

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE IMPACTS OF TRANSLANGUAGING ON THE DEVELOPMENT OF
L2 READING COMPREHENSION SKILLS; ARABS ACQUIRING
TURKISH AS A SECOND LANGUAGE**

DOCTORATE THESIS

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**Department of English Language and Literature
English Language and Literature Program**

JULY 2023

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July 2023

APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study “The Impacts Of Translanguaging On The Development Of L2 Reading Comprehension Skills; Arabs Acquiring Turkish As A Second Language”, which I submitted as a PhD thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

Massaher AKKARI

FOREWORD

I would like to express my profound gratitude and appreciation to my supervisor, Prof. Dr. Turkey Bulut, without whom I would not have been able to complete this research, and without whom I would not have made it through my PHD degree! Her constructive suggestions, valuable feedback, and assistance have greatly impressed and inspired me, and definitely affected my work positively.

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July 2023

Massaher AKKARI

THE IMPACTS OF TRANSLANGUAGING ON THE DEVELOPMENT OF L2 READING COMPREHENSION SKILLS; ARABS ACQUIRING TURKISH AS A SECOND LANGUAGE

ABSTRACT

In the past few decades, the concept of translanguaging has generated a large amount of theoretical and empirical studies. Determining whether translanguaging is beneficial or detrimental to second language acquisition has been one of the major goals of translanguaging research. The current study investigates the impact of the use of translanguaging in developing second language reading skills among Arab learners of Turkish at the TÖMER centers in Turkey and the way both the teachers and students of Turkish perceive the translanguaging method. It also explores the different strategies used by L2 learners to develop their reading comprehension skills and retain and understand new Turkish vocabulary. Thirty-four Arab students of A1 level in Turkish and four teachers participated in the study. Four data collection instruments were used in the study: namely, the TÖMER test, the perception questionnaires, the interviews, and the classroom observations. Quantitative analyses of the data were computed by Paired-Samples T-tests and Independent-Samples T-tests. Although T-test results did not reach significance, the results from the descriptive statistics revealed that the students' reading comprehension slightly improved after allowing them to use translanguaging. Furthermore, the majority of the learners reported positive experiences and attitudes towards translanguaging practices. These findings highlight the importance of the translanguaging pedagogy and its role in enhancing L2 learners' reading skills and second language acquisition.

Keywords: Translanguaging, Second Language Acquisition, Turkish Language, Reading Skills, L2 learners.

TRANSLANGUAGING'İN L2 OKUDUĞUNU ANLAMA BECERİLERİNİN GELİŞİMİNE ETKİLERİ: TÜRKÇEYİ İKİNCİ DİL OLARAK EDİNEN ARAPLAR

ÖZET

Son birkaç on yılda, diller arası geçişlilik (bu makalede translanguaging olarak adlandırılacaktır) mefhumu çok sayıda teorik ve uygulamalı bilimsel çalışmalara tabi kalmıştır. Translanguaging'in ikinci dil edinimine yararlı mı yoksa zararlı mı olup olmadığı, işbu konu üzerindeki çalışmalardaki elzem sorulardan biridir. Bu makaledeki araştırma, translanguaging'in hem Türkiye'de, TÖMER merkezlerinde eğitim alan Arap öğrencilerin yabancı dil öğreniminde yazma becerilerinin etkisini, hem de Türk öğretmenlerin ve öğrencilerin translanguaging yöntemini nasıl kavradıklarını araştırır. Bu araştırma ayrıca L2 öğrencilerinin okuduğunu anlama becerilerini ve Türkçe kelimeleri anlama ve edinme açısından farklı stratejileri araştırır. Bu çalışmada dört öğretmen ve A1 seviyesinde Türkçe bilen otuz dört Arap öğrencisi yer almıştır. Bu çalışmada TÖMER testleri, algı anketleri, röportajlar ve sınıf gözlemleri olmak üzere dört veri toplama aracı kullanılmıştır. Nicel bilgi analizlerinin hesaplanması, bağımlı-gruplu T-testleri ve bağımsız örneklem T-testleri kullanılarak uygulanmıştır. T-test sonuçlarının anlam kazanmamasına karşın, bu betimleyici istatistiklerin sonuçları öğrencilerin okuduğunu anlama becerilerinin, translanguaging kullanılmasına izin verildikten sonra bir dereceye kadar geliştiğini göstermiştir. Ayrıyeten, öğrencilerin çoğunluğu translanguaging uygulamalarına karşı pozitif deneyim ve tutum sergilemişlerdir. Bu bulgular translanguaging pedagojisinin ve L2 öğrencilerinin okuma becerilerinin ve ikinci dil edinimindeki rolünün önemini vurgular.

Anahtar Kelimeler: Translanguaging, İkinci Dil Edinimi, Türk Dili, Okuma Becerileri, L2 Öğrencileri.

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I. INTRODUCTION

A. Scope and Aim:

This study is grounded within the field of Applied Linguistics in general and within the interdisciplinary subfield of Second Language Acquisition (SLA) in particular. SLA research investigates the process of acquiring a second language (L2) and examines the individual variation observed among L2 learners in the process of learning and acquiring that second language. It also explores the methods employed in the process of language learning and teaching and the attitudes towards these methods. One of the pedagogical methods that has played an influential role in SLA research is translanguaging. The current study aims at investigating the impact of translanguaging in developing second language reading skills among Arab learners in Turkey. It also aims at exploring how both teachers and students perceive translanguaging. This investigation aims at understanding the different strategies used by L2 learners to develop reading comprehension skills and to retain and understand Turkish vocabulary.

B. Theoretical Background of the Study:

Language is an ever-changing and growing phenomenon (Erdin & Sali, 2020). There has been a growing movement over the last decades to bring together the mother tongue (L1) and the second or foreign language (L2) in a productive concept called "translanguaging". It is a new term that was first coined by researchers in Wales (Otheguy, García & Reid, 2015) and is gaining growing attention in the field of language teaching and linguistics. It can be defined as "the capacity of multilingual speakers to convert between languages, treating the different languages that make up their vocabulary as an interconnected framework" (Canagarajah, 2011a, p. 401).

This is the use of one's entire linguistic vocabulary as a method to learn pedagogy that encourages students to read in one language and speak or write in

another, even though their L1 is not understood by their educators. The primary aim is to use all available language resources to construct meaning (Garcia & Lin, 2017). Translanguaging is not just a strategy or social method, as Garcia and Lin (2017) elucidate, but also a linguistic philosophy that offers cognitive grammar influenced by social exchange and communication. This interaction between multilingual speakers, classmates, and peers can help them not only socialize but also grasp the content of each task once they debate it together.

The value of shedding lights on the translanguaging strategy is based on the importance of finding few language barriers that cannot be resolved by several learners. Since L2 students may not have acquired an autonomous learning strategy at the beginners' level, they may not be able to comprehend the mechanism by which they obtain L2 codes input, but they may understand these in their L1 and then create the result codes in L2 again. It occurs that L2 learners often create a kind of mixed expression between L1 and L2 to substitute for unfamiliar terms in order to communicate and write in the simplest way. This can also happen behind teachers' backs in classrooms that forbid language mixing (Canagarajah, 2011b).

The translational change in language teaching brings a novel viewpoint on multilingualism by proposing that multilingual learners have one linguistic vocabulary repertoire rather than two or three distinct language structures (García & Li Wei, 2014). When learners participate in translanguaging, they use an interconnected method that draws on all the characteristics of their vocabulary (Otheguy, García, & Reid, 2015).

Translanguaging in language learning and teaching has a vital role to promote the normalization of bilingual language practices and to inspire new pedagogies in the language classroom (Prada & Turnbull, 2018).

Since there are few studies that promoted the use of pedagogical translanguaging and investigated its effect on acquiring languages in general, the researcher decided to carry out this study to investigate the perceptions of the teachers and the impact of translanguaging in developing second language reading comprehension skills among Arab learners acquiring Turkish in Turkey.

C. Rationale:

SLA represents an under-researched field in Turkey. Studies on translanguaging are merely scarce. Thus, the rationale for this study arises from the growing need for translanguaging research that investigates how Arab students acquiring Turkish deal with Turkish-Arabic translanguaging and explores the impact of these translanguaging pedagogies in developing reading comprehension skills among L2 learners in Turkey.

The importance of the current study lies in the novelty and importance of the translanguaging pedagogy and its role in enhancing the skills of reading in L2 acquisition. The researcher strongly believes that the current study will shed light on the difficulties and challenges that language students may face in foreign countries, particularly Turkey. In addition to studying strategies and methods that help students enhance reading skills in their second language, the current study will contribute to provide a scientific addition that can be used by future researchers in the design of their studies.

Using the native language to learn and master an L2 can even pave the way to eliminate the one-language pedagogy and accept bilingualism and multilingualism in the class. The research can prove that using previous linguistic repertoires of students can actually help them learn the target language better and grasp information easier as they have linguistic knowledge of their mother tongue. They can explain and discuss the rules in one language then apply them in the other language. This can promote a deeper understanding of the rules and lead to developing their reading skills. The researcher hope that more studies would work on this new pedagogy, its implementation in the curriculum and its socially, linguistically, and psychologically effects on L2 learners.

D. Statement of the Problem:

Turkey nowadays has become home to people from different cultural backgrounds and ethnicities who have come for different reasons such as studying, working, family reunion, investment and even escaping war, oppression, and natural disasters. These people speak different languages, but the majority of these immigrants are Arabs: Syrians, Iraqis and Palestinians who fled the war seeking

freedom, safety, and dignity. Learning the Turkish language is required for these individuals since the language barrier represents an obstacle for these refugees. According to Flores and Aneja (2017), "[T]he aim of language learning is no longer for learners to acquire 'native-like skills', but rather for students to strategically select characteristics of their communicative repertoire in ways that affect their bi/multilingual identities and that satisfy their interlocutors" (p. 443).

In the light of this, the current study aims at investigating whether using translanguaging pedagogy in language centers could be effective in learning the target language better, focusing specifically on the reading skills. In other words, this study explores whether using translanguaging improves these foreigners' linguistic skills and makes them able to understand the content and answer the comprehension questions correctly.

E. Objectives of the study:

This study aims at investigating the impact of translanguaging in developing second language reading skills among Arab learners in Turkey. In addition, the researcher will try to achieve the following objectives:

- To study how difficult it is to find the required vocabulary in Turkish,
- To study the different strategies used by L2 learners to develop reading comprehension skills,
- To shed lights on the linguistic factors that help learners better remember and understand Turkish vocabulary and
- To find out how the teachers teaching Turkish view translanguaging.

F. Research Questions:

The following research questions are intended to guide the present study in order to be able to achieve its objectives:

- What is the impact of translanguaging on the development of reading skills in L2 (Tömer's Turkish test).
- What are the perceptions of the learners about using both Turkish and Arabic in the classroom? (A student perception test)

- How do the teachers view the use of Arabic in the classrooms? (a teacher- perception questionnaire)
- Which strategies do the students utilize when they face unknown words in the text? (Interviews)

G. Overview:

This dissertation comprises five chapters. The first chapter presents the scope and aim, the theoretical background, the rationale behind the study, the problem and the objectives of study and the research questions.

The second chapter highlights the theoretical framework of the present research. It is devoted to defining the main concepts and reviewing the relevant literature on translanguaging and its effect on reading.

The third chapter presents the methodological steps followed in the study. It reviews the reliability and validity issues and highlights the ethical considerations. It also provides a detailed description of the setting, the participants, the data collection tools and procedure and the data analysis procedure.

The fourth chapter analyses and discusses the result of the data in the light of the research questions and the findings of previous studies.

The last chapter summarises the major results of the study. It presents its implications and its limitations and suggests some recommendations for future research.

II. LITERATURE REVIEW

A. Defining Translanguaging:

The term “translanguaging” was first coined in Wales “to refer to a practice of deliberately changing the language of input and the language of output” (García & Wei, 2015, p. 224). In other terms, translanguaging is about the integration of new language practices into one linguistic repertoire (García & Wei, 2015). Translanguaging pedagogies may help promote transmission, enable interdependence between the various linguistic resources of learners and motivate learners to negotiate and build deeper metalinguistic skills in a flexible manner. According to Garcia (2009), one of the major pioneers in the field, “[T]ranslanguaging is the act performed by bilinguals to access various linguistic elements or various configurations of what are described as autonomous languages in order to optimize the communication capacity” (p. 140). Canagarajah (2011a) identifies it as “the capacity of multilingual speakers to shuttle between languages, treating the various languages that make up their repertoire as an integrated framework” (p. 401).

B. Development of the Term “Translanguaging”:

Translanguaging was first defined by Williams in the 1980s, a Welsh educationalist, as a pedagogical method under which learners receive the input in one language, comprehend it and then use it in another language in their bilingual classrooms (Williams, 1996). That is when the term was first used in education according to Lewis, Jones & Baker (2012).

The first coined term for translanguaging in Welsh was “trawsieithu”, then the term was translated into “translinguifying” in English; however, Williams and Baker changed the term later to “translanguaging” (Ledwaba, 2020). Lewis et al (2012) postulate that the term “translanguaging” was popularized in education in the first half of the 20th century, due to the emerging positive ideas about bilingualism

and multilingualism in second language classrooms. In the last two decades, the concept of translanguaging gained more popularity in the fields of bilingual and multilingual education thanks to two works: Baker's Foundations of Bilingual Education and Bilingualism (2001, 2006 & 2011) and Ofelia Garcia's (2009) Bilingual Education in the 21st Century (Lewis et al., 2012).

C. The Importance of Translanguaging in Second/Foreign Language Classes:

The use of translanguaging as a pedagogical method in the educational context has generated a whole theoretical and empirical framework that has provided further insights into translanguaging and its importance in education and especially in second and foreign languages classrooms. Bilingual or multilingual learners are not only involved with two or more languages but also with two or more cultures. Accepting such multilingual and cultural diversity in the class might boost the students' self-confidence, help them maintain their identities, and normalize bilingualism and multilingualism in second language classrooms. In this context, Prilutskaya (2021) elucidated that translanguaging in language teaching has played a significant role in promoting the normalization of bilingual language practices.

According to García, Skutnabb-Kangas, and Torres-Guzman (2006 as cited in Creese & Blackledge, 2010), multilingual schools use educational effort that relies on the diversity of languages and literacy practices of their learners, which means that the use of translanguaging in classrooms promotes not only "the acceptance and the tolerance" of the learners L1s, but also the "cultivation of languages through their use for teaching and learning" (p. 103).

Baker (2001, 2006 & 2011 as cited in Lewis et al., 2012) determines four potential pedagogical advantages of translanguaging. The first is that the use of translanguaging in education might help learners achieve "a deeper and a fuller understanding" of the topics. The second is that it contributes to the development of the learners' competence in "the weaker language", which is the second or foreign language. Thirdly, translanguaging can promote "home-school links and co-operation" and make them smoother and easier. The last potential advantage is that the use of the translanguaging pedagogy is very useful for "the integration of fluent speakers with early learners" (p. 645). Furthermore, the use of translanguaging as a pedagogical tool promotes a better and more profound understanding both when

reading and communicating in the second or the foreign language, which can generate a higher proficiency level in the L2 but also in the L1 of the learners (Ledwaba, 2020). As stated by Ledwaba (2020), now translanguaging is considered as a pedagogical method that can tackle the issue of low reading literacy among bilingual and multilingual learners. That is, translanguaging can be adopted by second and foreign languages instructor in order to “deepen multilingual students’ understandings of texts” (p. 1). It also increases the students’ sense of confidence and helps them gain critical metalinguistic awareness. García et al. (2019) argue that many scholars in the field of translanguaging have reported that the translanguaging pedagogy allows bilingual and multilingual learners to blend their linguistic, cultural, and historical background information with the texts. In this context, “a translanguaging lens in literacy research could result in learning more about the complex process by which multilinguals assemble their meaning-making resources and form relations among a range of forms of semiosis to interpret and produce texts” (pp. 6-7).

According to Kim (2006), code-mixing occurs when people mix two languages or more in a speech act or discourse without any obligation. Among the reasons that thrust people to use code-mixing or translanguaging is "bilingualism". It happens when both speakers can express and share ideas in both languages. It also occurs when there is a shortage of vocabulary background. While communicating, if there is a lack of vocabulary in one language, the interlocutors will resort to use the other language, usually L1, to fill in the gap and continue the conversation.

That is to say, during speaking lessons, for instance, the learner wants to use a specific word in the target language, but s/he cannot recall its equivalent in the second language. In this case, the language learner needs to borrow a word from the mother tongue and use it in order to avoid any gap within the sentence. This phenomenon is taking place in almost every class of beginner and even intermediate level.

However, sometimes the L2 learners are multilingual, or they have different native languages which makes the classrooms heterogeneous. In this case, students who share the same L1 or any other foreign language are either grouped or paired “so they are free to access their full semiotic repertoire to discuss aspects of the text” (García et al., 2019, p. 9) when reading in their second or foreign language classes.

Literacy scholars who have studied this phenomenon believe that allowing and accepting the use of translanguaging in literacy provides a valuable opportunity to write more diverse texts by L2 learners “as multilingual learners draw on their full linguistic repertoire to re-present things that matter to them” (García et al., 2019, p. 10). To put simply, today, L2 instructors and teachers are becoming more aware of the importance of the use of translanguaging in classroom settings. They have also started to realize how the native reading and writing strategies and styles of L2 learners contribute to academic achievement, school performance and literacy development.

D. Distinction between Translanguaging and Code-Switching:

Prior to the popularization of the term translanguaging, as a separate and independent concept, the term code-switching was utilized to refer to “the act of shifting from one linguistic code to another” (García et al., 2019, p. 5). According to Ledwaba (2020), code-switching occurs therefore when at least two languages, namely the speaker’s L1 and his L2, are mixed within the same linguistic utterance. That is, code-switching represents a “bilingual-mode activity” that involves the combination of two different languages when speaking or communicating (p. 28). Many scholars have insisted that translanguaging and code-switching represent two different concepts. Translanguaging assumes that bilinguals have one linguistic repertoire from which they can select characteristics strategically for an effective communication. Code-switching, however, presumes that bilinguals have “two separate monolingual codes that could be used without reference to each other” (from Celic & Seltzer, 2011, p. 1 as cited in Vaish, 2018).

To put differently, translanguaging can be considered and also adopted as a teaching pedagogy and learning method; however, code switching represents a strategy that bilingual and multilingual speakers use spontaneously. Nevertheless, Baynham and Lee (2019) asserted that “yet a translanguaging space emerges from different kinds of mediating procedures, including translation, transliteration, code-switching/mixing, orthographic morphing, and so forth” (as cited in Chu, 2019, p.40).

E. The Difficulties Faced by L2 Language Learners while Using Translanguaging:

1. Difficulties in Acquiring Grammar and Sentence Structure:

Due to the difference between the Arabic and the Turkish language, specifically in terms of sentence structure, Arab learners might experience certain difficulties in acquiring the Turkish word order. In Turkish, the verb is usually at the end of the sentence; whereas, in Arabic it is usually at the beginning. This difference in the language variation in the syntactic structure might result in negative transfer by Arabs acquiring Turkish as L2 who unconsciously apply L1 verb placement rules to L2.

For instance, the following Turkish sentence (1a) starts with the object; however, the same sentence in Arabic (1b) has to start with the verb followed by suffixes that indicate the tense, gender, number, and person of the subject, then followed by the object and hence, structural differences exist between the two languages.

1a. Elma yedim (I ate an apple)

apple-eat-past-1st person singular (Object-Verb-Subject)

1b. تفاحة اكلت

eat-past-1st person singular-apple (Verb-Subject-object)

In Arabic, the verb usually comes at the beginning of a sentence preceding the subject; so, the basic word order is VSO (verb-subject-object) which explains why Arab learners might face a difficulty in processing sentences while trying to grammatically order the words in the sentences in the right way. These word ordering and verb placement problems might confuse the learners, in addition to the different writing direction in both languages. Arabic writing starts from the right to the left; whereas, the Turkish writing starts from the left to the right.

Studies (Yang 2019, Yam & Liu 2022) have shown that if the native and the target languages belong to different language families, the learners may face difficulties acquiring the different grammatical rules due to the interlanguage and the negative transfer of L1 on SLA. Thus, allowing the language learners to utilize translanguaging, and providing them with practical situations in classroom can

develop their ability to use L1 and L2 effectively.

Many researchers have agreed that there is a significant degree of translanguaging usage in almost every L2 classroom. Sali (2014) justifies that the teachers observed in her study used L1 for different reasons; mainly academic, managerial, and social. Most of them used L1 to explain the content of the lessons, to manage the classroom interactions, and to create bonds with their students. Şenel (2010) also reports that teachers use L1 to check for comprehension, explain the meanings of new vocabulary, and clarify the meaning of complex language items.

Yuksel and Altay (2021) support the same statement that Turkish teachers use of L1 was pretty excessive compared to their counterparts specifically in China and Germany. The teachers' deep concern about their students' level in English in general, and their vocabulary knowledge improvement in particular, might be the reason of this excessive use of L1 (Kirkgöz, 2009; Başıbek et al., 2014; Macaro et al., 2016 as cited in Yuksel and Altay 2021). Thus, Turkish language learners as well as teachers adopt the use of such strategy to facilitate the learning process.

Linell (1998) explains that the use of translanguaging by bilingual or multilingual learners of Turkish can be linguistically and socially beneficial. This occurs when L2 learners resort to translanguaging when they cannot comprehend a text or a vague unclear sentence. They can also use it in order to understand a proverb or an idiomatic expression of the target language. Whenever they encounter such challenges, they apply translanguaging technique.

2. Difficulties in Listening Faced by Foreigners Acquiring Turkish as L2:

Listening skills play a crucial role in an individual's communication with others and their understanding of the environment. Listening is considered as a key element to acquire any language. Being exposed to a linguistic environment is vital to learn a language. The linguistic environment can be at home with the family, with the caretaker, in the neighbourhood with peers or in class with other students and/or the teacher. In a foreign language learning process, students have to understand and comprehend what they are listening to so that the learning process takes place.

Teachers, on the other hand, should follow the listening processes of the students attentively and identify any problems their students face during this process to ensure a successful learning. The study conducted by Kaldırım and Degeç (2017)

aimed at identifying the listening barriers encountered by university students learning Turkish as a second language in Dumlupınar University's TÖMER. The participants at B2 level, expressed that they often faced problems during listening. Among these problems, they stated accented speech and frequent use of idioms and proverbs. They also explained that the shortage of vocabulary, the lack of emphasis and voice intonation during speech were very challenging and made it hard to fully understand the listening parts. However, the study revealed that there were some factors that helped the participants understand the audio recordings better. These factors were their ability to speak other languages (as there are some borrowed words which might help them get the general idea from the listening), good vocabulary knowledge, interesting topics that can excite and catch these learners' attention, the frequency of listening to audio-visual elements, and the speaker's use of gestures and mimics.

3. Difficulties Encountered in Phonology and Morphology:

There are two types of morphology: concatenative and non-concatenative. The former one, which is the most familiar in languages, is based on concatenation of prefixes and suffixes to the root in a linear way. The later one is based on forming new words by the modification of the root itself internally. Arabic, as a Semitic language, is morphologically considered as non-concatenative language; Turkish is considered as concatenative one. Arab-speaking learners who are used to follow certain patterns in order to get the simple past of a verb or the plural form of a noun or the comparative or superlative form of an adjective might find the same task challenging and confusing in Turkish.

For instance, the word /tfehimt/ which comes from the root /f-h-m/ (understand) has to be added prefixes, infixes, and suffixes to denote the tense, the gender, the person, and the number inflections. This difference in the morphological rules could be puzzling and confusing for Arabs acquiring Turkish. Moreover, there are some letters in the Turkish alphabets that do not exist in Arabic, which makes pronouncing them harder such as / Ç/, /Ğ/, /İ/, /Ö/, /Ş/, /C/ and /Ü/. Based on the critical period hypothesis that was suggested by Lenneberg (1967), it is quite hard to achieve a native-like accent after the age of puberty. These adult Arab participants might be able learn Turkish, but their accents would likely seem like foreigners', not natives'.

4. Difficulties in Acquiring Turkish Vocabulary:

There is a huge number of Arabic loanwords that are used in literary as well as daily Turkish language. According to different researchers, this similarity facilitates learning many words, referred to "cognates" (words that have the same origin or root). For instance, words such as "kitap, mühendis, Sabah, cevap, etc." are so remarkable especially when the learners practice translanguaging. One cannot deny that there is a positive transfer when the L2 learners unconsciously try to produce sentences in a mixed language. Using their native language to discuss the grammatical and phonological rules or to explain new acquired vocabulary then produce the output in the target language is obviously an asset. However, based on a study that was conducted by Baradi (2020), it seems that due to the complexity of the Arabic idioms, clauses, and phrases, it is sometimes challenging for the learners to develop L2 language competence rapidly.

This can be explained as there are some Turkish words with Arabic origin which have similar pronunciations but different meanings (Faux amis). These homophones usually lead the Arabic learners of Turkish to encounter misspelling and mispronunciation. The similarity between the two languages in terms of vocabulary can help the students recall better the words and memorize them faster but might confuse them as well and generate using the wrong synonym/counterpart in some cases. For example, there are some words that are common in both languages, but they cannot be used interchangeably, like the word "fakat". In Baradi's (2020) study, the participants agreed that the degree of confusion was very high. They reported that sometimes it was pretty hard to deduce the meaning since Arabic has the same pronunciation of some words but with different meanings.

2a. Sadece iki elma yedim (I ate only two apples.)

Only–two–apple–eat–past–1st person singular.

2b. أكلت تفاحتين فقط (I ate only two apples)

Eat– past–1st person singular– apple–plural –only

Here, in the Arabic sentence (2b), we used "fakat" to denote the number of apples eaten. However, in the Turkish translation, we cannot use "fakat" but rather "sadece". The word "fakat" means "only" in Arabic, whereas it means "however" or "but" in Turkish. Therefore, they cannot be used interchangeably. In an attempt to

clarify this confusion, while teaching Turkish as an L2, we should take into consideration the degree of similarities and/or differences of the culture and the language that the students bring with them. This represents one of the most important factors that affect the learning process.

5. Vocabulary Learning Strategies for Foreigners Acquiring Turkish:

Vocabulary learning is considered as a crucial part of foreign language development. Without an extensive vocabulary, it would be hard for the learners to express all their ideas clearly and fluently. Thus, learners try their best to learn as many words and expressions as they can. There are so many strategies to enrich one's vocabulary background. The most common one is memorizing the "word lists" after each chapter in the Turkish book. Teachers teaching Turkish as a second language emphasize the importance of memorizing these word lists by heart then checking their students' memorization and understanding of such terms by asking them few questions in which they must use the newly acquired vocabulary in sentences.

The study by Kadizade (2015) aimed at investigating vocabulary learning strategies used by 155 international students of Turkish. The study revealed that lower proficiency groups (A1 and A2) utilized vocabulary learning strategies more than the intermediate groups (B2) do. It also demonstrated that the most employed strategies were memory, affective, and social Strategies.

In other words, encouraging and counselling the students, assisting them to identify attainable goals, and working towards autonomous learning through personalizing activities will make them learn the new words easier and faster. The teachers are recommended to use pair and group works to have better learning performance. The study sheds light on the importance of motivation, attitude towards learning, and social interaction with other learners in improving language learning and cultural understanding.

The researcher made a list of accurate equivalents between Turkish and Arabic. The purpose was to assist these learners to acquire Turkish easily and to assist the teachers with some useful materials. Although vocabulary learning strategies have an ultimate importance, the researcher believed that accurate equivalence lists have not been built yet between Turkish and Arabic, thus he

conducted his research to facilitate vocabulary teaching of Turkish as a second language.

F. The Effect of Translanguaging on Reading:

1. Defining Reading Comprehension:

Woolley (2011) defines reading comprehension as “the process of making meaning from text” (p. 15). He states that the purpose behind reading comprehension is to achieve a thorough understanding of the information provided in the text and not to only understand each word, phrase, or sentence per se. According to Woolley (2011), during the reading process, students can understand the text information through developing mental representations of the ideas they are reading.

In this context, Woolley (2011) distinguished between two major types of mental models: a text-based model and a situation model. Under a text-based model, the semantic content that is considered as a mental representation of the smallest meaning units of the text (i.e. propositions) is constructed; whereas, under a situation model, a representation of the situation implied in the text is covered through making inferences.

In the light of this, reading represents a cognitive ability that can be used by a person while dealing with written texts (Bojovic, 2010). According to Davies (1968), reading skills contain understanding the meaning of words, detecting the mood of the passage as well as the author’s intention behind writing such a text, and being able to answer the questions. Munby (1978) has suggested that reading skills can also include comprehension of the language script, deduction of meaning, use of unfamiliar lexical units, conceptual meaning, skimming, scanning, and understanding of explicit and implicit content. It is a person's ability to learn, understand, and interpret written words on documents or some other reading content. Having a good reading ability would enable the person to assimilate a writing task while reading within a short period of time.

2. Reading Strategies to Develop Comprehension Skills:

Reading strategies are defined by Barnett (1988) also as “the mental operations involved when readers purposefully approach a text to make sense of

what they read” (p. 66). That is, reading is a mental process that includes interpreting symbols, understanding meanings, linking previous experience with these meanings, deduction, and criticism. L1 as well as L2 learners desire to be fluent readers as it shows their linguistic competence and increases their self-confidence and self-esteem. However, comprehension is the basis of all reading processes that allows the learners to understand the explicit and implicit ideas of the text, to analyze the author’s point of view, and to summarize the main points. Good readers employ comprehension strategies to facilitate constructing meaning (McLaughlin, 2012). The use of these strategies might make their reading successful.

Actually, there are various strategies that can develop one’s reading comprehension skills; cognitive vs. metacognitive strategies represents one of the most major categorizations. This categorization derived from a cognitive psychological theory of information processing. It distinguishes two main classifications of reading strategies: the first is cognitive strategies, and the second is meta-cognitive strategies.

a. Cognitive Reading Strategies:

Cognitive strategies are very important to perform a task (Schraw, 1998). Williams and Burden (1998) define cognitive strategies as mental processes aimed at processing information such as storing, using, or retrieving information.

Woolley (2011) states that a cognitive strategy is about the reader’s ability to use contextual clues in order to decode and understand a text. That is, under the cognitive theory, both the text and the reader, mainly his/her background knowledge, have a crucial function during the process of text-comprehension. Thus, the interaction of the reader’s background knowledge and the text is required to be able to achieve an efficient and effective reading.

Cognitive strategies have been described as mental processes that help the readers to process the information. Anderson (1999) classifies them into three strategies. The first type is comprehending strategies such as identifying the text’s main ideas, summarizing, translating words into native language, and guessing the meaning of unknown words using context clues. The second type is memory strategies that consist of highlighting information, underlining main ideas, and taking notes. Recognizing previous information and paraphrasing are also believed to help

readers remember what they read. The third and last type is about retrieval strategies. This type consists of using prior knowledge and relating it to the new information available in the text to comprehend the explicit and implicit ideas of the passage.

Pressley (2000) claimed that cognitive strategies can be classified as follows: guessing from context, using a dictionary, activating background information, summarizing, and using linguistic clues. O'Malley and Chamot (1990), for instance, provide the following categorization: "repetition, translation, note-taking, deduction, imagery, auditory representation, key words, contextualization, elaboration and inference" (p.40). Numerous classifications have been provided by scholars in the field; however, the most important and influential ones were stated in this section.

b. Meta-Cognitive Reading Strategies:

Flavell first introduced metacognition in the 1970s. Metacognition was defined by Flavell (1979) as the "knowledge and cognition about cognitive phenomena" (p. 906). Metacognition is also coined as the "thinking about thinking". Oxford (1990) perceived meta-cognitive reading strategies as learners' behaviors for planning, arrangement, and self-assessment. Recently, meta-cognitive reading strategies have received growing attention in the field of SLA. According to Mokharti and Reichard (2002), metacognitive reading strategies reveal how students plan their interaction with the context of the text and how they use strategies that lead to effective reading comprehension. Scholars and researchers in the field postulate that readers' meta-cognitive strategies are composed of planning for reading, monitoring text-comprehension during the reading process, and evaluating the effectiveness of the strategies employed during reading. In other terms, metacognitive reading strategies are divided into three operations: planning (before the reading), monitoring (during the reading), and evaluating strategies (after the reading).

According to Skehan (1993), meta-cognitive strategies involve the following three processes: planning for learning, monitoring comprehension, and evaluating learning after finishing the language activity. The first one is when the readers set planning strategies and reading goals that need to be accomplished (Pressley, 2002). Monitoring of comprehension consists of comprehending the text, grasping the vocabulary, self-questioning, recapitulating, and understanding the major ideas of each paragraph (Pressley, 2002). Evaluation for learning consists of self-questioning

while reading and reflecting on and assessing performance. In simple terms, evaluating strategies are utilized after finishing the reading in order to reflect critically on the text and evaluate it. During this process, the reader can judge his/her understanding of the material. S/he can also identify the difficulties and the complications faced during the reading task.

Several studies that have investigated children's planning strategies have revealed that skilled readers are "dynamic readers who predict what is going to happen in the text" (Woolley, 2011, p. 19). When the readers set their pre-reading expectations or predictions about the text, they rely on their background information about the topic of that text in order to be able to achieve a deeper understanding of the materials they have in front of them. These expectations or predictions about the text also help promote "engagement with the text information during ongoing reading and enable readers to verify their understanding of the text" (Woolley, 2011, p. 19). According to Woolley (2011), reading instructors and teachers can support this strategy by asking their students about the "clues" that led them to these predictions that they built before reading the text. When the reader becomes aware of which meta-cognitive reading strategy, s/he should employ and for which purpose, s/he becomes metacognitively aware of the flexibility and effectiveness of each strategy in each situation (Baker, 2002).

3. Factors that Contribute to Reading Comprehension Difficulties:

There are numerous difficulties that learners can experience during the reading comprehension process. Among the factors that contribute to reading comprehension difficulties for many learners are the socio-cultural and the affective-motivational factors. Woolley (2011) has stated that learners are shaped by their cultural identities and social environment and hence, when these learners come to their L2 classrooms they bring these identities with them. This might affect their understanding of the texts (see Figure 1). Woolley (2011) provides the following example to further explain this: "many children identified as having reading difficulties experience significant language and cultural differences between home and school" (p. 20).

In addition to the socio-cultural factor, the affective-motivational factor might also affect the learners' comprehension of texts. Affective-motivational factors

include the learners' attitudes, self-efficacy and intrinsic value, self-esteem, motivation, and emotions such as anxiety. Learners' attitudes and beliefs about their reading skills and abilities influence their reading comprehension, reading motivation, and reading achievement. Also, the learners' psychological and/or physiological state and emotions (e.g. anxiety) can impact their self-efficacy beliefs which makes these variables interrelated and interdependent.

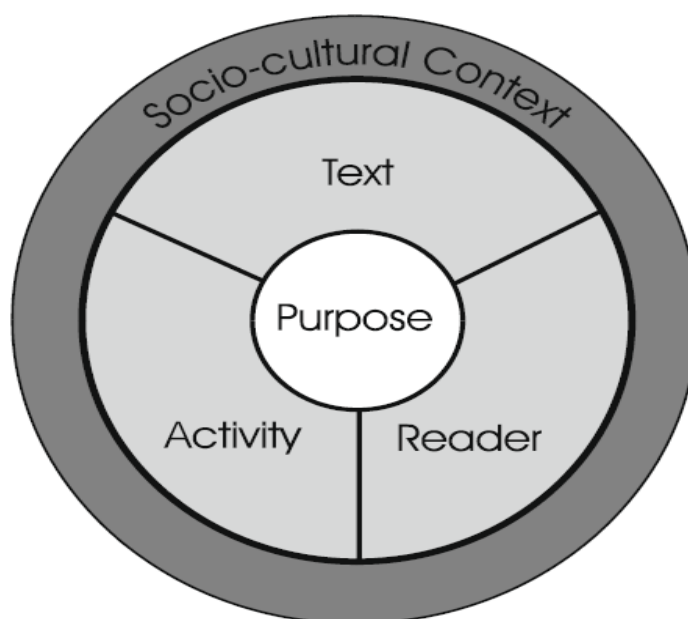


Figure 1 Variables that affect reading performance

Adopted from Woolley (2011), p. 21.

G. The Linguistic Influence between the Arabic and the Turkish Language:

Arabic and Turkish belong to two different language families. Arabic, as a Semitic language, has semitic letters, whereas; Turkish as a Turkic language, has Latin alphabets.

Turkish has been the most important member of the Turkic group of languages which include Uzbek, Azerbaidjani, Turkmenian, Kazakh, Kirghiz, Uyghur, and Yakut (Backus & Aarssen, 2001). In fact, it was originally written in the Arabic script which had been in use until 1928. In 1928, as one of Atatürk's Reforms in the early years of the Republic of Turkey, the Ottoman Turkish alphabet was replaced with a slightly modified version of the Latin alphabets. The unique characteristics of the Turkish language are vowel harmony and extensive

agglutination. In other words, it has a concatenative morphology that is based on the affixation of morphemes into roots to denote verb tenses, person, gender, and number.

Arabic, however; has a non-concatenative morphology that is based on following patterns to derive words and change class categories. Both languages have very different grammar structures, vocabulary, and pronunciation.

However, they do share similar words that can be considered as loanwords due to the historical ties between the countries particularly during the Ottoman Empire.

The areas of influence can be divided between Arabic and Turkish languages according to the following tables:

- Arabic words that became Turkish with the same pronunciation and meaning (AL-Ziadat, 2014):

Table 1 Arabic and Turkish with the same pronunciation and meaning (Real cognates)

Turkish spelling	Arabic spelling	The meaning in both languages
Cesur	جسور	Brave
Hakim	حاكم	Judge
Cevap	جواب	answer
cümle	جملة	sentence
Ressam	رسام	painter
rüya	رؤيا	dream
Allah	الله	God
Terbiye	تربية	Upbringing/manners
Sena	سنة	Year
Hikaye	حكاية	story
Hades	حديث	Hadith
hâl	حال	status

- Loanwords with the same pronunciation but differed in meaning (Faux amis).

Table 2 Arabic and Turkish with the same pronunciation but different meaning (false cognates)

Loanwords	Meaning in Turkish	Meaning in Arabic
Misafir	Guest	traveller
fakat	but	only
ceza	Punishment	Reward
Meşreb	spirit	A bar
iltifat	compliment	Turning around
intizar	Cursing	Waiting/expectation

- Words that are already in the plural form in the Arabic language (following the plural pattern) became singular forms in Turkish while preserving the same meaning. Thus, the plural suffix “lar” is added to them to mark the plural form.

Table 3 Plural form in Turkish (lar)

Turkish	Arabic	Meaning
Akrabalar	أقارب	Relatives
Fukaralar	فقراء	Poor people
tebligatlar	تبليغات	Notifications
Eşyalar	أشياء	things
Nüfuslar	نفوس	population
Evlatlar	أولاد	Children
Evraklar	أوراق	Documents
Hudutlar	حدود	Borders

H. Recent Studies about Translanguaging:

Translanguaging is a relatively new term that was introduced by Cen Williams in 1994. According to Williams, translanguaging is “the process of making meaning, shaping experience, gaining understanding and knowledge through the use of two languages” (Baker, 2011, p. 288). It was first used to describe the pedagogy in Welsh English schools in which teachers were encouraging their students to use both languages. This method consists of allowing students to read English materials such as books and articles in order to grasp the information, understand well the content, and analyze the events then write in the target language which was Welsh in this case. According to these bilingual Welsh teachers, embracing bilingualism (through using translanguaging) boosted and enhanced learning and developing bilingual proficiencies.

Lewis, Jones, and Baker (2012) found that translanguaging was the most used method in approximately one third of the 100 lessons observed in a five-year

research project. This was explained by the effective use of translanguaging in organizing mental processes such as understanding, speaking, and learning. It is spontaneous when the students are allowed to use their native language to discuss the instructions of a certain task (writing, for example) to process the information and interact with peers then use the target language to write about it. Planned translanguaging is a pedagogy that consists of a systematic planning by the teacher and the curriculum designer in order to help the students learn faster and better. This pedagogy, however, requires an intimate knowledge of the students' multilingual linguistic resources.

According to Cenoz (2017) who carried out a research on her students whose first language was Spanish but were taught Basque (as their heritage language) and English (as a foreign language) at school, translanguaging can facilitate learning different languages and avoid confusion among the learners. A teacher, as well as a curriculum designer, has to be familiar with all the linguistic features of these three languages in order to scaffold the students' learning by sorting out the differences and similarities between these languages. This will improve the students' literacy in all the languages. Therefore, translanguaging pedagogy differs depends on the context, educational setting, and learners' needs.

A study was carried out by Canagarajah (2011a) to figure out the possibility to learn from translanguaging strategies and dialogical pedagogies employed by the students. This case study explains the translanguaging strategies applied by a Saudi Arabian student in her essay writing. Canagarajah was encouraging his multilingual and multi-ethnic students to use thematic codes of data, their native language, and any feature that comes to their mind such as symbols and emojis in their essay drafts. Then, they were supposed to explain their drafts to their peers as well as to their instructor, discuss the strategies used, and open up for any comments, questions, or suggestions. The study has shown how the feedback, given by the teacher or by the classmates, can play an important role to make the students question, and reflect on their choices. It also reveals how translanguaging practices enable bilinguals and polyglots to develop metacognitive awareness and help learn the new language.

Another study was conducted by Champlin (2016), who investigated the impact of translanguaging strategies on bilingual learners (immigrants from different countries trying to learn English in the US). The data were collected using classroom

observation, interviews with students and teachers and the questionnaire feedback. The participants were teachers as well as students from different grades in the same college.

The findings revealed that translanguaging actually improved the students' English language competence. They also showed that several translanguaging strategies were used by the teachers, but unfortunately but only some believe in the positive impact of these approaches. Based on this study, Champlin (2016) has come to the conclusion that these strategies improve and boost their English language development and that instructors need to be formally trained in using translanguaging for better academic achievement.

Another study was carried out by Yuvayapan (2019) on translanguaging to investigate the perceptions of teachers towards the use of Turkish in their classrooms. 50 EFL teachers completed the questionnaire, five classroom observations with five Turkish EFL teachers were done, and semi-structured interviews were conducted with 10 EFL teachers. The questionnaire aimed at exploring teachers' attitudes and practices towards translanguaging. It consisted of Likert-Type scale items and two open-ended items in order to allow teachers to expand on their answers. Yuvayapan (2019) used three different data collection tools to achieve data triangulation. The findings showed that there was a gap between the teachers' perceptions and their actual use of translanguaging in the classrooms. Although they indicated in the surveys that they had positive attitudes towards this method, the researcher while observing realized that they were not often using it. This might be explained by their institutions' policy, parents' expectations, and the domination of the one-language pedagogy.

Baradi (2020) carried out a study that aimed at investigating whether using translanguaging practices within classroom discussions are efficient. The study was conducted on 38 Arab students at the TÖMER center at Istanbul Aydin University. The participants were studying B1 level of Turkish language. The questionnaire comprised 10 open-ended questions about the obstacles that the participants face while trying to generate ideas, interact with classmates/teacher, and perform activities in Turkish. Before distributing the questionnaire, Baradi (2020) observed two classroom hours. The students were provided by a Turkish context and then were asked to relate it to their own context and culture and draw conclusions using the

Turkish language. The findings showed that using the native language to understand the second language was very effective “in deepening comprehension and cultivating a high sense of self and identity” (p. 1). The participants used both languages to better understand the target language, which is Turkish in this study. The alternation between Turkish and Arabic languages has demonstrated that the participants; teachers and students, used translingual practices purposefully as they resort to their mother tongue to understand L2 grammar rules and new vocabulary words. The students, however, were more motivated and inclined towards the use of such strategy than their teachers. Based on this study, translanguaging has inspired the Arabic-speaking students to compare the structures of both languages to use multiple language practices to better understand the content taught and, consequently, improve and develop their Turkish.

III. METHODOLOGY

This chapter aims at providing a detailed description of the methodological framework followed in the current study in order to explain the choice of research methods employed during the research. We discuss the crucial methodological and statistical issues related to the present study. While reviewing the validity and reliability issues and ethical concerns concerning the current study, we provide the detailed descriptions of the setting, participants, research instruments, and a description of the data collection procedures.

A. Validity and Reliability:

Validity and reliability are defined by Selinger and Shohamy (1989) as “the two most important criteria for assuring the quality of the data collection procedures” (p.184). Validity is the criterion that provides information about whether the data collection procedure measures accurately what it is supposed to measure (Selinger and Shohamy, 1989). According to Sudman and Bradburn (1982), validity is defined as the degree to which the research accurately measures what the researcher intends to measure. The idea of the validity of the questionnaires highlights the steps taken by the researcher to ensure coherence, wording, and ordering of the questions. In fact, researchers distinguish between six main kinds of validity: internal validity, external validity, content validity, criterion-related validity, construct validity, and face validity.

Internal validity is concerned with the interpretation of the research findings within the study itself (Hatch & Lazaraton, 1991), external validity, however, is the extent to which the research findings can be generalized to a wider population (Nunan, 1993). In the present study, content validity was achieved by submitting the questionnaires to the researcher’s supervisor to examine and evaluate the content and the format of the questionnaires before the final version was handed to the participants. A paramount attention was given to the wording, the response format, and the type of scaling. The statements and the instructions were not only clear and

concise but also intelligible and comprehensible.

Criterion-related validity is concerned with “the extent to which tests used in a research study are comparable to other well-established tests of the construct in question” (Mackey & Gass, 2005, p.108); whereas, construct validity is concerned with the ability to adequately measure the construct that the research study is supposed to measure. The last type of validity is face validity.

To ensure face validity, the researcher presented the questionnaires to a group of students, who did not take part in the main study. The first version of the instrument was given to this group to comment on the clarity of items and suggest adjustments. Few changes regarding the wording of statements were made to the final version of the perception questionnaire.

Reliability is defined as “the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials” (Carmines & Zeller, 1979, p.11). Creswell (2012) argued that “scores from an instrument are reliable and accurate if an individual’s scores are internally consistent across the items on the instrument” (p. 161). Oppenheim (1966) refers to reliability as the "consistency; obtaining the same results again" (p.69). In order to maintain reliability throughout the current research study, the items included in the perception questionnaires were developed through a set of careful, specific, and unbiased items (Jhangiani, Chiang, and Price, 2015). The researcher remained unbiased as well by gathering the exact answers that the respondents have really provided. Both validity and reliability are crucial keys to effective research in general and to effective SLA research in particular. As revealed in this section, paramount attention was paid to the validity and reliability of the data collection instruments in the current study.

To increase the validity and the reliability of the study, the researcher ensured that the participants understood the instructions by providing an oral explanation. Moreover, the researcher ensured that all participants had the appropriate time to respond to the items in the questionnaires. The “Hawthorne effect” represents one of the factors that can threaten the validity of the study and the reliability of its findings. Woolfolk & McCune-Nicolich (1984) defined the “Hawthorne effect” as “an influence that can occur in experiments when subjects know they are being studied and change their behaviour as a result” (p. 585 as cited in Chiesa & Hobbs 2008, p. 69). In order to avoid the “Hawthorne effect”, the researcher kept the aim of study

untold until the end. After answering the questionnaires, the researcher provided the participants with a detailed explanation of the purpose of the study.

B. Ethical Concerns:

Ethical concerns represent a crucial part when conducting any research study that involves human participants. Thus, before participating in study, the researchers informed the subjects orally and they gave their consent. Howe and Moses (1999) referred to an informed consent as “the most central of such ethical principles” (p. 24) as it emphasizes the fact that the subjects’ participation in the study is completely voluntary. The researcher provided enough information about the purpose of the study and explained orally to the participants the data collection procedure to ensure the participants’ comprehension of the nature of the research and their part in the study and to ascertain that the personal information of the participants will be kept confidential and anonymous in case of any publication. That is, the subjects’ names will not be revealed and will be replaced by code numbers. This gave the participants the opportunity to choose if they wanted to participate in the study or not and provided them with enough information to make an informed decision before filling the questionnaires (Mackey & Gass, 2005).

C. Setting:

This research was conducted in the Turkish academic setting more specifically, at a language school in Esenyurt, Istanbul, Turkey. The subjects took the placement test and the perception questionnaires in their language class. Arabic was the participants’ native language as they use it in their everyday communication and in the audio and visual media (Daoud, 2001). Turkish is considered as a second Language. This study aimed at investigating the phenomenon of translanguaging in SLA in its natural settings through adopting a naturalistic approach. That is, the data were collected from both the students and the teachers at their schools in their L2 language classrooms during the lessons.

D. Participants & Sampling:

Population is defined by Bryman (2008) as “the universal units from which

the sample is to be selected” (p. 168). The Arabs who came to Istanbul as asylum seekers or for work or study purposes and who are enrolled in Turkish language centers to learn Turkish were the population of the current study. The participants from this population were selected using a non-probability sampling. More precisely, the convenience sampling technique was used to choose the subjects of this study. According to Creswell (2012), “such a sample consists of selecting participants because they are willing and available to be studied” (p.146). In other terms, this sampling method ensures the participants availability and accessibility as well as their willingness to volunteer and participate in the research. Moreover, the researcher’s choice of this sampling technique was due to a lack of availability of Arab learners of Turkish in the study setting.

Four teachers participated in this study. One of the teachers was an Arabic-Turkish bilingual, and s/he used the translanguaging pedagogy and explained the rules in Arabic; whereas, the other three were native speakers of Turkish, and they only used Turkish and did not allow the students to use Arabic in the classroom. In addition to these four teachers, all the teachers teaching Turkish as a second language in the center where the study was carried out took the perception questionnaire to investigate their perspectives and attitudes towards using the translanguaging pedagogy.

Furthermore, this study was conducted on a total of 34 Arab students of beginner level in Turkish (A1). The study involved only A1 level learners who took a placement test before starting their Turkish course and based on that they were divided into two groups of the same number of participants: an experimental group and a control group. The placement test conducted by the center was to assess all the students’ level and to divide them accordingly, I chose to work with 2 groups of A1 level. The criterion to decide that one group is experimental and the other one is control was based on the teachers of these particular groups. The teacher teaching the experimental group is bilingual who speaks both Arabic and Turkish and uses Arabic in the class, whereas; the teacher teaching the control group is Turkish and does not use Arabic at all. There were 17 participants in each group. The participants’ ages ranged between 16 and 51. Ten of them were males (58.82%) and seven of them were females (41.18%); however, the participants’ gender was not included as an independent variable. Although the participants’ ages, occupations, gender, level of

education, and years of living in Turkey were quite diverse and varied, they had the same level in Turkish based on the placement test developed by TÖMER (i.e. an acronym for Türkçe Öğretim Merkezi –Turkish Language Teaching Center- founded by Ankara University in 1984 with the aim of teaching Turkish as a second language).

E. Data Collection Instrument:

The first instrument of this study (see Appendix A) was the placement test developed by TÖMER. It is a valid and reliable test that aims at evaluating Turkish level as a foreign language skill for foreign students. It involves the evaluation and assessment of students in terms of reading, listening, speaking, writing and grammar skills. In this study, however, only the reading part was used because the researcher seeks to evaluate the reading comprehension skills for the Arabs acquiring Turkish in Istanbul. The test has two different parts; the first part is composed of a reading passage, followed up by comprehension questions in which the learner has to circle the right answers or ticks true or false cases. The second part consists of writing the answers based on the test taker's comprehension of the reading passage and his/her ability to express him/herself. This can reveal the learners' ability to use the correct vocabulary and sentence structure to grasp the meaning from the text. At this level, the participants' answers might differ based on their linguistic and cultural background, vocabulary development, and individual way of answering questions.

In addition to TÖMER, there were two different perception questionnaires: one for the students and one for all the teachers working in the center. The first perception questionnaire (see Appendix B:), which was given to the students of the experimental group, was taken from Scopich's (2018) master thesis entitled "Translanguaging in an EFL Classroom: Attitudes and Practice". It aimed at exploring the perceptions of the students about translanguaging. The questionnaire's original title was "Questionnaire for English Language Students", I implemented all the perception questionnaire items with minor changes as the language "Croatian/Italian" has changed to "Arabic", and the language "English" has changed to "Turkish. The first part was about their personal background (gender, age, years of living in Turkey and the reasons behind moving to Turkey). The second part consists of four Likert items each with an open-ended part for the explanations. If the

student's answer is "never", they were asked to explain why and if it is between "sometimes" and "very often", they were asked to provide further details as to why and when such pedagogy can be used in the class.

The second perception questionnaire (see Appendix C) for the teachers was taken from Yuvayapan's (2019) study which was entitled "Translanguaging in EFL Classrooms: Teachers' Perceptions and Practices". It also aimed at investigating the teachers' perceptions towards the use of translanguaging pedagogy. The questionnaire's original title was "A Survey about Translanguaging Use in English Classrooms in the Secondary Education", I implemented the whole perception questionnaire and edited only few words such as "Arabic" is added instead of "Turkish", "Turkish classrooms" instead of "English classrooms" and "language center" instead of "secondary education". It comprised one closed-ended question, four Likert-Type scale items, and two open-ended questions in which the teachers can write freely about the situations and cases when they use translanguaging and whether they consider it beneficial or detrimental.

In order to triangulate the data, we decided to collect some qualitative data as well. First of all, the students in the experimental group were interviewed to investigate the strategies they use to retain and memorize new vocabulary and to improve their reading skills. The interview questions (see Appendix D) were prepared by the researcher and her supervisor.

There was also classroom observation to check if there is a gap between the teachers' answers to the questionnaire and their actual use of this pedagogy with their students. While observing, the researcher used the rubric to tick in which situations these teachers tend to use the translanguaging pedagogy:

- To explain grammatical rules,
- To correct the mispronunciation of some words by students,
- To remind the learners of the classroom rules,
- To draw the learners' attention,
- To explain the task instructions in Arabic,
- To check the learners' understanding of some concepts, and
- To translate some new words

F. Data Collection Procedure:

First of all, the participants took the TÖMER placement test in order to determine their level in Turkish, and then they were divided into groups by the center in accordance with their proficiency levels. The researcher worked only with two groups of A1 level: experimental and control groups; both took pre- and post-tests. The control group was taught everything in Turkish and was not allowed to use Arabic in class; whereas, the experimental group was allowed to use both Arabic and Turkish in class. At the end of their A1 level course which took 8 weeks, these participants took a reading comprehension test which was taken from TÖMER placement and certification tests.

The main aim of this study was to investigate the effect of using translanguaging as a tool to teach an L2. We specifically focused on the effect of translanguaging on reading comprehension and learning vocabulary. The participants used their vocabulary background, grammatical knowledge, and text understanding to paraphrase and convey the meaning and express their ideas. The tests (both the pre- and post-test) were assessed by the researcher, and the obtained quantitative data were entered into the SPSS program to check the difference between the control and the experimental group (t-test). The perception questionnaires given to the students as well as to all the teachers working in that center were entered into the SPSS program to check whether the percentage of the participants who were in favor of using translanguaging was higher or lower than the percentage of the ones against it (t-test).

The interviews (see Appendix D) of the experimental group yielded the qualitative data. First, the themes and codes of the qualitative data were determined, and then they were analyzed accordingly. The researcher divided her questions based on the codes and themes that she wants to work on; every question can provide clues about one of the participants' variables. For instance, there were four codes under the theme "vocabulary learning ways", four codes (visual, aural, kinesthetic and linguistic) under the "type of learner" theme, two codes (positive and negative) under "attitudes" theme and two codes (intrinsic and extrinsic) under the "motivation" theme.

We believe that this qualitative data analysis can yield whether these different

variables can play a role in developing the participants' vocabulary and reading skills in L2.

We utilized Sentiment Analysis Software, which can determine whether the interviewees' perspectives and experiences were positive or negative.

G. Data Analysis Procedure:

After the required data were collected, all the scores were quantitatively analysed using the Statistical Package for Social Sciences (SPSS) version 20. The means of pre-tests and post-tests of the experimental and the control groups were all computed. For further analysis, Paired-Samples T-tests were performed in order to compare between the means of pre-tests and post-tests for each group. All the data were then analysed using the Independent-Samples T-test in order to find out whether the difference between the means of the groups was statistically significant. Concerning the qualitative data, sentiment analysis was performed.

Crucial methodological issues related to the study were discussed in this chapter. The next chapter will be devoted to the presentation and discussion of the results of the present study. A detailed description, analysis, and discussion of the findings of the study will be presented.

IV. RESULTS & DISCUSSION

This chapter is devoted for the analysis and the discussion of the results of the current study. The results were analyzed both quantitatively and qualitatively. This chapter is divided into two main sections. The first section introduces the results of the quantitative data of each group (i.e. the experimental group and the control group) in the pre- and post-tests. It comprises two subsections, the first presents the results of the descriptive statistics (i.e. mean and standard deviation) and the second subsection presents the results of the inferential statistics (i.e. Paired-Samples T-test and Independent-Samples T-test). Then, the discussion of the quantitative data is presented. The second section of this chapter is devoted for presenting and discussing the results the qualitative data.

A. Results and Discussions:

1. Analyses of the Quantitative Data

Descriptive statistical analysis was used to compare the average scores of the pre- and the post-test achieved by the experimental and the control groups. The means and the standard deviations for the experimental and the control groups are displayed in Table 4. According to Table 4, descriptive statistics showed that the difference between the means of the pre-test for the experimental ($M = 15.65$; $SD = 4.703$) and the control groups ($M = 15$; $SD = 3.775$) was quite small (mean difference = .65). In other terms, at the beginning of the intervention, both groups were homogeneous; the scores of the experimental and the control group were very close. However, the post-test scores for the experimental group ($M = 18.24$; $SD = 4.777$) were higher than the scores of the control group ($M = 15.82$; $SD = 4.825$). The fact that the experimental group performed better than the control group in the post-test indicates that the performance of this group improved after the treatment.

Table 4 Mean (Standard Deviation) for both Experimental and Control groups in Pre- and Post-Tests

Groups	Pre-Test Mean (Std. Deviation)	Post-Test Mean (Std. Deviation)
Experimental Group	15.65 (4.703)	18.24 (4.777)
Control Group	15.00 (3.775)	15.82 (4.825)

To provide a clear picture of the scores of the pre- and post-tests for each group, a bar chart is provided (See Figure 2). The bar chart displays the pre-test and post-test performance of both the experimental and control group.

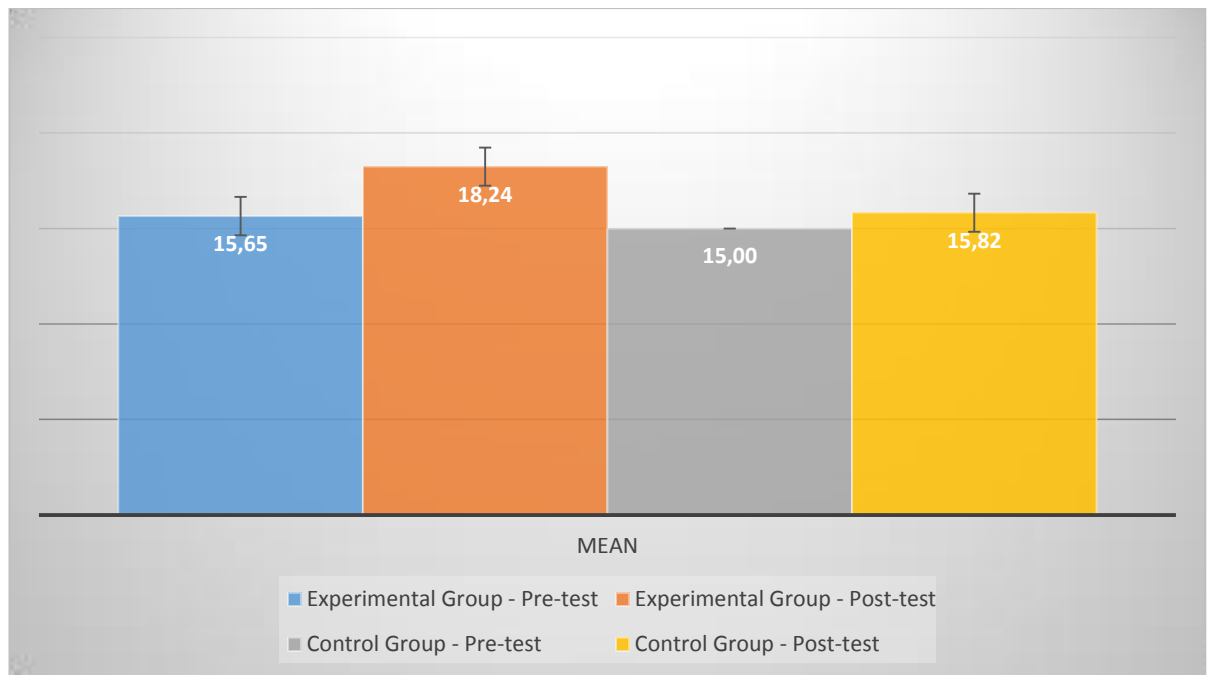


Figure 2 Mean for Each Group in Pre- and Post-Test

Inferential Statistics:

T-Tests were performed on these data to determine the significance of the difference.

Paired-Samples T-test:

For the control group, there was no significant difference ($p > .05$) between participants' scores in the pre- and the post-test ($t(16) = -.726, p = .479$). For the experimental group, the difference between the subjects' scores in the pre- and the post-test did not reach significance ($t(16) = -1.464, p = .163$) ($p > .05$) (see Table 5). The fact that the difference was not statistically significant may be due to the small number of subjects participating in the current study and hence, further investigation

is still required.

Table 5 The Results of Paired-Samples T-test

Groups	Tests	Mean (Std. Deviation)	T	DF	Significance
Experimental Group	Pre-test	15.65 (4.703)	-1.464	16	.163
	Post-test	18.24 (4.777)			
Control Group	Pre-test	15.00 (3.775)	-.726	16	.479
	Post-test	15.82 (4.825)			

Independent-Samples T-test:

An independent-samples t-test was conducted to compare pre-test scores for the experimental and the control groups (see Table 6). The results revealed no statistically significant difference ($p > .005$) between the two groups in the pre-test ($t(32) = .442, p = .661$). Another Independent-samples t-test was run to compare post-test scores for each group. The difference between the experimental and control group in the post-test approached but did not reach significance ($t(32) = 1.465, p = .153$). Nevertheless, the mean difference between the two groups was larger for the post-test (mean difference = 2.412) than for the pre-test (mean difference = .647). A large number of participants might provide different results that might reach significance.

In light of the presented findings, the answer to the research question can now be stated. The mean scores of the subjects in the pre-test for both the experimental and the control groups were statistically close at the beginning. However, the results revealed that after the treatment, the mean scores in the post-test for the experimental group had increased, while the control group had somehow the same performance it had at the beginning. Nevertheless, this difference was not statistically significant ($p > .05$).

This statistical insignificance might be explained by the sample size, which

refers to how large the sample for the experiment is. The larger the sample size, the more confident the researcher can be in the results of their experiment. In the current study, however, the sample size was very small (=34). This small sample size reduced statistical power and decreased the effect size. It is always hard to reach statistical significance with small sample sizes and this is why Oakes (2017) argued that “researchers may more effectively and efficiently obtain the samples sizes required to have sufficient power to draw strong conclusions from their results” (p. 28).

Table 6 The Results of Independent-Samples t-test

Tests	Groups	Mean (Std. Deviation)	T	DF	Significance
Pre-Test	Experimental	15.65 (4.703)	.442	32	.661
	Control	15.00 (3.775)			
Post-Test	Experimental	18.24 (4.777)	1.465	32	.153
	Control	15.82 (4.825)			

Discussions of the Quantitative data:

This section synthesizes and discusses the major findings reported in the previous section. In this section, the research questions of the current study, its purposes, its findings and the related literature and studies are reviewed and re-examined. The present research was designed to investigate the impact of translanguaging in developing second language reading skills among Arab learners in Turkey. It also aims at exploring how both L2 teachers and students perceive the use of translanguaging in second language classrooms. This study seeks to determine whether using the translanguaging pedagogy in L2 classrooms is effective in learning the target language, focusing specifically on the reading skills. In other terms, it aims at investigating whether using the translanguaging pedagogy improves L2 learners’ comprehension skills.

This study seeks to answer the following questions:

- What is the impact of translanguaging on the development of reading skills in L2?
- What are the perceptions of the learners about using both Turkish and Arabic in the classroom?
- How do the teachers view the use of Arabic in the classrooms?

In order to provide answers to these research questions, TÖMER tests, perception questionnaires for both teachers and students and interviews were used. This section is devoted to discussing the results and findings of the TÖMER test, whereas; the qualitative data will be discussed in the next section.

Findings suggest that students' reading comprehension improved slightly after allowing them to use translanguaging. That is to say, the group of participants (the experimental group) who was allowed to use Arabic (L1) in the L2 classroom (i.e. Turkish) showed an improvement in the results of their reading comprehension tests. This has been proved by the descriptive statistics results, which revealed that the difference between the means of the pre-test for the experimental and control groups was very small while the post-test scores for the experimental group were higher than the scores of the control group. This showed that despite the fact that the scores of the experimental and control group were close before the treatment, the experimental group performed better than the control group in the post-test, which means after the treatment. This indicates that the performance of this group improved. The purpose of these tests was to investigate the impact of using translanguaging as a tool to teach a foreign language in general, and the impact of this strategy on reading comprehension, in particular. The experimental group that was allowed to use both Arabic and Turkish in class showed an improvement of 2.59, while the difference score between the pre-and post-test of the control group was only 0.82. The difference score between both groups was 2.42, which means that students' score in the experimental group was slightly higher than students' score in the control group.

The use of the translanguaging approach had a better effect on the learners' reading comprehension performance than the conventional method that does not allow the use of the L1 in L2 classrooms. Accordingly, it can be stated that using the

translanguaging approach has a positive impact on L2 learners' reading achievement. In fact, bilingual and/or multilingual learners have access to a diverse range of linguistic, cultural, and historical resources. These resources represent an accumulation of these learners' prior knowledge, experiences, socio-cultural backgrounds, and linguistic repertoires and hence, allowing these learners to use translanguaging in their L2 classrooms develops meaningfully their reading comprehension abilities. Although, the results from the T-test analysis, both the paired-samples and independent-samples T-tests, did not find significant differences when comparing the mean scores of the two groups, it can be stated that the use of the translanguaging approach could enhance L2 learners' reading comprehension, especially when considering the descriptive statistics analysis. Findings from this study support its first assumption which is: the translanguaging approach is more effective in developing learners' reading comprehension performance than the traditional method of teaching reading, which is based on using only the L2.

It might be inferred from these findings that L2 learners rely on translanguaging to improve their reading comprehension skills by combining this strategy with their other reading strategies that are derived from both their L1 and L2 linguistic competence. The present study suggests that translanguaging might represent a very useful method and practice in second language educational contexts. It demonstrates that the translanguaging approach goes beyond using two or more than two languages in order to convey information/emotions and communicate ideas. It highlights how translanguaging can be used by L2 learners to understand texts in the target language and their context more effectively and maximize vocabulary retention. When teaching reading comprehension specifically to bilinguals/multilinguals, L2 teachers should take into consideration their students' diverse cultural and linguistic backgrounds, personal experiences and communicative repertoires. Allowing translanguaging in their classrooms might help L2 teachers create a better L2 learning environment. That is to say, adopting the translanguaging pedagogy when teaching reading skills might have a positive impact on L2 learners' reading comprehension achievement.

Although the use of the translanguaging technique can facilitate L2 learners' lexical access and vocabulary learning, the excessive use of translanguaging might generate some disadvantages. As stated by Baradi (2020), some learners of Turkish

over-use the translanguaging approach in order to understand grammatical inputs and rules which sometimes results in some sort of misunderstanding in their social life due to some misleading linguistic structures and semantic misunderstanding. Hence, L2 teachers should take this into consideration when implementing translanguaging pedagogies in L2 teaching and learning practices and methods as suggested and emphasized by the present study.

The findings of the current study are consistent with findings from many studies (e.g. Champlin, 2016; Canagarajah, 2011; Cenoz, 2017) which revealed that translanguaging can facilitate learning new languages, improve the students' literacy in different languages, boost their second/foreign language development and help them reach a better academic achievement. The results also support the findings of another research by Baradi (2020) who investigated the efficacy of translanguaging practices within classroom discourses at TÖMER centers. Baradi (2020) focused on examining how Arab students dealt with the processing of Turkish as an L2 and explored their Turkish-Arabic translanguaging. She found that the learners resort to their mother tongue, which is Arabic in the case of the study, to understand L2 grammar rules (i.e. Turkish). Thus, translanguaging helps these learners better understand the grammatical rules and, consequently, boosts their L2 development which is Turkish in that study. Translanguaging can also boost L2 learners' self-esteem and self-confidence which can result in higher achievement in both the mother tongue and the target language.

Baradi's study (2020) has detected how the students' use of their mother-tongue in order to understand the foreign language revealed the "degree of effectiveness of translanguaging in deepening reading comprehension" (p. 1484). A finding that actually goes in line with the present study. This study is also consistent with the results of Champlin (2016) who investigated the impact of translanguaging strategies on immigrant bilingual learners of English in the United States. Champlin (2016) found that translanguaging actually improved the students' English language competence and that the translanguaging strategies improved and boosted their English language development.

B. Analyses of the Qualitative Data

The perception questionnaire was used to investigate the perceptions and

practices of Turkish language teachers and learners towards translanguaging. The two perception questionnaires, for both teachers and learners of Turkish, aimed at exploring the subjects' experiences and attitudes towards translanguaging, as well as examining how the use of translanguaging is important and academically beneficial in different teaching and learning-related situations from the participants' points of view. In the next section, the obtained data from the teachers' and the learners' perception questionnaires respectively are displayed, analyzed and discussed.

1. Teachers' Perception Questionnaires:

The third research question addressed the practices and perceptions of teachers towards the use of Arabic in the classrooms. The teachers' perception questionnaire explored the extent to which the use of translanguaging can represent a beneficial practice in L2 educational contexts. It attempted to identify how often do teachers use translanguaging, for which purposes exactly they use it, how important do they believe it is for learners to use their L1 (Arabic) in the L2 classroom and in which situations is it important to use translanguaging. The teachers' perception questionnaire also aimed at discussing second/foreign language teachers' practices, beliefs, and perceptions towards the translanguaging pedagogy.

The questionnaire comprised both open-ended and close-ended questions. Four Turkish teachers participated in the study and filled the teachers' perception questionnaire. Three out of four believed that the use of L1, which is Arabic in the case of this study, is beneficial in the Turkish language classrooms, while only one teacher believed that using Arabic when learning Turkish is detrimental to L2 learners' acquisition of Turkish. This finding indicated that the teachers' perception towards the translanguaging pedagogy was overwhelmingly positive. That is to say, this result showed that Turkish teachers hold a positive opinion on the use of the mother-tongue in the L2 classrooms since the majority of the teachers who participated in the study agreed with the statement and provided positive responses.

The four following questions consisted of two questions on a 5-point Likert scale that ranged from 1 (Never) to 5 (Very Often) and two questions on a 3-point Likert scale that ranged from 1 (Not Important) to 3 (Very Important). There was an open-ended question following each question of them in which teachers provided additional contexts, situations, and purposes. In fact, translanguaging is deployed in

many contexts, in different situations and for various purposes. One of the potential theoretical contributions of the current study is to explore that. The first question, for instance, was about how often teachers observe or encourage the use of Arabic in the Turkish classroom. The question provided different purposes for which the use of translanguaging can be encouraged. The purposes were discussing content in small groups, assisting peers during activities, brainstorming during class activities, clarifying problems not related to content, and enabling participation by lower proficiency students.

Concerning the first question, a majority of the respondents (3 out of 4) answered not often to encouraging the use of translanguaging for the purpose of explaining problems not related to content while only one respondent answered very often. Two teachers out of four responded that they encourage the use of translanguaging for the purpose of brainstorming during class activities often, while one responded somewhat often and another one responded never. Two out of four responded that they often/very often encourage the use of translanguaging in their classrooms to respond to teacher's questions. The other two responded not often and somewhat often. The statement concerning the use of translanguaging for the purpose of promoting assistance to peers during activities yielded the same responses: two out of four teachers responded often/very often, while one responded somewhat often and another one responded not often.

Two other statements yielded positive responses. They were the ones about the use of translanguaging for the purposes of enabling participation by lower proficiency students and discussing content activities in small groups. Two out of four perceived that they encourage the use of translanguaging to enable lower proficiency students to participate very often. One of them responded somewhat often while the other responded not often. Concerning the use of translanguaging in L2 classrooms for the purpose of discussing content activities in small groups, two teachers responded often and two responded somewhat often. This means that almost all the teachers often encourage the use of translanguaging for this specific purpose.

The second question was about how important Turkish teachers believe it is for students to use Arabic in the classroom. The contexts that this question provided were the same contexts provided in the first question with only one additional statement which is using Arabic to ask for permission. Two out of four teachers

perceived that it is important for L2 learners to use Arabic (their L1) to discuss content or activities in small groups and the other two perceived that it is not important. Also, two out of four believed that it is important/very important for students to use translanguaging to brainstorm during class activities while two teachers believed that it is not important. Three out of four participant teachers considered that using the mother-tongue to explain problems not related to content as well as using it to ask for permission is not important and only one teacher considered using Arabic for these two purposes important/very important.

The only situations where all the four participant teachers responded either important or very important were the following: using translanguaging to promote assistance to peers during activities, to translate for a lower proficiency student and to enable participation by lower proficiency students. All the teachers considered that the use of the L1 in these contexts is equally important. Furthermore, one of the participant teachers added another context in which s/he believed that it is important for students to use Arabic and this context is to explain grammar. That is, this teacher considered that Arab learners of Turkish can use their L1, which is Arabic, to explain grammatical rules or grammatical concepts. The use of L1 in this situation might facilitate understanding L2 grammar.

The third question suggested certain situations where the teachers could use Arabic. The situations were to explain concepts, to describe vocabulary, to give directions, to help low proficiency students, to give feedback to students, to build bonds with students, to quickly clarify during activities and for classroom management. Three out of four teachers expressed that they often/very often use Arabic in the classroom to describe vocabulary while only one teacher replied somewhat often. Two out of four teachers replied somewhat often to using Arabic to help low proficiency students. The other two expressed that they use it often in this situation. Two out of four teachers reported that they use Arabic in their classrooms to explain concepts not often. One teacher responded often and another one responded somewhat often.

The following statement was about using Arabic to give directions. Two teachers replied never and the other two replied often to this question. One teacher responded never to the statement about using Arabic for classroom management, one teacher responded somewhat often, one teacher responded often and the other one

responded very often. The statements about the use of translanguaging to give feedback to students and to build bonds with them yielded the following responses: two teachers out of four replied somewhat often to these questions, one of them replied not often and the last one replied often/very often. Two out of four participant teachers responded not often to the statement about using L1 to quickly clarify during activities. The other two teachers responded very often and somewhat often.

The fourth question proposed situations where teachers perceived that it is important to them to use Arabic. The situations were the same situations provided in the third question with one additional statement which is using Arabic to praise students. The statements about the use of Arabic to give directions and to praise students and the statement about the use of L1 for classroom management yielded the following responses. Three out of four teachers considered that the use of the mother-tongue in these situations is not important while the other teacher considered it important/very important. Three teachers out of four replied important/very important to the statements about the use of L1 to describe vocabulary and to quickly clarify during activities, while only one teacher replied not important. The following statement was about the use of Arabic to build bonds with students. Two teachers responded not important and the other two teachers responded important/very important.

The last three statements yielded the most positive responses. They were about using the first language to explain concepts, to give feedback to students and to help low proficiency students. All the participant teachers considered the use of L1 in these situations either important or very important. This means that the four Turkish teachers agreed on the importance of using Arabic to achieve one of these purposes in the L2 classroom. Additionally, one of the teachers added another situation in which he perceived that the use of Arabic is very important. This situation was using Arabic to explain new concepts and grammatical rules.

The last two questions in the teachers' perception questionnaire were open-ended questions. The two open-ended questions aimed at delving into teachers' perceptions towards the translanguaging pedagogy, their opinions, and their beliefs about their own translanguaging practices. The first question was about the situations in which they believe that the use of Arabic is beneficial or detrimental. The teacher who believed that the use of Arabic is detrimental in the Turkish language

classrooms expressed that s/he “would rather not use L1” in her/his class and that s/he wants her/his students “to be fully immersed and involved in the target language as much as possible”. The three other teachers who believed that the use of L1 is actually beneficial responded as follows:

Participant teacher 1: “In my opinion, using Arabic in the lesson is beneficial in terms of grammar! Difficult words can be explained and taught easier”.

Participant teacher 2: “It is useful to use Arabic when you are teaching beginners to explain grammatical rules and the word order in the sentence. The languages are different so this might create confusion for the learners in the early stages, thus I use Arabic to make everything clear”.

Participant teacher 3: “Actually, my Arabic is not really good, but I allow my students to use Arabic to explain difficult words or grammar to weak students. When I give them a task to do, and they can’t understand the directions, I translate for them, or I ask the higher proficiency students to explain the instructions in Arabic to their peers”.

That is, all the teachers who believed that translanguaging practices are beneficial in second/foreign language classrooms think that it is helpful to use the mother-tongue to explain grammatical concepts and rules. They all also agreed on the importance of translanguaging in explaining novel vocabulary and difficult terms, especially to low proficiency students and beginners. One of the teachers expressed that s/he also allows the L2 learners who have higher proficiency to use Arabic, which is their L1, to explain the instruction to their low proficiency peers.

The second open-ended question was about any additional information that the teachers would like to share about their perception or use of Arabic in the classroom. The teacher who thought that translanguaging is detrimental to Turkish language acquisition, revealed that s/he can maybe use Arabic “to explain grammar and to translate new words, no more”. The three teachers who were for the use of translanguaging stated the following:

Participant teacher 1: “I am a Turkish teacher; I teach Turkish to foreigners. Now, I want to learn English, but I prefer my teacher to be bilingual because I think I can learn grammar, sentence structure and vocabulary faster and easier”.

Participant teacher 2: “I think that teaching Turkish to foreigners in A1 and

A2 levels is challenging, as they have no knowledge at all about the rules of that language. So, using the mother tongue to refer to the correct pronunciation of certain words, to translate the difficult concepts and to explain the grammatical rules can make the job easier. The students will understand better, so they will learn faster”.

Participant teacher 3: “I believe using Arabic is very important especially for beginners. It can facilitate their learning and makes them more motivated to participate and do the tasks”.

All three teachers further emphasized the importance of using the first language when teaching beginners. They also highlighted the importance of translanguaging in teaching grammar, vocabulary, and pronunciation as well. The findings from the teachers’ perception questionnaire indicated that Turkish teachers mainly use Arabic to teach new and difficult vocabulary and to explain grammatical rules and structures. The findings from the perception questionnaire can also be interpreted in another way. The results can lead to the conclusion that the knowledge of translanguaging among L2 teachers has expanded. Second/foreign language teachers’ awareness of the importance of allowing and using translanguaging practices for pedagogical purposes in their classrooms has increased. The majority of the participant teachers showed a positive perception towards the translanguaging method and a belief in its pedagogical benefits.

These findings are consistent with the findings of Champlin (2016) who found that most teachers who completed the translanguaging perception questionnaire strongly agreed that they feel comfortable using translanguaging strategies in their foreign language classrooms. Champlin’s (2016) findings revealed that teachers implement translanguaging methods in their classrooms to support their students’ foreign language development and academic achievement. The results of the current study are also in line with the results of Yuvayapan (2019). When exploring EFL teachers’ perceptions and practices towards translanguaging, Yuvayapan (2019) revealed that a great majority of English language teachers agreed on the importance of students’ use of Turkish in enabling participation by lower-level students (75 %), explaining problems not related to content (63 %) and promoting assistance to peers during activities (59 %). However, the only difference between Yuvayapan’ results (2019) and the results of the present study is that in Yuvayapan’ study, a great majority agreed on the importance of translanguaging in

explaining problems not related to content while in this study a majority of the respondents answered that they do not often encourage the use of translanguaging for this purpose.

2. Learners' Perception Questionnaires:

Learners were asked to fill in a perception questionnaire to indicate their experiences and attitudes towards their use and their teachers' use of translanguaging in L2 classrooms.

The questionnaire comprised four close-ended questions on a 4-point Likert scale that ranged from 1 (Never) to 4 (Very Often). The learners expressed their opinions regarding translanguaging (see Table 7). There were also open-ended questions following each one of these questions in which the learners provided additional justifications for their answers.

Table 7 Descriptive Statistics of Learners' Perception

	Experience		Attitude	
	Do you use the Arabic language during Turkish language lessons?	Do teachers use the Arabic language during Turkish language lessons?	Do you think students should use the Arabic language during Turkish language lessons?	Do you think teachers should use the Arabic language during Turkish language lessons?
Mean	3.07	2.80	3.27	2.73
Std. Dev	1.033	1.014	1.100	

a. Learners' Perception of their own Use of Translanguaging:

The learners' responses to the questionnaire items that investigated their own experiences and attitudes towards translanguaging practices were positive with all the mean scores being more than 3. For the questionnaire item that was about their own experiences with translanguaging, 53.3% of the learners reported that they very often use the Arabic language during Turkish language lessons while 46.7% of them reported that they only sometimes use their mother-tongue in Turkish language classrooms. This means that more than half of the participants indicated that they

frequently use their L1 in the L2 classrooms. For the questionnaire item about the learners' attitudes towards translanguaging, 66.7 % of the learners expressed that students should very often use the Arabic language during Turkish language lessons, 26.7% of them expressed that students should sometimes use Arabic and 6.7% of them expressed that students should never use their mother-tongue during second/foreign language lessons. In general, the learners expressed almost similar experiences with translanguaging in language classrooms.

The results of the open-ended questions provided evidence that the majority of the learners (14 out of 17) believe that using Arabic when learning Turkish is beneficial as it helps learners, specifically beginners, understand new/ambiguous words and difficult vocabulary and understand grammatical rules more effectively. The learners' responses highlighted the importance of the use of the mother-tongue in the process of learning grammar and vocabulary. Examples of responses from some participants are provided below:

Participant 2: "If we don't know the meaning of the word in Turkish it can be efficient to have its explanation in Arabic."

Participant 9: "I think it is useful to use Arabic in the classroom as it can facilitate explaining vague and ambiguous words."

Participant 16: "Arabic should be used to explain some grammatical rules".

The participants also agreed on the importance of using Arabic to beginners since they still do not have access to the L2 vocabulary, grammar, and structures in the initial stages of learning the L2 or any new language:

Participant 1: "It is very hard for beginners to stick to L2, Turkish is a new language for us."

Participant 5: "Because I am a beginner in the Turkish language, I prefer that the first stages should be taught using the Arabic language. That would be more useful and beneficial, I believe."

Participant 7: "As we are beginners, we need to use Arabic to ask questions, to comment on a topic and to ask for explanation or translation of a vague word."

Most of the participants held a positive view of the use of the first language by beginners when learning a second/foreign language, for specific purposes. These

purposes were mainly understanding the meaning of difficult/ambiguous words, facilitating the learning of phonological and grammatical rules, and grasping information and instructions.

However, these findings are not in line with the findings of Baradi (2020) who had revealed that according to the majority of the participants (68%) there is a difficulty in finding the appropriate word to express themselves in their Turkish classrooms but nevertheless, Baradi's respondents were eager to rely on the context to guess the meaning of the new or difficult words instead of using the translanguaging method.

b. Learners' Perception of their Teachers' Use of Translanguaging:

The learners' responses to the questionnaire items that were about their teachers' use of the translanguaging pedagogy in Turkish language classrooms were quite less positive than their responses to the questionnaire items about their own use of translanguaging. The mean scores for these items were less than 3 (see Table 7). 40% of the learners revealed that teachers very often use Arabic during the Turkish language lessons while 60% of the participants revealed that Turkish language teachers use Arabic in their classrooms only sometimes. Concerning the questionnaire item that investigated the learners' attitudes towards their teachers' use of translanguaging, the responses were as follows: 40% of the learners believed that teachers should very often use the Arabic language during Turkish language lessons, 53.3% of the participants believed that teachers should use it only sometimes and 6.7% of them expressed that Turkish language teachers should never use Arabic during their lessons.

When answering the open-ended questions, a large number (11 out of 17) of learners revealed that the teachers' use of Arabic is very beneficial as it facilitates explaining grammatical rules as well as phonological rules in some cases, clarifying the meaning of difficult and unfamiliar words and conveying and/or communicating complex information in a simplified manner. Participant 13, for instance, expressed that: "sometimes, if the students did not understand the meaning of the Turkish word, at that time the teacher is obligated to use Arabic to clarify the meaning and its use so that the students will not be confused and won't make mistakes using it."

Furthermore, many learners considered that their teachers' use of Arabic is

extremely important in explaining the differences between the L1 (i.e. Arabic) and the L2 (i.e. Turkish) especially to beginners. Differences between the two languages can be variations in terms of phonology/pronunciation, grammar, structure, vocabulary and so on.

Participant 2: “For instance there is a difference between the words “ustunde” and “yukarda” but in google translate app, the translation is exactly the same, so here the teacher should step in and explain the difference in their mother tongue and give examples or put both words in different sentences.”

S/he added: “Also if some words are pronounced or written similarly, we might need an explanation to be able to distinguish between them.”

Participant 3: “Turkish and Arabic are very different in terms of sentence and word structure so I believe using Arabic for beginners might be the best choice.”

Participant 4: “The Arabic language can be used in order to facilitate explaining the meaning of the sentence; it is very useful to compare a Turkish sentence to its alternative in Arabic so that you can understand the difference better.”

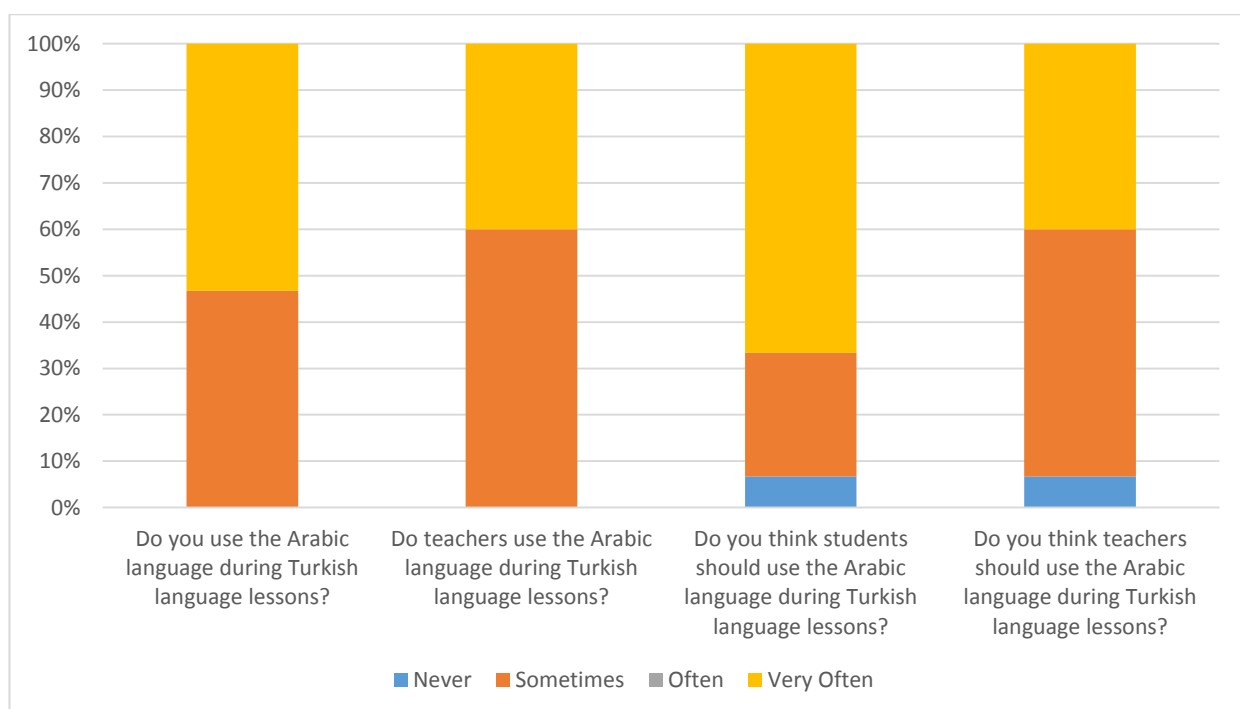


Figure 3 Percentages of the Learners’ Perception towards the Use of Translanguaging in the Turkish Language Classroom

Further analyses were performed on the learners’ perception questionnaires. Pearson product moment correlation was conducted. The results revealed a positive

correlation between the learners' perception towards their own experiences and their perception towards their teachers' experiences with translanguaging ($r = .764$, $p = .001$). However, no correlation was found between the learners' perception towards their own attitudes about translanguaging and their perception towards their teachers' attitudes ($r = .417$, $p > .01$). This revealed that there was a positive relationship between the learners' perception towards their experience with using Arabic in the Turkish language classrooms and their perception towards their teachers' experience with using Arabic during the Turkish language lessons. These findings also indicated that there was no relationship between the learners' attitudes about their use of Arabic and their perception towards their teachers' attitudes about the use of translanguaging. This means that even if learners believe that they can use their L1, they still believe that teachers should not often use Arabic when teaching a second/foreign language.

3. Interviews :

To further explore the learners' learning styles, their ways of learning vocabulary and their attitudes and perception towards the use of translanguaging in the Turkish language classrooms, semi-structured interviews were conducted with 15 students. The students were interviewed individually. The interviews were used in order to triangulate the research. The results of the interviews were divided into four themes. The four themes that were identified are as follows: the first theme was vocabulary learning styles, the second theme was learners' learning styles (auditory/visual/ kinesthetic learning style), the third was intrinsic vs. extrinsic motivation and the last theme was positive vs. negative attitude.

a. Vocabulary Learning Styles:

The results of the interviews with the learners were analyzed qualitatively. The first and the fifth questions investigated the learners' vocabulary learning styles. The learners were asked about how they learn new words in Turkish. The researcher asked them whether, for example, they translate the new words or they ask their teacher about their meanings. The students were also asked about how they deal with unfamiliar words. That is, they were asked whether they try to understand the unfamiliar words from context or they ask their classmates/teacher for instance. The majority of the students (9 out of 15) revealed that they translate the new words in

order to learn them. Some of them reported that they use online translation apps (e.g. Google Translate), others reported that they also translate the new words into Arabic but they use other methods as well, such as asking either the teacher or their classmates about the meaning of the novel words. Two learners said that they put the new word in a sentence in order to understand it, which means that they learn the vocabulary when they put it in a meaningful context. Four learners expressed that they prefer to ask the teacher or their classmates when they encounter a new word in order to be able to learn it.

The second question under this theme was about the learners' reactions when they come across an unfamiliar word. Most of the interviewees (12 out of 15) reported that when they come across unfamiliar vocabulary, they try to understand it from the context. In other terms, the majority of the learners seems to rely on the context when they encounter new or difficult Turkish vocabulary. Context clues help the learners of Turkish guess the meaning of the unfamiliar words, however, the learners might rely on other methods in order to achieve a better and more complete understanding of these words. 7 out of the 12 interviewees who expressed that they try to understand the new words from the context, expressed that they also use other ways when the context is not enough to get the meaning of those words. These students stated that when they fail to guess the meaning of the unfamiliar words from the context, they translate them, or they ask their teacher/classmates to provide them with an explanation. Only 3 out of 15 learners mentioned that they immediately translate the new word or ask their teachers about it without trying to determine its meaning from the provided context.

The analysis of the learners' responses showed that Arab learners of Turkish have different strategies and techniques for vocabulary retention and memorization. Nevertheless, the majority of the participants in the present study revealed that they use the translation method. This means that the learners translate the new vocabulary from Turkish to Arabic in order to be able to understand and retain it. The majority of the learners also revealed that they primarily rely on context clues in order to understand the unfamiliar words. However, they can use alternative strategies when they fail to determine the meaning from the context.

b. Learners' Learning Style: Auditory/Visual/ Kinesthetic:

During the interviews with learners, the researcher asked them a question

about whether they learn faster when they see the new vocabulary written on the board or when they hear it. The aim behind this question was to determine whether the participants are auditory learners, visual learners, or both. Auditory learners absorb the information through listening/hearing while visual learners absorb the information by seeing it visually displayed (e.g. in pictures, graphs, etc.). 8 out of 15 participants seemed to be visual learners (based on their answers and preferences). They expressed that they prefer to see the new vocabulary written on the board. To put simply, these learners rely on what they see/read and hence they need to see the vocabulary, or any new information written to be able to memorize it. Visual learners need to visualize the ideas, concepts, and relationships to retain them.

Based on their answers, 6 out of 15 interviewees proved to be auditory learners. They mentioned that they prefer hearing the new words in order to learn them faster. This learning style represents learning by hearing. That is, auditory learners learn better through verbal interactions and verbal lectures, which means that they learn faster through speaking and listening. They understand and remember the information that they hear and discuss. Only one learner might be considered as both a visual and an auditory learner. This type of learner seems to rely on both what s/he reads or sees and what s/he hears or says to learn Turkish vocabulary. The learners' responses demonstrated that the Arab learners of Turkish might use different learning styles when learning Turkish vocabulary. Instructors, curriculum designers and scholars should take this into consideration when designing programs, developing course materials and teaching Turkish. Since students learn differently, teachers and curriculum designers should include multiple instructional strategies and diverse materials in the Turkish language courses in order to be able to meet the learners' different learning preferences.

Moreover, the interviewees were asked about whether they feel that they learn better if the teacher uses real life materials (e.g. real vegetables or toys). The researcher asked this question in order to determine whether the learners find kinesthetic learning effective. The majority considered it helpful and beneficial. 12 out of 15 learners can be considered to be kinesthetic learners while 3 out of 15 did not consider sensory and physical activities necessary to learn Turkish and asserted that seeing pictures would be enough. Kinesthetic learners prefer to perform physical activity in order to absorb the information. To put differently, in order to learn,

kinesthetic learners need to smell, taste, and touch materials. The results of the students' interviews showed that kinesthetic learning plays a crucial role in helping beginner level students retain unfamiliar Turkish vocabulary and learn new concepts. Kinesthetic learning does not only encourage physical activities, but it also enhances the learners' cognitive development and capacity to memorize new information. The findings of this study highlight the major role that this learning style plays in increasing information and vocabulary retention in L2.

c. Intrinsic vs. Extrinsic Motivation:

Question six aimed at investigating the learners' reasons for studying the Turkish language. When asked about their motivation for learning Turkish, the participants reported different and various reasons. Some interviewees reported that they are studying Turkish in order to be able to communicate mainly with Turks while other interviewees reported that they are learning it in order to facilitate life and specifically trade transactions when traveling to Turkey. Additionally, several learners asserted that they are learning Turkish because it opens more opportunities in the job market (i.e. employment, business and commerce) while others asserted that they are studying Turkish because it is a popular language and because they want to understand Turkish series without subtitles. Furthermore, two interviewees postulated that Turkey has become a tourist destination and that there are many commerce and trade transactions with Turkey today. This cultural and economic growth motivated and encouraged these learners to study Turkish. Only one out of 15 interviewees stated that s/he is studying Turkish because she is self-motivated. S/he reported that s/he is curious, and s/he loves learning different languages. S/he also added that since her/his name has Turkish origins, s/he wanted to discover and learn this language.

These findings showed that the motivation of almost all the students (14 out of 15) is extrinsic. In other words, these learners are motivated by external factors to learn Turkish. Their behaviour is driven by external social and/or material rewards such as finding a job, earning money, travelling, engaging in business transactions and so on. While extrinsic motivation refers to engaging in a certain activity (e.g. learning a language) in order to meet an external purpose, intrinsic motivation refers to participating in an activity for its inherent contentment. That is, intrinsically motivated individuals learn a language because they enjoy the process itself and find

it a pleasant experience. Nevertheless, only one of the 15 learners was intrinsically motivated to learn Turkish. Intrinsically motivated learners are usually driven by effective rewards such as the feelings of pleasure, enjoyment, relaxation, and self-contentment.

d. Positive vs. Negative Attitude:

The last question aimed at investigating whether the learners consider their experience with the Turkish language positive or negative. 13 out of 15 interviewees expressed that they consider their experience with Turkish positive. Several learners asserted that their experience with learning this language is very positive and very successful. Only one participant reported that her/his experience with Turkish language is negative and asserted that it is a failure and another participant reported that it is neither positive nor negative, which means that s/he was neutral. The results revealed that the Arab learners of Turkish who participated in the present study held an overwhelmingly positive attitude towards their experience with learning the Turkish language.

The findings showed that a great majority of the learners gave positive responses. This implies that these learners were pleased with their teachers' teaching pedagogy and methods. It also indicates that they were satisfied with the outcome of their own learning styles. The learners' motivation, their learning styles and their teachers' pedagogical practices contributed to this effective and successful learning experience. All these factors represent necessary conditions for academic excellence as they play a very prominent role in creating a positive learning environment in L2 classrooms. In fact, successful learning experiences should enhance the learners' linguistic skills and competencies. Additionally, they should increase the learners' motivation to learn the second language as well as boost their learning capacities. That is, a successful learning experience affects the learners' performance positively, which might promote their academic achievement.

Based on the sentiment analysis, that we conducted on all the interviews to explore the participants' emotions and feelings, the majority were overwhelmingly positive. For instance, their answers to the last question of the interview (Question 9), which was about whether they think that their learning experience is positive or negative, proved that 68.67% were positive, 6.67% were neutral and 6.67% were negative (See figure 4).

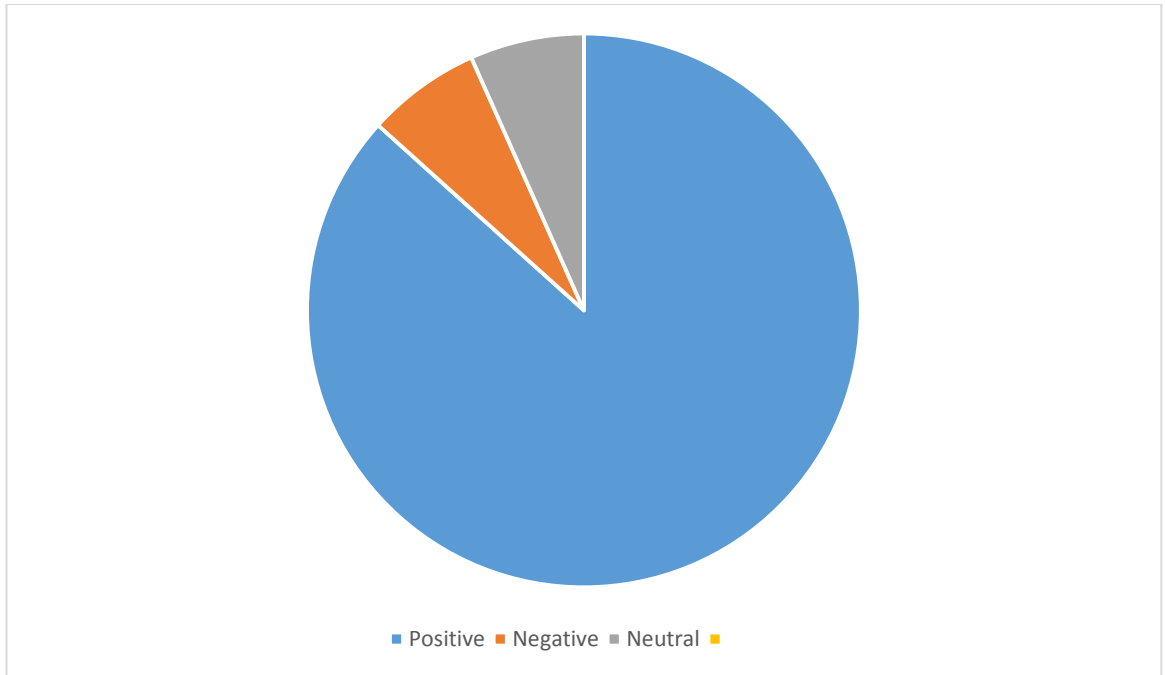


Figure 4: Sentiment Analysis Chart of Question 9.

However, when conducting the sentiment analysis on all the interviews' questions, the findings were quite surprising and unexpected. The results of the whole interview of some of the participants seemed less positive and even neutral in some cases (See table 8). This can be explained by their lexical choice of words and their use of negation "not really" and "not sure". The interviewees used some words such as "confusing", "challenging", "difficult" and "harder" that made the sentiment analysis seem to be less positive.

Table 8 Sentiment Analysis of the Learners' Interviews

	Positive/Negative/Neutral Sentiments	Percentages
Participant 1	Positive	76.3%
Participant 2	Positive	68.3%
Participant 3	Neutral	50.9%
Participant 4	Positive	68.6%
Participant 5	Positive	77.7%
Participant 6	Neutral	78.8%
Participant 7	Positive	80.6%
Participant 8	Neutral	67.9%
Participant 9	Positive	93.7%
Participant 10	Positive	77.5%
Participant 11	Negative	81%
Participant 12	Positive	49.3%
Participant 13	Neutral	54.6%
Participant 14	Positive	59.9%
Participant 15	Neutral	62.2%

4. Classroom Observation during the Translanguaging Treatment:

The classroom observation took eight weeks in which I attended 24 lessons (two hours each), and two speaking sessions that were optional for the participants. Video recordings of the students' conversations in the class showed that they used Arabic in order to understand the instructions of some tasks, to discuss what they need to do and to debate or give feedback about the task type before performing it.

It was also used to explain to the low proficiency students the rules that can be confusing for them such as word order, word class/category, sentence structure and adding suffixes to make the plural form, to mark the tense of the verb and to denote the gender and number of the subject in question. For instance, one student found it very challenging to use possessive pronouns. He was asked to answer the question on the board and to use possessive suffixes with all the pronouns. But his answer was wrong as there are phonological rules and exceptions that need to be taken into consideration first such as "k, t, ç, p" and " Fıŝıkçı ŖahaP " rules.

If words ending with one of these consonants "k, t, ç, p" are attached to vowel suffixes such as (a, e, ı, i, u, u), these words undergo a process called Consonant Softening. The ending consonants become "ğ, d, c, b" in order to facilitate their pronunciation.

Çocuk + um Çocuğum

Dolap + ım Dolabım

If words ending with one of these letters "f, s, t, k, ç, ŝ, h, p" are attached to suffixes starting with the consonant letter "d" and "c", they will undergo a process called Consonant Hardening.

Sınıf + ca Sınıfça

Servis + den Servisten

This student was puzzled on the board trying to figure out why his answer was wrong until one of his friends took the initiative and explained to him the rule using translanguaging. In this case, it seemed that using such technique is very efficient and effective. The rules that are meant to facilitate the pronunciation in Turkish would be much easier if the teacher or the peers explain them in L1.

During the experiment, there were many activities that the experimental

group was using, and which made learning more fun and the students more motivated and eager to learn. In order to help the learners memorize the vocabulary easier, the teacher of the experimental group used to ask them, after each chapter, to learn the word lists by heart. Then, in the next lessons, S/he used memory games to check if they learnt the new words or not by showing them flashcards or pictures of objects and asking them to name the object in the picture such as places, vegetables, fruit, and jobs... The students seem to like this flashcard game so much as it makes them enjoy the interaction between each other asking questions as “how can we say apple in Turkish? Is it Elma or Alma?”. This collaboration made them more motivated and excited to participate and give the correct answer.

During the lessons, when the teacher was explaining the meaning of a new concept, S/he was usually giving synonyms or examples of the same word in different contexts so the learners can absorb the meaning of the word and its different uses. For instance, the word "yüz" has three distinct meanings and uses. The teacher uses photos, mimics, and gestures to show that this word is polysemic and can be used in different contexts. S/he points out to his face and to the students' faces when s/he is explaining the phrase "yüz yüze". S/he uses his/her hands to explain that "yüz" means the number 100 in another context. And s/he even uses gestures to show them that the same word can refer to the act of swimming.

Throughout the lessons, the teacher keeps repeating the newly acquired concepts and asking all the students to repeat together. This reading aloud activity made the students feel more involved and integrated in the process of learning. Moreover, they can realize if their pronunciation of the words is correct or not. This class repetition and drills might also help these learners not only memorize and retain the new words easily, but also improve their reading skills. This worked as both a reading and vocabulary activity.

In order to clarify the ambiguity of certain homophones or false friends (*faux amis*), the teacher was comparing and contrasting the concepts and their different uses using both the target language and the native language. For example, s/he was explaining that the word “vasat” means average in Arabic, but it means below the average in Turkish. The instructor was introducing and explaining the cognates, both the true and false ones, in order to avoid the confusion resulting from these cognates. For instance, after a reading passage that contained the word “Misafir”, most of the

students misinterpreted the text and misunderstood the main idea of the passage. The teacher was aware of that, so s/he explained that “misafer” means “a guest” in Turkish, but it means “a traveller” in Arabic.

Thus, the teacher was always asking his students to take notes of the newly acquired vocabulary and their different uses. Some of the students drew next to the words so they could tell them apart, some translated them into their native language, and some were using the same sentences that the teacher used to memorize them as they were. The teacher always emphasized on the importance of taking notes so that they can remember the new concepts easily. Understanding the vocabulary, writing it down along with its synonym, and using it in a sentence, are all techniques used to retain vocabulary by these A1 learners of Turkish.

Based on Bulut’s (2022) suggestions of some translanguaging activities, the researcher implemented a task to enhance learning vocabulary and grammar at once. It consisted of working in pairs and following the example written on the board “I can run fast but I cannot fly”. The students were encouraged to interact with each other talking about what they can and what they cannot do. To make the activity more fun, the teacher used flashcards of animals to show them which verbs they were using.

I cannot fly like a bird.

I can run like a cheetah.

The learners were allowed to use their bilingual dictionaries, translation apps, and even ask their peers or their teacher if they do not know the meaning of some verbs. The task created a very fun and fruitful learning environment.

Concerning reading, while reading passages in the class, the teacher was always asking his/her students about the meaning of some specific words. If they did not know, s/he urged them to rely on the contextual clues and use the passage to guess from the context. Whether they know the words’ meaning or not, they can always try to guess the meaning based on the passage’s main ideas and the words’ grammatical and semantic relations.

When the students were dealing with a reading activity, most of them took time to read the text at least three times in order to be able to understand it. This reminds us of Anderson’s reading cognitive strategies (1999). The first step is when

the participants try to identify the text's main ideas, understand the general topic, translate words into their native language and guess the meaning of the unknown words using context clues. The second step is when the readers start to highlight the important information and underline the main ideas. The third step is when they use their prior knowledge or experience that are relevant to the topic in order to picture the text better. In the third reading, they can relate or link the new information in the text with previously read text and use grammar rules to understand the meaning. Therefore, it is revealed that the participants were using cognitive reading strategies in order to answer the comprehension questions correctly and improve their reading skills.

During the reading comprehension activities, the lower-proficiency students were often paired with higher-proficiency students to answer the comprehension questions and express their opinions about the passage. This gave the opportunity to all the students to be involved in the task and not to feel isolated. These students were allowed to use their online translators and their mother tongue to discuss the instructions then answer the comprehension questions in the target language.

Asking the students to summarize the text, answer the comprehension questions, and give feedback about the topic can foster their critical thinking and make them more conscious and aware of what they are reading. Providing them with the opportunity to work in pairs or in groups and use translingual practices can make these learners feel more motivated, involved, and eager to learn. This can create learning opportunities.

In order to implement translanguaging into teaching reading, the researcher used a sample activity (Bulut, 2022) in which the students take a sentence from the reading passage and try to create as many similar sentences as possible but with different meanings.

For example:

Ben peynir ve meyve yerim.

Ben çilek ve çikolata yerim.

O salata ve makarna yer.

Sometimes, the students were asked to discuss a character or a scene from the

passage. In order to make this activity more effective and productive, the teacher tended to divide them into small groups allowing them to use L1 whenever needed. "Not restricting the mother tongue would bring freedom in the classroom and create a positive classroom atmosphere (Bulut, 2022, p. 18)".

While observing, the researcher realized that the participants did not only use L1 for academic purposes but also about topics that were not related with the lesson such as how to make an equivalency for one's certificate, how to use HES code, and how to obtain official papers. This social interaction between the students made them bound easier and made them more motivated, and more self-confident. The fact that they were co-constructing meaning together, debating over the main points of a certain topic, and exchanging ideas and opinions, can boost their self-esteem and make them feel integrated and involved in the group. It is not only an educational pedagogy but also a social activity.

V. THE CONCLUSION

A. The Conclusion

In this thesis, the researcher was mainly investigating the impact of translanguaging on reading comprehension skills, in addition to exploring the perceptions of the teachers and the students towards using such a pedagogy in the class, and the methods used by these learners to retain vocabulary and enhance their reading skills. Four research questions were answered throughout the study.

The first research question was about the impact of translanguaging on reading comprehension skills by Arab speakers acquiring Turkish as L2. In order to investigate this, an experimental study was conducted in a private language center in Turkey using convenience sampling method. The two groups, a control group, and an experimental group, were divided by the language center after a placement test. They both have the same level A1. I decided the groups as “experimental” and “control” based on their teachers’ languages. The teacher of the experimental group is bilingual who speaks both Turkish and Arabic and often uses Arabic in the class, whereas; the teacher of the control group is Turkish and uses only the target language (Turkish) in the classroom. So, the control group was not allowed to use Arabic or any other foreign language in the class. However, the experimental group was allowed to use Arabic and translanguaging pedagogy in the class.

TÖMER test was used as a pre and posttest for both groups. Two types of statistics were carried out to investigate the difference between the groups. Based on the descriptive statistics, it revealed that the groups’ scores after the pretest were very close. The control group's score was 15, whereas the experimental group’s score was 15.65. However, there was a significant difference between the groups in the post test scores as the control group got 15.82 whereas the experimental group got 18.24. In other words, the experimental group improved better after the treatment, which is using translanguaging as a pedagogy in the class. The control group, on the other hand, almost remained the same.

Paired-sampling as well as independent sampling T-tests were conducted to check the difference between both groups in terms of improvement and progress throughout the experiment. Paired-Samples T-tests were performed in order to compare between the scores of pre-tests and post-tests for each group, whereas the Independent-Samples T-test were performed in order to compare the means of the two groups (the experimental group and the control group) in the pre-test and the post-test.

Based on the inferential statistics, the difference was not statistically significant. This could be because of the small population. The participants in both groups were 34 overall. Due to the small population, we cannot generalize the findings of this study to all the Arab learners of Turkish in Turkey.

The second research question in this study was about the perceptions of the teachers towards the use of translanguaging in the class when teaching or/and learning. The questionnaire was adopted from Yuvayapan's article (2019) "Translanguaging in EFL Classrooms: Teachers' Perceptions and Practices". The teachers that participated in this study were only four. After analyzing the qualitative data, it proved that three out of four hold a positive perception towards using translanguaging in the class to facilitate teaching. Although these teachers differ in age, gender, and years of teaching experience, they all agreed that using L1 to explain the language mechanism, to teach grammar, to explain difficult and ambiguous words, and to teach sentence structure and word morphology can help the students learn L2 faster and easier. Based on the results of this teachers' perception questionnaire, it is proved that L2 teachers' awareness of the importance of using translanguaging practices in a multilingual class has increased, and therefore the majority of the teachers showed a positive perception towards this pedagogy.

The third research question in this study was about investigating the perceptions of the learners towards using translanguaging in the class. It was taken from Scopich's (2018) study entitled "Translanguaging in an EFL Classroom: Attitudes and Practice". Based on this questionnaire's results, the majority of the participants (14 out of 17) believe that using Arabic when learning Turkish is beneficial as it helps learners understand new words, and grammatical rules more efficiently. They agreed that using translational practices is useful and advantageous especially for beginners.

However, their perceptions of their teachers' use of translanguaging were a bit different. Although the majority of the participants believed that using translanguaging can facilitate learning, their responses to the questionnaire items that were about their teachers' use of this pedagogy were less positive than their responses about their own. For instance, 40% of the learners believed that teachers should very often use the Arabic language during Turkish lessons, 53.3% believed that teachers should sometimes use it, and 6.7% of them expressed that teachers should never use Arabic during their lessons. In other words, the student participants, despite holding a positive perception towards translanguaging, believe that they can use their L1 but still believe that teachers should not often use Arabic or L1 when teaching an L2.

The fourth research question to investigate was about the strategies and techniques that the students use to understand and retain vocabulary, and to enhance reading skills. Interviews were conducted with 15 participants to find out about these strategies and to examine their perceptions and opinions towards the use of translanguaging. The findings were analysed both quantitatively (based on themes) and qualitatively (using sentiment analysis).

Based on the interviewees' utterances, the researcher was able to study many other aspects/variables that might have helped these participants to improve their reading skills and enrich their vocabulary background. The questions of the interview were themed; every question was meant to disclose information and personality features of our participants such as their learning style preference, motivation, attitude, and learner type. Most of the interviewees (12 out of 15) reported that when they come across an unfamiliar word, they try to understand it from the context. They rely on contextual clues first, then if they fail to do so, they resort to their translation apps, then ask their peers or teacher for help. Thus, their vocabulary learning style is based on guessing the meaning from the context. It also relies heavily on translation and translanguaging practices, then asking their peers or teacher for more clarification or explanation.

During the interview, the researcher asked whether the participants prefer to see the new vocabulary written on the board, or to hear it. This question aims at investigating the type of learners we are dealing with such as visual, auditory, or kinesthetic. This question helped us determine the materials and instructions needed

to facilitate learning for these participants. Based on their answers, we can consider that 8 out of 15 are visual, 6 out of 15 are auditory and only one is both visual and auditory learner. 12 out of 15 learners seem to be kinesthetic as they state in the interviews that they absorb the information easier if they smell, taste, or touch the materials. This learning style kinesthetic along with other styles, visual and auditory, play a very important role in helping A1 learners of Turkish retain unfamiliar and new vocabulary words. Therefore, teachers need to use multiple strategies and different materials in order to be able to meet all these learners' learning needs and preferences.

While answering the interviews, the majority of the learners mentioned that they need to read the text at least three times in order to be able to understand it. This reminds us of Anderson's reading cognitive strategies (1999). The first step is when the participants try to identify the text's main ideas, understand the general topic, translate words into their native language and guess the meaning of the unknown words using context clues. The second step is when the readers start to highlight the important information and underline the main ideas. The third step is when they use their prior knowledge or experience that is relevant to the topic in order to picture the text better. In the third reading, they can relate or link the new information in the text with previously read text and use grammar rules to understand the meaning. So, based on this qualitative data, it is revealed that the participants are using reading cognitive strategies in order to answer the comprehension questions correctly and to improve their reading skills.

Two other aspects were revealed while conducting the interviews: motivation and attitude. Most of the participants were extrinsically motivated to learn Turkish, which means that their desire to learn was driven by external factors and material rewards such as finding a job, earning money, making business, or travelling. Only one participant was intrinsically motivated to learn Turkish as she loves learning new languages. Concerning attitude, 13 out of 15 interviewees expressed that they consider their experience with Turkish as positive, only one participant reported that her/his experience is negative, and one described it as neutral. These motivational and attitude aspects can make a difference in the learners' lives. If they are intrinsically motivated and have a positive attitude towards learning this particular L2, they will be more likely able to learn it easier and faster. However, if they hold a

negative attitude towards Turkish language learning experience and they are not motivated to learn, they can end up having difficulties and struggles to master the language. Therefore, motivation and positive attitude are key elements for successful learning.

Based on the sentiment analysis, that we performed on the interviews to explore the participants' feelings, the majority of the participants were positive. For instance, their answers to the last question of the interview proved that 68.67% were positive, 6.67% were neutral and 6.67% were negative. Nevertheless, when conducting the sentiment analysis on all the interviews' questions, the findings were utterly surprising. The analysis of the whole interview of some of the participants seemed less positive and even neutral in some cases. This can be explained by their lexical choice of words and their use of negation "not really" and "not sure". The participants used some words such as "confusing", "challenging", "difficult" and "harder" that made the sentiment analysis seem less positive.

In order to triangulate the research, I had 48 hours of classroom observation throughout the course which actually took eight weeks. During this classroom observation, I had the chance to witness the translanguaging treatment, record the students' reactions to such pedagogy, and even suggest a few translanguaging tasks to the teacher.

The treatment consisted of allowing the students to use their L1 whenever needed, assisting them with explanations and clarifications using their mother tongue to facilitate learning grammar rules or new vocabulary, and using some translanguaging exercises to make their learning experience more productive and enjoyable.

During the reading lessons, each time the students encountered a new and unfamiliar word, they were encouraged by the teacher to guess the meaning from the context. If it was not possible for some students, they were allowed to use their online translators and ask their peers or their teacher for help. This facilitated learning and made the learning environment safer and more tolerant to cultural diversity and bilingualism.

Most of the time, the teacher used Arabic in order to explain ambiguous concepts or polysemic words so that the students would not make mistakes

distinguishing and using them. He was also clarifying the cognates, both true and false ones, using L1 and the target language. Sometimes, he would ask one of the high-performing students to translate what he was saying to L1 or to explain the task instructions to the other students using L1 to make the task easier. Among the main tasks that s/he used is dividing the class into small groups for speaking activity in which they are allowed to discuss the topic in L1 then express their opinions in L2. The interaction and the support given to the lower-performing students by their peers made them feel more involved in the task and try their best to impress the teacher by participating.

I was able to suggest a few translanguaging activities and to witness the students' reactions to them. The activities were taken from Bulut's article (2022). The first one consisted of writing a sample sentence on the board or selecting it from the reading passage then asking the students to work in pairs and produce sentences that have similar structures but different meanings. In order to perform this activity, the lower proficiency students were paired with the higher proficiency to give the opportunity to all the students to participate and make the lesson more effective. The second one (translanguaging activity) was performed during reading lessons, they were often paired to answer the comprehension questions together and to discuss a character or an event from the passage. The students loved being paired with their friends as it made them feel more integrated, involved, and motivated. Allowing them to discuss the passage and the comprehension questions in L1, then giving the correct answers in L2 made them feel more eager to learn and consequently participate in the class. The interaction between the students in L1, allowing them to use their bilingual dictionaries and online translators, using translanguaging activities in the class created a fun and productive learning atmosphere.

The purpose of this classroom observation was also to check whether the students' and the teachers' perception questionnaires were accurate and truthful. While observing the lessons, I had rubrics to fill out the situations in which the participants were using translanguaging; so that I can compare them to the perception questionnaire results. Surprisingly, during the treatment, all the students seemed very pleased using the translanguaging pedagogy in the class, even the ones whose perception questionnaires and interviews were negative or neutral. Few of them expressed in the perception surveys that using L1 should not be often used in the

class, however; during the classroom observation they were all participating and using translingual practices. They were interacting with their friends using L1, asking the teacher for translations whenever they encounter an unfamiliar word in the reading passage, they even seemed to love and enjoy the translanguaging tasks. So, we might say there is a slight gap between their perspectives towards translanguaging and their actual practices.

Considering the study findings, second language teachers should consider allowing the students to use their previous linguistic repertoires and accepting bilingualism as well as multilingualism in the class to create more and better learning opportunities.

B. Implications:

The findings generated from the current study have several theoretical and pedagogical implications for second language learners and teachers. The study has important implications for SLA theories. It contributes to the development of SLA theories since it explored the effect of the translanguaging pedagogy on the development of L2 reading comprehension skills. Most of the studies in SLA literature have focused more on translanguaging as a pedagogical tool in general, however, this study provided insights into the question of how translanguaging affects reading comprehension skills among Arab learners of Turkish as an L2. That is, the purpose of using translanguaging when learning an L2 represents a major difference between this study and some previous studies in the literature.

The present study has also some notable pedagogical implications. The study aimed at providing insights into both teachers' and Arab students' experiences as well as their attitudes towards translanguaging. It has revealed that translanguaging can be used as a useful pedagogy that might improve L2 learners' reading comprehension skills. Translanguaging can also be successfully used as a pedagogical method that can help L2 learners grasp new vocabulary and novel concepts. L2 reading teachers should be aware of the findings of translanguaging research in order to bring this strategy into pedagogy. According to Ledwaba (2020), using translanguaging as a pedagogical tool has another pedagogical implication. It enables "the learners to freely interact with their teachers" (p. 97), which can make "the teaching and the learning environment lively, motivating and non-threatening"

(p. 97). It is extremely important that L2 teachers and SLA researchers acknowledge both the linguistic and the cultural diversity in the second language classrooms in order to accept translanguaging as a pedagogical practice and strategy when learning and acquiring an L2.

C. Limitations:

Although the study has revealed interesting findings that might be useful for L2 reading instructors and L2 teachers in general, as any research, this study has some limitations that need to be addressed. The first limitation is related to the small sample size. Since a limited number of participants took part in this study, the results of the study must be treated with caution. Furthermore, the sampling method in this study was convenience sampling which makes it “difficult to describe the population from which the sample was drawn and to whom results can be generalized” (Gay, Mills, & Airasian, 2009, p. 136). Thus, the findings cannot be generalized to all Arab learners of Turkish in Turkey. Because unlike random sampling, the convenience sampling technique does not allow the participants to be representative of the whole population since it does not give subjects an equal opportunity of being selected (Hatch & Lazaraton, 1991) and hence, the two groups that were involved in the present study cannot represent all similar groups or situations.

Among the limitations faced when conducting this research is the number of previous research studies on this topic since there have been few studies conducted on translanguaging in language classes. However, the researcher hopes that this study can help teachers, scholars, and researchers in the field of SLA realize the importance of conducting studies on translanguaging and hence guide future research.

D. Avenues for Future Research:

Future studies on translanguaging could focus on different populations: multilingual settings or culturally and linguistically diverse settings, teachers and/or students with extensive linguistic repertoires and so on. The finding can be quite surprising and worth investigating. In addition to that, researchers can conduct studies to investigate the effect of translanguaging on writing, speaking, or listening

skills instead of reading. The outcomes and results will be pretty different. Last but not least, instead of being limited to language centers, this study can be extended to public schools, high schools, international or private schools.

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APPENDIX

Appendix A TÖMER's Placement Test

Appendix B Questionnaire For English Language Students

Appendix C Survey

Appendix D Interview Questions

Appendix E Classroom Observation Rubrics

Appendix F Etic

Appendix A TÖMER's Placement Test



ANKARA ÜNİVERSİTESİ TÖMER

TÜRKÇE ÖĞRETİM ARAŞTIRMA VE UYGULAMA MERKEZİ
TÜRKÇE SINAVI

T105004

I. ÖĞRENCİNİN

ADI	
SOYADI	
NOSU	
UYRUĞU	
SINAV TARİHİ	

BÖLÜM	PUAN
Okuma	
Dinleme	
Yazma	
Karşılıklı Konuşma	
Sözlü Anlatım	
TOPLAM	

TEMEL TÜRKÇE 1

OKUMA

Lütfen aşağıdaki metni okuyunuz. Metne göre seçeneklerden doğru olanı işaretleyiniz.

Cem yedi yaşında, sarı saçlı, kahverengi gözlü bir çocuktur. Annesi Fatma Hanım avukat, babası da mühendistir.

Cem bugün ilkokula başlıyor, ama o okula gitmek istemiyor. Çünkü uyumak

istiyor. Okula gitmemek için annesine yalan söylüyor “Anneciğim bugün karnım çok ağrıyor.” diyor. Fatma Hanım oğluna inanıyor ve “Tamam bugün gitme, ilaç iç ve akşama kadar evde dinlen.” diyor. Cem önce çok mutlu oluyor. Sonra sabahtan akşama kadar evde tek başına canı sıkılıyor. Annesi ve babası işte, arkadaşları ise okulda. Ertesi gün erkenden kalkıyor ve giyiniyor. Cem şimdi okulunu çok seviyor.

1. Cem ilkokul sınıfa gidiyor.

a. birinci b. ikinci c. kreşe d. üçüncü

2. Cem annesine “..... ağrıyor.” diyor.

a. Başım b. Ayağım c. Karnım d. Dişim

3. Cem istiyor. Bunun için okula gitmiyor.

a. oynamak b. dinlenmek c. ilaç içmek d. uyumak

Not: Bu bölümdeki her soru 2 puandır.

Lütfen aşağıdaki metini okuyunuz. Metne göre seçeneklerden doğruları (D), yanlışları (Y) ile işaretleyiniz.

Yasemin psikolog. O özel bir hastanede çalışıyor. O her gün hastaneye otobüsle gidiyor. Çünkü henüz arabası yok. Sabahları durak ve otobüsler çok kalabalık oluyor. O bazen durakta çok bekliyor, otobüsler dolu geçiyor. O zaman Yasemin taksiye biniyor. Çünkü işine geç kalmak istemiyor. Yasemin sekiz buçuktan altıya kadar çalışıyor. Öğle yemeğini hastanenin kafeteryasında diğer arkadaşlarıyla yiyor. Yasemin’in en iyi arkadaşı Ali. Ali de aynı hastanede doktor. Ali, Yaseminle evlenmek istiyor ama Yasemin kabul etmiyor “Biz sadece arkadaşız.” diyor.

4. Yasemin işe sık sık taksiyle gidiyor.

5. Yasemin, Ali ile evlenmek istiyor.

6. O durakta genellikle çok bekliyor.

7. Yasemin yemeğini hastaneye yakın bir lokantada yiyor.

8. Yasemin’in arkadaşı Ali de psikolog.

Not: Bu bölümdeki her soru 1 puandır.

I. Lütfen aşağıdaki paragrafları sıraya koyun.

a) Biz on beş dakika otobüs bekliyoruz. Tiyatro Ulus'ta. Otobüs geliyor ve arkadaşlarla otobüse biniyoruz. Tiyatro çok büyük ve güzel bir bina. Tiyatro yaklaşık iki saat sürüyor. Biz oyunu çok beğeniyoruz.

b) Benim adım Seda. Üniversitede okuyorum. Yirmi üç yaşımdayım. Ailem Bursa'da oturuyor. Ben şimdi Ankara'da bir yurtta kalıyorum.

c) Yurda saat on buçukta dönüyorum. Çok yorgunum ve hemen uyumak istiyorum. Ama yarın çok önemli bir sınavım var. Saat bir buçuğa kadar ders çalışıyorum ve uyuyorum.

d) Bugün arkadaşlarla tiyatroya gitmek istiyoruz. Ben önce gitmek istemiyordum çünkü yarın sınavımız var. Ama arkadaşlarım çok ısrar ediyor ve ben kabul ediyorum. Tiyatro saat sekizde başlıyor. Biz önce bir lokantada yemek yiyoruz ve sonra durağa gidiyoruz.

9.	
10.	
11.	
12.	

Not: Bu bölümdeki her soru 1 puandır.

II. Lütfen aşağıdaki metni okuyunuz ve verilen şıklarla boşlukları tamamlayınız.

Her yıl değişik (1)..... yabancı öğrenciler Ankara (2)..... TÖMER'e geliyor. TÖMER'de Türkçe (3)..... öğretmen öğrencilerle sadece Türkçe konuşuyor. Öğretmen (4)..... sonra (5)..... ödev veriyor. Bir ay sonra öğrenciler yavaş yavaş Türkçe konuşmaya başlıyorlar.

13. (1) a. ülkelerde b. ülkelere c. ülkeler d. ülkelere
14. (2) a. Üniversite b. Üniversitesinden c. Üniversiteye d. Üniversitesi
15. (3) a. derslerinde b. derslerde c. dersleri d. derslerine
16. (4) a. derste b. dersten c. derse d. dersleri
17. (5) a. öğrenciler b. öğrencilerde c. öğrencilere d. öğrencilerden

Not: Bu bölümdeki her soru 2 puandır.

DİNLEME

TANIŞTIRMA

(Metni CD'den iki defa dinleyeceksiniz.)

Dinlediğiniz metne göre aşağıdaki tümcelerden doğru olanlarına "D", yanlış olanlarına "Y" yazınız.

Elena, Monica ve Olga'yı tanıştırıyor.

1. Elena ve Monica çok eski arkadaşlar.

2. Monica Alman.

Dinlediğiniz metne göre uygun seçeneği işaretleyiniz.

Onlar karşılaşıyorlar.

- a. sinemada b. kafede c. tiyatrodada
d. yolda

ALIŞVERİŞ

Dinlediğiniz metne göre uygun seçeneği işaretleyiniz.

5. Deniz manavdan neler alıyor?

a. portakal, muz, elma, kuru soğan b. domates, portakal, yeşil fasulye, elma

c. muz, domates, yeşil fasulye, elma 6. Denizc. muz, domates, portakal, kuru soğan kaç kilo kuru soğan alıyor?

a. 1 kilo b. 1,5 kilo c. yarım kilo d. hiçbiri

7. Meyvelerin hepsi çok

a. yeni b. bayat c. eski d. taze

8. Deniz alışveriş için kaç lira ödüyor?

a. 80 lira b. 8 lira c. 800 lira d. hiçbiri

Dinlediğiniz metne göre aşağıdaki tümcelerden doğru olanlarına “D”, yanlış

olanlarına “Y” yazınız.

Deniz parayı kredi kartıyla ödüyor.

TAKSIDE

Dinlediğiniz metne göre uygun seçeneği işaretleyiniz.

Neslihan Hanım gidiyor.

a. Çankaya’ya b. Çankaya’da c. Çankaya’dan d. Çankaya’yı

11. Neslihan Hanım bilmiyor.

a. sokağın- yerini b. sokağın- adını
c. caddenin- adını d. apartmanın- yerini

12. Neslihan Hanım bir arkadaşını istiyor.

a. tanımak b. ziyaret etmek c. beklemek d. aramak

Dinlediğiniz metne göre aşağıdaki tümcelerden doğru olanlarına “D”, yanlış olanlarına “Y” yazınız.

Neslihan Hanım şoföre 3 lira 50 kuruş veriyor.

13. Şoför, Neslihan Hanım'a paranın üstünü veriyor.

Puanlama: 1, 2, 3, 9, 13, 14. sorular $1,5 \times 6 = 9$

4, 5, 6, 7, 8, 10, 11, 12. sorular $2 \times 8 = 16$

Toplam: 25 puan

YAZMA

Aşağıdaki resimde insanlar boş zamanlarında neler yapıyor? Siz nerede neler yapıyorsunuz?

balık tut- / bisiklete bin- / kay- / dağa çık-



Puanlama: Yazılı anlatım 25 puan üzerinden değerlendirilecektir.

KARŞILIKLI KONUŞMA

Siz bir partiye gittiniz ve orada birisi ile tanıştınız. Ona neler sorarsınız?

Tanışma - Nerede oturuyor?

- Ne iş yapıyor?

- Kaç yaşında?

Appendix B Questionnaire For English Language Students

QUESTIONNAIRE FOR ENGLISH LANGUAGE STUDENTS

PERSONAL INFORMATION

1. Gender: M F
2. Age:
3. Grade:
4. Years of learning Turkish:
5. Native language:
6. Years of living in Turkey:
7. Reasons behind moving to Turkey:

I. The students' own views:

EXPERIENCE

1. Do you use the Arabic language during Turkish language lessons?

NEVER SOMETIMES OFTEN VERY OFTEN

If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

- a. When and why?

ATTITUDES

2. Do you think students should use the Arabic language during English language lessons?

NEVER SOMETIMES OFTEN VERY OFTEN

If you answered "NEVER" to the previous question, please give us more detailed answers to why.

If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

a. In which cases?

II. The students' views about their teachers:

EXPERIENCE

3. Do teachers use the Arabic language during Turkish language lessons?

NEVER SOMETIMES OFTEN VERY OFTEN

If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

a. When and why?

ATTITUDES

4. Do you think teachers should use the Arabic language during Turkish language lessons?

NEVER SOMETIMES OFTEN VERY OFTEN

If you answered "NEVER" to the previous question, please give us a more detailed answer as to why.

If you answered between "SOMETIMES" and "VERY OFTEN", please answer the following questions in detail (you can also give examples):

a. When and why?

*The adapted version (the language "Croatian/Italian" is changed to "Arabic", the language "English" is changed to "Turkish".)

Appendix C Survey

A Survey about Translanguaging Use in English Classrooms in the Secondary Education

General Information
Age: _____
Female: _____ Male: _____
How long have you been teaching? _____

1. Do you believe the use of Arabic is beneficial in the Turkish language classrooms?

Yes: _____ No: _____

2. How often do you observe or encourage the use of Arabic in the classroom for the following purposes?

	Never	Not often	Somewhat often	Often	Very often
To discuss content or activities in small groups					
To promote assistance to peers during activities					
To brainstorm during class activities					
To explain problems not related to content					
To enable participation by lower proficiency students					
To respond to teacher's questions					
Others (please specify)					

3. How important do you believe it is for students to use Arabic in the classroom within the following contexts?

	Not important	Important	Very important

To discuss content or activities in small groups			
To promote assistance to peers during activities			
To brainstorm during class activities			
To explain problems not related to content			
To translate for a lower proficiency student			
To enable participation by lower proficiency student			
To ask permission			
Others (Please specify)			

4. How often do you use Arabic in the classroom for the following situations?					
	Never	Not often	Somewhat often	Often	Very often
To explain concepts					
To describe vocabulary					
To give directions					
For classroom management					
To give feedback to students					
To build bonds with students					
To quickly clarify during activities					
To help low proficiency students					
Others (Please specify)					

5. How important is it for teachers to use Arabic in the following situation?			
	Not important	Important	Very important
To explain concepts			
To describe vocabulary items			
To give directions			
For classroom management			
To give feedback to students			

To praise students			
To build bonds with students			
To quickly clarify during activities			
To help low proficiency students			
Others (Please specify)			

In your own words please describe in which situations using Arabic is beneficial or detrimental?

Is there any additional information that you would like to share about your perception or use of Arabic in the classroom?

Adapted from: Nambisan, K. An. (2014) Teachers' attitudes towards and uses of translanguaging in English language classrooms in Iowa (Unpublished MA thesis). Iowa State University, Iowa, the USA.

*The adapted version (Arabic is added instead of Turkish, Turkish classrooms instead of English classrooms and language center instead of secondary education.)

Appendix D Interview Questions

Interview Questions

1. What do you do when you learn a new word in Turkish?

Do you translate it or explain it in simple words (paraphrase) or write its synonym and antonym that you are familiar with or use it in a sentence?

(Vocabulary learning ways)

2. Throughout this Turkish course, you have been learning different new words. Do you prefer seeing these concepts written on the board or you prefer hearing them?

(Aural and Visual “types of learners”)

3. Do you feel you can understand better if the teacher is using real life materials in the lesson? (Like bringing a basket of real or fake vegetables and fruit when the lesson is about veggies)

(Kinesthetic type of learner)

4. While with your classmates in the class, do you like discussing and debating the newly acquired rules (grammatical, morphological, or phonological...) or you prefer studying them by yourself?

(Social or Solitary type of learner)

5. How many times do you need to read a text to grasp it fully before starting to

answer the questions?

6. Can you guess the meaning of an unfamiliar word from the context, or you need to look up in the dictionary for every unfamiliar word you encounter in the text?
7. What motivates you to start learning Turkish? Do you feel more motivated when you interact with your friends in the class?

(Intrinsic and extrinsic motivation)

8. Do you consider your learning experience positive or negative?

(Positive or negative reaction, attitude)

Appendix E Classroom Observation Rubrics

Classroom Observation Rubrics

Situations	Teacher	Students
To discuss content or activities in small groups		
To promote assistance to peers during activities		
To brainstorm during class activities		
To explain problems not related to content		
To enable participation by lower proficiency students		
To respond to the teacher's questions		
To explain concepts		
To describe vocabulary		
To give directions		
For classroom management		
To give feedback to students		
To build bonds with students		
To quickly clarify during activities		
To help low proficiency students		

Classroom Observation Rubric

Date: 08/02/2022

Situations	Teacher	Students
To discuss content or activities in small groups		✓
To promote assistance to peers during activities		✓
To brainstorm during class activities		✓
To explain problems not related to content		✓
To enable participation by lower proficiency students	✓	
To respond to the teacher's questions		✓
To explain concepts	✓	✓
To describe vocabulary	✓	✓
To give directions		
For classroom management		
To give feedback to students	✓	
To build bonds with students	✓	
To quickly clarify during activities	✓	✓
To help low proficiency students	✓	✓

Classroom Observation Rubric

Date: 20/01/2022

Situations	Teacher	Students
To discuss content or activities in small groups		✓
To promote assistance to peers during activities		✓
To brainstorm during class activities		
To explain problems not related to content		✓
To enable participation by lower proficiency students		✓
To respond to the teacher's questions		
To explain concepts	✓	
To describe vocabulary		
To give directions		
For classroom management		
To give feedback to students	✓	
To build bonds with students		
To quickly clarify during activities	✓	
To help low proficiency students		✓

Classroom Observation Rubric

Date: 14/02/2022

Situations	Teacher	Students
To discuss content or activities in small groups	✓	✓
To promote assistance to peers during activities		✓
To brainstorm during class activities	✓	✓
To explain problems not related to content	✓	✓
To enable participation by lower proficiency students		
To respond to the teacher's questions		✓
To explain concepts	✓	
To describe vocabulary	✓	✓
To give directions		
For classroom management		
To give feedback to students	✓	
To build bonds with students	✓	
To quickly clarify during activities		
To help low proficiency students	✓	✓

Appendix F Etic

Evrak Tarih ve Sayısı: 24.05.2023-86419



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı :E-88083623-020-86419
Konu :Etik Onayı Hk.

24.05.2023

Sayın MASSAHER AKKARI

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 04.05.2023 tarihli ve 2023/04 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Mehmet Sencer GİRGIN
Müdür Yardımcısı

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RESUME

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Education:

2009-2013: Bachelor degree in English language and literature from ISLT Institut Supérieur des Langues de Tunis (The higher Institute of Languages at Tunis).

2013-2015: Maste degree in Applied Linguistics from ISLT Institut Supérieur des Langues de Tunis

2018-2023: Phd in English language and literature from Istanbul Aydın University.

Work Experience:

2017-2018: Kultur koleji 2000-Teacher of English

2018 -2023: Doga koleji -Teacher of English

Languages:

Arabic: native

French: native

English: advanced

Turkish: intermediate

Spanish: intermediate

Skills:

-Communication, Teamwork, Problem Solving, Flexibility, Creativity

- Computer skills (Microsoft Office: Word, Excel, PowerPoint, Outlook...)