Teachers' Beliefs and Views about Multilingualism and Translanguaging

Öğretmenlerin Çok Dillilik ve Diller Arası Geçiş Hakkındaki İnançları ve Görüşleri

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Öz

Bu nitel çalışma, Türk ilkokul, ortaokul ve lise ortamlarında yabancı dil öğretmenlerinin diller arası geçiş kullanımına ilişkin görüşlerini ve kendi bildirimlerine dair uygulamalarını incelemektedir. Tematik analiz kullanarak yapılan bu çalışma, öğretmenlerin diller arası geçiş kullanımının eğitimsel faydalarını nasıl gördüklerini ve kurumların sınıfta kullanımını ne ölçüde kolaylaştırdığını veya engellediğini araştırmaktadır. Sonuçlara göre, diller arası geçiş kullanımının öğrenci katılımını ve motivasyonunu artırmada büyük bir katkısı bulunmaktadır. Öğretmenler, öğrencilere yabancı bir dile ek olarak kendi ana dillerinde (L1) eğitim vermenin daha sıcak ve teşvik edici bir öğrenme ortamı yarattığını, mevcut bilgiyi güçlendirdiğini ve uzun süreli hafızayı teşvik ettiğini belirtmiştir. Bununla birlikte, çalışma aynı zamanda öğretmenlerin diller arası geçiş eğitimi eksikliği, çok dilli pedagojilere kurumsal muhalefet ve yalnızca İngilizce düzenlemelerine bağlılık gibi bazı önemli engellere de işaret etmektedir. Bu zorluklara rağmen, çok sayıda katılımcı diller arası geçiş kullanımını çalışmalarına entegre etmeye istekli olduklarını ve avantajlarının daha fazla farkına vardıklarını söylemiştir. Diller arası geçiş bağlama duyarlı olmasına rağmen, sonuçlar uluslararası literatürle tutarlı olmakla birlikte, bu çalışma Türkiye'de yabancı dil derslerine, diller arası geçişin başarılı bir şekilde dahil edilmesini kolaylaştırmak için müfredat değişikliğinin, mesleki gelişimin ve kurumsal desteğin gerekliliğini vurgulamaktadır.

Anahtar Kelimeler: Diller arası geçiş, yabancı dil öğretmenleri, çok dilli pedagoji, öğretmen görüşleri, yabancı dil eğitimi

Abstract

This qualitative study examines the views and self-reported practices of foreign language teachers regarding translanguaging in Turkish primary, secondary, and high school settings. Using thematic analysis, the study explores how teachers view the educational benefits of translanguaging and to what extent institutions facilitate or hinder its use in the classroom. According to the results, translanguaging has a great deal of promise for raising student engagement and motivation. Teachers stated that teaching students in their native language (L1) in addition to a foreign language creates a more welcom-

ing and encouraging learning environment, as well as strengthening existing knowledge and encouraging long-term memory. However, the study also points out some significant obstacles, such as the instructors' lack of translanguaging training, institutional opposition to multilingual pedagogies, and adherence to English-only regulations. Despite these difficulties, a large number of participants said that they were eager to integrate translanguaging into their work and that they were becoming more conscious of its advantages. Although translanguaging is context-sensitive, the results are consistent with international literature, the present study highlights the necessity of curriculum change, professional development, and institutional support in order to facilitate the successful incorporation of translanguaging in foreign language courses in Türkiye.

Keywords: Translanguaging, foreign language teachers, multilingual pedagogy, teacher views, foreign language education

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1. Introduction

Modern education systems in foreign language teaching provide many teaching methods having been tested both in and outside the classroom. New methods have been developed by identifying the effectiveness and weaknesses of each method. In these processes, the use of the target language as the language of instruction has frequently been a topic of discussion, even giving rise to the so-called direct method (Puncet, 2019). Other methods that emerged subsequently also include methods where the target language is the sole focus

of the lesson, excluding students' native language or other languages they know. However, over the years, the necessity of incorporating different languages into the language learning process, reflecting students' cognitive levels, their understanding of the subject matter, and their unique language learning strategies, has begun to be discussed (Neuner, 2009). However, especially in studies conducted since the 2000s, it has been shown that students' utilization of their mother tongue and the features of other languages they know can make positive contributions to the development of the language they are learning (Cook, 2001; Seymen, 2023; Şimşek, 2010).

In this context, the concept of "translanguaging" has begun to gain acceptance among foreign language instructors. Language instructors have begun to argue that utilizing students' language repertoires benefits students in both developing language learning strategies and acquiring vocabulary (Schädlich, 2024). This concept emphasizes the natural language use of students who speak languages other than the language they are learning, including their mother tongue, by strategically selecting language features from a single linguistic repertoire to make sense of the world. Over time, the term has expanded to describe multilingual and multimodal practices. Scholars such as García and Lin (2016) have emphasized the multimodal nature of translanguaging, including gestures, objects, visual cues, touch, tone, sounds, and words. In this respect, translanguaging can be said to challenge traditional monolingual approaches and aim to transform approaches that neglect students' use of their linguistic resources into effective learning processes. The aim is to eliminate linguistic inequality and provide equitable, effective, and personalized education for emerging multilinguals by creating spaces that students experience as empowering, adaptable, relevant, and reflective of their own life experiences.

The concept, if effectively utilized, has the potential to enable language users to utilize their linguistic repertoires to their full potential. It can be considered a planned teaching method aimed at increasing students' awareness of different languages and cultures and developing metacognitive (metalinguistic) awareness. It also incorporates a language model that views language as a "process" or "action" rather than a "thing," focusing on how individuals utilize all their linguistic resources to achieve their language learning goals. It is pre-

cisely at this point that the importance of language teachers' knowledge and competence on this topic becomes important. Therefore, the focus of this study is to determine the extent to which foreign language instructors utilize translanguaging practices in their classes as the success of multilingual education is largely dependent on the attitudes and preparedness of teachers to use translanguaging. Designing teacher training programs, updating curriculum policies, and facilitating the successful integration of students' linguistic repertoires in the classroom all depend on an understanding of these views as well as the obstacles presented by institutional policies and curriculum constraints (Salimi et al., 2024; Wong, 2024; Yuvayapan, 2019).

2. Review of Literature

The dissemination of new ideas, techniques, and examples of practice at many stages of foreign language education and their integration into the general education system necessitates being prepared for numerous challenges and criticisms that must be overcome. This is no different in translanguaging practices. Based on the findings from various studies (see Yuvayapan, 2019; Liu & Fang, 2020; Almayez, 2022; Arslan, 2023; Anderson, 2024; Salimi et al., 2024; Tannenbaum et al., 2024; Wang et al., 2024; Wong, 2024), it has been determined that the problems encountered in translanguaging practices in foreign language classes can be addressed under six headings:

a- Monolingual Policies and Institutional Pressure

b- Discrepancy Between Teachers' Views and Practices

c- Exposure Anxiety

d- Lack of Adequate Training and Guidance

e- Teachers' Language Skills

f- Time and Curriculum Pressure

English-only policies still prevail in many educational institutions in our country and abroad, and this is believed to restrict teachers' ability to use translanguaging practices. Teachers report that they are unable to frequently use them due to institutional expectations (Salimi et al., 2024) and pressure from colleagues and parents. Furthermore, studies reveal a significant dis-

crepancy between teachers' positive attitudes toward translanguaging and their actual classroom practices. While teachers believe in the benefits of translanguaging, they tend to adhere to English-only policies to avoid jeopardizing their jobs or to comply with the rules (Almayez, 2022; Yuvayapan, 2019).

In a study conducted in Russia, there is a concern that overuse of L1 could prevent students from receiving sufficient exposure to the target language and lead to excessive dependence on the L1 (Fernández, 2015). Therefore, teachers must receive adequate training or practical guidance for this method to be implemented effectively. This deficiency can lead to the method being ineffective (Salimi et al., 2024).

In addition to the obstacles stated above, it is also important to highlight the existence of academic studies that identify gaps in the implementation of this method and present suggestions for the future studies.

First, studies which examine the importance of translanguaging practices in general education and their impact on teachers' pedagogical knowledge and professional identities will provide answers to many questions from different perspectives (Wong, 2024). It is also believed that this practice will have a concrete impact on language teaching (Almayez, 2022). Given that the research has largely been conducted at the primary school level, and that there are studies emphasizing the lack of research on foreign language teaching environments in higher education, the present study will focus on the gap in the literature.

In an article published in 2022, Wei stated that the approach of translanguaging, which challenges traditional approaches to linguistic research, is considered as a new methodology. Within this approach, he advocates treating language as a process of meaning-making and perception rather than a system of abstract rules. According to Wei, this perspective requires transcending the artificial boundaries between individual languages and between language and other forms of communication, examining the diverse semiotic resources people use to achieve meaning as an integrated experience.

A study conducted by Karabulut and Kesli Dollar (2022) indicated that studies on translanguaging practices on students' writing skills in language

education in Turkey are limited and that most existing studies are product-oriented. Therefore, it is believed that conducting studies that evaluate the long-term effects of translanguaging activities, particularly on students' academic achievement, and evaluating their results will be particularly important.

Conteh (2018) argued that translanguaging can enhance students' comprehension more deeply, create a comprehensive picture of the language they are learning and its unique characteristics and commonalities with their native language, simplify concepts, and establish connections between them. In this context, it can be predicted that in foreign language classes in our country, teachers explaining in Turkish after explaining them in English, or students explaining them in Turkish themselves, can have positive outcomes.

Liu and Fang (2020) discuss that utilizing the theory of translanguaging will be effective in ensuring the participation of students with lower linguistic proficiency in class, while also making students feel comfortable and confident. These researchers believe that teachers can help students overcome their fear of using a foreign language and increase their motivation by allowing them to use their native language within certain criteria.

Occasional contact between teachers and students in students' native languages can be a source of motivation for students. With such an approach, students know they can overcome immediate problems, especially during the language production phase, by using their native language or another language they possess, and they can quickly utilize these skills within certain limits (Wei, 2018). Furthermore, studies have shown that it has the potential to create culturally and linguistically sustainable classrooms by affirming the normality of the existence of different languages and cultures in the flow of life and challenging traditional models of assimilation (Robinson et al., 2018).

In the doctoral dissertation, Pantalleresco (2021) conducted an experimental study on the effects of translanguaging practices in Spanish, a foreign language, classes on students' speaking skills, and Wang et al. (2024) published an article that revealed the opinions of teachers and learners on translanguaging activities in higher education. The results obtained in these studies can be summarized as in the following:

Positive Attitudes: Teachers generally have a positive attitude toward translanguaging, but these attitudes are influenced by factors such as institutional policies, existing values, and the nature of their lessons.

Strategic Use: While teachers recognize the need to use translanguaging strategically in their lessons, they tend to use it when explaining complex grammar rules, explaining the meaning of a word, providing strategy instruction, and explaining instructions or concepts.

Context Dependence: Teachers' choices to use translanguaging are influenced by factors such as student proficiency level, class size, and students' linguistic background.

Multimodal Practices: Teachers use a variety of translanguaging practices, including gestures, visual cues, touch, tone, images, and language switching.

Student-Centered Learning: Teachers view translanguaging as a largely student-centered approach.

The studies cited above, regarding the approaches to addressing the issue and their results, which are particularly noteworthy, were conducted in four countries.

Türkiye: Studies on translanguaging in the Turkish EFL environment are quite limited. Turkish students tend to view English as a test, leading to anxiety and prejudice against language learning. Studies have shown that translanguaging is used for functions such as teaching grammar, explaining concepts, reducing stress, and creating a comfortable classroom environment. However, discrepancies have been noted between teachers' views and practices (Arslan, 2023; Dikilitaş & Öztüfekçi, 2024; Yuvayapan, 2019).

Saudi Arabia: A significant discrepancy has been identified between the attitudes of English language teachers at Saudi universities toward translanguaging and their reported pedagogical practices. This is due to the institutions' strict implementation of "English-only" policies (Wang et al., 2024).

Malta: In Spanish foreign language classes in Malta, teachers report translanguaging for a variety of reasons, including grammar clarification, veri-

fying comprehension, and creating a comfortable classroom environment. Furthermore, the similarities between Maltese and Spanish are used as a resource to increase language proficiency (Pantalleresco, 2021).

China: Studies on the use of translanguaging in Spanish classrooms in China show that teachers use a variety of translanguaging practices for five main purposes: concept clarification, comprehension checking, instruction reinforcement, localization of content knowledge, and relationship building (Xiuchuan & Ya, 2023).

As it can be seen, translanguaging practices, which are being used in foreign language classes from different perspectives in different countries, have offered a different perspective to the language learning and teaching processes. Despite the fact that translanguaging has been shown in various studies to improve student motivation, engagement, and learning outcomes (Conteh, 2018; Liu & Fang, 2020; Wei, 2018), research on teachers' views and institutional limitations in Turkish foreign language classrooms is still lacking. Additionally, there is a substantial gap in the literature that this study aims to solve because the relationship between teachers' views and institutional policies has not been sufficiently covered. Finally, teachers of foreign languages encounter particular difficulties when integrating their pupils' first language (L1) into the classroom because of Turkey's largely monolingual educational policy. In addition to filling a national research gap, the current study advances knowledge of translanguaging implementation in a variety of educational contexts, similar to those in Saudi Arabia, Malta, and China, by investigating teachers' perspectives, beliefs, and practices in this context (Almayez, 2022; Pantalleresco, 2021; Xiuchuan & Ya, 2023).

Considering these gaps in the literature, following research questions will be attempted to answer:

Research Question 1: What are foreign language teachers' views regarding the implementation of translanguaging practices in their classrooms?

Research Question 2: What are the challenges that hinder foreign language teachers from incorporating translanguaging into their instructional routines?

3. Methodology

This section of the study covers research design, setting and participants, data collection and analysis process.

3.1. Research design

The study was conducted with a qualitative design to explore teachers' self-reported translanguaging practices in their classrooms from the perspective of multilingualism and also to what extent their school environment supports such kind of activities. In this study, translanguaging practices refer to the strategic use of students' first language (L1), code-switching, translation activities, cross-linguistic comparisons, and multimodal resources such as gestures and visual cues). This is also stated in the cover letter of the instrument while collecting data as in the following: "The concept of *translanguaging* posits that individuals can use their entire linguistic repertoire in the process of meaning-making without imposing strict boundaries between different languages. While learning a language, students can use their native language, body language, or another language as supportive resources. This facilitates both comprehension and concept development. Translanguaging, particularly in multilingual and foreign language classrooms, serves as a powerful pedagogical tool to support language learning, strengthen cultural connections, and recognize students' linguistic identities."

3.2. Setting and participants

This study was carried out in a city on the Northwestern coast of Türkiye which is an officially monolingual country. However, mostly English, German, or Spanish are taught as a foreign language both in state or private schools.

After checking the schools in the sample, emails were sent to the school directors randomly chosen in order to request their foreign language teacher to fill in the forms. In the present study, 24 foreign language teachers (17 female and 7 male teachers) who were teaching English and German in private and state schools participated in this study voluntarily (See Table 1 below for other demographic information). Their teaching experience ranged from 3 to

42 years, indicating a wide spectrum from novice to highly experienced educators.

In terms of the languages taught, the majority (18 participants) taught English, while 6 participants taught German. Among the English teachers, one identified English as her/his native language. Most of the German teachers worked in state high schools, whereas English teachers were distributed more broadly across primary, secondary, and high school levels, both in state and private institutions.

Regarding grade levels, participants taught at various educational stages: 3 taught at primary schools, 9 at secondary schools, and 12 at high schools.

Finally, the school types were nearly evenly represented, with 14 teachers working in state schools and 10 in private schools, allowing for comparative insights across institutional settings.

Table 1: Demographic details of the participants

Gender	Teaching experience	Foreign language taught	Grades taught	School type taught
Male	20	German	High school	Private school
Male	23	English	High school	State school
Female	24	English	Secondary school	Private school
Female	33	English	High school	State school
Male	42	German	High school	State school
Female	9	English	High school	State school
Male	17	English	Primary school	State school
Female	5	German	High school	State school
Female	8	German	High school	State school
Female	10	English	Secondary school	State school
Female	19	English	Secondary school	State school
Female	29	German	High school	State school
Male	26	English	High school	State school
Male	25	English	High school	State school
Female	3	English	High school	Private school
Female	14	English	Secondary school	Private school
Male	20	English	Secondary school	Private school

Female	15	English	Secondary school	State school
Female	8	English	Secondary school	Private school
Female	7	English	Primary school	Private school
Female	5	English	Primary school	Private school
Female	10	English	Secondary school	Private school
Female	4	English (native)	Secondary school	Private school
Female	25	German	High school	State school

3.3. Data collection and analysis process

Ethics committee approval and permission from Ministry of National Education were gathered before collecting data in the 2024/2025 academic year. Also, while collecting data, ethical principles such as consent and anonymity of participants were followed. Qualitative data was collected through open-ended questions on a questionnaire developed by Gorter and Arocena (2020) since it was designed especially to investigate teachers' attitudes and behaviors about multilingualism and translanguaging. Additionally, previous research has validated the instrument. This has guaranteed that it efficiently extracts data related to teachers' views on translanguaging. Therefore, this was adopted and adapted for this study to make sure it was appropriate for the Turkish setting. Examples and terminology were changed to better represent EFL classes in Turkish primary, secondary, and high schools. Items were updated to take into account pupils' first language (L1), teaching English and German, and institutional elements including curricular demands and English-only regulations. These changes improved the instrument's applicability to the study's setting while preserving its original purpose.

This questionnaire was structured into 2 sections: *General information on teacher participants and questions about teachers' views* and their institutions' views *about* translanguaging in their classrooms from the perspective of multilingualism. First part included 5 general questions (gender, teaching experience, foreign language taught, grades taught, and school type taught) with the aim of having background information on the teachers. Second part consisted of four open-ended questions to get insights into teachers' views about translanguaging.

The obtained data were analyzed through inductive analysis which is defined as the technique of coding data without attempting to fit it into an existing coding frame or the researcher's analytical beliefs. This type of thematic analysis is therefore data-driven (Braun & Clarke, 2006). Firstly, data were prepared for analysis. Secondly, researchers took a number of measures to guarantee the validity of the thematic analysis. In order to familiarize with the data and see any reoccurring patterns, each response was first read several times. To lessen individual bias, two researchers then separately created the initial codes. To ensure inter-rater agreement, any coding disagreements were discussed until a consensus was obtained. The iterative debate approach improved coding consistency even when a precise percentage of agreement was not determined. In order to provide transparency and confirmability of the results, the coding process was also meticulously documented, and representative quotes were chosen to support each topic.

Following the data driven coding, 2 main themes were revealed with 4 codes:

Theme 1: Foreign Language Development

Code 1: Motivation

Code 2: Retention and Long-Term Learning

Theme 2: self-reported Translanguaging Practices

Code 1: Barriers – School Mission

Code 2: Teacher Readiness

Considering the research questions, each of them will be discussed below.

4. Results

4.1. Theme 1: Foreign language development

4.1.1.Code 1: Motivation

According to the teachers, multilingual activities greatly increase students' motivation to learn languages. Several teachers have noted that students are more willing to participate when they can connect new material to languages they have already known. One teacher stated, "*Students learn more*".

Another teacher added, "*Their desire to learn increases.*" These answers imply that translanguaging practices encourage students' interest and participation by means of their existing linguistic reportoires. Some participants have mentioned that these kinds of tasks are more like games to students, which increases their engagement. One teacher noted that "*They use multiple languages without even realizing, and this helps them develop themselves,*". This shows how cross-linguistic connections foster intrinsic motivation, which makes the classroom environment more dynamic and learner-centered teaching environment.

4.1.2. Code 2: Retention and long-term learning

Teachers generally agreed that using many languages helps students retain their language skills. The importance of comparing linguistic structures was underlined by numerous participants. One teacher explained, "*They learn by comparing. Making comparison makes the knowledge permanent in memory.*" Another noted, "*While using one language, they try to recall the equivalent in another. That strengthens understanding.*" Teachers have shown that students can more fully internalize things when they make language similarities. Both comprehension and long-term memory are facilitated by the natural transfer of previous language knowledge into the target language. One participant highlighted, "*It feels like a game, so they reinforce what they learn while enjoying the process.*" These answers demonstrate how translanguaging, which links new information to preexisting schemas, can aid learners in understanding and remembering linguistic aspects. All things taken into account, translanguaging teaching methods provide a cognitively stimulating setting that fosters long-lasting learning results via active participation, memory scaffolding, which is a spirit of exploration.

4.2. Theme 2: Self-reported Translanguaging Practices

4.2.1. Code 1: Barriers – school mission

Some teachers observed institutional opposition because of the school's mission or policies, even though they acknowledged the advantages of translanguaging activities. As one teacher put it clearly, "*No, our school's mission doesn't support it.*" Others pointed to practical limitations, such as time constraints: "*It could be useful if we had enough time to teach.*" Although several teachers expressed curiosity or interest, they also noted a lack of experience: "*I*

have no experience, so I have no idea." These claims demonstrate how strict curriculum standards and administrative expectations may limit the use of translanguaging techniques. Furthermore, it is challenging to use innovative, multilingual teaching strategies due to the pressure to educate just in the target language, particularly in exam-driven schools. Overall, institutional constraints frequently hinder the implementation of innovative instructional approaches, even though teachers may be receptive to them. This implies that in order to incorporate translanguaging into regular language training, more extensive policy-level assistance is required.

4.2.2. Code 2: Teacher readiness

There was a significant range in teachers' preparedness to use translanguaging activities. Some conveyed excitement, but others acknowledged hesitancy because of personal convictions or language barriers. One teacher revealed, *"I would like to include more multilingual activities in my classes, but I don't speak another foreign language myself. However, I am open to learning simple phrases and using students' native languages when possible."* Others were more supportive: *"I use both English and German so students can notice differences, which leads to more conscious learning."* However, resistance was also evident. *"No, because I am against it,"* stated one participant. These divergent opinions demonstrate that whereas some teachers recognize the instructional benefits of translanguaging, others feel unprepared or a philosophical standpoint at opposition. Teachers' willingness to adapt is influenced by their own language skills, their openness to change, and their access to training. In the absence of professional development, even enthusiastic teachers could feel unprepared to use these techniques. In the end, instructors' trust, support networks, and institutional encouragement are critical to the success of translanguaging techniques.

5. Discussion

The present study aimed to explore foreign language teachers' views regarding translanguaging, as well as the institutional conditions that affect their implementation in classroom settings.

First, the findings highlight how translanguaging practices can foster motivation. When students are given the opportunity to use their entire linguistic

repertoire, several teachers stated that their students were more active and involved. In addition to making learning easier, students' use of their first language (L1) in addition to a foreign language promoted a lively and engaged learning environment. These results are consistent with those of Liu and Fang (2020), who found that by acknowledging the importance of students' L1s, translanguaging strategies foster learners motivation and improve their language and content learning.

Second, the advantage of translanguaging for deeper learning and long-term retention was also emphasized in the teacher reflections. Making cross-linguistic comparisons was often cited by participants as a way to improve cognitive engagement and help students retain newly learnt content. Teachers reported that when students were able to relate target language vocabulary and structures to well-known ideas from their native language, they were more likely to retain them. These observations support Conteh's (2018) claim that translanguaging fosters deep and lasting connections between languages and helps in learners' language development.

Despite these pedagogical advantages, the study also identified significant institutional obstacles to translanguaging. A significant concern was that a lot of schools still enforce rigid English-only rules that restrict students from using their first languages. Teachers were reluctant to depart from the school policy because they were afraid of possible criticism from administration or other teachers. The findings of Yuvayapan (2019) and Almayez (2022), who noted institutional resistance and policy limits as major barriers to translanguaging methods, are in line with these findings.

Teacher readiness was another important theme. Although many educators indicated that they were willing to translanguaging practices, many also acknowledged that they were unsure of how to do so successfully. Some participants mentioned their own lack of formal training in multilingual instruction or their own inadequate competency in another foreign language. These results are consistent with those of Salimi et al. (2024) and Wong (2024), who highlighted that teachers might not have the skills or confidence to successfully use translanguaging in their classrooms without professional development. Furthermore, it seems that teachers' ideas and classroom practices diverge.

Despite acknowledging the theoretical advantages of translanguaging, many teachers were hesitant to fully embrace it because they believed it would interfere with standard curricula or institutional requirements.

The difference was also noted in research by Anderson (2024) and Wang et al. (2024), indicating that systemic reform is necessary to support teacher views, which alone cannot promote pedagogical change. It's interesting to note that the results also show a larger trend in language instruction toward learner-centered methods.

Comparatively, studies carried out in oher settings including China and Malta show that such trends are common. For example, Pantalleresco (2021) reported favorable teacher attitudes in Malta despite institutional barriers, while Xiuchuan and Ya (2023) noted that translanguaging was employed for content localization and student involvement in China. These global similarities imply that the conflicts between institutional rigidity and pedagogical innovation are not specific to Türkiye but rather are a feature of a larger global phenomenon.

The results imply that in order to fully realize the potential of translanguaging in Turkish EFL classrooms, ongoing professional development, updated institutional regulations, and a change in pedagogical paradigms are needed. By investigating the effects of translanguaging on student performance across language skills and investigating adaptable models for teacher training in multilingual pedagogy, future research could expand on these findings.

6. Limitations of the Study

It should be noted that this study has a number of limitations. First, the study only included 24 foreign language teachers from one area of Türkiye, which limits the generalizability of findings to larger national or global settings. Second, while collecting data, open-ended questionnaires that relied on views and self-reported practices of teachers were used. Social desirability or selective recall may influence their self-reports and it is challenging to confirm whether these ideas are regularly represented in reality due to the lack of classroom observation. Furthermore, only a small percentage of participants taught German; the majority taught English, which may have limited the gen-

eralizability of findings across other foreign languages. Last but not least, the study was cross-sectional.

7. Implications and Suggestions for Future Studies

Translanguaging stands out as an important pedagogical tool for adapting to the multilingual reality of our globalizing world. By incorporating students' native languages and cultural resources into the learning process, it offers significant benefits such as deeper understanding, increased confidence, and improved cognitive skills. However, challenges such as monolingual education policies, institutional pressures, and teachers' lack of adequate training in translanguaging in their classrooms hinder the widespread and systematic implementation of this pedagogical approach. Future research should focus on filling these gaps, examining the long-term effects of translanguaging in different contexts, and encouraging more deliberate and strategic approaches to translanguaging in teacher education programs.

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