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Research Article

Research Trends in Translanguaging: A Systematic Review of Master Theses and Doctoral Dissertations

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ARTICLE INFO	ABSTRACT
	This study aims to review master theses and doctoral dissertations which were conducted upon translanguaging and catalogued on the official website of the Council of Higher Education, the National Theses Database in Türkiye. The theses and dissertations were analyzed in terms of emerging themes, research design, participants, data collection, and data analysis tools. There were 10 master theses and seven doctoral dissertations in the database. The gathered data were subjected to summative content analysis. According to the findings, while individual differences were the most studied theme in the master theses, it was the teaching methodology in the doctoral dissertations. Moreover, a mixed method was the most preferred research design, and tertiary level students were the most common participants in both groups. Finally, interviews were the most employed data collection tools while qualitative content analysis and descriptive statistics were the most preferred data analysis tools in both groups. Further educational implications are discussed.
Acknowledgments	
Statement of Publication Ethics	Since the study was conducted on public open master theses and doctoral dissertations which are readily accessible on the Council of Higher Education, the National Theses Database (https://tez.yok.gov.tr/UlusalTezMerkezi/), no ethical committee approval was obtained. The current study does not require ethics committee approval.
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Introduction

The term translanguaging (TL) was initiated by Cen Williams in 1996 via a Welsh word, namely trawsieithu, to define a deliberate transition between English and Welsh while speaking and writing in a classroom setting (Andrews et al., 2018). Grosjean (2010, p. 4), on the other hand, makes an inclusive definition of bilingualism by defining bilinguals as people possessing both linguistic competence and performance via knowing and using at least two languages in their daily lives. Finally, Wei (2018) approaches translanguaging as a practical theory and considers it 'as a multilingual, multisemiotic, multisensory, and multimodal resource that human beings use for thinking and for communicating thought' (p. 26). According to Wei, rather than replacing code-switching, the term translanguaging highlights historical, political, and ideological aspects of languages. Thus, the term is stated to be an important tool for bilingual or multilingual educational contexts.

In line with the afore-mentioned definitions, a number of studies have been conducted on translanguaging with regard to bilingual education in different contexts. For instance, Creese and Blackledge (2010) recommended employing bilingual approaches rather than monolingual approaches and proposed a flexible educational approach in Chinese and Gujarati community language schools in England. Based on in-class observations and audio-recordings, the authors concluded that a flexible bilingual pedagogy encompasses several key strategies. These include repetition and translation in different languages, engaging the audience, fostering identity positions, acknowledging the necessity of using various languages to convey meaning, using multiple languages simultaneously for diverse objectives, and enhancing access to the curriculum and achievement. Also, Yuvayapan (2019) investigated the perspectives of Turkish EFL teachers on TL via a questionnaire, classroom observations, and semi-structured interviews. It was revealed that the participating teachers' views did not match their practices about L1 usage. Despite their positive views on employing TL in their classes, the teachers listed stakeholder expectations (from institution, colleague, parents) as limiting factors, inhibiting frequent use of TL. Specifically, the participants avoided using Turkish, though they attached importance to using L1 to assist students with a lower level of linguistic proficiency to make clarifications and teach vocabulary. It was observed that the teachers held classroom-based and student-based aims while employing TL rather than adopting a systematic approach to enhance the L2 performance of their students. Consequently, the mismatch between the participants' perceptions and practices was attributed to institutional and contextual factors since TL was considered to be an obstacle in teaching foreign languages by relevant stakeholders.

To contribute to the newly emerging literature on TL, this study aims to offer a systematic review of master theses and doctoral dissertations about TL in the Turkish EFL context in terms of emerging themes, participants, research design, data collection, and analysis tools. In this way, the findings of the current paper could shed light on the nature of TL-related studies, demonstrate what still needs to be done for further methodological considerations, and offer a research space for future researchers.

Literature Review

When the relevant literature on TL is reviewed, it is seen that previous studies focused on its definitions, applications, advantages, and challenges. TL is a controversial issue among scholars regarding its definition and epistemological underpinnings in that while TL practices are welcomed and accepted by some scholars and practitioners, some opponents who criticize the theoretical foundations of TL or welcome it partially (Vogel & García, 2017). To start with definitions, Canagarajah (2011) sees TL as an ability which multilingual speakers refer to via their diverse linguistic repertoire to move among various languages. Similar to García (2009), Lewis et al. (2012) argue that TL is a unique concept in terms of both definition and usage and make a distinction between TL and code-switching and translation. The authors consider TL as a context-bound and sociolinguistic concept and attribute an ideological and political side to it. Additionally, MacSwan (2017) offered codeswitching, translation, and borrowing as examples of TL and proposed 'an integrated multilingual model of individual bilingualism' for TL, claiming that although bilinguals possess diverse grammar, they rely on one language repertoire. On the other hand, Fang and Xu (2022) mention the common traits of Global Englishes and TL by questioning the ideology of native speakerism and favoring various discursive practices in classroom settings. The authors claim that these two concepts can complement each other in English Language Teaching (ELT) in the future. All things considered, TL could be defined as a perspective which extends to include all language learners to explain how they manage their mental processes for comprehension and production via employing their diverse linguistic repertoire dynamically to fulfill educational purposes (Conteh, 2018; Duarte, 2020; Lewis et al., 2012; Vogel & García, 2017; Wei, 2018).

In terms of applications, the reflections of the TL perspective may take different forms in educational settings for both teaching and testing purposes. For example, bilingual dictionaries as well as monolingual dictionaries can be employed for two-way transfer in different languages within the scope of two solitudes assumption in bilingual pedagogy (Cummins, 2005, 2008). Teachers can also utilize various languages in texts, tasks, rubrics, and tests for pedagogical purposes. Furthermore, they can refer to students' reflections and self-evaluations (Cenoz & Gorter, 2021). These applications could be implemented with different age groups in that students at different age groups could benefit from TL, ranging from young learners (Csillik & Golubeva, 2020) to university students (Inci-Kavak & Kırkgöz, 2022), for educational purposes. In this sense, by adopting 'critical translanguaging' to resist certain ideologies and protect linguistic and cultural diversity (Sah & Kubota, 2022), teachers can build a bridge – in other words an active dialogue- between theory and practice for bilingual and multilingual education (Cummins, 2019). However, it is possible to encounter a mismatch between TL-related attitudes and practices of teachers due to their own teaching beliefs or institutional expectations to refer to only English (Almayez, 2022). Therefore, teachers should be provided with opportunities and training about how to employ TL practices to improve their students' learning skills (Khan et al., 2021).

As for advantages and disadvantages, TL may offer various benefits or cause some challenges in educational settings. To start with the benefits, students can process and

comprehend the subject matter deeply, enhance their skills in the language where they are weaker (Baker, 2001, pp. 281-282), negotiate meaning, and communicate more easily (Nie et al., 2022). Also, multilingual learners can refer to TL to mediate understanding, co-construct meaning, and manifest knowledge (Portoles & Marti, 2017, p. 66). In addition, TL can be beneficial in terms of providing practice opportunities, scaffolding, employing group work for better comprehension and enhanced collaboration skills, and using L1 for classroom interaction (Erdin & Salı, 2020). Besides, TL practices could enhance students' critical awareness and facilitate their comprehension and communication (Yang et al., 2023). Finally, TL can enhance metalinguistic awareness (Zhang & Chan, 2021), and critical thinking and contribute to identity investment and power relations (Creese & Blackledge, 2015). Therefore, it can be claimed that TL practices are beneficial in cognitive, interactive, and affective domains (Teng & Fang, 2022).

Despite the afore-mentioned benefits, TL is not without challenges or problems. To begin with, Jaspers (2018) mentioned the transformative limits of TL by mentioning its less transformative probability and more commonality with monolingual authorities as a dominating force. Similarly, the participants in the study of Escobar and Dillard-Paltrineri (2015) approached TL critically in that they found L1 use as an ineffective and conditional practice in the classroom setting, and linked TL to the grammar-translation method. García and Lin (2017), on the other hand, explored the benefits and challenges of employing TL practices for bilingual education and came up with two problem areas. The first one was related to the two theories, namely supporting the idea of softening boundaries and assuming a single language repertoire in bilingual education. The second one was related to the possibility of TL presenting a threat to minority languages. In this sense, practitioners could encounter some problems with the different socio-political status of the languages used in the class and the possibility of bias while employing different languages in a classroom setting (Rasman, 2018). Thus, a more cautious and purposeful approach to adopting TL practices was recommended (Liu et al., 2022).

As it is seen, TL has occupied a prominent place in ELT and appears to be in need of more research to unveil the hidden dimensions in both theoretical and practical senses. In this sense, the current status of TL in different genres and contexts in the form of a systematic review is needed. In addition to the above-mentioned studies, there are a few systematic review studies conducted in English Language Teaching (ELT) departments, especially in terms of master theses and doctoral dissertations. Although these are important academic genres (Hyland, 2009), they seem to be overlooked in some aspects and could not get attention as much as research articles in the relevant literature.

Master theses and doctoral dissertations have been subjected to a systematic review by different scholars in the Turkish EFL context in terms of research trends. To start with, Kirmizi, (2012) investigated master theses that were conducted in the ELT field and published between 2005 and 2010. The author found that the themes of these theses centered on language skills, psychology, teaching methods, material evaluation or curriculum design, and evaluation, to name a few. On the other hand, Özmen et al. (2016) examined doctoral dissertations in English Language Teaching (ELT) field published between 2010 and 2014 about their subject areas, research design, and research context.

The authors concluded that teaching English as a foreign language, foreign language teacher education and second language acquisition were the major subject areas. Additionally, mixed method was the dominant research method and tertiary education appeared to be the most preferred research context. Finally, Acıroğlu (2020) analyzed the research trends of master theses and doctoral dissertations published in the ELT field between 2015 and 2018. The author revealed that quantitative and mixed methods research designs were largely employed in the studies, and Likert-type of surveys and semi-structured interviews were the commonly preferred ways of collecting data. Moreover, the studies focused on undergraduate students, in-service teachers, and teacher educators as the participants. Finally, the subjects of the study which came to the fore were communicative skills, English language teaching and learning, and vocabulary teaching. In light of the findings, the author recommended employing qualitative studies for the sake of delving into the phenomenon in question and focusing on K-12 students attending state schools as participants.

Consideration of translanguaging (TL) as a pedagogy in recent studies and the need for more research studies to gain deeper insights into its theoretical and practical underpinnings (Erdin & Salı, 2020) were the starting point for the current paper. In addition, the data collection tools and participants in the above-mentioned studies paved the way for the current study. Specifically, although a number of studies were conducted on TL in various academic genres such as research articles and book chapters, master theses and doctoral dissertations seem to be an overlooked genre. Thus, this study aims to present a systematic review of master theses and doctoral dissertations conducted upon TL in Türkiye. In this sense, the unexplored areas of TL are shared with researchers, and some research-based implications are offered to contribute to the agenda of future post-graduate students.

Due to its controversial role and definition, TL still seems to require further research to see its role in establishing rapport with learners and conducting classroom-based studies so that appropriate pedagogies could be developed accordingly (Conteh, 2018). Although TL has been extensively studied in different contexts, it appears that it is a new phenomenon which has attracted the attention of scholars in the past decades. In this vein, recent publications on TL demonstrate its novel nature and implied the need for more studies to shed light upon its unexplored areas. Also, the number of studies on TL in the Turkish EFL context still seems limited and calls for more analyses. Furthermore, master theses and doctoral dissertations seem to be under-researched within the scope of TL. Finally, studies on research trends in master theses and doctoral dissertations do not specifically focus on TL but rather center on ELT-related research trends in doctoral dissertations (Özmen et al., 2016) and master theses (Kirmizi, 2012) or both master theses and doctoral dissertations in a specific time. In this sense, the current paper attracts attention to TL, includes master theses and doctoral dissertations as under-researched academic genres, and benefits from a systematic review in order to take a holistic approach and offer a detailed picture of the status of TL in the Turkish EFL context. In other words, this study fills an important gap in TL, master/doctoral theses, and systematic review areas and offers a specific focus for future researchers. Consequently, this study paves the way

for future research agenda and has the potential to guide future researchers in their attempts to explore the complex nature of TL. To this end, the current paper aims to answer the following research questions:

1. Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to emerging themes?

2. Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to research design?

3. Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to participants?

4. Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to data collection tools?

5. Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to data analysis tools?

Methodology

Research Design and Sampling

This paper aimed to offer a systematic review of master theses and doctoral dissertations which were conducted upon translanguaging and published in Türkiye. These theses and dissertations were analyzed in terms of their emerging themes and categories, research design, participants/materials, data collection tools, and data analysis tools, respectively. After the relevant theses and dissertations were gathered, they were coded on an Excel file. After that, the gathered data were coded and categorized according to their type, publication year, emerging themes and categories, participants, data collection tools, and data analysis tools. In this sense, the current paper adopted a descriptive research design since the aim was to systematically describe and interpret the phenomenon in question (Cohen et al., 2007) and present the frequency of occurrences regarding the above-mentioned areas as well. Also, since master theses and doctoral dissertations were the main concern of this study, document analysis which is a type of qualitative research to review and evaluate printed or electronic documents through systematic procedures (Bowen, 2009) was adopted.

Since the current paper specifically focused on master theses and doctoral dissertations conducted on TL in Türkiye, purposive sampling (Dörnyei, 2007) was applied in that the researchers chose the studies to be included in the sample depending on various characteristics (their genre, subject area, context) to meet the specific needs of this study (Cohen et al., 2007; Fraenkel et al., 2012).

Data Collection Procedures

The inclusion criteria for the gathered documents were their genre, subject of study, and context since this paper specifically focused on the master theses and doctoral dissertations conducted on translanguaging in Türkiye. After that, the researchers visited the official website of the Council of Higher Education, the National Theses Database to

reach and download the relevant theses and dissertations. As is seen in Diagram 1, PRISMA stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses, and the researchers searched for the theses and dissertations under the labels of "translanguage" or "translanguaging". In the initial investigation, 23 studies were identified. However, six were excluded for various reasons: two studies focused on code switching or language switching without any specific reference to translanguaging; two studies investigated the transfer of Arabic words to Turkish; one study examined the transfer of Turkish words to Georgian; and the last study, written in French, focused on amphiboly in French and Turkish. After excluding these studies, 17 studies were specifically about translanguaging, either in the theoretical or practical sense. In total, there were 10 master theses and seven doctoral dissertations in the database. Three doctoral dissertations were conducted in another country while the rest of the studies were conducted in Turkish EFL (English as a Foreign Language) context. Additionally, nine master theses were published in English Language Teaching (ELT) departments and one thesis was published in the Department of English Language and Literature. As for the doctoral dissertations, among the ones which were conducted in the Turkish context, three dissertations were published in ELT departments while one dissertation was published in the Department of English Language and Literature.

Study Materials

The characteristics of the gathered master theses and doctoral dissertations are presented in Table 1.

Table 1. Distribution of Master Theses and Doctoral Dissertations by Year

Year	Master theses	Doctoral Dissertations
2018	1	0
2019	1	2
2020	3	2
2021	3	3
2022	2	0
Total	10	7

There were 10 master theses and seven doctoral dissertations which were published upon translanguaging (TL) and were accessible on the Turkish database. As is seen in Table 1, translanguaging has recently attracted attention among Turkish scholars since 2018. This indicates that the phenomenon in question is quite a new subject within these academic genres, specifically master theses and seven doctoral dissertations. The table suggests that studies related to translanguaging were relatively more abundant between 2020 and 2021 in both groups. However, there were no doctoral dissertations on translanguaging in 2018 or 2022. Finally, it should be noted that the data for this study were collected on October 14, 2022. The list of these theses and dissertations is provided in the Appendix.
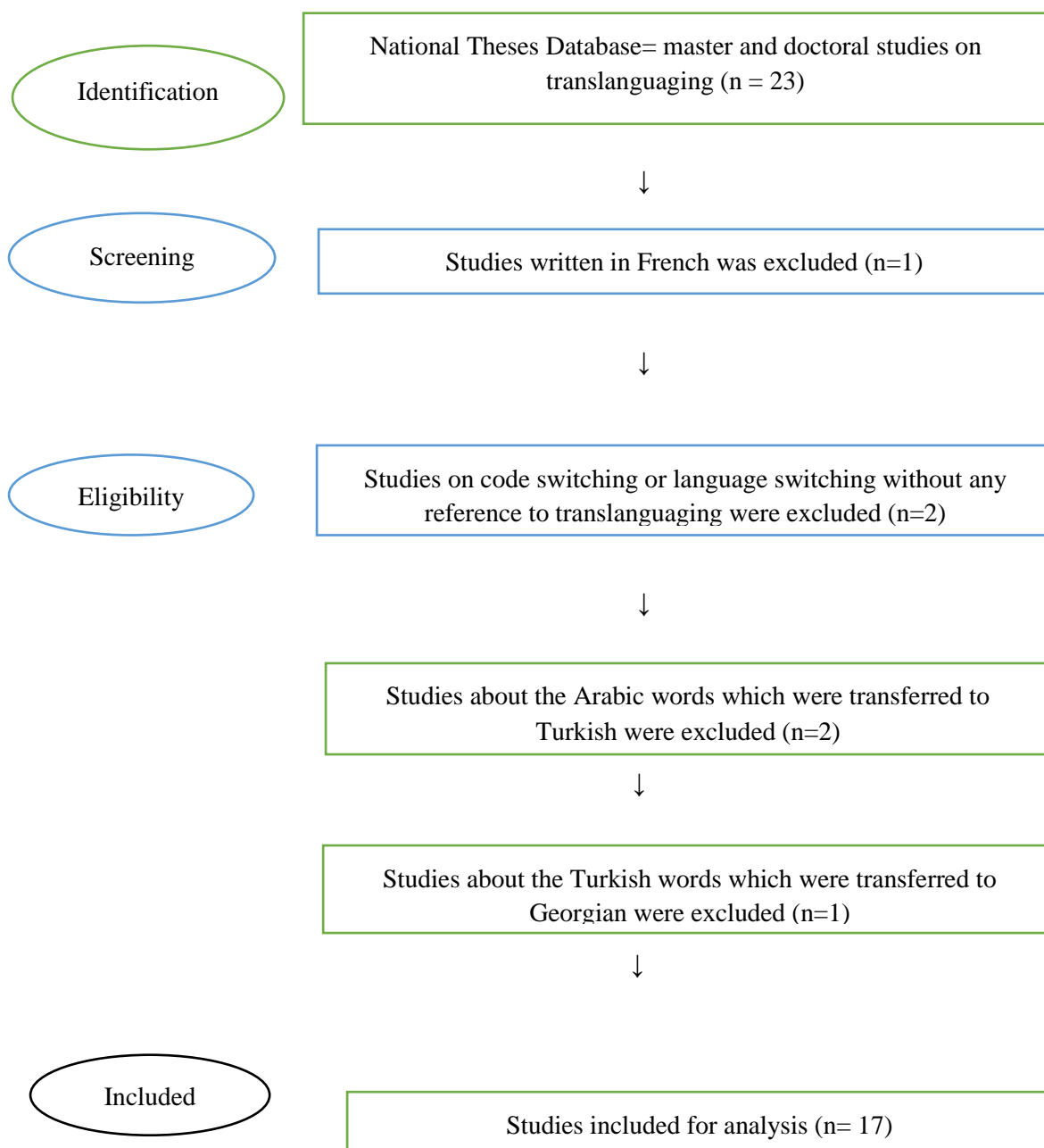
Data Analysis

As a qualitative research method, content analysis provides opportunities to analyze documents via systematic examination (Cohen et al., 2013; Fraenkel et al., 2012;

Leedy & Ormrod, 2001). Content analysis is a frequently referred research tool to achieve research goals in language and literature-related studies. It is mainly concerned with the existence of various keywords, patterns, or important concepts in texts (Hoffman et al., 2011). It is seen as a flexible means of qualitative analysis to describe and interpret different types of texts (White & Marsh, 2006).

For this purpose, the gathered data were analyzed in light of summative content analysis which requires counting and comparing keywords via relating content to the underlying context; however, the researchers first reviewed the relevant literature so as not to miss any important aspects or end up with irrelevant categories (Hsieh & Shannon, 2005). Since qualitative data analysis has an iterative nature, the researchers compared the content of each thesis and dissertation to reach synthesis (Dörnyei, 2007; Fraenkel et al., 2012). In other words, the researchers followed a zigzag pattern to gather a more complete picture of the emerging themes. In light of the relevant literature, the researchers decided to systematically analyze the theses and dissertations in terms of their subject of study, research design, participants, data collection, and data analysis tools. They first identified the keywords which represented the underlying content about TL in terms of the above-mentioned areas and counted their frequency of occurrence. In this way, the researchers aimed to reveal the patterns and themes (Leedy & Ormrod, 2001), and categorize the emerging themes in the qualitative data via constant comparison (Glaser & Strauss, 2017; Strauss & Corbin, 1998). Besides, in order to increase objectivity in the qualitative data analysis procedures, there were two coders, namely the researchers. For the sake of ensuring intra-rater reliability, each coder first analyzed the data separately and revised her emerging themes and categories about three weeks later. To ensure inter-rater reliability, the coders held two meetings to compare their analyses. After 25% of the data were analyzed, in the first meeting, the agreement level between the coders was found to be .83 according to the inter-rater formula proposed by Miles and Huberman (1994). In this meeting, some minor changes for the themes and categories were made to clarify the disagreed aspects and apply the same procedure for the rest of the data. In the second meeting, when all the data were analyzed, the agreement level was revealed to increase up to .95. Both meetings resulted in a high level of coder agreement level as .70 is considered to be the minimal ideal level for inter-rater reliability.

Diagram 1. The PRISMA Flow Diagram for Selecting Theses and Dissertations

| Identification | National Theses Database= master and doctoral studies on translanguaging (n = 23) |

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| Screening | Studies written in French was excluded (n=1) |

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| Eligibility | Studies on code switching or language switching without any reference to translanguaging were excluded (n=2) |

↓

Studies about the Arabic words which were transferred to Turkish were excluded (n=2)

↓

Studies about the Turkish words which were transferred to Georgian were excluded (n=1)

↓

| Included | Studies included for analysis (n= 17) |

Findings

The findings of the research questions (RQs) are given in the following tables.

RQ 1: Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to emerging themes?

The emerging themes and categories in the master theses and doctoral dissertations conducted on TL are presented in Table 2 and Table 3.

Table 2. Emerging Themes and Categories in the Master Theses

Theme	Category	Frequency
Individual differences	strategies	2
	attitudes	1
	anxiety and self-esteem	1
	Total	4
Language acquisition	Turkish-English bilingual acquisition	2
	Turkish as a second language	1
	Total	3
Teaching methodology	task-based language teaching activities	1
	TL goals and strategies	1
	Total	2
Teacher education	Teacher beliefs	1
	Total	1

In the master theses, four themes emerged and these were individual differences, language acquisition, teaching methodology and teacher education, respectively. While individual differences included the categories of strategies, attitudes and anxiety, language acquisition covered bilingual acquisition and second language acquisition. In addition, teaching methodology included teaching activities and strategies and finally teacher beliefs fell under the theme of teacher education. To illustrate, Küçük (2018) aimed to investigate student and lecturer attitudes towards using TL as a learning and teaching strategy, and reveal TL strategies and practices employed by students and teachers within the scope of English medium instruction (EMI). It was demonstrated that TL practices were widely employed by the students and teachers, and the participants held favorable attitudes towards TL. Specifically, the students employed TL practices for scaffolding, translation and note-taking purposes while the lecturers employed them for facilitating comprehension, explaining new concepts and motivating students. On the other hand, Janid Baradi (2020) examined the TL practices of a group of Arab students acquiring Turkish and concluded that the TL practices were in the form of code-mixing between the two languages. Also, it was stated that TL was facilitated with the use of cognates but it was confused because of false cognates. As for teaching methodology, Aytaç Tanık (2021) focused on task-based classroom activities to reveal TL practices and strategies of EFL students and found that the students referred to TL to overcome their learning difficulty, complete the tasks and scaffold their pairs. Finally, Özyer (2021) investigated EFL teachers' perspectives on TL practices and revealed that state school teachers put more emphasis on TL compared to private school teachers and thus referred to students' native language more in their classes.

Table 3. Emerging Themes and Categories in the Doctoral Dissertations

Theme	Category	Frequency
Teaching methodology	language skill/writing	2
	TL pedagogies	1
	Total	3
Language acquisition	boundary crossing	1
	multilingualism	1

	Total	2
Individual differences	Socialization	1
	Total	1
Teacher education	Teacher identity	1
	Total	1

Similar to the master theses, the same themes emerged in the doctoral dissertations; however, the order of these themes and the relevant categories displayed differences when compared to those of master theses. To start with, Karabulut (2019) explored the implementation of TL practices for enhancing learners' L2 writing skills. The participants in the study indicated that TL practices assisted them to enhance their writing skills in terms of various aspects such as organization, planning, grammar, vocabulary and group work. Also, it was found that the scores of the students in the TL group were significantly higher than those of the other groups. On the other hand, Yardımcı (2020) investigated cross-linguistic interaction of multilingual English language learners in their writing tasks and thinking processes. The results demonstrated that the bi/multilingual participants actively relied on their previously learnt languages and were flexible in employing their linguistic repertoires while thinking. However, Turkish was dominant in their thinking process while writing a composition in L2. As for the individual differences, Keleş (2020) explored his own experiences in term of learning and teaching English and becoming an educational researcher within the scope of socialization. The author concluded that there were complex factors in his socialization such as attitudes of different members, individual desires, language ideologies and previous experiences. The author finally concluded that his transnational academic discourse socialization was a multifaceted and complex process which displayed TL practices. Finally, Yüzlü (2021) examined identity reconstruction of EFL teachers within the scope of TL training as part of ELT pedagogy and found that this training changed their existing identities.

RQ 2: Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to research design?

The research design of the master theses and doctoral dissertations are presented in Table 4 and Table 5.

Table 4. Research Design of the Master Theses

Research Design	Frequency
mixed methods research design	5
qualitative research design	4
quantitative research design	1
Total	10

According to Table 4, five master theses adopted a mixed methods research design, four of them referred to a qualitative research design and finally one of them was conducted via a quantitative research design. As it is seen, half of the master theses adopted mixed methods research design. To start with, Apa Öztürk (2022) adopted an explanatory sequential mixed methods research design to examine the attitudes of preparatory class students towards TL practices via combining both quantitative and

qualitative data. While the quantitative data were collected via a questionnaire, the qualitative data were gathered via observation and interviews. In a similar vein, Sezer (2022) revealed the TL goals and strategies were employed by university lecturers in English medium classes via adopting an explanatory sequential mixed methods research design in that the author relied on both numerical and textual data in the form of a questionnaire and interview. However, Dağhan Aslan (2019) aimed to benefit from descriptive ethnographic research perspectives and conducted a qualitative study to reveal the TL strategies employed by teachers. Also, Erbakan (2020) conducted a single case study under qualitative research design to examine the relationship between bilingual language acquisition and TL in a simultaneous Turkish-English bilingual education program. Similarly, Kayadibli Oğuz (2021) executed a longitudinal qualitative case study to provide insights into the nature of TL in her own daughter's case by providing detailed examples of the Turkish-English context in which her daughter grew up and illustrating her language development during the first four years of her life. Finally, different from the rest of the master theses, Özkaynak (2020) preferred a quantitative research design via a survey and specifically employed a correlational research design to provide insights into the link between TL practices, foreign language classroom anxiety, reconceptualized L2 motivational self-system and English language achievement scores of emergent bilinguals.

Table 5. Research Design of the Doctoral Dissertations

Research Design	Frequency
mixed methods research design	4
qualitative research design	3
Total	7

According to Table 5, four doctoral dissertations adopted a mixed methods research design whereas three of them adopted a qualitative research design. Similar to the master theses, there were more studies with a mixed methods research design. However, in contrast to the master theses, there were no doctoral dissertations with a quantitative research design. For example, Karabulut (2019) executed a convergent parallel mixed method design. Also, Küçükali (2021) followed a mixed methods research design. Besides, Zorluel Özer (2021) employed sequential mixed-methods procedures, specifically focusing on the perspectives of college composition instructors and students on TL. However, Yılmaz (2019) adopted a linguistic ethnographic multi-case study under the qualitative research design to investigate languaging practices of culturally and linguistically diverse students in discursive spaces such as a heritage language school (HLS), mainstream schools (MSs) and homes, and to reveal the role of TL in boundary crossing among the Turkish American youngsters. Finally, Keleş (2020) referred to evocative and analytic autoethnography as a new qualitative research methodology in his study.

RQ 3: Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to participants?

The participants, materials and subjects chosen for the master theses and doctoral dissertations are demonstrated in Table 6 and Table 7.

Table 6. Participants/Materials/Subjects in the Master Theses

Participants	Categories	Frequency
Tertiary level students	prep class university students	2
	first year engineering and management students	1
	Turkish learners of Arabic	1
	Total	4
University Lecturers	EMI lecturers	2
	Total	2
K-12 students	High school students	2
	Total	2
In-service teachers	German teacher	1
	EFL teachers at different levels and schools	1
	Total	2
Young learners	4-year-old child	1
	pre-school students in a private school	1
	Total	2
Other	Interlocutors (nanny, parents, tutor, teacher)	1
	Total	1

At the end of the analyses, it was found that six types of participants were chosen for the master theses, namely tertiary level students, university lecturers, K-12 students, in-service teachers, young learners and interlocutors. For instance, Küçük (2018) conducted a study on English medium instruction students, namely first year engineering and management students and lecturers delivering English content courses while Dağhan Aslan (2019) focused on a German language teacher and 10th graders at an Anatolian high school. On the other hand, Erbakan (2020) included pre-school students in a private school in her study and Kayadibli Oğuz (2021) included her own daughter and her interlocutors, specifically 4-year-old child, her mother, father, nanny, nanny's daughter, English tutor, the second nanny and kindergarten teacher.

Table 7. Participants/Materials/Subjects in the Doctoral Dissertations

Participants	Categories	Frequency
Tertiary level students	prep class university students	2
	multilingual university students	1
	college composition students	1
	Total	4
In-service teachers	MS-HL teachers	1
	Language teachers at university	1
	MoNE English teachers	1
	Total	3
Instructors	Language teachers at university	1
	college composition instructors	1
	Total	2
Other	Interlocutors (mother)	1
	educational researcher	1

	Total	2
Young learners	Turkish-American youngsters	1
	Total	1

Similar to the master theses, tertiary level students were in the first place as participants in the doctoral dissertations and similar participant profiles emerged. However, the order of these participants was different from that of the master theses. Also, there were no K-12 students as participants in the doctoral dissertations. To start with, Yardımcı (2020) examined cross-linguistic interaction of multilingual English language learners in Mardin, specifically five Turkish, five Arab, five Kurd and five Syriac Christian students studying at a university. In a similar vein, Küçükali (2021) investigated planned vs. spontaneous TL practices of bilingual teachers of English, multilingual teachers of English and Russian/Turkish, and their students in the School of Foreign Languages at a state university. On the other hand, Yüzlü (2021) examined identity construction of 12 in-service EFL teachers working at a kindergarten, primary school, secondary school and high school. Finally, Keleş (2020) referred to his own socialization experiences as an educational researcher whereas Yılmaz (2019) preferred Turkish-American youngsters together with their mothers, mainstream teachers and heritage language teachers.

RQ 4: Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to data collection tools?

Data collection tools employed in the master theses and doctoral dissertations are presented in Table 8 and Table 9. The frequency of the categories is provided in parentheses as well. It should be noted that some studies employed various data collection tools and thus the frequency of categories and total occurrences may not match.

Table 8. Data Collection Tools in the Master Theses

Theme	Category (occurrence)	Frequency (Total)
Interview	Semi-structured (3)	8
	Focus group (3)	
	Stimulated recall (1)	
	Open-ended questions (1)	
Questionnaire	Questionnaire (5)	6
	Survey (1)	
	Scale (1)	
Observation	Observing lectures (1)	4
	Observing classroom (1)	
	Observing the activities (1)	
	Observing online reading classes (1)	
Recording	Audio (3)	4
	Video (2)	
	Voice (1)	
Field notes	Field notes (2)	4
	Diary (1)	
	Documents (1)	

	Teacher logs (1)	
	Task activities (1)	

In light of the analyses, it appeared that the master theses referred to such data collection tools as interviews, questionnaires, observation, recording and field notes. To exemplify, Küçük (2018) employed a Likert-type questionnaire, conducted individual semi-structured interviews and focus group interviews (both were face-to-face), used an observation checklist for non-participant observation and made video-recording of the lectures. In addition, Dağhan Aslan (2019) employed a research diary, classroom observation field notes and checklist, transcriptions of the semi-structured interview, and included various documents in her study such as worksheets, exam papers, classroom artifacts, bilingual stuffs such as dictionary, books of the students or library books, syllabi, handouts and classroom diagram.

Table 9. Data Collection Tools in the Doctoral Dissertations

Theme	Category (occurrence)	Frequency (Total)
Field notes	Field notes (3)	6
	Tasks (3)	
	Documents (2)	
	Self-reflections (1)	
	Artefacts (1)	
	Scores (1)	
	Reflective journals (1)	
	Multimodal dataset (1)	
Interview	Semi-structured (6)	6
	Stimulated recall (1)	
	Focus group (1)	
	Think aloud protocol (1)	
Questionnaire	Survey (2)	5
	Scale (1)	
	Questionnaire (1)	
	Post-questionnaire (1)	
Observation	Observing schools and homes (1)	3
	Observing classrooms (2)	
Recording	Audio (1)	2
	Video (1)	

Similar data collection tools were used in the doctoral dissertations as well; however, the order of these tools was different from that of the master theses. For instance, in her study, Yılmaz (2019) referred to questionnaires, semi-structured in-depth interviews with the students, parents and teachers, observations within the heritage language schools, mainstream schools and homes, field notes and audio-recordings of students' language practices in the heritage language schools. In addition, Küçükali (2021) used a post-questionnaire, semi-structured interviews, graphic elicitation tasks and students' exam scores in her study.

RQ 5: Are there any differences between the master theses and doctoral dissertations conducted on translanguaging with regard to data analysis tools?

Data analysis tools used in the master theses and doctoral dissertations are demonstrated in Table 10 and Table 11.

Table 10. Data Analysis in the Master Theses

Data analysis	Frequency
qualitative content analysis	9
descriptive statistics	4
ANOVA	3
Independent samples t-test	2
structural equation modeling	1
exploratory factor analysis	1
Levene's test	1
Gabriel post hoc test	1
Kruskal Wallis	1
Tukey's multiple comparison test	1

It should be noted that some studies employed various data analysis tools and that is why there is a mismatch between data analysis tools and their frequency. Besides, under qualitative content analysis, a number of terms are used in these theses. For example, the following terms are used in the gathered data: inductive content analysis, thematic analysis, ethnographic analysis, descriptive coding, deductive analysis, inductive method, descriptive analysis, categorization, selective coding method. For this purpose, qualitative content analysis emerged as an umbrella term to cover the above-mentioned terms as qualitative data analysis tools. In addition, six studies referred to SPSS (Statistical Package for the Social Sciences), one relied on Notepad and finally one employed Excel program to analyze the data.

According to Table 10, the master theses referred to qualitative content analysis more than the other data analysis tools. This is followed by descriptive statistics, ANOVA and Independent samples t-test. To illustrate, Apa Öztürk (2022) preferred descriptive statistics via SPSS for obtaining mean and standard deviation, ANOVA (Analysis of Variance) and inductive content analysis. On the other hand, Sezer (2022) used SPSS for descriptive statistics for frequencies, Kruskal Wallis, Bartlett's Test of Sphericity and the KMO Measure of Sampling Adequacy tests, one-way analysis of variance, independent samples t-test, Tukey's multiple comparison test and selective coding method.

Table 11. Data Analysis in the Doctoral Dissertations

Data analysis	Frequency
qualitative content analysis	7
descriptive statistics	4
Kruskal-Wallis test	2
Mann-Whitney U test	2
Friedman test	1
The Wilcoxon-Signed Rank test	1

Spearman Rank correlation analysis	1
ANOVA	1

Similar to the master theses, doctoral dissertations also employed a number of data collection tools. In addition, different terms are used for qualitative data analysis. To illustrate, the following terms are used in the doctoral studies: thematic analysis, open-axial-selective coding, qualitative analysis, inductive analysis, content analysis, transcription-comparison-categorization, autoethnographic analysis, chronicling the past strategy, critical analysis, content and visual analysis, grounded theory analysis - constant comparative method, thematic coding, descriptive and focused coding. To gather the findings under an umbrella term, qualitative content analysis was preferred again. Furthermore, four studies employed SPSS, two studies relied on N-vivo program, one study used RANGE program, one study preferred CLAN (Computerized Language Analysis) Program, one study referred to MAXQDA and finally one study employed Computer Assisted Qualitative Data Analysis Software (CAQDAS) in data analysis. It is seen that the programs employed for data analysis are more varied in the doctoral dissertations compared to those employed in the master theses.

Similar to the master theses, qualitative content analysis and descriptive statistics were the commonly employed data analysis tools in the doctoral dissertations. However, the order of the remaining data analysis tools displays differences in terms of order and there are some different analysis types in the doctoral dissertations. For instance, Karabulut (2019) employed both descriptive and inferential statistics in her study. She employed SPSS and RANGE program and analyzed her data via descriptive statistics for frequency and percentage. She also used Kruskal-Wallis test, Friedman test, Mann-Whitney U test and The Wilcoxon-Signed Rank test. Additionally, she referred to a two-step qualitative analysis and inductive analysis in her study. Additionally, Yüzlü (2021) employed grounded theory analysis, which is constant comparative method via open coding axial coding, selective coding in his study. He also preferred verbatim transcriptions and used MAXQDA.

Discussion and Conclusion

This paper aims to elucidate the methodological foundations of master theses and doctoral dissertations on translanguaging (TL). The analysis covers aspects such as research design, participant selection, data collection and analysis tools, and the emerging themes within these studies. These studies were chosen among the ones which were accessible via the Council of Higher Education, the National Theses Database website in Türkiye. In light of the analyses, it was found that while individual differences were the most studied subject in the master theses, teaching methodology was in the first place in the doctoral dissertations. As for the research design, mixed methods research design was the most preferred methodological design in both groups. Similarly, tertiary-level students were dominant as the participant group in both groups. As for data collection tools, the interview was the most preferred data collection in the master theses whereas field notes

and interviews were equally dominant in the doctoral dissertations. Finally, qualitative content analysis was in the first place and descriptive statistics were in the second place in both groups.

First of all, what draws attention is that the studies on TL have been conducted since 2018 in that the MA theses were conducted between 2018-2022 while the doctoral dissertations were conducted between 2019-2021. For this reason, it appears that there are no parallel studies to compare the results of the current paper. However, it is possible to consider some of the earlier systematic review studies on master theses and doctoral dissertations in the Turkish EFL context. In this sense, this study's results bear some similarities and differences with previous research. To start with, in contrast to Kirmizi, (2012), the master theses in this study did not center on language skills in the first place but focused on individual differences such as strategies, attitudes, anxiety, and self-esteem, and this is followed by language acquisition, namely Turkish-English bilingual acquisition and Turkish as a second language. However, teaching methodology seems to be the important emerging theme in both Kirmizi's (2012) study and current paper since two master theses in this study were concerned with task-based language teaching activities and TL goals and strategies. As for doctoral dissertations, the emerging themes included teaching methodology, language acquisition, and teacher education, which were similar to the categories of Özmen et al. (2016). In addition, the mixed method was the most preferred research design, and tertiary-level students were the most studied participant groups in the doctoral dissertations in this study, which echo the results of Özmen et al. (2016) again. Finally, different from Acıroğlu (2020), there was only one master thesis conducted in quantitative research design while there was no quantitative doctoral dissertation in this study. However, interviews, questionnaires, and tertiary-level students were dominantly preferred in the theses and dissertations in this study, which is parallel to the findings of Acıroğlu (2020). Another similarity with Acıroğlu (2020) is that teaching methodology is among the emerging themes in the theses and dissertations analyzed in this study. However, it should be noted these studies did not focus on TL specifically but investigated the ELT-related theses and dissertations holistically.

The results of some of the master theses and doctoral dissertations bear some similarities with previous studies. To start with, as Canagarajah (2011) argues, Karabulut (2019) underlines the value of TL practices in foreign language writing classes. Also, Küçük (2018) and Aytaç Tanık (2021) propose that TL could be employed for scaffolding with peers and teachers, and facilitating comprehension, which is in line with Erdin and Salı (2020), Baker (2001), and Yang, Yang, and Shi (2023). In addition, echoing Csillik and Golubeva (2020), Erbakan (2020) gives examples of how TL practices can emerge among young learners. Furthermore, similar to Creese and Blackledge (2015), and Yang, Yang, and Shi (2023), Apa Öztürk (2022) indicates that students could refer to TL to show their critical thinking skills. Finally, echoing Yuvayapan (2019), Dağhan-Aslan (2019) attracts attention to teachers' lack of a systematic approach while employing TL practices and Özyer (2021) stresses the changing TL practices of teachers in different schools. In this sense, teacher training programs are advised to include the introduction of TL practices in classroom settings for different educational contexts.

In summary, TL appears to be a new perspective and has the potential to cater to the needs of bilingual and multilingual students in today's globalized world. Though TL has emerged in the past decades, it has recently attracted attention in Türkiye, which implies the need for more research in the Turkish context. Although the results of this study cannot be generalized to other contexts, it still demonstrates the progress and direction of TL-related master and doctoral studies in Türkiye, and offers a research agenda for future researchers. In light of the relevant literature and the study findings, it can be claimed that TL may be considered as a barrier by some stakeholders and refrain teachers from referring to L1 in their classes, which is likely to result in a mismatch between their TL- related beliefs and practices. For this purpose, policy makers and authorities can guide pre-service and in-service teachers to integrate TL into their classes via delivering workshops, initiating projects, and promoting microteaching, practicum activities, lesson plans, and materials that include TL instances. In this way, the mismatch between the beliefs and practices of teachers may be minimized and they can become conscious of concrete in-class applications such as using cognates, translation, group work, and discussion activities. Finally, although TL can facilitate comprehension, help to build rapport, improve classroom interaction and foster critical thinking, teachers should be careful about their teaching practices so that students can get the maximum benefit from their linguistic repertoire more effectively. In this vein, teachers can become a model for TL in their classes to encourage students to participate more in classroom activities.

All in all, since TL is a recent phenomenon for language education and the Turkish EFL context appears to be in need of more studies to come up with concrete applications, K-12 students and teachers should be studied more to reveal what works or fails while using TL in practice. In this vein, pre-service and in-service teacher training programs appear to have an important role in guiding and shaping the TL practices of teachers. Also, students of different age groups and language levels should be included in further studies. To build a bridge between theory and practice, the (mis)match between in-service English teachers' TL-related perspectives and in-class practices should be further investigated. This could help identify factors that facilitate or hinder effective translanguaging implementation. Finally, longitudinal studies can be conducted with different data collection tools such as observation, teacher journals, student logs, recordings, and student-produced language samples so that changing and complex dynamics of TL could be better understood in different educational settings.

Limitations and Suggestions for Further Research

This study aimed to reveal the emerging themes, research design, participants, data collection, and data analysis tools in the master theses and doctoral dissertations conducted on TL in Türkiye. Due to the specific attention to one academic genre in an EFL context, the findings of this study cannot be generalized to other contexts or genres. Also, there were a limited number of theses and dissertations since the topic of TL has recently attracted the attention of postgraduate students in Türkiye. Thus, future systematic studies could be conducted on different genres, namely research articles, book chapters, or conference papers to be more informed about the research focus of various academic

genres. In addition, studies on TL in different contexts, namely in different ESL (English as a second language) and EFL (English as a foreign language) contexts could be investigated at the international level for comparative purposes. Furthermore, future studies can be conducted on sampling types and interpretation of findings from different contexts. Finally, it is recommended that TL-related studies should offer concrete materials and activities for practitioners so that the term could become more applicable in classroom settings where there are students from different language backgrounds.

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Appendix

List of the Master Theses

Apa Öztürk, S. (2022). *Exploring student-directed translanguaging in the English-centric classroom* [Unpublished master thesis]. Dokuz Eylül University.

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List of the Doctoral Dissertations

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