*

Contrarily, two of the participants stated that they had negative thoughts about translanguaging use in foreign language classrooms. They claimed that it could create a confusing classroom environment. Students underlined the use of L2-only in classes and supported translanguaging by emphasizing its importance. They drew attention to the fact that L2 should be given priority and only L2 is used in language learning, even if they do not understand it sometimes. They confirmed their ideas as followed:

Extract 6:

"Diller arası geçiş, İngilizce öğrenirken bizi kötü yönde etkiler. İngilizceyi her başımız sıkıştığında anadilimize geçerek çözemeyiz. Çabalamalıyız. Bu nedenle, İngilizce sınıfında Türkçe kullanımını doğru bulmuyorum. Sadece İngilizce kullanılmalı diye düşünüyorum."(P1)

*"**Translanguaging affects us negatively** when learning English. We can't acquire English by switching to L1 every time we get stuck. We must strive. Therefore, I do not find it correct to use Turkish in English class. I think only English should be used."(P1)*

Extract 7:

"Diller arası geçişin yabancı dilimizi geliştirmek için gerekli olduğunu düşünmüyorum. Bir dilden diğerine geçmek ikinci dilimizin gelişmesini taş koyabilir." (P2)

*"I do not think that translanguaging is necessary to improve our foreign language. Switching from one language to another can **hinder the development of our second language**." (P2)*

When we look at the personal information of these two students who think negatively about translanguaging, we see that they are both foreign nationals. They said that they hesitated to speak in L1 in class because their L1 is not Turkish. They stated that they did not ask questions in L1 because they

thought that their teachers would not understand them. However, it was understood that they used L1 while talking among themselves about the course and did not object to the use of L1 at some points.

Extract 8:

"Sınıfta öğretmenle kendi dilimizde konuşmak sadece gürültü yaratacaktır." (P2)

*"Talking to the teacher in our language in the classroom will only **create noise**." (P2)*

More than half of the participants preferred the teacher to use L1 while teaching new topics or giving new words in L2.

Extract 9:

"Bazen grameri anlamıyorum ve bu da derse konsantre olmamı engelliyor. O zaman ders benim için hiçbir şey ifade etmiyor. Böyle olunca hocamın Türkçe karşılığını söylemesini istiyorum. Bazen bilmediğim herhangi bir kelimenin anlamını öğrenmeye kalktığımda dersten kopuyorum. Böyle zamanlarda hocamın kelimenin Türkçe anlamını hemen söylemesi hoşuma gidiyor. Bu hem daha hızlı hem de daha iyi öğrenmemi sağlıyor."(P12)

*"Sometimes I don't understand grammar and this prevents me from concentrating on the lesson. Then the lesson means nothing to me. When this happens, I want my teacher to say the Turkish equivalent. Sometimes when I try to learn the meaning of any word I don't know, I break out of the lesson. At such times, I like that my teacher immediately tells the meaning of the word in Turkish. This **allows** me **to learn both faster and better**." (P12)*

It unveiled that one of the participants (P4) was driven by the feeling of expressing his thoughts about L1 without any hesitations. He said that when he used L1, all his worries about understanding disappeared.

Extract 10:

"İngilizce öğrenmeye yeni başladık. Bu yüzden bazı şeyleri anlayamıyorum. Hocam Türkçe konuşunca 'Ha tamam oldu.' diyorum. Zihnimde bir lamba yanıyor ve her şey yerine oturuyor. Sadece İngilizce konuştuğunda, tüm kelimeler havada uçuyor gibi görünüyor." (P4)

*"We have just begun to learn English. That's why I cannot understand some things. When my teacher speaks Turkish, I say ha, okay, now it's done. **A lamp turns on in my mind** and everything falls into place. When she speaks English only, all the words seem to fly in the air." (P4)*

Translanguaging Practices

The analysis of semi-structured interviews conducted with students revealed two codes under the theme of "Translanguaging Practices": translanguaging used by students, and translanguaging while note-taking. Almost two-thirds of the interviewees stated that they tended to use translanguaging when they spoke with their classmates during lesson time. They said that they wanted to use their first language when explaining a subject to each other or asking a question about homework. They exclaimed

that whenever they felt the need to look up a word about the lesson, they looked up its Turkish so that they could understand it immediately. Participant 19 highlighted that although she wanted to use L2 more, she had to switch from L2 to L1 when she did not find the appropriate words in L2. She added that L1 use was helpful to explain confusing subjects in L2.

Extract 11:

"*İngilizce konuşmayı çok istiyorum ama bazen konuşurken kelimeleri hatırlamıyorum o yüzden Türkçeye geçiyorum. Sınıf arkadaşlarımla genellikle Türkçe konuşuyorum. Anlamadığımız bir şey olduğunda bunu birbirimize Türkçeyle daha iyi anlatabiliyoruz.*" *(P19)*

"*I want to speak English very much, but sometimes I don't remember the words while speaking, so I move to Turkish. I generally talk to my classmates in Turkish. When there is something we don't understand, we can **better explain it** to each other **in Turkish**.*" *(P19)*

Another participant elaborated upon the same idea, reporting that he had positive feelings about L1 use. He said his teacher divided the students in the classroom into groups in the online setting. He expounded that he felt confident in a foreign language classroom with the help of L1 since using translanguaging contributed him a deeper understanding of L2.

Extract 12:

"*Öğretmen dersteyken gruplar oluşturuyor. Bu gruplarda ana dilimizi konuşuyoruz. Kendi aramızda birinci dilde konuştuğumuzda daha iyi hissediyoruz.*" *(P18)*

"*The teacher creates groups during the lesson. We speak L1 in these groups. We feel better when we **use** our **first language** among ourselves*". *(P18)*

As the last code of the second theme, how the participants used translanguaging while note-taking was investigated. All the participants stated that they took notes during the lesson whether in L1, L2, or both L1 and L2. While some argued that they took notes in L1 and it was very helpful in understanding, some claimed that it would be more beneficial to take notes in L1 and L2 at the same time. For instance, participant 11 stated that she was affected by the positive feelings of her notes in L1 even though the lesson was taught in L2.

Extract 13:

"*Derste notları Türkçe alıyorum. Daha iyi anladığımı düşünüyorum. Konu tekrarı yaparken daha kolay oluyor.*" *(P11)*

"*I take **notes in Turkish** during the lesson. I think I understand better. It is easier when I repeat the subject.*" *(P11)*

One of the participants (P14) underlined that he found it helpful to use both languages simultaneously while taking notes. His opinions about preferences explain the reasons why he took notes in L1 and L2.

Extract 14:

"İki dilde de not tutmak bana çok yardımcı oldu. Birinci dil ve öğrenmeye çalıştığımız ikinci arasında farklar var. Örneğin Türkçe de iki kelimeyle bir şey söylerken, İngilizcede daha fazla kelime kullanmak gerekebilir. Diller arasındaki benzerlik ya da farkları not alırken daha iyi görüyorum." (P8)

*"**Taking notes in both languages helped** me a lot. There are differences between the first language and the second one we are trying to learn. For example, while saying something with two words in Turkish, it may be necessary to use more words in English. I see the similarities or differences between languages better when taking notes." (P8)*

It could be understood that the interview results tried to shed light on some points of thought concerning translanguaging use from students' perspectives in online foreign language classrooms. The majority of the participants had positive thoughts about translanguaging use and they tended to use translanguaging practices. All participants claimed that they tried to do everything they could and struggle to learn L2 better without giving up using L1.

Discussion and Conclusion

The researchers set out to investigate the previous suggestions on this subject in the literature (Wang, 2019; Yuvayapan, 2019). This study aimed to reveal the perceptions of A1 and A2 English-level students in online foreign language classes towards translanguaging. According to the students in this study, they have positive perceptions of translanguaging, and these findings are consistent with previous research. For example, both this study and other articles revealed that students used more or less translanguaging, and with the help of this, they felt confident in the language learning environment (Carstens, 2016; Kucukali & Koçbaş, 2021; Wang, 2019).

For this purpose, a questionnaire was applied to reveal students' perceptions of translanguaging. In addition, semi-structured interviews were conducted with the students to understand their perceptions of translanguaging in depth. The quantitative results of the questionnaire and the qualitative results of the semi-structured interviews allowed the researchers to answer the research question of this study.

The results showed that students in online foreign language classes had more positive thoughts towards translanguaging use rather than just L2 use and they used translanguaging in a variety of ways. Statistical data revealed that foreign language students prefer the use of only English ($\bar{X}$=2.40) less than the use of translanguaging ($\bar{X}$=3.90). These results indicated that the participants of the study keep mostly positive perceptions of translanguaging by showing that they are in parallel with the aforementioned studies (Küçük, 2018; Tian & Hennebry, 2016; Viakinnou-Brinson et al., 2012).

The results of this study support Öztürk's (2022) study in which she tried to figure out students' translanguaging attitudes and practices and found that students have a positive attitude towards translanguaging according to the questionnaire results. However, this study does not agree with her study on some points since the interview results of the same study and the results of this study do not overlap with each other. Because she said that the students exhibited negative attitudes in the interviews,

whereas the students in the current study gave similar answers in the same direction both in the questionnaire and in the interviews. Differences in attitudes towards translanguaging may be due to different reasons such as students' English proficiency levels. In the process of learning a new language, students at the beginning of the road may need to use L1 more (Wang, 2019).

The results of the study show that students found L1 use helpful when encountering a new word or grammar topic. Students can cope with confusing situations more effortlessly which means that the use of L1 is beneficial in the use of L2 (Hall & Cook, 2012). For instance, the participants can share their thoughts, practices, and notes with their classmates in L1 to create more positive rapport and translanguaging use can provide them with a sense of freedom. Moreover, in line with these inferences, the study shows that the use of L1 is included in the online environment as well as face-to-face settings (Heins et al., 2007). It can be said that the majority of the students believe using L1 and L2 simultaneously influences their L2 learning positively which is in line with the study (Adinolfi & Astruc, 2017) indicating that students wanted to use translanguaging in online foreign language classrooms.

In light of these results, it can be concluded that students have positive perceptions of translanguaging, which is consistent with the translanguaging studies in the literature (Adinolfi & Astruc, 2017; Carstens, 2016; Fang et al., 2022; Küçük, 2018; Rivera & Mazak, 2017; Tian & Hennebry, 2016; Viakinnou-Brinson et al., 2012). It was confirmed that most of the students believe that using the first language affects the second language development positively and contributes greatly to the progress in the second language. On the other hand, the results of this study contradict previous studies (Alzahrani, 2019; Rivera & Mazak, 2019; Öztürk, 2022) that deduced that students have negative perceptions of translanguaging use.

Translanguaging, which is a new term in the literature, describes both the change between languages and the use of L1 and L2 in the meaning-making process. The article explores this intricate phenomenon detailing their perceptions of translanguaging use by addressing students learning a foreign language in the online setting. Translanguaging as a learning strategy transforms the environment from a monolingual to a bilingual or multilingual environment. Such environments enable students with low language proficiency to participate in the lesson more willingly without hesitation, by providing prearranged activities in the class and providing students with the opportunity to use their potential while learning a language. Translanguaging classrooms, not following the sanctions of a monolingual education, create a rapport where each student who takes action to make sense of new words or topics and to have a say in the lesson can express himself more easily. The thought of allowing students to use their first language in a bi/multilingual classroom can challenge teachers trained for monolingual education. Besides, it is very important to know that if translanguaging is applied within a plan, it does not influence the learning process negatively. Conversely, when students are free to use their first language, they may feel encouraged and may participate more enthusiastically in the lesson. Teachers must provide the necessary conditions for the use of translanguaging, especially for beginners, therefore "autonomy only be encouraged, not forced, upon learners" (Adamson & Coulson, 2015, p. 34). Teachers, administrators, and curriculum organizers should try to add the use of translanguaging into their programs of online foreign language classes to improve language teaching and learning. As a result,

translanguaging is a natural consequence of the language-learning process. To reach a deeper understanding of translanguaging use, further studies may search and discuss translanguaging in foreign language classrooms to see its usefulness and effectiveness. Further studies may apply the experimental method. They may search the effects of translanguaging use on students' language performance by conducting pre-test and post-test at the beginning and the end of the training terms. Whereas the present study used a questionnaire and interview to discover students' translanguaging perceptions, further studies may conduct action research on this topic to explore deeply.

Ethics Committee Permission:

Ethics committee approval for this study was obtained with the decision of Kahramanmaraş Sütçü İmam University Social and Human Sciences Ethics Committee dated 23.11.2022 and numbered 174496.

Contribution Rate Statement:

The authors contributed equally to the article.

Conflict of Interest:

The authors declare that there is no conflict of interest between them.

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