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The Use of Translanguaging Pedagogy in Writing Classes of Turkish EFL Learners

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Despite the blurred boundaries among languages and classroom evidence contrary to the implementation of monolingual pedagogies, the dominance of monolingual policies for teaching foreign languages continues to persist. To provide foreign language learners with an appropriate bilingual pedagogy and target one of the most challenging second language (L2) skills, this study aimed to explore the role of translanguaging pedagogy (TP) in writing classes and participants' perceptions regarding its implementation in English as a foreign language (EFL) context. The participants (n=63) at the English prep school of a state university were assigned as one control and two experimental groups. Throughout one semester, the first experimental group was exposed to TP in their writing classes, whereas the second one learned writing through the translanguaging instructional cycle excluding their mother tongue (L1). The control group had product-focused English-only writing classes. Quantitative data collected via four in-class writing tasks (WTs) from three groups were analysed using inferential statistics. A weekly questionnaire regarding the first experimental groups' perceptions of TP was conducted. The results revealed significant gains in task achievement, lexical and grammatical range and accuracy, and cohesion and coherence favouring TP and the participants found the implementation of TP useful in helping them improve in a variety of aspects in their English writing classes.

Introduction

Despite the extensive preference and application of teaching methods prioritizing the sole use of target language in teaching an additional language, there has been a multilingual turn in the field of Second Language Acquisition (SLA), which reflects the dynamic nature of languaging of bi- and multilinguals. Consequently, it has been acknowledged by various researchers that the time has come to shift from monolingual approaches to more bilingual-

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centred approaches (Nambisan, 2014). The studies conducted in classroom contexts have approved of this and revealed that students learning an additional language go against the restrictions of monolingual pedagogies (Makalela, 2015). In this regard, the term “translanguaging” coined by Williams (1994), caught on by Baker (2001) and taken up and expanded by García (2009) and other researchers aims to capture and legitimize the reality of bi- and multilinguals’ daily discursive practices, and provide teachers with a framework to be implemented in their classes.

As the studies on translanguaging proliferated, its positive consequences have been recognized in the literature. Consequently, it has begun to be regarded as an advantage rather than a disadvantage, a benefit improving learners’ linguistic capacity rather than a problem causing mental confusion, and synergy between languages rather than a “two solitudes” view (Lewis et al., 2012, p. 643). However, research on translanguaging is conducted in contexts where English is used as a second language (Allard, 2011; Kano, 2012; Ke & Lin, 2017; Mbirimi-Hungwe, 2016; Nambisan, 2014; Velasco & Garcia, 2014). That is, there is a dearth of translanguaging studies conducted in EFL settings like Turkey; yet, as Wei and Ho (2018) state, translanguaging is highly relevant to foreign language teaching since translanguaging goes against the traditional dichotomies such as native and non-native speakers and aims for bilingualism with an integrational approach rather than eliminating language(s). Many researchers investigated a related term “code-switching” in different levels of education in Turkish context (Akın, 2016; Bilgin, 2015; Coşkun, 2016; Kavak, 2016; Ustaoglu, 2015; Yatağanbaba, 2014). However, these studies were carried out by examining existing practices of teachers and students mostly with the goal of determining functions, types, initiation types, organizational patterns of code-switching of teachers and / or students. Moreover, some of the studies aimed to find its relationship with teachers’ educational background, students’ beliefs and attitudes towards English, classroom levels and lesson types. Canagarajah (2011) points out this problem as many of the studies conducted in schools demonstrate teachers’ natural uses of translanguaging which do not involve their conscious implementation of pedagogical strategies of translanguaging.

Carroll and Morales (2016) highlight another gap of translanguaging research as the scarcity of the research conducted in higher education as well as the lack of studies with students who are mature and can read and write in their mother tongue. Rivera and Mazak (2017) point out a similar gap of research conducted with any ages other than elementary schools as most of the research on translanguaging took place at that level. It is also mentioned that despite the importance of English as the language of science and technology, the language of medium of instruction in numerous classes, the language of various publications and texts on different topics, and the great number of university students who both study at different countries and stay in their own countries continuing their higher education in English, “almost no literature exists on translanguaging in higher education” (p.7). Moreover, Canagarajah (2011) underlines the need of conducting translanguaging studies on students’ writing skills. Aghai (2016) combines these two points and lays stress on the fact of university level students’ dependency on their L1 while producing academic writing tasks in the target language, which opens up space for inquiring translanguaging pedagogy applied in teaching writing skills in the target language. Canagarajah (2011) also points out the few number of studies on using translanguaging for writing skill as well as the product-orientedness of the existing studies. Last but not least, as many studies were carried out with a small number of students and only one group of students, Kano (2012) refers to the dearth of studies that involve the implementation of translanguaging pedagogy in large scales including two or more groups, which can allow for the comparison between translanguaging and monolingual pedagogies.



In addition to these gaps, as the world changes and evolves in such a rapid pace, the concepts such as “bilingual”, and “bilingual education” continue to change to catch up with the complexities of our present time. Therefore, the definition of who a “bilingual” is has been defined by various researchers (Bloomfield, 1985; Diabold, 1964; Grosjean, 1989). However, Turnbull (2016) criticizes all the definitions of as they overlook the well-deserved place of foreign language learners among emergent bilingual learners by redefining it:

The moment in which an FL learner begins acquiring knowledge of a second language is the moment they become emergent bilinguals; a status which they will hold for as long as they continue to acquire said knowledge of the TL for use in situations relevant to their individual needs to learn the language (p. 4).

Turnbull’s description puts foreign language learners who are the participants of the present study in their rightful place among bilinguals. Consequently, this requires the arrangement of foreign language learners’ education accordingly. Despite the shift from monoglossic to heteroglossic ideology in the education of bilinguals, monolingual ideology that supports language separation and carrying out lessons only in the target language continues to be employed in many of the classes including foreign language classes (Creese & Blackledge, 2010).

Besides these points, it must be also considered that writing is perceived as the most challenging skills both by language learners and native speakers (Graham et al., 2005). Yüce (2020) also highlights that non-native speakers are motivationally challenged by writing process in comparison to speaking, which makes writing skill require special attention. Since L2 writing necessitates using the combination of all skills with the knowledge of content, vocabulary, organization and spelling in a balanced way as well as the experience gained during the process of learning, it is a difficult skill especially for foreign language learners (Pysarchyk & Yamshynska, 2015). In addition to these, memory, planning, revising, including critical thinking, addressing various goals, considering purpose, audience, and the topic are other aspects that make writing a highly complex problem-solving activity (Bruning & Horn, 2000). When L2 writing skill is considered from a local perspective, in Turkey, a context where foreign language learners of English are provided with opportunities to improve their writing skill only in schools and universities, L2 writing becomes a more demanding task. In other words, Turkish learners of English have limited opportunities to be exposed to and experience L2 writing in an EFL context.

Furthermore, British Council in collaboration with The Economic and Policy Research Foundation (TEPAV) gaining support from the Ministry of Education in Turkey conducted two large scale studies which aimed to improve English learning and teaching. It was found out that there is no clear guideline regarding the pedagogical integration of L1 into English classes in Turkey (West et al., 2015). It was recommended that teachers should be provided with clear guidance and explanation in form of in-service or online trainings regarding how and when to use Turkish effectively to improve English learning and teaching. On top of that, although Turkish students start learning English at primary schools, a great number of students start their English language education in preparatory schools of universities from A1 level due to the repetitive nature of the English curriculum. This leaves a great responsibility on preparatory schools; taking Turkish EFL learners from A1 to B2 level within an academic year. Consequently, instructors have to use their limited class time in the most efficient way to achieve this goal. Considering all these significant points about the circumstances in Turkey, pedagogies that can benefit the learners most in the shortest amount of time are invaluable for

English language education in Turkey.

To conclude, in line with the paradigm shift occurring in the 21st century and multilingual research which focuses on bilinguals' complex linguistic practices and how these can be employed in teaching and learning as well as acknowledging the need of informing Turkish teachers of English how to make use of students' full repertoires of language knowledge in a pedagogically-informed way and to improve the writing skills of Turkish EFL learners, this study aims to fulfil the abovementioned research gaps by implementing TP in Turkish EFL context and exploring its influences of EFL students' writing skills. Thanks to employing the translanguaging instructional design benefiting from García et al. (2017), the present study targeted both enhancing learners' learning and providing strategically planned instruction, which will enable the replicability of the study.

The following research questions guided the study with the purpose of gaining a better understanding of TP in EFL learners' writing classes:

- (1) Is there a difference among the writing task scores of participants who are exposed to translanguaging pedagogy (TP), those exposed to product-focused English-only writing classes (PF), and those exposed to translanguaging instructional design cycle without reference to their L1 –inductive process-focused approach (IPF)- in total and in terms of task achievement, cohesion and coherence, lexical and grammatical accuracy and range scores?
 - a. Is there a statistically significant difference between each group's first and last WTs?
- (2) What are Turkish EFL learners' perceptions regarding the TP implemented during English writing classes?

Literature Review

The word “translanguaging” originally comes from a Welsh word “trawsieithu” coined by a Welsh educator, Cen Williams. Williams (1994) investigated how Welsh and English learners in the same classroom could benefit from input and output given in both languages and came up with “trawsieithu”, the deliberate change of input and output languages, as a teaching practice. Following its emergence, with the expansion of the term, it involved both a pedagogical approach and bi- and multilinguals' complex linguistic uses.

TP proposed by García et al. (2017) consists of three components; stance, design, and shifts. Stance refers to the ideology that languages work jointly and students' language repertoires being considered as a resource and right by teachers to be included in their educational processes, which allows for a collaborative atmosphere across languages. The translanguaging design is required to focus on all contents, language standards and objectives and allow teachers and students to act as the collaborative actors of creating knowledge in class. Translanguaging shifts refer to teachers' “moment-by-moment decisions” allowing for flexible language practices of students and lesson plans to hear students' voices and reflect students' willingness to change the course of a lesson when necessary.

García et al. (2017) describe the translanguaging instructional design cycle explaining how instruction needs to be designed in a strategic way to leverage students' learning and make use of their bilingual language practices. The cycle includes five stages; *explorar*, *evaluar*, *presentar*, *imaginar* and *implementar*. In *explorar* stage, students are encouraged to explore a new topic through which they comprehend the new content, ideas, and concepts. At this stage, students are provided with a variety of entry points to the subject through their L1 and target



language to enhance their learning. *Evaluar* is about evaluating what students have learned in explorar stage by making students ask questions, state their opinions, and think critically about the topic using their whole linguistic repertoires. The third stage, *imaginar*, involves endorsing new ways of using language through brainstorming, planning, drafting and doing further research using all linguistic repertoires. During the *presenter* stage, students present their works during which peer-editing and rewriting can take place. The final stage, *implementar*, directs students use what they have learnt with meaningful activities. García et al. (2017) also suggest translanguaging pedagogical strategies suitable for the goal of each stage of the cycle. To exemplify, for *evaluar* stage, students can do research on the topic using bilingual websites.

García (2009) highlights the significance of four skills in every language. Among these skills, writing and reading skills have an essential role in students' academic lives due to common assessment modalities. Especially for higher education, literacy plays a significant role because of university students' necessity of high exposure to various genres and the requirement to produce similar texts (Palfreyman & Van der Walt, 2017). Velasco and García (2014) point out that the research on writing development demonstrates the existence of transfer across languages even if they do not share the same writing system. Canagarajah (2011) also mentions that studies carried out in higher education display students' use of more than one language, which signals that they can draw on and utilize another language besides the target language to complete their academic studies. Fu's study (2003) which employed a bilingual pedagogy for teaching English in Chinatown concludes that by allowing students to express their ideas in their L1, they are also allowed to improve their thinking, which is as significant as or even more significant than improving target language skills. These signal that bilinguals utilize their whole linguistic system while writing in L2, and there is room for strategic use of all linguistic resources of a learner to improve their L2 writing skill.

In one related study, Kano (2012) implemented TP for six months to 10 Japanese students to improve their learning process and the quality of their English academic essays. When students' pre- and post-test scores were compared, all students' scores showed an increase. The majority of students favoured translanguaging approach over a monolingual one. However, this increase would be meaningful if their scores had been compared with a control group. The present study targeted to compare three groups' WTs to address this gap.

Espinosa et al. (2016) highlight the significance of considering writing as a process that writers experience as repeated stages including brainstorming ideas, drafting, and revision while producing a final text. As these recursive stages are closely related to the nature of the translanguaging instructional cycle, TP is "a natural fit" for L2 writing classes. They emphasize that "translanguaging is a powerful tool for all emergent bilingual writers to draw upon as they write in English and as they go through the stages of writing" (p.6). For this to happen, García (2012) suggests teachers make spaces for students to take advantage of their linguistic repertoires, to comprehend complex and academic content and to participate in learning activities fully.

Method

Research Design

The present study was conducted in a convergent parallel mixed methods design, which involves a process of collecting qualitative and quantitative data concurrently to analyze and compare them to see whether they yield mutually complementary results (Creswell, 2014). The

priority of qualitative and quantitative research methods was equally important for the present study; quantitative methods enable the researcher to demonstrate and validate the findings with numbers, and qualitative data help the researcher to get in-depth understandings and insights regarding the topic being investigated. Additionally, though three groups were assigned as first and second experimental and control groups randomly, they were already formed non-randomized compact groups by the institution, making the quantitative part of the study quasi-experimental.

Study Group

The present study was conducted with Turkish EFL learners in a state university located in Istanbul, Turkey. As a result of the proficiency test of the institution, the participants were required to attend English prep classes. As they were put into classes according to their proficiency test scores, they had the same overall scores and writing scores with no significant differences at the beginning of the semester ($p=0.92$) and their proficiency level was elementary (A2). Involving three classes of the same proficiency level, convenient sampling was employed in the study. As Table 1 shows, the characteristics of groups were similar to one another. In other words, they were homogenous, which made the participants suitable for the study to take part in.

Table 1. Demographics of the participants in numbers

Groups	Translanguaging Pedagogy (TP)		Product-Focused (PF)		Inductive Process-Focused (IPF)	
	Public	Private	Public	Private	Public	Private
Gender						
Female:	13		11		12	
Male:	8		10		9	
English-medium						
30%:	4		9		8	
100%:	17		12		13	
School Types						
Primary:	19	2	21	-	20	1
Secondary:	19	2	19	2	19	2
High:	17	4	21	-	18	3
Mean Age	18,4		18,3		18,6	
Number	21		21		21	

Data Collection and Procedure

As the 2018-2019 academic year began, the researcher began to implement specifically designed writing lesson plans involving translanguaging instructional cycle to the TP group for two lesson hours per week for 10 weeks depending on that week’s topics. PF followed the university’s writing lesson plans which incorporated a traditional instructional design involving stages of explicit teaching -familiarization, controlled practice, guided writing, and free writing- in English-only classes. IPF group -named by the researcher for the study - incorporated the translanguaging instructional cycle despite the exclusion of participants’ L1 (App. A). The reason for including IPF group was to examine whether the scores obtained by the TP group was caused only by the instructional cycle of TP. Another reason was the concern regarding the monolingual policies dominating EFL settings like Turkey. By involving the IPF group, an alternative way of teaching L2 writing was aimed to be created for settings which strictly ban the use of L1. As the next step of the procedure, four types of WTs– narrative paragraph, opinion essay, advantage and/or disadvantage essay, cause and/or effect essay- written in class in 50 minutes were collected from all groups throughout the semester and scored. In addition, right after each lesson the participants of the TP group were asked to anonymously respond to



pre-determined questions regarding their perceptions on a questionnaire which was formed as a result of a-month-long pilot study (App. B). A five-point Likert scale question was used to find out about the perceived usefulness of the activities by the participants. The themes emerging from pilot study questionnaire and semi-structured interviews regarding the positive and negative aspects of the pedagogy were changed into ‘tick all that apply’ questions. Finally, only one open-ended question was included in the questionnaire to get more detailed responses regarding the positive and negative sides of the activities carried out in the classroom.

Analysis of Data

The WTs were scored according to the writing rubric provided by the institution. The writing rubric included four different sections; task achievement, coherence and cohesion, lexical range and accuracy, and grammatical range and accuracy which were scored out of 25 points (App. C). Two experienced scorers, trained by the professional development unit of the institution, blind scored the tasks. The scores participants got were compared using inferential statistics. The Kruskal-Wallis test, a non-parametric test used for inferential statistics was employed as it aims to examine the differences between not normally distributed data of three or more independent groups with less than 30 participants. Cohen et al. (2007) also specify that non-parametric tests are suitable for small samples as they do not make any assumptions regarding the normality of data. It is also stated that non-parametric tests are highly appropriate for being used in specific institutional circumstances and specific situations like one class or one style of teaching and enable researchers to get “quick, relevant and focused feedback” on students’ performances (Cohen et al., 2007, p. 415). Considering the sample size for each group and non-normal distribution of groups’ data found via Shapiro-Wilk normality test of SPSS 21, non-parametric analysis was employed in the present study. In cases of the significance found, pairwise comparisons were carried out with Mann-Whitney U tests. In addition, Wilcoxon Signed Rank test was used for finding whether there was a significant difference among three groups’ first and last WTs. As for the perceptions of the participants, their responses to both rating and ‘tick that all apply’ questions were analysed using both SPSS (descriptive statistics for frequencies) and open-ended questions were examined manually using qualitative analysis. As Saldana (2013) suggests, the written data were pre-coded by highlighting important and rich parts of participants’ answers, followed by coding and categorizing the codes, re-coded and re-categorized for refining the them and major themes were identified.

Findings

Research Question 1

As the chart below demonstrates, the means of the TP groups’ scores (WT1: $M=81$; WT2: $M=85$; WT3: $M=86$; WT4: $M=87$) were found to be significantly higher than the IPF and traditional groups’ in all WTs. Similarly, the means of IPF group’s writing scores (WT1: $M=70$; WT2: $M=71$; WT3: $M=76$; WT4: $M=77$) were significantly higher than traditional group’s (WT1: $M=58$; WT2: $M=60$; WT3: $M=66$; WT4: $M=69$) scores throughout the semester.

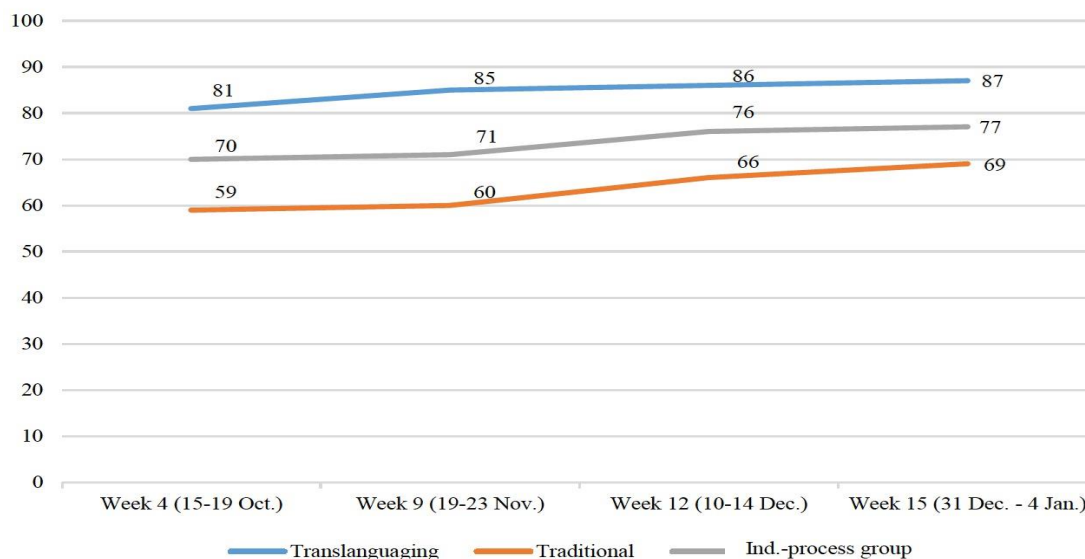


Figure 1. Summary of three groups' mean scores throughout the semester

To find whether these were significantly different from one another, Kruskal Wallis tests were carried out for each WT. It was found that there were statistical differences among the groups' first ($\chi^2(2) = 34.248, p = .000$), second ($\chi^2(2) = 40.585, p = .000$), third ($\chi^2(2) = 31.482, p = .000$), and fourth WTs ($\chi^2(2) = 30.839, p = .000$). Consequently, pairwise comparisons were made for all WTs to find out which group or groups were significantly different.

Table 2. Pairwise comparisons of groups in all writing tasks

WT	Pairwise Comparisons	Mann-Whitney U	Z	Asymp. (2-tailed)	Sig.
1	TP-PF	15.500	-5.189	.000	
	IPF-PF	90.000	-3.322	.001	
	TP -IPF	72.000	-3.788	.000	
2	TP-PF	9.000	-5.360	.000	
	IPF-PF	85.500	-3.451	.001	
	TP -IPF	33.000	-4.780	.000	
3	TP-PF	15.500	-5.212	.000	
	IPF-PF	94.500	-3.204	.001	
	TP -IPF	97.500	-3.174	.002	
4	TP-PF	22.000	-5.068	.000	
	IPF-PF	134.500	-2.204	.028	
	TP -IPF	64.000	-4.017	.000	

As can be concluded from the means in Figure 1 and significance values Table 2 ($p \leq 0.05$), the TP group performed significantly better than PF and IPF groups in all writing tasks. Similarly, IPF group's total scores were also significantly higher than those of PF group.

To answer the sub-questions, all groups' scores of four aspects were compared individually. As demonstrated in Table 3, Kruskal-Wallis tests revealed statistically significant differences among three groups in all aspects of all WTs ($p = .000$), which signals the presence of statistically different scores among groups. To find out which groups' scores had significant

difference, pairwise comparisons were made using the Mann-Whitney U test. Table 4 lists the statistical significance values regarding the four aspects of four WT's with pairwise comparisons, which are explained in detail below.

Table 3. Kruskal-Wallis test statistics of four aspects of WT's

WT	Task Achievement (TA)	Lexical Range and Accuracy (LRA)	Grammatical Range and Accuracy (GRA)	Cohesion and Coherence (CC)
1	29.985	18.328	19.660	26.896
Asymp. Sig.	.000	.000	.000	.000
2	37.405	28.632	20.256	25.527
Asymp. Sig.	.000	.000	.000	.000
3	17.158	22.262	17.158	25.159
Asymp. Sig.	.000	.000	.000	.000
4	24.981	24.338	21.770	16.872
Asymp. Sig.	.000	.000	.000	.000

Table 4. Pairwise comparisons of four aspects of WT's

WT	Pairwise Comparisons	Mann-Whitney U				Asymp. Sig. (2-tailed)			
		TA	CC	LRA	GRA	TA	CC	LRA	GRA
1	TP-PF	32	42	72	69	.000	.000	.000	.000
	IPF-PF	122	139	141	134.5	.006	.026	.018	.012
	TP-IPF	87	94.5	144	138	.000	.000	.027	.018
2	TP-PF	22.5	52.5	42.5	69.5	.000	.000	.000	.000
	IPF-PF	84	141.5	150.5	146	.000	.026	.034	.035
	TP-IPF	81	92.5	80.5	126	.000	.000	.000	.003
3	TP-PF	66	36	63	79	.000	.000	.000	.000
	IPF-PF	143.5	120.5	114	146.5	.031	.006	.003	.037
	TP-IPF	140.5	122	155.5	150	.025	.006	.034	.021
4	TP-PF	60	97.5	63	81.5	.000	.000	.000	.000
	IPF-PF	78	120.5	179.5	217	.000	.002	.253	.919
	TP-IPF	189	192	77	73.5	.358	.348	.000	.000

The TP group's task achievement scores (WT1: $M=22.6$; WT2: $M=22.9$; WT3: $M=22.4$; WT4: $M=22.6$) were significantly higher than the other groups except for IPF group's fourth WT. IPF group's task achievement scores (WT1: $M=18.33$; WT2: $M=18.8$; WT3: $M=20$; WT4: $M=21.9$) were significantly higher than those of PF group (WT1: $M=15.5$; WT2: $M=15.6$; WT3: $M=17.4$; WT4: $M=17.4$).

The TP group's scores of cohesion and coherence (WT1: $M=21.7$; WT2: $M=21.6$; WT3: $M=22.6$; WT4: $M=21.4$) were significantly higher than the other groups except for IPF group's fourth WT. IPF group's scores of cohesion and coherence (WT1: $M=17.9$; WT2: $M=18.3$; WT3: $M=19.8$; WT4: $M=20.7$) were also significantly higher than PF group (WT1: $M=15$; WT2: $M=16$; WT3: $M=16$; WT4: $M=17.6$).

The TP group's lexical range and accuracy scores (WT1: $M=18.6$; WT2: $M=20.5$; WT3: $M=20.5$; WT4: $M=21.7$) were significantly higher than the other groups. IPF group's scores of lexical range and accuracy (WT1: $M=16.6$; WT2: $M=17$; WT3: $M=18.8$; WT4: $M=17.6$) were also significantly higher than PF group except for the fourth WT (WT1: $M=14.5$; WT2: $M=14.8$; WT3: $M=15.7$; WT4: $M=16$).

The TP group's grammatical range and accuracy scores (WT1: $M=17.9$; WT2: $M=19.5$; WT3: $M=19.8$; WT4: $M=20.5$) were significantly higher than the other groups. Similarly, IPF group's scores of grammatical range and accuracy (WT1: $M=15.7$; WT2: $M=17.4$; WT3: $M=17.9$; WT4: $M=17.9$).

M=16.7) were significantly higher than PF group’s except for the fourth WT (WT1: M=13.3; WT2: M=15.2, WT3: M=15; WT4: M=16.2).

Research Question 1a

To ascertain whether each group’s first and last WT scores were significantly different, Wilcoxon Signed Rank test was conducted. The TP group’s fourth WT score was significantly higher than their first WT (Z=-2.977, p=003), which was also valid for IPF group (Z=-2.846, p=004), and PF group (Z=-3.181, p=001), which shows all groups made significant gains in their writing skills throughout the semester.

Rosenthal (1991) proposed the alternative effect size calculation for cases when computing Cohen’s d was not suitable since the normal distribution assumption is violated. The formula below also suggested by Field (2005) for effect sizes related to non-parametric group tests was used to calculate effect size (r) for the non-parametric tests used in the present study:

$$r = \frac{Z}{\sqrt{N}}$$

In terms of effect sizes, the largest effect sizes were found to be in TA aspect, which was followed by CC. GRA aspect’s scores had the third-largest effect sizes. Finally, the lowest effect size was found in LRA. Another conclusion to be made based on the table below is that the highest effect sizes were found in TP and PF groups’ comparison, followed by TP and IPF group, and the smallest effect size was found in IPF and PF groups’ comparisons.

Table 5. Pairwise comparisons of effect sizes for each aspect of writing

	TP-PF	IPF-PF	TP-IPF
TA1	0.63	0.34	0.47
TA2	0.65	0.48	0.52
TA3	0.54	0.44	0.28
TA4	0.56	0.51	0.11
CC1	0.61	0.28	0.45
CC2	0.56	0.28	0.46
CC3	0.61	0.35	0.35
CC4	0.47	0.39	0.04
LRA1	0.52	0.30	0.28
LRA2	0.61	0.27	0.50
LRA3	0.56	0.37	0.27
LRA4	0.55	0.14	0.52
GRA1	0.52	0.32	0.30
GRA2	0.54	0.27	0.37
GRA3	0.51	0.26	0.29
GRA4	0.50	0.01	0.53

Research Question 2

As for findings of the second research question regarding participants’ perceptions about TP, the analysis of the first five-point Likert-scale item of the questionnaire illustrated that over the semester, the translanguaging activities were found “moderately useful” by 8%, “mostly useful” by 39 %, and “extremely useful” by 53% of the participants.

The analysis of the second and third items of the questionnaire yielded information regarding the strengths and weaknesses of translanguaging activities and their frequencies. The table below lists the findings of these items:



Table 6. Strong and weak aspects of translanguaging activities

Strong Aspects	Frequency	Weak Aspects	Frequency
Vocabulary	115	Insufficient examples	10
Thinking Skills	136	Easy text/question / activity	10
Differences and Similarities between English and Turkish	19	Difficult text/ question / activity	26
Grammar	90	Lack of individual study	31
Organization	159	Insufficient practice	21
Knowledge / idea sharing	126	Insufficient time	3
Linkers	128		
Planning Skills	123		
Cohesion	82		
Immediate Feedback	3		

The last item of the questionnaire required the participants to write their comments regarding positive and/or negative aspects of the translanguaging activities. These comments are categorized into reoccurring themes and explained thoroughly.

(a) Comparing and contrasting two languages: The highest number of comments by the participants was made regarding how including English and Turkish materials, comparing and contrasting two languages and allowing the use of both languages benefitted the participants. The following excerpts are related to this category:

P5: We understood that the ways we organize Turkish and English paragraphs were the same. By looking at a Turkish paragraph and seeing its organization, we were able to understand how English paragraphs were organized, too. In other words, this similarity - being aware of this similarity thanks to the activity- made our work easier.

P11: It was beneficial for us to see the similarities between Turkish and English versions. As what we already know in Turkish or what we understand in the Turkish version improved our comprehension for the English version. This was valid for the organization and parts of the paragraphs.

When participants had difficulty finding an answer or comprehending a concept, Turkish samples contributed to their comprehension or the process of finding an answer as they could make deductions from Turkish samples and test whether these deductions also apply in English. The participants were also able to form a schema about the organization or a concept related to writing in their minds since in Turkish they do not have a language barrier like in English.

(b) Group Work: Thanks to group work activities, which are an integral part of TP, the participants expressed how they learned about working as a team, taking advantage of sharing ideas and knowledge, coming over difficulties collaboratively and being open-minded. The following comments are the excerpts related to these benefits:

P6: In group work we learn to write a sentence in many ways since every one contributes to the writing process. Different suggestions regarding vocabulary, grammar or linkers are given by group members. There is a discussion about which word, grammar or linker is the best option and why.

P19: Even though I did not agree much with my friend's ideas I believe that this has a benefit for me. I have learnt to be tolerant of different people's opinions.

It can be deduced that the participants made use of the learning opportunities that group works provided. In this way, they were able to observe, adopt new ways of learning or adapt their existing strategies for better learning experiences, have the chance of learning various things

from one another as well as talk about the target language they were learning. Finally, as a necessity of being a learner in the 21st century, they became aware of respecting one another's opinions.

(c) Using all Linguistic Repertoires: A significant characteristic of TP was that the participants were allowed to use all linguistic resources to complete a given task. The comment below about the inclusion of all languages during group activities reveals the advantages it brought to the participants.

P1: Being allowed to think and speak in our mother tongue enabled us to think and express our ideas more thoroughly and deeply. We had the chance to produce deeper ideas, justify them, have conversations about many aspects of English such as grammar, vocabulary, linker and organization. If we had been forced to speak only English, we would not have had such conversations and could not have produced what we achieved.

The completion of some tasks using both languages helped the participants come up with a variety of ideas, express their more complex thoughts, have the chance to discuss over them, and justify their preferences regarding ideas, organization, grammar, vocabulary and linkers, which contributed to their metalinguistic awareness in L2. Consequently, their stronger language, helped them find answers and solve problems which could not have been solved with the same effort and duration if the same activity had been completed only in English. The process enabled them to produce more enhanced writing in English.

(d) Thinking Skills: The participants expressed that they benefitted from group work, teacher's demonstrations, and group presentations whereby they had the privilege to observe their classmates' and teacher's thinking skills during writing. Moreover, being allowed to speak and think in their mother tongue also eased the way they think. The following excerpts are from the participants' related comments:

P13: I not only thought more easily by making use of Turkish when I needed, but also had so many chances to see how my friends in my group think, which ways of thinking lead to more success. In addition, other groups' presentations regarding their essays, paragraphs or filling out their outlines provided us with more exposure to different ways of thinking and helped us discover which ones fit us better.

P21: We not only had the chance to see how our classmates think but also our teacher made us how she thinks while produces a piece of writing, what she does step-by-step, how she solves problems when she encounters one. We asked her questions in any language while observing her. It was like a walkthrough in a game, showing us how to think and leading us to producing a good essay.

As comments imply, during translanguaging activities, the participants were able to think collectively to solve a problem and observe one another's thinking while writing in L2. As a result of these observations, they decided to adopt new and beneficial thinking strategies from their peers and /or the teacher or to adapt their existing thinking skills for efficiency.

(e) Active Learning: The active learning process refers to active participation of the learners to their own learning processes. The following are some comments on this category:

P11: In other lessons, it is always the teacher who talks and we listen passively. In this way, we discover the rules as a group, we are more active, we share our ideas and learn from each other.



P16: We discovered the organization of the essay by discussing among us, not listening to the teacher passively. This makes learning more permanent.

As translanguaging instructional cycle does not allow for a transmission approach, students collaboratively discover the content of the lesson. The participants were aware of their active role in building their own knowledge of the content and continuous participation of their own learning processes.

(f) Writing Fluency: The participants in the TP group included that they wrote their writing tasks in a shorter time. Below is a quote from a participant on his/her writing fluency:

Participant 10: All the activities in the class helped me to write faster because we as a group or in pairs had many chances to organize an essay. Besides, we wrote sentences and paragraphs collaboratively sharing, correcting each other's sentences and bringing them into perfection. Doing all these practices, having the opportunity to experience especially observe the process of writing a sentence - as I can make use of the thinking skills, or strategies that my group members' use in my own writing- helped me to become a faster writer.

Having numerous experiences of organizing and writing essays by making use of their whole linguistic resources contributed to the participants' individual writing pace. TP, allowing learners to observe and talk about each other's writing process, benefitted these learners' future composing processes. Thanks to these, they reported not spending much time on how to design and compose their essays.

(f) Teacher's Guidance: As the nature of TP makes students work together to discover the intended answers as groups or pairs, producing and presenting their original products, the teacher acts as a facilitator during this process. The following is an excerpt from a participant mentioning teacher guidance:

Participant 7: The teacher was always available as she was walking among the groups during our completion of the activity. We overcame many problems with our group so instead of asking her every single problem, by working as a group we only needed to ask her a problem that puzzled us all and her directions helped us find a way so we could complete the task.

It can be inferred that as the participants worked in groups or pairs, most of the questions they had were resolved by different members of the groups leaving the teacher to deal with more serious problems that learners could not overcome as a group. As a result, the teacher's immediate and significant guidance assisted the participants in completing their activities.

Discussions

Discussion of the First Research Question

The present study on implementing TP in an EFL context to improve emergent bilinguals' L2 writing skills puts forward significant results in favour of its use. In response to the first research question, the results showed that TP provided significant improvements in the target language in terms of task achievement, lexical and grammatical range and accuracy, and cohesion and coherence when compared to other practices, which were in line with other studies concluding students' increased abilities in the target language with the inclusion of TP

(Carstens, 2016; Fu, 2003; Kano, 2012; Valesco & García, 2014). In addition, the IPF approach formed for the present study was found to be significantly more effective in emergent bilinguals' writing skills when compared to the PF approach, signalling that the instructional cycle is a significant component of TP's achievement. This demonstrates that translanguaging is an invaluable pedagogical tool for EFL teachers since it contributes to students' content learning and production (Sayer, 2008). A valid deduction from the findings include implementing TP following its instructional cycle while providing a third space for emerging bilinguals to discuss and comprehend the topic and drawing on their all linguistic resources resulted in significant improvements in the their target language writing skills.

In detail, TP participants' significantly high task achievement scores signal that TP helped the participants grasp the meaning of concepts related to writing and apply them in their writing. Likewise, Kibler (2010) found out that bilingual students' writing was enhanced and more details were included when they were allowed to discuss their ideas using their all repertoires. This also corresponds with the Kano's (2012) finding regarding the progression of the participants exposed to TP in terms of their organization of essays and development of paragraphs. When IPF group's task achievement scores are considered, they were significantly less successful than the TP group though significantly better than PF group. This shows that participants in IPF group still benefitted from the active and exploratory learning that TP brings though they had more difficulty comprehending and applying organizational features compared to the TP group due to the exclusion of their L1. Accordingly, over time IPF instruction can improve emergent bilinguals' task achievement although TP benefits emergent bilinguals in a shorter time with greater success.

Secondly, the participants in the TP group made significant gains in their cohesion and coherence which were presented with bilingual texts and translations. IPF instruction benefitted its participants when compared to PF instruction for cohesion and coherence, and it had a significant effect in the long run although the TP group got significantly higher scores from the beginning. PF group, on the other hand, showed significantly lower performances, which demonstrates the inefficiency of this pedagogy for emergent bilinguals' writing in terms of cohesion and coherence. These results support Hornberger (2005) highlighting the maximization of bi-/multilinguals' learning, which provides spaces for drawing on their linguistic repertoires rather than the restriction to monolingual practices. Lastly, as for lexical and grammatical range and accuracy, the TP group participants outperformed other groups throughout the semester. Accordingly, TP improved emergent bilinguals' metalinguistic awareness as García (2009) underscores. The study also shows that use of bilingual texts, creating spaces for translanguaging, teachers' strategic instruction in both languages resulted in significant gains in the TP group's grammar and lexis, which complies with Kano (2012) concluding noticeable gains in vocabulary thanks to class discussions, bilingual texts and research in Chinese emergent bilinguals' writing in English. It can be deduced that IPF group was unable to compare and contrast grammatical features or make deductions from bilingual texts using their all repertoires, which could hinder significant gains and deeper discussions, and thus diminishing prospects of valuable learning experiences.

To sum up, the present study has clearly shown that TP provided significant improvements in the target language in terms of task achievement, cohesion and coherence, lexical and grammatical accuracy and range when compared to other practices. In addition, translanguaging instructional cycle without any reference to English was found to be significantly more effective in emergent bilinguals' writing skills when compared to English- only traditional present-practice-produce approach, signalling that the instructional cycle can be a significant



component of the translanguaging pedagogy's achievement. Finally, it can be concluded that translanguaging is an invaluable pedagogical tool for EFL teachers since it contributes to students' academic content learning, writing process and production.

Discussion of the Second Research Question

The participants found the TP strong in many aspects including making use of differences and similarities between English and Turkish, gaining and implementing knowledge about the organization, improving thinking skills, having better and more permanent knowledge of linkers, sharing their ideas and knowledge with their classmates in any language(s), improving essay planning skills, learning and using more advanced and varied words in their essays, improving their grammatical knowledge and performance, forming cohesive essays, and getting immediate feedback and directions from the teacher while completing the task at hand. Similarly, Carstens (2016) reported the majority of the participants favouring TP as it helped their meaning making during which TP was reported to be improving their comprehension of difficult concepts by helping them see the bigger picture, comparing and contrasting concepts, simplifying and providing them with the opportunities of expressing their individual conceptions. A significant point found out in the questionnaires is that the purposeful use of two languages in materials and teacher explanations also helped participants make significant gains. García (2009) also highlights that students' both mother and additional language resources improve when opportunities of cross-language relationships are created in classes. Similarly, when similarities and differences between languages are employed in class activities, bilingual students will have greater academic achievement (Allard, 2017). An additional point to be considered from the findings is the influence of group/pair work in translanguaging classes and guidance from the teacher. Mbirimi-Hungwe (2016) in like manner found out that students were able to comprehend the meaning of concepts more deeply and understood English texts better through the discussion with their classmates as a result of integrating their all linguistic resources in group work. In addition to these, the participants of the present study improved their team working skills by collaborating in group work activities. Motlhaka and Makalela (2016), who underscore the importance of implementing TP with group work, specify that writing activity includes collaborative work among people during which group work and support from peers lead to learning in their zone of proximal development. The findings of the questionnaire revealed another category the improvement of thinking skills. Likewise, in a study which allowed students to use their L1 in an EFL context, De la Colina and Mayo (2009) concluded that the use of mother tongue served as a mediating tool which allowed the students to be engaged with higher order thinking skills especially in target language activities which are cognitively demanding. Finally, it can be deduced that in line with results of other studies, the present study yielded that EFL learners who were learning to write in the target language appreciated the use of TP and the opportunity of being allowed to translanguage despite the dominance of monolingual paradigms in most EFL contexts.

Limitations

The present study had some limitations which are due to the inherent characteristics of the research design, data collection tools, researcher and participants. Firstly, the research design was quasi-experimental, which means the lack of random assignment of participants to experimental and control groups. However, an advantage regarding the use of readily formed classes is the contribution of the design to the face validity of the classroom research due to the fact that a naturally formed and already existing classroom can represent the most suitable setting in terms of its ecology (Mackey & Gass, 2005). When the participants are considered,

Hawthorne effect could be involved. However, considering the present study's one-semester length completion time and weekly data collection process, the lengthy process can contribute to the reduction of Hawthorne effect as the participants got more comfortable in terms of being a participant in an experiment and the process of data collection (Mellow et al., 1996). The final limitation in the present study can be due to the researcher's roles as the practitioner and the analyser of the qualitative data, which can influence the objectivity of the data analysis. Nevertheless, in the quantitative analysis part an external evaluator was included to maintain inter-rater reliability and credibility of the results.

Conclusion

The present study on implementing a TP in an EFL context to improve emergent bilinguals' L2 writing skills puts forward significant results supporting the preference of TP, a bilingual pedagogy at odds with monolingual ideologies which continue to be practiced prevalently and set monolingual linguistic competence as a benchmark despite the lack of necessary evidence and failure to reflect defining linguistic practices of bilinguals in real life. The results apparently demonstrate that implementing TP and allowing emergent bilinguals to translanguage contributed to their writing skills in the target language substantially.

TP was found to serve three vital purposes which García et al. (2017) prescribe. Firstly, it assisted emergent bilinguals when they were understanding and working on the complex content, which is learning how to write in the target language in the present study. In addition, it enabled them to improve their linguistic practices for academic writing skills. Lastly, it created a 'third space' which allowed them to use their linguistic repertoire holistically and to make meaning using their bilingualism. Overall, the use of translanguaging as a pedagogy provided a supportive context and being allowed to perform translanguaging acts aided in creating a web of communication (García, 2009).

As Baker (2004) suggests, translanguaging helped learners to facilitate a more profound and complete comprehension of the content of the class, promoted the improvement of less competent learners' literacy by collaborating with more competent ones more easily and deeply by integrating their holistic linguistic repertoire, and resulted in gains in L1 writing knowledge and L2 writing. Considering above mentioned findings altogether, TP and practices serve as a mediational tool by mediating emergent bilinguals' cognition while they are learning rigorous L2 content by making use of translanguaging spaces and bilingual texts. Restating this result with a term by Stathopoulou (2016), translanguaging provided EFL learners with "interlingual mediation", which refers to intentional and strategic transfer of information between languages. Subsequently, instead of restricting the integration of emergent bilinguals' mother tongue altogether during their L2 learning and teaching experiences, which can rob them of using the benefits of the TP to a great effect, all the stakeholders of the foreign and second language teaching including directors, program planners and teachers should support and make the best use of emergent bilinguals' natural and invaluable bilingualism with the integration of TP in line with their teaching objectives. Espinosa et al. (2016) in like manner support this view by pointing out the fact that limiting learners to one language silences their abilities to express themselves as well as their cognitive processing and accordingly suggest that language teachers should support their writing instruction with plentiful opportunities for purposeful multilingual talk.

Being also reflected by Council of Europe in the Common European Framework of Reference of Languages (CEFR) (n.d.), with the goal of promotion of plurilingualism, language programs



need to improve the interlingual strategies as well as plurilingual competences of language users. The reason beyond this is that there is no plausible evidence from studies demonstrating languages are compartmentalized mentally in humans' brains (Thierry, 2016). For this reason, it is stated that instead of mastering isolated languages, language learners' building up their communicative competence using their all repertoires, in other words the interaction and interrelatedness of languages, is the most vital aim and implication; therefore, in accordance with this, paradigm shift must be implemented (Council of Europe, n.d., p.4). As a response to monolingual practices and theories, which make language learners and teachers suppress their linguistic resources during learning and teaching process, studies' results supporting the use of translanguaging has contributed to the review of the additional language teaching and learning (Wei, 2018).

This study's results serve a crucial purpose of demonstrating the efficiency of translanguaging in EFL teaching and learning. Accordingly, to expedite and galvanize the process of taking action and to resist monolingual practices as well as augment language learners' benefits from bilingual pedagogies, further studies similar to the present study should be conducted to promote the integration and legitimization of translanguaging as a pedagogical tool and as a bilingual practice in various educational contexts, which will open up countless learning and teaching opportunities for language teachers and learners worldwide. The findings of this study can serve as an end to itself; however, language teachers and researchers should aim to use these findings to create the better versions or alternatives to provide language learners with the best learning experiences.

Pedagogical Implications

Bearing significant improvements in L2 writing, the present study proposes some implications. Firstly, EFL/ESL teachers should be educated about the implementation of TP. They should be exposed to the rationale, instructional cycle, and hands-on activities to be adapted to their classes. While implementing TP, these teachers can be observed and have follow-up meetings to discuss their experiences. A further step can be the creation of translanguaging lesson plans and activity pools, forums, and websites from which teachers and researchers can benefit. As for teachers restricted by monolingual teaching policies in their institutions, IPF can help them provide their students with higher achievement in their L2 writing skills rather than PF approach. The EFL / ESL teachers who want to implement TP in their writing classes can pay attention to following points:

- (1) As translanguaging pedagogy prescribes, teachers should initially get informed about their students' knowledge and abilities in their L1 writing skills via questionnaires or interviews and build on their L1 writing strengths to improve their learning about L2 writing. After harnessing information about these, they should use this information strategically to enhance the engagement of students and success in producing texts in the target language.
- (2) The use of bilingual texts, videos and other materials which is a significant contributor to students' comprehension and application of concepts related to writing, organizational features, grammar, vocabulary and cohesion should be included purposefully. It should be noted that the strategic integration of bilingual texts not only improved the comprehension of the content of the classes, concepts related to writing, organizational features of different types of essays as well as students' L2 and L1 writing knowledge but also helped them to use L1 texts as a springboard by which they

- understood and formed concepts in their minds, and helped weaker students to catch up with the pace of higher achievers.
- (3) Teachers should pay attention to include all the stages of translanguaging instructional cycle which give students plenty of opportunities to explore, evaluate, image, present and implement what they have learnt.
 - (4) Teachers should design activities which allow for translanguaging spaces where students are allowed to use their all linguistic repertoires while completing a given task. As the present study demonstrates, these translanguaging spaces provide students with a ‘third space’ to exchange their ideas, express their ideas more profoundly, have discussions about the topic and target language, learn from each other, and scaffold one another’s learning in a social context.
 - (5) Teachers should provide students with opportunities by which students can benefit from the permeability between languages during their learning process. By integrating activities which include similarities and /or differences between languages, students’ metalinguistic awareness can be enhanced making learning more permanent by forming a bridge between students’ L1 strengths and L2 knowledge.
 - (6) Teachers should act as facilitators stepping back from the role of the only source of information as well as making students explore and work collaboratively, co-constructing knowledge, directing them when needed, allowing for a more student-centered approach by which students are more active participants of their own learning process.

Suggestions for Further Research

As for further studies, the implementation of TP can be carried out for remaining skills in particular, or in an integrated manner to find out its potential effect(s) on students’ improvement of those skills. In addition, with the inevitable increase in the use of technology, translanguaging-enriched classes can be given on online platforms both investigating its effect on different modalities and bringing students from various backgrounds together. In addition, a larger scale study including a higher number of participants can yield more reliable data in terms of statistics. Experimental studies can also consist of groups which are exposed to the implementation of English-only pedagogies other than traditional teaching method. Moreover, a group of teachers implementing this pedagogy can report their perceptions regarding its uses, benefits as well as challenges, which can serve as a significant resource for the various teachers who want to implement TP in their classes and shed light for researchers to shape their studies. Finally, the present study can be replicated in various contexts to increase the generalization of the findings.

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Appendix A: Outline of Stages Followed in Writing Instruction of Each Group

TP Group	IPF Group	PF Group
<p>Explorar: Students are provided with mentor texts in two languages and asked to read both of these texts.</p> <p>Evaluar: Students are given questions in English according to the writing objectives of that lesson. Students in pairs/groups are asked to explore, compare and contrast both texts, discuss their opinions to answer these questions. Students are allowed to use their all linguistic repertoires during the discussion and take notes in any language but to report their final responses in English. At the end of this stage, teacher collects responses from all groups in English, highlights similarities and differences between languages, discusses answers with the students, and writes the most comprehensive ones on the board in English, during which teacher and students co-construct the main points of that writing class.</p> <p>Imaginar: Teacher provides the students with pair / group work activities (e.g., brainstorm and fill in an outline) through which students use what they have learnt in the previous stages. In order to complete these activities, students are allowed to use their all linguistic repertoires (e.g. discuss, do research, take notes in any or both languages) but to finally complete the activity by writing in English.</p>	<p>Explorar: Students are provided with a mentor text in English and asked to read this text.</p> <p>Evaluar: Students are given questions in English according to the writing objectives of that lesson. Students in pairs/groups are asked to explore, compare and contrast both texts, discuss their opinions to answer these questions in English. At the end of this stage, teacher collects responses from all groups in English, discusses them with the students, writes the most comprehensive ones on the board in English, during which teacher and students co-construct the main points of that writing class.</p> <p>Imaginar: Teacher provides the students with pair / group work activities (e.g., brainstorm and fill in an outline) through which students use what they have learnt in the previous stages. In order to complete these activities, students are allowed to use English-only and complete the activity by writing in English.</p>	<p>Explicit Teaching: The teacher provides a worksheet on which the content of the writing lesson is explained explicitly and goes over the explanations.</p> <p>Familiarization: Teacher provides the students with a sample of that week's writing task. Teacher explains the content points mentioned in the previous step on the text to make students notice the specific features of that text.</p> <p>Controlled Practice: Teacher provides the students with controlled practices (e.g., fill in the blanks, multiple choice questions) of highlighted features. Students complete the practices individually.</p>
TP Group	IPF Group	PF Group
<p>Presentar: Pair / Groups present their work completed in the previous stage to other pairs/groups in front of all the class or by visiting different groups/pairs in English. Allowing for editing and rewriting, this stage helps students to get valuable feedback from teacher and their</p>	<p>Presentar: Pair / Groups present their work completed in the previous stage to other pairs/groups in front of all the class or by visiting different groups/pairs in English. Allowing for editing, and rewriting, this stage helps students to get valuable feedback from teacher and their peers,</p>	<p>Guided Writing: Students are asked to organize and write their ideas on a given topic according to the instruction and model given in the first and second stages.</p>



peers, make their thinking and writing visible to others, and justify their choices. Students make their presentations in English, but allowed to clarify and expand on their thinking and writing in Turkish.

Implementar: After getting feedback from their peers and the teacher and editing their work, students in groups or pairs write their final version of the text. This writing can be done individually, in pairs/groups (assigning paragraphs to each member, encouraging them to view each other's work, ask questions). The final product in English is given to the teacher. Students are allowed to use their all linguistic repertoires during composing and asking questions to their peers.

make their thinking and writing visible to others, and justify their choices. Students make their presentations and ask questions in English.

Implementar: After getting feedback from their peers and the teacher and editing their work, students in groups or pairs write their final version of the text. This writing can be done individually, in pairs/groups (assigning paragraphs to each member, encouraging them to view each other's work, ask questions). The final product in English is given to the teacher.

Free Writing: Students are asked to use their knowledge and skills they learned in the previous stages to individually produce a written text similar to the model given in the second stage based on the ideas they organized in guided writing step.

Appendix B: Questionnaire Regarding Participants' Perceptions of TP

1. Rate the level of usefulness of the activities.

1	2	3	4	5
Not at all useful	Slightly useful	Moderately useful	Mostly useful	Extremely useful

2. Tick the area(s) where the activities helped you to improve. If not mentioned, add your own.

- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Thinking skills | <input type="checkbox"/> Similarities and / differences between Turkish and English. |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Organization / Format | <input type="checkbox"/> Sharing ideas / knowledge. |
| <input type="checkbox"/> Linkers | <input type="checkbox"/> Planning skills | <input type="checkbox"/> Coherence |
| <input type="checkbox"/> Other... | | |

3. Tick the area(s) where the activities were weak. If not mentioned, add your own.

- | | |
|---|--|
| <input type="checkbox"/> Not enough examples. | <input type="checkbox"/> Easy text /question / task. |
| <input type="checkbox"/> Difficult text /question / task. | <input type="checkbox"/> Not enough individual work. |
| <input type="checkbox"/> Not enough practice. | <input type="checkbox"/> Other... |

4. Please add anything positive and /or negative you want to share regarding the activities.

Appendix C: Writing Rubric

	Task Achievement (Relevance and Adequacy of Content)	Lexical Range & Accuracy	Grammatical Range & Accuracy	Coherence & Cohesion
25 Outstanding	<ul style="list-style-type: none"> • all content points fully dealt with (fully extended and well-supported) • meets/exceeds specified length with ideas all relevant to task; no redundancy • register and format consistently appropriate 	<ul style="list-style-type: none"> • uses a wide range of vocabulary* • almost no errors in word choice and form • produces almost no errors in spelling 	<ul style="list-style-type: none"> • impressive use of a wide range of structures* • uses almost all structures correctly • almost no errors in punctuation, capitalization 	<ul style="list-style-type: none"> • sequences information and ideas skilfully by using a wide range of cohesive devices* • uses referencing clearly and appropriately
20 Good	<ul style="list-style-type: none"> • all content points dealt with, but some may not be fully extended • meets specified length with ideas all relevant to task; no irrelevancy; occasional redundancy • register and format on the whole appropriate 	<ul style="list-style-type: none"> • uses a good range of vocabulary* • familiar to the candidate • occasional errors in word choice and form • produces occasional errors in spelling 	<ul style="list-style-type: none"> • competent use of a good range of structures* • occasional minor and unobtrusive errors • produces few errors in punctuation, capitalization 	<ul style="list-style-type: none"> • sequences information and ideas logically • uses a good range of cohesive devices*, but cohesion within and/or between sentences may be mechanical
15 Satisfactory	<ul style="list-style-type: none"> • most content points dealt with • meets/close to specified length with some irrelevant ideas, and/or repetition • reasonable attempts to use appropriate register and format 	<ul style="list-style-type: none"> • uses a moderate range of vocabulary*, which may be somewhat inappropriate for the task • some errors in word choice and form • produces some errors in spelling 	<ul style="list-style-type: none"> • uses an adequate range of structures* • some errors that may occasionally interfere with meaning • produces some errors in punctuation, capitalization 	<ul style="list-style-type: none"> • generally coherent • presents information with some organization but there may be a lack of overall progression • uses some cohesive devices*, but connection may not always be appropriate or clear
10 Inadequate	<ul style="list-style-type: none"> • few content points dealt with • most ideas irrelevant and/or repetitive, • unsuccessful attempts to use appropriate register and format 	<ul style="list-style-type: none"> • uses a limited range of vocabulary which is repetitive and/or inappropriate for the task • frequent errors in word choice and form • produces frequent errors in spelling 	<ul style="list-style-type: none"> • inadequate range of structures frequent errors that interfere with meaning • produces frequent errors in punctuation, capitalization 	<ul style="list-style-type: none"> • lacks coherence • inadequate organization, ideas confused or disconnected • uses a limited range of cohesive devices, and those used may not indicate a logical relationship between ideas

5 Poor Attempt	<ul style="list-style-type: none">• almost all ideas irrelevant and/or repetitive• inappropriate register and format	<ul style="list-style-type: none">• uses a very limited range of vocabulary• too many errors in word choice and form that impede understanding• has almost no control of spelling	<ul style="list-style-type: none">• almost no mastery of sentence construction rules• has almost no control of punctuation, capitalization	<ul style="list-style-type: none">• no evidence of cohesive devices• series of unrelated sentences
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