CHAPTER 2: TRANSLANGUAGING IN DEPTH: A REVIEW ARTICLE

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1. Introduction

Language is always in a process of constant change because of its very dynamic and evolving nature. Accordingly, the methodology of teaching language has been undergoing a dramatic shift since the 19th century and this period witnessed the outburst of several approaches and techniques, each attempting to eliminate the deficiencies of the preceding. Following the entrance of language courses into the curriculum, methodology paved its way with the classical GTM approach putting the main focus on structure with the native language use. This tradition lasted for some time with the contribution of the Direct Method, ALM, CLL, Suggestopedia, TPR, and The Silent Way until a need for communication emerged. Towards the end of the 20th century, this paradigm changed with the arrival of the Communicative Approach, also known as Communicative Language Teaching (CLT). Contrary to the previous methodology, CLT emphasized using language rather than structures. All these methodologies dealt with the mother tongue (L1) and the target language (L2) differently.

While the earlier approaches were more moderate in using L1 for the aim of linguistic analysis, more recent practices were stricter about it. The ideal classroom should have "as little of the L1 as possible," as Cook (2001, p. 404) argues because using the L1 can be interpreted as a sign of failure. Hence, the controversy of whether using L1 in teaching L2 has been centered around monoglossic and heteroglossic ideologies. In a monoglossic language setting, L2 exposure is of vital importance with the avoidance of L1 use in the class, as embodied by CLT and TBLT (Bruen & Kelly, 2014). However, it has been a matter of discussion since monolingual classrooms neglect the facilitative role of bilingualism, and the effect of L1 in L2 learning (Hall & Cook, 2012; Littlewood & Yu, 2011). According to Garcia (2009a), a monoglossic worldview may create a power imbalance in schools between the home and school languages, with the former valued while the latter is seen as irrelevant. This traditional way of teaching foreign languages in isolation is often associated with the common beliefs about bilingualism. Having invoked parental, cultural, educational, and politico-ideological fears (Beardsmore, 2003) with its emergence, bilingualism was fiercely criticized as leading to a list of disorders

such as moral depravity, scumbling, left-handedness, idleness (Weinreich, 1953) and even mental retardation (Goodenough, 1926). Supporter of linguistic and cultural diversity, Hugo Baetens Beardsmore contributed enormously by publishing his comprehensive book about all the facets of bilingualism, which gave rise to the explosion of research in this field.

With the help of numerous research, it was eventually found that greater sensitivity, improved cultural awareness, and increased cognitive flexibility are associated with increased linguistic repertoire, refuting earlier theories that bilingualism implied a dividing of finite cognitive potential or a decrease of intellectual capacities (Edwards, 2003).

Despite the superiority of bilinguals in number, monolingualism is generally seen as the norm (May 2014). Notwithstanding, in the ever-shrinking world of today, even bilingualism has started to give way to multilingualism. Although multilingualism is generally associated with metropolises in continents such as America, Europe, or Africa, in recent years there have been mass migrations due to war and economic impossibilities in developing countries that are apparently monolingual as official languages, and multilingualism has become a common linguistic phenomenon in every geography. Even in countries such as Türkiye, where only one official language exists, different varieties and languages are spoken. This proves that the multilingualism matter is affecting the nations that are known to be monolingual.

According to Cenoz and Gorter (2020), some students possess successful multilingual trajectories that include excellent resources for learning a new language, which is often neglected. Additionally, they resemble students to "empty vessels, learning from scratch and with the monolingual speaker of the target language as a model" (p.1). Due to population movement and the growing use of English as the language of instruction, learning through the medium of a second or additional language is becoming increasingly common across the globe, which calls for a novel approach with multilingualism at its core (Cenoz & Gorter, 2021).

The aforementioned changes in the paradigm have led to the development of a novel concept of translanguaging, which simply fosters the use of different languages together for effective learning to take place.

2. Definition of translanguaging

As explained by Dr. Cen Williams in an anecdote (in Thomas et.al., 2022), the term translanguaging was coined by himself and Dafydd Whittall in the early eighties in a hotel bar. Both being deputy heads in secondary school at that time, they joined a lecture. When they met at the hotel bar, Dafydd realized that Cen took notes in Welsch with the occasional English term. They started to talk about this process of listening to the English lecture and absorbing

the information so fast to reproduce in Welsch. They noticed that they both were doing this, but it was different from translation which meant to require special skills and expected to progress slower. They aimed to characterize reading or listening input in one language and writing or speaking in the other. Then they tried to name this process, which in turn resulted in the Welsh word 'trawsieithu'. The term was called "translinguifying" in English but then replaced by "translanguaging" after the conversation between Cen Williams and Colin Baker (Lewis et al., 2012).

This notion originated from the Welsh educational context, where Welsh-English bilingual education is attained. Though Welsh is a minority language in this context, it plays an important role in Wales for its citizens' perception of identity. As Selleck and Barakos (2023) imply, language and identity have a strong correlation, with Welsh being frequently used to convey an idea of Wales and Welshness rather than English or bilingualism. Hence, the idea behind the emergence of this concept was to make English, the dominant language, contribute to the development of Wales, the weaker language.

Translanguaging has been defined by several researchers. According to Baker (2011), it is "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (p. 288). Garcia (2009b) states it is "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, to maximize communicative potential" (p. 140). Cenoz and Gorter (2017) define it as "a pedagogical practice that alternates the use of Welsh and English for input and output in the same lesson. The idea is to get information in one language and to work with that information in the other language" (p. 311). Canagarajah (2011), additionally, mentions it as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401).

Although translanguaging may seem like an umbrella term that consists of bilingualism and multilingualism, it displays some stances. Traditionally, bilingual education supported keeping two languages separate for the sake of language learners. However, it was challenged by several different terminologies. Referring to the separation of French and English in Canadian immersion programs, Cummins (2007) criticized the real monolingualism of the context with his famous 'two solitudes' idea. Similarly, Swain (1983) used the phrase "bilingualism through monolingualism" (p. 4), and Gravelle (1996) described these bilinguals as "two monolinguals in one body" (p. 11).

However, translanguaging theory oversteps the traditional extent of individual languages by emphasizing the dynamic nature of communication. In this linguistic phenomenon, language segregation is strictly opposed and the existence of two interdependent language systems where learners switch from one to another is refused. Speakers blend and intertwine linguistic elements from different languages within a single conversation. It offers a more inclusive language use by welcoming the linguistic diversity of individuals. Vogel and Garcia (2017) highlight the three basic assumptions underlying translanguaging theory as follows:

1. It posits that individuals select and deploy features from a unitary linguistic repertoire to communicate.

2. It takes up a perspective on bi- and multilingualism that privileges speakers' own dynamic linguistic and semiotic practices above the named languages of nations and states.

3. It still recognizes the material effects of socially constructed named language categories and structuralist language ideologies, especially for minoritized language speakers (p. 4).

Considering these assumptions, the theoretical basis of translanguaging theory can be associated with Cummins's notable works called the Linguistic Interdependence Hypothesis (1979) and Common Underlying Proficiency (CUP) (1984). LID emphasizes the transferable nature of linguistic skills, so learners can pass on their linguistic/metalinguistic skills from one language to another. CUP, similarly, explains the interconnectedness of linguistic skills across multiple languages. Cummins asserts that irrespective of their level of proficiency in each language, people develop a common cognitive and linguistic competency underlying their talents in all the languages they know. In CUP theory, language skills are transferable and interconnected; the development of a common proficiency is affected by cognitive and academic experiences. Like translanguaging, Cummins's concept also emphasizes the fluid and dynamic nature of language use. Cummins (1984) exemplifies this concept with an iceberg metaphor. While an individual uses multiple languages at the surface, the whole linguistic repertoire, namely CUP, is placed at the bottom.

Moreover, translanguaging brings another well-known, metaphorical approach to mind, that is Language Ecology. Pioneered by Einar Haugen (1972), language ecology draws upon on the similarities and differences between biological species. This metaphor indicates that like biological species, languages are also living organisms that have similar issues such as "the maintenance of linguistic diversity around the planet, the endangerment and extinction of languages, language planning, and the effects of 'introduced' or exotic languages on the

environment" (Wendel, 2005, p. 55). Language ecology is closely interested in the interdependence of languages within a particular context and the preservation of rarely spoken languages. By welcoming linguistic diversity, language ecology considers how to coexist and interact with each other. Translanguaging and language ecology both embrace the use of multiple languages, and diversities, and so contribute to the richness of languages.

The emergence of the translanguaging concept has required the clarification of coincidental terms such as code-mixing and code-switching, which had been around before translanguaging theory. Even though code-switching, code-mixing, and translanguaging seem identical at first glance, they each carry distinctive features. Code-switching refers to swapping between two or more languages. Hymes (1962) defines code-switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles" (p. 9). Additionally, code-switching is both deliberate and noticeable, hence it does not stem from a lack of knowledge.

Code-mixing, on the other hand, is defined by Bokamba (1989) as "the embedding of various linguistic units such as affixes (bound morphemes, words [unbound morphemes], phrases and clauses from a cooperative activity, where the participants infer what is intended, must reconcile what they hear with what they understand" (p. 281). Thus, it is possible to say that code-mixing operates at a smaller linguistic level compared to code-switching.

Both linguistic phenomena are widely used among bilingual and multilingual individuals and communities for different reasons. These reasons why people switch or mix codes are listed by Hoffman (1991) as "talking about a particular topic, quoting somebody else, inserting sentence fillers and connectors, expressing group identity, being emphatic about something, repetition used for clarification, and intention of clarifying the speech content for interlocutor" (p. 116). In sum, if you change the language, you are communicating intentionally and deliberately to make it more functional, it is code-switching, but if you include borrowing words or phrases from one language and incorporate them into another spontaneously, it is code-mixing. Translanguaging offers a more holistic approach compared to code-switching or code-mixing. Whereas their focus was on alternating or blending the languages, the translanguaging concept emphasizes the interconnected nature of languages and smooth movement between languages. Essentially, translanguaging is viewed as a socio-cognitive behavior, whereas code-switching is thought to be a socio-linguistic behavior (Singleton & Flynn, 2021). Translanguaging is more inclusive of linguistic diversity and rather than surface-level modifications, it encourages people to express themselves authentically by using a rich array of linguistic sources that are

available to them. As opposed to code-switching, translanguaging involves systematic side-by-side usage of the first and second languages (Erdin & Salı, 2020).
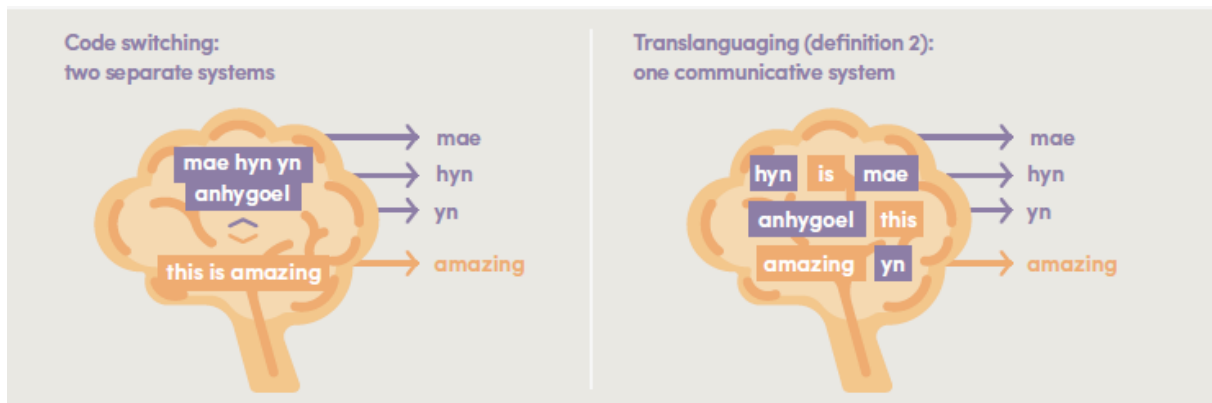

Figure 1. The difference between code-switching and translanguaging (taken from Thomas et al., 2020, p. 23)

As illustrated in the left side of Figure 1 above, code-switching and code-mixing involve the segregation of languages, where elements of two different languages are stored separately. The learner, here, is expected to shift between two languages. However, this kind of sortation is strictly disputed in translanguaging. On the right side of the visual, the jumbled placement of words from two different languages represents the unity of the linguistic system. The learner is expected to authentically and fluidly engage with his/her linguistic resources.

3. Translanguaging in Pedagogy

Cenoz (2017) has defined pedagogical translanguaging as "planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students' resources from the whole linguistic repertoire" (p. 194). In both language and content classes, the goal is to foster multilingualism in two or more languages, which includes the minority language's development. In this educational approach, students' multilingualism is regarded as a precious source in their process of learning a language. When the theoretical principles of pedagogical translanguaging are considered, like in constructivism, constructionism, and cognitivism, prior knowledge is central here and it includes the knowledge of pragmatic and social aspects of language use, and beliefs about the language besides learners' vocabulary or grammar knowledge (Cenoz & Gorter, 2021). This kind of pedagogy welcomes the existing linguistic and cultural diversity of learners as a facilitator of learning rather than seeing it as a potential obstacle. By activating the pre-existing knowledge that learners have as a result of learning different languages, more effective and

facilitated learning can be achieved. Translanguaging saves language classrooms from isolated language teaching and enables them to leverage their proficiency in multiple languages and transfer their existing linguistic knowledge to the newly learned language.

In an educational setting directed toward the principles of translanguaging, while linking prior knowledge with existing one, educators integrate students' native languages into their classroom practices as a facilitating tool. Contrary to the dominant L1-inhibitory approaches, translanguaging allows students to ask questions, express ideas, and engage with the academic content in their native language. Having the comfort of L1 use in class helps students clarify themselves better when challenged or discuss their ideas more effectively. By this means, translanguaging is regarded as a scaffolder. Associated with Vygotsky's ZPD concept, scaffolding means encouraging an inexperienced learner to pick up a skill by giving him short-term support.

Finally, the underlying theory of translanguaging is connected to the concept of 'connected growers' in Dynamic Systems Theory. According to this theory, language development is a dynamic self-adaptation process where '"a set of variables mutually affect each other's changes over time" (Van Geert, 1994, p. 50). Van Geert (2003) labels each variable of the linguistic system (lexicon, or the syntax) 'a grower', which is dependent on growth. Cenoz and Gorter (2021) suggest that with the help of pedagogical translanguaging, multilingual repertoire can be developed more effectively and with fewer resources by identifying connected growers.

Another important perception to consider in multilingual classrooms, especially, is the identity matter. Multilingual speakers may be competent in several languages, and they make conscious choices about the language they communicate. However, sometimes they may abstain from using certain linguistic sources. Multilingual people may feel alienated from specific cultures or communities, code-switching may raise their tension, may not feel belonging to any group due to cultural hybridity, or they may not be equally proficient in all the languages they speak. Language is one of the ways individuals construct their identities. Hence, appreciating students' languages also means acknowledging their cultures and identities, which in turn makes them feel validated. Through translanguaging, people can create adaptable and situation-specific identities by navigating between various linguistic and cultural resources (Garcia & Wei, 2014). Cenoz and Gorter (2020) organized the core characteristics of pedagogical translanguaging as below, noting that it can be in different shapes. The following explanations regarding Table 1 are based on their conceptualization. As mentioned in the earlier parts of this article, translanguaging comes to the fore from the bilingual Welsh context. Hence, its main aim is to

develop multiliteracy and multilingualism, which is not confined to only two languages. The goal of translanguaging is to improve school lessons and the languages, it especially fosters the development of the minor language through the more dominant language. In the organization phase, activities should be designed by the teachers as context-specific. The general approach of translanguaging requires soft boundaries between languages, which means overall linguistic repertoire should be deployed by employing elements from different languages.

Table 1. Core characteristics of pedagogical translanguaging (taken from Cenoz & Gorter, 2020, p. 3).

Type of program	Multilingual education program
Aims	Aims at linguistic and academic development
Organization	Translanguaging activities are specifically designed
Approach	Soft boundaries between languages

Code mixing happens when the speaker mix between the mother language to another language or it can happen when someone uses one word or phrase from one language to another language rapidly.

4. Review of Recent Research Articles on Translanguaging

The rapidly increasing literature on translanguaging proves its growing significance in multilingual education contexts. Translanguaging, including the dynamic and flexible use of multiple languages within a single communication, has aroused interest for its impact on language development, identity formation, and diverse educational contexts. Translanguaging, as a notion, has been explored in various disciplines such as linguistics, education, and sociocultural perspectives. However, this section comprises articles mainly about pedagogical practices of translanguaging which combines findings from theoretical and empirical studies. The studies included in this part were chosen depending on their relevance to pedagogical implications, recentness, diversity of research contexts (different countries, different participant profiles, and linguistic backgrounds), and the use of quantitative and qualitative research designs. By adopting such inclusion criteria, this review aims to provide a deeper understanding

of translanguaging and insights into its practical implementations in multilingual learning environments worldwide.

Wyper (2020) made an investigation in the Canadian context. The author ran a qualitative research project that probed 18 faculty members and 35 students at a local university about their translanguaging strategies and usage. The data analysis presented that it is hope-giving in terms of classroom practice in the future, and both faculty members and students supported the use of the first language in class.

In the same year, Akbar and Taqi (2020), in Kuwait, investigated the effect of translanguaging on learners' performance and language learning. The sample of the study consisted of 34 volunteer female students of English who took pre- and post-oral and written exercises on the use of translanguaging. Then with a short questionnaire, their perception of using translanguaging as a part of their class work was searched. The findings showed that translanguaging helped them understand better and achieve higher levels of information processing. However, there was not any significant improvement in their language proficiency.

Dougherty (2021) from the USA investigated the use of translanguaging in bilingual classrooms in a qualitative research project. Three teacher candidates each of which was placed with a mentor were involved in the study. Via face-to-face interviews, observations, and field notes, their experiences implementing translanguaging during their clinical experience were explored. The findings verified the benefits of translanguaging by showing that it enriched learners' comprehension of subject area content, fostered classroom participation and identity formation, and was well-implemented both spontaneously and purposefully. Also, the author recommended some steps regarding how to employ the translanguaging approach.

In a Turkish state university setting, Karabulut and Dollar (2022) researched the role of translanguaging pedagogy in writing classes and the learners' perceptions of its implementation in an EFL context. 63 prep-school students were included in the study, some of whom were assigned to one control group while the others were divided into two experimental groups. Experimental group 1 was exposed to translanguaging in their writing lessons, but the second experimental group was taught writing by excluding the use of their mother tongue. The control group, on the other hand, had product-oriented English-only writing sessions. Four in-class writing tasks were used as the data of this quantitative study, and inferential statistics was used for data analysis. A weekly questionnaire evaluated participants' perceptions. The results displayed that there was a significant increase in task achievement, lexical and grammatical

range and accuracy, and cohesion and coherence favoring translanguaging. The participants asserted that translanguaging helped them develop their English writing from several aspects. Chicherina and Strelkova (2023) explored the beliefs and attitudes of 581 university students and teachers of two Russian universities towards English medium instruction and English language teaching. They collected the quantitative data with a questionnaire. They found out that ELT supported by English-medium instruction was of high value for all the participants. Translanguaging applications with minimum use of Russian as the mother tongue were prior for the participants, and extra language learning events increased their commitment and confidence to study non-language subjects in English.

Altun (2023) conducted a mini-ethnographic study at a prep school of a Turkish state university. With a purposeful sampling procedure, she included 7 plurilingual students who were learning Turkish as their second language. The author investigated whether translanguaging in academic writing classes would contribute to the learners' writing skills. The qualitative data was collected through think-aloud protocols, follow-up interviews, field observations, and analysis of writing tasks during the semester. It was shown that translingual methodology enhanced writing skills and fostered language learning understanding.

Another research from the Turkish context has come from Karakaş (2023) as a case study approach. The researcher studied the perspectives of university students on translanguaging and its functions in content teaching and learning. The data was collected via semi-structured in-depth questionnaires from 3 different Turkish universities with English medium instruction with the participation of 15 students. The findings indicated that while teachers held the virtual position in which they only use English banning L1; students held the optimal position where they valued L1 resources. The study underlines the need for a shift in EMI classes.

5. Conclusion

Taking the detailed information given in this present review article, the concept of translanguaging emerges as a powerful way of teaching through which the dynamic and interconnected nature of languages is understood. Translanguaging makes multilingual people overcome the challenges of multilingualism and allows them to experience the richness of their linguistic repertoire and cultural diversity. It is beyond being only a linguistic phenomenon since approving multilingualism, which was harshly criticized not long ago, means embracing the social and cultural varieties of our global world.

The concept of translanguaging has aroused huge interest and its benefits in language pedagogy have been studied widely (Blackledge & Creese, 2010; Cenoz & Gorter, 2017; García, 2009;

García & Kleyn, 2016; Lynch, 2011; Mazak & Carroll, 2017; Pennycook, 2007). In addition to these researchers, Baker and Wright (2017) listed four advantages of translanguaging. First, translanguaging has the potential to foster a deeper and fuller understanding of the subject matter. Secondly, it can aid students in improving their literacy and oral communication abilities in their less proficient language. Third, it can make the bonds between school and home stronger. Fourth, translanguaging can facilitate multilingual students' integration with fluent speakers of the instruction language even if they are not as proficient in it (Baker & Wright, 2017, pp. 281–282).

Despite its prominence in recent years, translanguaging is certainly not without criticisms. Though mostly championed, it also has sparked some debate. Some scholars argue about the broadness of the concept, its definition, and its boundaries. Makoni and Pennycook (2007), for example, claim there is no need for such a concept and argue that if we give up on named languages, then bilingualism and multilingualism should be given up as well and that the term 'languaging' may be adequate in their place. Another debate centers around the implementation of translanguaging in classrooms and potential obstacles in translingual applications in education (Flores & Rosa, 2015). Translanguaging is thought to lead to a decrease in the welfare of the students since they may not think this approach is liberating (Charalambous et al., 2016). Similarly, the relationship between multilingual turn and neoliberalism is also probed by Kubota (2015). The scarcity of research conducted in different levels of educational settings is another matter of debate (Carroll & Sambolin Morales, 2016; Riviera & Mazak, 2017), along with the skepticism of its implementation in writing classes (Atkinson et al., 2015; Gevers, 2018; Matsuda, 2013).

As a novel approach to language learning environments of the multicultural modern world, the concept of translanguaging is still on the way to progress. There is still limited research on this subject matter. The fact that translanguaging is highly advocated requires educators, and teachers from all levels to give a chance to try this approach. This attention-grasping notion offers a possible future subject matter to be experienced for the researchers, with the contributions of whom we will understand the application of it better.

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