

Teachers' and students' perceptions on the role of translanguaging in a multilingual classroom

Ajla Doljančić

*International Burch University
Sarajevo, Bosnia and Herzegovina*

Abstract

The use of mother tongue in teaching English is perceived as an important support tool that can help improve students' literacy skills and engagement in the learning process. In a rich and culturally diverse setting, specific circumstances and students' needs challenge the well-established practices in language pedagogy. Therefore, this qualitative study is aimed at investigating teachers' and students' perceptions of the role of translanguaging in a multilingual classroom. A total of twenty participants took part in this research. A snowball sampling method was used to select ten graduate and faculty-level students, along with ten teachers from primary and secondary schools in Sarajevo Canton. While some participants perceive the use of L1 as a distraction, others believe it promotes inclusion, positively affecting learning outcomes. However, overreliance on L1 can negatively impact the development of the target language. Despite this, the results show that the use of translanguaging may lead to effective communication. The findings highlight the need for a balanced approach, considering the needs, interests, and beliefs of both students and teachers. These findings can help raise awareness and adapt the policies and teacher training programs to better serve the needs of multilingual teachers and learners.

Keywords: translanguaging; code-switching; multilingual learners; cultural diversity; pedagogy.

1. Introduction

Bilingual education puts value on students' linguistic backgrounds, and it promotes cross-cultural communication in a diverse setting (Baker, 2001). Translanguaging draws on the learners' bilingualism and multilingualism, enabling them to use different languages while switching between them when needed (Yuvayapan, 2019; Bedore & Peña, 2008). It was introduced by Cen Williams to describe pedagogical practices in Welsh revitalization programs (Lewis et al., 2012), and is often used as a synonymous expression to poly languaging, polylingual language, multilanguaging, heteroglossia, hybrid language practices, translingual practice, flexible bilingualism, and

metrolingualism (Li, 2017). Due to the constant change in interaction, there is a need to refer to this process as “continual languaging” in a “translanguaging space” for translanguaging practices, adding that in bilingual environments, it is almost impossible to communicate without them (Creese & Blackledge, 2010; Ihaka & Gentleman, 1996; Li, 2011; Tucker, 2011). In the classroom setting, both translanguaging and code-switching practices are used interchangeably. Code-switching, switching between L1 and L2, may occur for various reasons, including reported speech, clarification, emphasis, and expressing emotions in different social situations (Gumperz, 1982; Myers-Scotton, 1979). Translanguaging, a fluid use of language, rejects this separation and accepts fusing linguistic, paralinguistic, and extralinguistic elements of communication, prioritizing “translingual language practices” over individual ones (Johnson, 2010; Li, 2017; Lightbown & Spada, 2013; May, 2009; Tucker, 2011). Research (Cameron, 2001; Hernández-Castillo, 2015; Lewis, 2012; Tucker, 2011; Yuvayapan, 2019) confirms that in the educational context, translanguaging practices enhance understanding, support weaker languages, foster collaboration, and create identities. They require content teachers to be proficient both in the content and in the target language, ultimately revealing how the transfer occurs (Cameron, 2001; Hernández-Castillo, 2015; Tucker, 2011).

The Bosnian curriculum encourages collaborative learning methods in both physical and digital environments, supporting multilingual and intercultural learning (Švigir, 2021), not fully acknowledging the benefits of bilingualism (Lewis et al., 2012; Tucker, 2011). Monolingual ideology, teaching exclusively in the target language, prohibits the use of translation between the school language and the target language, keeping the two languages in separate entities. It dominates teaching practices in Sarajevo Canton region, even though there is no empirical evidence to suggest that it leads to better results (Švigir, 2021). Rather than recognizing the dynamic and fluid nature of language use (Tsuchiya, 2015; Swain & Lapkin, 2000), it is argued that the reason for avoiding translanguaging is that it may occur spontaneously rather than being a product of pedagogical methods (Canagarajah, 2011; Švigir, 2021). Based on this research, this study aims to investigate pedagogical practices in Sarajevo Canton, a linguistically diverse environment, potentially challenging educational policies in Bosnia and Herzegovina.

2. Literature review

Researching bilingual education, translanguaging as a bilingual pedagogy, and a classroom as a “translanguaging space”, many valuable insights were noted. Investigating bilingual education (Barac et al., 2016; Baquedano-Lopez, 1995; Creese & Blackledge, 2010; Dijkstra & Van Heuven, 2002), sev-

eral benefits and principles are worth mentioning. Rooted in the principle of cultural and linguistic diversity, it recognizes the value in promoting native language(s) to bridge the gap between the school and home environments, recognizing the cognitive benefits, such as flexibility, problem-solving, and memory processing (Barac et al., 2016; Dijkstra & Van Heuven, 2002). In a global environment, students are expected to be more prepared and may benefit from it in many professions and industries (Baquedano-Lopez, 1995), potentially developing empathy, cultural awareness, and intercultural communication (Creese & Blackledge, 2010).

To understand it on a deeper level, research (Dijkstra & Van Heuven, 2002; García & Li, 2014; Lewis et al., 2012; Li & Zhu, 2013; Tsuchiya, 2015) on translanguaging as a bilingual pedagogy was conducted. By recognizing and valuing linguistic and cultural resources, the educators allow multiple modes of communication promoting language development, and positive attitudes towards multilingualism, directly affecting academic achievement (García & Li, 2014; Lewis et al., 2012; Tsuchiya, 2015). Seeing language as a flexible hybrid tool, students are exposed to more inclusive and empowering learning environments (García & Li, 2014; Tsuchiya, 2015). Research (Dijkstra & Van Heuven, 2002) has shown that if students are allowed to use their entire linguistic repertoire, it can not only lead to more meaningful experiences but also enhance their cognitive flexibility, and problem-solving skills. Grounded in the theory of social justice and equity, it promotes equal opportunities for students, regardless of their background (Li & Zhu, 2013; Tsuchiya, 2015). Then the classroom becomes a “translanguaging space” where translanguaging experiences and practices take place.

According to the studies (García & Li, 2014; Lewis et al., 2012; Li & Zhu, 2013; Tsuchiya, 2015), the classroom can be perceived as a powerful space for translanguaging. Research has shown that it affects students' engagement and motivation, positively challenging comfort and confidence levels (Tsuchiya, 2015). Also, it can help students develop their literacy skills (Li & Zhu, 2013). It was found that it can improve academic performance, foster the development of intercultural competencies, and validate linguistic and cultural identities (García & Li, 2014; Lewis et al., 2012). There is evidence (Alemi et al., 2015; Bardel et al., 2023; Canagarajah, 2011; Bolognani, 2007; Duarte, 2016; Izquierdo et al., 2016; Macaro, 2001; MacIntyre & Gardner, 1994; Olson, 2016; Park & Manning, 2012; Velasco & García, 2014; Vertovec, 2009; Zhang, 2000) that translanguaging happens organically in the classroom, affecting students' creativity, improving literacy skills, helping them to draw valuable comparisons between the languages, and successfully avoiding foreign language anxiety. Researching the context of using translanguaging, studies (Duarte, 2016; Izquierdo et al., 2016; Olson, 2016; Park & Manning, 2012) revealed that teachers use translanguaging practices

to facilitate comprehension, give instructions and explain the lesson content, especially for new or lower-level learners. Interestingly enough, it was found that teachers had no knowledge of the term translanguaging, but were aware of how to use the school language effectively and did so intentionally (Bardel et al., 2023). Also, research (Cenoz & Gorter, 2013; Izquierdo et al, 2016) revealed that some teachers are less likely to incorporate these practices because they are ashamed, and would rather speak slowly and use simple vocabulary. Additionally, it was suggested (Cook, 2001; Turnbull, 2001) that even though this anti-L1 attitude has no theoretical rationale, it holds major disadvantages, particularly in formal situations or when students are expected to demonstrate proficiency in a specific language. Therefore, there is a need for research in translanguaging, because it is a relatively new concept and there is still a lot that is not fully understood about its role and impact in the context of multilingual classrooms. There is a lack of understanding of how teachers and students perceive the role of translanguaging in the Sarajevo Canton region. The research gap is reflected in the need to explore teachers' and students' perceptions of it, including how and when translanguaging practices are integrated into classroom environments.

Therefore, the research questions focus on exploring teachers' and students' perceptions of the role of translanguaging in a multilingual classroom, and how they affect teaching and learning processes. They include:

1. What are teachers' and students' perceptions on translanguaging as a pedagogical strategy and the use of L1 in the classroom?
2. What are teachers' and students' beliefs about the presence of translanguaging pedagogy in-class writing activities?
3. What are teachers' and students' beliefs about the presence of translanguaging pedagogy in-class speaking activities?
4. What are the outcomes of using translanguaging in the Europanto (an invented language composed from different languages) speaking task?

3. Methodology

The study involved twenty participants, with an equal distribution of ten students and ten teachers. A snowball sampling method was used and it included getting referrals from individuals already included in the study. The participants were selected from primary and secondary schools in the Sarajevo Canton region, including graduate high school students, as well as those studying at the faculty level. The study aimed to gather insights from both teachers and students at various levels to gain a better understanding of the topic. Detailed information about the participants is presented in Ta-

ble 1a, Table 1b, Table 2a, and Table 2b, Tables 1a and 1b containing general information and language experiences of the teachers and Table 2a and 2b of the students.

Table 1a: General information about the teachers

	Gender	Age	Level of education	Where do you teach?	How long have you been teaching English?	At what levels of education?
Teacher 1	Female	24	MA	Online School Educational Center	2 years	A1 A2 B1 B2
Teacher 2	Female	47	4 years	Secondary School	23 years	B1 B2
Teacher 3	Female	27	MA	Primary School	1 year	A1 A2
Teacher 4	Female	40	4 years	Primary School	15 years	A1 A2
Teacher 5	Female	40	MA	Secondary School	16 years	A1 A2 B1 B2
Teacher 6	Female	40	MA	Primary School	17 years	A1 A2
Teacher 7	Female	47	BA	Primary School	22 years	A1 A2
Teacher 8	Female	54	BA	Primary School	9 years	A1 A2
Teacher 9	Female	53	BA	Primary School	15 years	A1 A2
Teacher 10	Male	51	4 years		24 years	A1 A2

Table 1b: Language experiences of the teachers

	How many languages do you speak?	Which of these languages do you think is the most prominent one in your life?	What language(s) do you normally use with your parents and peers?	Do you switch from one language to another?	How often do you switch from one language to another?	How do people react when you speak Bosnian and then switch to English?
Teacher 1	Bosnian English German	Bosnian	Bosnian - parents Bosnian and Eng- lish - friends and col- leagues German - Friends	Yes.	When necessary, when working. Rarely with friends and parents.	They do not react. Rarely done.
Teacher 2	Bosnian English German	Bosnian	Bosnian - friends, parents and family members English - colleagues German - friends	Rarely. Put effort not to switch.	When necessary, when there is no other expression in Bosnian	They do not react.
Teacher 3	Bosnian English	Bosnian	Bosnian - family members, friends, acquaint- ances English - children, students, colleagues	Yes.	When talking to my stu- dents and children.	No reac- tion. Rarely pay atten- tion to it.
Teacher 4	Bosnian English Italian	Bosnian English	Bosnian - family members,	Yes.	Rarely when addressing	No reac- tion.

	German Spanish		friends English - friends, students, colleagues Italian - acquaint- ances German - acquaint- ances Spanish - acquaint- ances		family members. Often with colleagues or English speakers.	They are used to it.
Teacher 5	Bosnian English German Spanish	Bosnian English	Bosnian - family members, parents, students, friends, colleagues English - col- leagues, students German - husband Spanish - acquaint- ances	No.	Almost never.	Does not support it. Shows lack of knowle dge.
Teacher 6	Bosnian English Arabic	Bosnian	Bosnian - family members, friends English - col- leagues, friends, students Arabic - friends	Yes. Sees the need to do it. Causes misunder- standings. Tries to avoid it.	Often.	No reac- tion.
Teacher 7	Bosnian English Arabic Turkish Russian	Bosnian English	Bosnian - family members, peers, colleagues English - col- leagues, when	Yes.	Often.	No reac- tion. Normal occur- rence.

			travelling Arabic - when travelling Turkish - when travelling Russian - when travelling			
Teacher 8	Bosnian English	Bosnian	Bosnian - family members, col- leagues, students English - students, when travelling	Yes.	Almost never.	No reac- tion.
Teacher 9	Bosnian English	Bosnian	Bosnian - friends, family members, colleagues English - students, when travelling	Yes.	Rarely.	No reac- tion.
Teacher 10	Bosnian English	Bosnian	Bosnian - friends, family members, colleagues English - students, col- leagues, when travelling	Yes.	Often when talking with col- leagues and friends.	No reac- tion.

Table 2a: General information of the students

	Gender	Age	How long have you been learning English?	Have you learned it only through school or have you acquired it through different sources?	How would you rate your English language proficiency?
Student 1	Female	26	20 years	Different sources: movies, media, songs	B1
Student 2	Female	27	21 years	School Different sources: individual classes, job	B2
Student 3	Male	17	11 years	Different sources: movies and video games	B2
Student 4	Male	17	10 years	Different sources: YouTube videos and video games	C1
Student 5	Female	26	20 years	School Different sources: music and movies	B2
Student 6	Female	22	16 years	School Different sources: reading books	B2
Student 7	Female	22	16 years	School	C2

Student 8	Female	23	14 years	School	C1
Student 9	Female	25	20 years	School Different sources: movies, listening to podcasts, reading books	C1
Student 10	Female	29	24 years	Different sources: movies and TV series	B1

Table 2b: Language experiences of the students

	How many languages do you speak?	Which of these languages do you think is the most prominent one in your life?	What language(s) do you normally use with your parents and peers?	Do you switch from one language to another?	How often do you switch from one language to another?	How do people react when you speak Bosnian and then switch to English?
Student 1	Bosnian English	Bosnian	Bosnian - family members, friends, teachers English - teachers, friends	Yes.	Often when playing video games and talking to friends.	No reaction.
Student 2	Bosnian English German	Bosnian	Bosnian - family members, friends, teachers English - teachers, friends German -	Yes.	Often when studying and working.	Accepting. Normal reaction.

			father			
Student 3	Bosnian English	Bosnian	Bosnian - friends, family members English - friends	Yes.	Only when using specific expressions.	No reaction.
Student 4	Bosnian English	Bosnian	Bosnian - friends, family members English - friends	Yes.	Sometimes when playing video games.	Do not mind it.
Student 5	Bosnian English Spanish German Latin Japanese	Bosnian	Bosnian - friends, family members English - friends, colleagues Spanish - friends German - when travelling Latin - when working Japanese - teachers	Yes.	Only when not familiar with the expression in the target language.	No reaction. Careful not to switch in front of people who do not speak that language.
Student 6	Bosnian English Turkish	Bosnian	Bosnian - family members, professors, friends English - friends, colleagues, professors Turkish - father	Yes.	Only when the expression is better fitted.	Supportive.
Student 7	Bosnian English German Arabic	Bosnian English	Bosnian - family members, professors, friends English - friends,	Yes.	Only when a person speaks the language.	Normal reaction.

			colleagues, professors German - friends Arabic - friends, colleagues, family members			
Student 8	Bosnian English Turkish	Bosnian Turkish	Bosnian - family members, professors, friends English - friends, colleagues, professors Turkish - family members, friends	Yes.	Only when I do not know the word or expres- sion.	Normal reaction.
Student 9	Bosnian English	Bosnian	Bosnian - friends, family members English - friends, colleagues	Yes.	Only when the partici- pant cannot remem- ber the word or expres- sion.	Rolling their eyes.
Student 10	Bosnian English German	Bosnian	Bosnian - friends, family members English - friends, colleagues German - brother	Yes.	Only when there is no other option.	Does not like it.

The data was collected through online interviews conducted via Google Meet. Consents were obtained to protect the participants' rights, safety, and dignity, and to follow the standardized ethical protocols. Research has shown that interviews can be an effective tool for exploring participants' perceptions and experiences in a specific setting (Snyder, 1996). The questions were divided into three parts: general information, classroom man-

agement skills, and speaking and writing skills in the context of translanguaging. The first part, general questions, allowed the researcher to obtain basic information about the participants. The second part, classroom management, allowed the researcher to focus on classroom management skills. The third part focused on participants' writing and speaking skills in an educational setting. For teachers, the interviews also contained an additional question about the language policy on multilingualism. For students, the interviews also included an Europanto exercise (an invented language made of different languages) to explore the way they used their language skills playfully and creatively.

The interviews were transcribed and then analyzed using a thematic analysis approach. Major themes were identified and coded accordingly. The MAXQDA program was used to structure the data.

4. Results

The data was analyzed through the answers provided by the participants, focusing on their experiences. The interviews were recorded, transcribed, and coded to identify the most important topics and concepts through the deductive approach.

What are teachers' perceptions of translanguaging as a pedagogical strategy and the use of L1 in the classroom?

The results indicate that teachers' perception of translanguaging as a pedagogical strategy can vary depending on the context, beliefs, and attitudes of the individuals involved. Five teachers use English-only in their classrooms, indicating that it positively affects students' vocabulary and grammar use, and see the L1 use as a distraction and a barrier to learning, causing them to lose focus. They report using verbal and non-verbal cues to encourage students not to switch from Bosnian to English and vice versa. Three out of those five teachers claim that they only use Bosnian when they resolve discipline issues since it is the only way to be straightforward with their students. One teacher shared her practice:

*“*** My classroom management is a bit strange for this area since I am also a yoga teacher so I incorporate lots of practices to alleviate stress. ((verbal filler)) Most of the time I speak in English because of their proficiency. They are always allowed to ask me to clarify something in Bosnian. With vocabulary, I explain words in English. I try to divide the language as much as possible. *** When it comes to grammar, I try to use mind maps in regard to different grammatical tenses, signal words, etc. I noticed they enjoy making mind maps, even though they are not used to it. It takes some time to familiarize themselves with it. (6.0)”*
(Teacher 3)

The results show that four teachers use Bosnian and English interchangeably, because it promotes inclusion, enhances learning outcomes, and develops language proficiency in both languages. When used right, it also promotes creativity. Teachers say that they often use Bosnian when they are explaining grammar points, disciplining students, explaining and/or translating vocabulary and when they want to make sure the message is clear:

“Nastavu mislim da svi izvode na engleskom. A probleme rješavam na bosanskom. Ovak, fokusirani smo na maternji jezik. Nekako i ja nesvjesno se vratim na maternji kad treba korekcije vršiti ili bilo koji segment rada koji nije predavački. Gramatiku, a tražim od nekih učenika da to svojim prijateljima pojasne na bosanskom. A novi vokabular, objasnim na engleskom a oni samoinicijativno daju mišljenje na bosanskom.” (Teacher 7)

[I think that everyone conducts lessons in English. But problems, I resolve them in Bosnian. Well, we are focused on the mother tongue. Somehow, I, without thinking, switch to the mother tongue when I need to correct them or during any part of the lesson that is not teaching. Grammar, but I ask other students to explain it to their friends. And new vocabulary, I explain it in English, and they provide opinions in Bosnian on their own accord.] (Teacher 7)

One teacher reports that she focuses more on Bosnian rather than English, claiming that one of the complaints of the pedagogical institute was that she speaks in Bosnian most of the time, additionally explaining that it is impossible to conduct the lesson only using English in the classroom. In this way, she takes students' needs into consideration and relies on her knowledge of both languages.

Overall, the perceptions of teachers on translanguaging as a pedagogical strategy differ depending on individual beliefs, attitudes, and the context of their teaching environment. While some teachers view the use of L1 as a distraction, others believe that it promotes inclusion and enhances learning outcomes. The results indicate that some teachers use only English in their classrooms, while others use English and Bosnian interchangeably. The teachers who use both languages claim that it helps students build their vocabulary, and grammar use and ensures clarity. The use of translanguaging requires careful consideration of the needs, interests, and beliefs of both students and teachers.

What are students' perceptions of translanguaging as a pedagogical strategy and the use of L1 in the classroom?

The results indicate that students' perceptions of translanguaging as a pedagogical strategy varies depending on their needs, experiences, and beliefs. Students are unanimous when it comes to the use of L1, adding that the role of L1 might be helpful for those who are not proficient in the target language. Two students explain that English is used more often than Bosnian in

their classrooms. Also, students perceive L1 use as a hindrance, affecting their language proficiency, grammar, and vocabulary build-up negatively. They find themselves translating from Bosnian to English, which stops the thinking process in English. They see benefits in English-only use, especially when dealing with discipline and receiving feedback.

Two students claim that in their classrooms, teachers use a mix of Bosnian and English. They explain it makes it easier for them to understand new concepts, helping them draw connections between the languages. They feel more comfortable and appreciated when their teachers incorporate their native language(s) in lesson plans. One student describes the outline of the lesson:

*"I would say, it's 70% Bosnian and 30% English. Like you said, (4.0) when explaining grammar, ((verbal filler)) when students don't understand her. *** When she tries to explain something, she first explains it in English (4.0) than Bosnian. (6.0) When she asks us questions, it's a mix. At the beginning of the lesson, she uses Bosnian, at the end of the class, she mixes." (Student 3)*

However, the rest of the participants claim Bosnian dominates their English language classrooms, from grammar, vocabulary, feedback, and discussions to discipline issues. The only situation when English is used is through reading and doing exercises from the book. They agree that they rely only on their mother tongue(s) because it is the safest option. Unfortunately, they do not dare to express themselves in the target language, affecting their confidence negatively, making them overthink their answers and continuously question everything.

In conclusion, the perception of students on the presence of translanguaging pedagogy varies depending on their needs, experiences, and beliefs. Some students may feel more comfortable and confident in English-only classrooms, while others may see the benefits of the use of both languages. However, some students may feel that if Bosnian dominates the language use, it can negatively affect their learning process, making it almost impossible to express themselves in the target language.

What are teachers' beliefs about the presence of translanguaging pedagogy in-class writing activities?

The results indicate that all teachers follow a procedure while conducting writing activities, and they include translanguaging practices like brainstorming, drafting, revising, and editing texts; adding that explaining the input is as valuable as the output:

**** Before I assign writing, I go through the assigned text. Depending on the task itself, I sometimes like to give them group work. *** If I see one writing style dominates, I give them homework to see if they can apply rules. They translate often because they are still thinking in their mother tongue.***" (Teacher 5)*

The results indicate that seven teachers see benefits in using translanguaging pedagogy in their classroom, especially because it gives them access to linguistic and cultural resources. They encourage the use of resources and dictionaries because they help students with their participation, motivation, and confidence. They report that it helps them develop skills in both languages while doing writing tasks. However, all the teachers indicate that what usually happens is overreliance on the use of Bosnian language. One teacher reports that translanguaging affects the coherence and clarity of the written text, making it difficult for learners to separate two languages.

All in all, the findings suggest that there are pros and cons to using translanguaging strategies in writing tasks. While some see it as an opportunity to improve their motivation, confidence, and language proficiency, others believe it affects their language skills negatively, changing the coherence and clarity of the written text.

What are students' beliefs about the presence of translanguaging pedagogy in class writing activities?

The results indicate that all the students are exposed to similar writing tasks, either reading materials from the book, filling the gaps, or answering questions. Two students report not ever having written the written assignments. They report doing these tasks in both English and Bosnian languages. They add that translanguaging practices are beneficial when translating words, expressions, or parts of sentences. They explain they are encouraged to do these tasks in English, but are not criticized if they mix two languages. However, students agree they find it difficult to separate the two languages because they apply the grammar rules from L1 to L2. They also report they should have more opportunities to explore writing skills.

Overall, the findings suggest that there are both advantages and disadvantages of translanguaging practices in writing activities. All students seem to agree that they feel more confident and motivated in translanguaging spaces, sometimes finding it difficult to separate these two languages and to stop overrelying on the use of L1.

What are teachers' beliefs about the presence of translanguaging pedagogy in-class speaking activities?

The results indicate that teachers' opinions on translanguaging pedagogy in speaking activities differ depending on their experiences and attitudes. Six teachers claim the advantages of translanguaging in speaking activities override the disadvantages since they help students develop their fluency, especially if they are not proficient in the target language. They promote a positive learning environment, encouraging students to actively participate in classes, and even learn cooperatively. However, the rest of the teachers claim that L1 prevents students from ever talking in the target language,

making it difficult for them to assess their proficiency, while creating misunderstandings and confusion, especially for students who prefer monolingual experiences. One teacher describes how she supports a monolingual learning environment through cooperative learning:

*“*** I would like to have my students sitting in a circle. *** I sit there with them. I play with the role of the teacher. I have a mentor. One of the students is my assistant. Whenever someone has a dilemma. If the mentor does not know, I help them. I give them video materials, writing notes, we do have this intro activity and brainstorming, and then I usually give them feedback to encourage them and include my personal experience. I bring some testimonials so that they can see it from different point of view. What I practice a lot, them volunteering, even when it comes to the students who are not very active, so I notice they haven't said anything. Okay I say that I need to talk to someone who hasn't said anything and they are more open to participate. Those would be my tools. I sometimes use speaking cards. I rarely go into the situations where they speak to me directly. When they create their own ideas, then they talk to me. They help each other.”* (Teacher 3)

They all report that grammar exercises do not dominate the class because the goal of the lesson is to have the students develop their speaking skills rather than to focus solely on grammar.

In conclusion, the results show that teachers have differing opinions on translanguaging pedagogy in speaking activities based on their experiences and attitudes. While some agree there are benefits, like promoting a positive learning environment, others disagree because it hinders the development of the target language. The results highlight the need for a balanced approach.

What are students' beliefs about the presence of translanguaging pedagogy in-class speaking activities?

The results show that students think translanguaging pedagogy is present in speaking activities. Their opinions vary depending on their level of proficiency, and experience. They indicate their teachers switch between the languages and use translation methods to encourage students to participate in speaking exercises. All of them feel more confident and relaxed while speaking, especially when allowed to switch between the languages. They explain they are encouraged to do these tasks in English, but are not criticized if they mix two languages. One student explained that the problem is that there are not too many speaking activities during the classes, because grammar exercises dominate there:

*“*** I think there should be more of those types of exercises. WE DO IT. When we start a new chapter. Only, two times in one chapter. ***”* (Student 4)

However, the results also indicate that they believe that it slows down the language learning process in the sense that they are more likely to participate in speaking activities, but they overrely on Bosnian language. They

also agree that the reason why they are not able to completely express themselves in English is because of translanguaging pedagogy. Also, two students feel excluded from the activities since their proficiency level is higher and they rely more on the target language.

All in all, students acknowledge the benefits of the use of L1 in speaking activities, especially because it encourages participation. They express concerns over overreliance on the L1, impeding the learning process and their ability to express themselves in the target language.

What are the outcomes of using translanguaging in the Europanto (an invented language composed from different languages) speaking task?

The results on the outcomes of using translanguaging in the Europanto speaking task indicate that translanguaging practices differ based on the language repertoire and the confidence of the students when presented with the unfamiliar situation. Depending on the individual personality traits, they showed anxiety, fear and excitement when faced with this task. Two students report quitting the activity altogether. The results show that three students used two languages, English and Bosnian, four students used three languages, English, Bosnian and Turkish/German/Arabic and one student used four languages, English, Bosnian, Arabic and Turkish. One example of this activity goes as follows:

“So, vojek sam htjela for my future to be Türkiye'ye seyahat etmek to be cozy and to be mutlu da dođe moja sestra i isto to uradi i da budemo always together in a thigh way. Yeah.” (Student 6)

The outcomes of using translanguaging include that students draw on their linguistic resources to communicate effectively. It increases their awareness of the grammar, vocabulary, and sentence structure. It is seen as a good way to practice proficiency in other languages, too.

In conclusion, the findings indicate that despite students expressing nervousness, the use of translanguaging in this task resulted in effective communication and increased awareness of the use of various syntactic structures and different vocabulary.

5. Discussion

Looking into the research on translanguaging pedagogy and the use of L1 (Baker, 2011; Barron-Hauwaert, 2011; Cenoz & Gorter, 2019; Tsuchiya, 2015), it is indicated that it can foster multilingualism, improve proficiency, promote inclusion, facilitate comprehension and learning, allowing students to participate actively in the classroom. The focus should be put on inclusive learning that values diverse linguistic and cultural backgrounds. The results

of this study indicate similar results that depend on individual needs, attitudes, and teaching practices.

Additionally, the research on translanguaging pedagogy in writing (Blackledge, 2016; Cenoz & Gorter, 2019; Maley, 2011; García & Li (2014), showed that the use of L1 in writing tasks improved the confidence, vocabulary, and grammar, creating a welcoming and more inclusive language environment. It can also help students support bilingual identities. However, this study showed mixed results, both advantages and disadvantages of the translanguaging practices, the disadvantages being overreliance on L1 which can affect students' ability to express themselves in the target language.

While researching translanguaging pedagogy in speaking, several studies (García, 2014; García & Li, 2014; Paribakht and Wesche, 1999) found that using translanguaging can improve proficiency, increase motivation, and engagement, raise cultural awareness through careful scaffolding and planning, incorporating a balanced approach to avoid overreliance and linguistic segregation. The results of this study stressed a balanced approach, especially because, generally, translanguaging practices are not always carefully planned.

While exploring the outcomes of translanguaging on Euro-panto speaking tasks, the results drawn from the research (García, 2014; García & Li, 2014) promote inclusion, enabling students to communicate efficiently creatively using multiple languages, while negotiating meaning through familiar expressions and grammar. Hesitancy and self-consciousness might prevent them from exploring translanguaging strategies (Steinberg & Horwitz, 1986). The findings indicate that employing translanguaging practices in Euro-panto context can result in effective communication.

6. Conclusion

In conclusion, the results show that perceptions of students and teachers on translanguaging pedagogy vary depending on individual needs, beliefs, attitudes, and learning contexts. While some see advantages in the use of L1 and L2, others disagree because it hinders the learning process. Students may feel more comfortable and motivated using L1 in speaking and writing activities, but overreliance can negatively affect their ability to express themselves in the target language. Generally, the use of translanguaging can enhance proficiency and improve communication. It requires a balanced approach and careful consideration of the needs, interests, and beliefs of both teachers and students.

The practical implications of conducting this research are significant, especially in educating teachers on successful practices for creating a balanced translanguaging space with a more inclusive and effective learning environment. One of the key points is the need to plan and create translanguaging strategies through activities that allow students to use their native language(s) alongside the target language. Also, providing up-to-date professional development opportunities can help teachers understand the concepts better. However, some limitations need to be addressed, especially the issue with generalisation since the researcher used a small sample size specific to the Sarajevo Canton context. The next step would be to observe the classes to see the extent to which translanguaging pedagogy is present in a multilingual classroom. Additional research needs to be done in other contexts to confirm the findings.

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Author's address:

Ajla Doljančić
Prvomajska 2
71 000 Sarajevo
e-mail: ajla.doljancic@gmail.com, ajla.doljancic@stu.ibu.edu.ba

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