

**TRANSLANGUAGING AS A PEDAGOGICAL TOOL FOR TURKISH EFL
STUDENTS IN WRITING CLASSES**



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JUNE 2019

**TRANSLANGUAGING AS A PEDAGOGICAL TOOL FOR TURKISH EFL
STUDENTS IN WRITING CLASSES**

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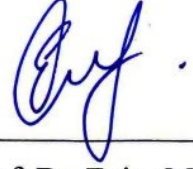
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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
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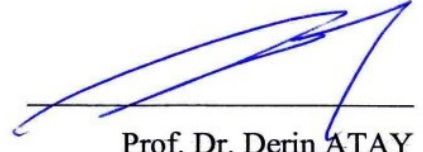
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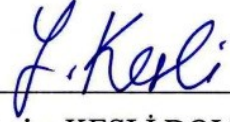
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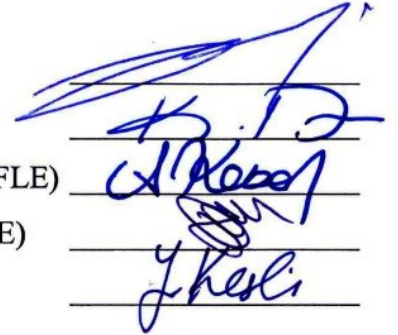
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ABSTRACT

TRANSLANGUAGING AS A PEDAGOGICAL TOOL FOR TURKISH EFL STUDENTS IN WRITING CLASSES

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The present study's main objective is to examine the implementation of translanguaging pedagogy which was aimed at improving Turkish EFL learners' writing skill in the target language. Along this vein, after having carried out a pilot study providing results in favour of translanguaging pedagogy, a quasi-experimental research design was employed with two experimental and one control group. Throughout the fall semester of 2018-2019 academic year, the first experimental group was exposed to translanguaging pedagogy in their writing classes, whereas the second experimental group learned writing through translanguaging instructional cycle without inclusion of their mother tongue, and the control group had traditional English-only writing classes where product-focused approach was employed. To examine the first experimental group participants' practices of translanguaging pedagogy thoroughly, stimulated recall interviews were conducted. Additionally, weekly questionnaires and semi-structured interviews were used to find out about their perceptions regarding translanguaging pedagogy. Besides these, four in-class writing tasks were collected from all participants in order to compare whether their scores varied significantly from one another. Finally, the writing durations of the groups were compared to find out whether there were statistical differences among groups' writing fluency. In terms of findings, after a two-step qualitative analysis of the stimulated recall interviews carried out with the translanguaging group participants, they were found to use three main translanguaging practices for various

reasons at different stages of their learning processes. Furthermore, qualitative and quantitative analyses of weekly questionnaires and semi-structured interviews yielded that these participants found the implementation of translanguaging pedagogy moderately, mostly and extremely useful in their English writing classes, and it helped them to improve in a variety of aspects including organization, planning and thinking skills, group work, grammar, vocabulary, linkers and many more. The data from the writing tasks of the groups analysed via SPSS (Version 21.0) demonstrated that there were statistically significant differences among the writing task scores of all groups. The translanguaging group's scores were significantly higher than other groups' in all writing tasks. Likewise, the second experimental group in which translanguaging instructional cycle was implemented without including their mother tongue had significantly higher scores than those of the traditional product-focused English-only control group. Additionally, the first experimental group was found to complete their writing tasks in a significantly shorter amount of time than other groups. Finally, implications and recommendations for further research were given, which can help emergent bilingual learners to benefit from translanguaging as a pedagogical tool while they are learning to write in an additional language.

Keywords: Translanguaging Pedagogy, Writing Skill, Emergent Bilingual Learners, Perceptions, Writing Fluency.

ÖZ

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLER İÇİN YAZMA DERSLERİNDE DİLLER ARASI GEÇİŞLİLİĞİN PEDAGOJİK BİR ARAÇ OLARAK KULLANIMI

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Bu çalışmanın temel amacı İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin hedef dildeki yazma becerilerini geliştirmesi hedeflenen diller arası geçişlilik pedagojisinin uygulamasını incelemektir. Bu doğrultuda diller arası geçişlilik pedagojisinin kullanımı lehinde bulgular elde edilen bir pilot çalışma gerçekleştirildikten sonra, iki deneysel ve bir kontrol grup ile yarı deneysel bir araştırma modeli gerçekleştirilmiştir. 2018-2019 akademin yılının güz dönemi boyunca, birinci deneysel grup diller arası geçişlilik pedagojisine maruz bırakılırken, ikinci deneysel grup yazmayı diller arası geçişlilik öğrenme döngüsünü ana dilleri içerilmeden öğrendi, ve kontrol grubu ise öğretim dili sadece İngilizce olan geleneksel ürün odaklı yaklaşımın uygulandığı yazma dersleri görmüştür. Birinci deneysel grup katılımcılarının diller arası geçişlilik deneyimlerini detaylı bir şekilde incelemek için, uyarılmış geri çağırma görüşmeleri gerçekleştirilmiştir. Ek olarak, haftalık anket ve yarı yapılandırılmış görüşmeler bu katılımcıların diller arası geçişliliğe ilişkin algılarını öğrenmek için kullanılmıştır. Bunların yanı sıra, sınıfta gerçekleştirilen dört adet yazma görevi bütün katılımcılardan puanların birbirlerinden önemli derecede farklı olup olmadığını karşılaştırmak için toplanmıştır. Son olarak, grupların yazma süreleri bu grupların yazma akıcılığında istatistiksel farklar olup olmadığını öğrenmek için karşılaştırılmıştır. Bulgulara bakıldığında, uyarılmış geri

çağırma görüşmelerinin iki basamaklı nitel analizi deneysel grup katılımcılarıyla gerçekleştirildikten sonra, katılımcıların üç temel diller arası geçişlilik eylemini çeşitli sebepler için öğrenme süreçlerinin farklı aşamalarında kullandıkları bulunmuştur. Ayrıca, haftalık anket ve yarı yapılandırılmış görüşmelerin nitel ve nicel analizleri bu katılımcıların diller arası geçişlilik pedagojisinin uygulamasını İngilizce yazma derslerinde orta derecede, çoğunlukla ve oldukça yararlı bulduklarını ortaya çıkarmıştır ve bu pedagoji onları organizasyon, planlama ve düşünme becerileri, grup çalışması, dilbilgisi, kelime, bağlaçlar ve pek çok diğerlerini içeren çeşitli yönlerde geliştirmeye yardımcı olmuştur. SPSS (Versiyon 21.0) ile analiz edilen yazma görevlerinden elde edilen veriler bütün grupların yazma görevlerinin puanları arasında istatistiksel olarak önemli farklılıklar olduğunu göstermiştir. Diller arası geçişlilik grubunun puanları bütün yazma görevlerinde diğer gruplarınkilerinden önemli derecede yüksek bulunmuştur. Benzer şekilde, diller arası geçişlilik öğrenme döngüsünün ana dilleri içerilmeden uygulanan ikinci deneysel grubunu, sadece İngilizce olan geleneksel grubunkinden önemli derecede yüksek puanlar elde etmiştir. Ek olarak, birinci deneysel grup yazma görevlerini diğer gruplardan önemli derecede daha kısa sürede tamamlamışlardır. Son olarak, gelişmekte olan iki dilli öğrencilerin ek bir dil öğrenirken, diller arası geçişlilikten bir pedagojik araç olarak faydalanmaları için uygulamalar ve ilerideki araştırmalar için öneriler verilmiştir.

Anahtar Kelimeler: Diller Arası Geçişlilik Pedagojisi, Yazma Becerisi, Gelişmekte Olan İki Dilli Öğrenciler, Algı, Yazma Akıcılığı.



To My Dearest Grandfather

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Chapter 1

Introduction

It is an undeniable fact that bilingualism and multilingualism have been more spread around the world than ever thanks to advancements in technology which have a significant impact both on the pace, ease and the frequency of communication among people around the world as well as on the availability of rapid transportation. These have resulted in societies whose nature is highly bi- or multilingual, inhabited by individuals who are either born bi-/ multilingual or who learn an additional language or languages in the following years of their lives. However, despite the blurred boundaries between countries and languages due to the reasons mentioned above and bi- and multi-linguals' discursive practices which involve a fluid, hybrid and creative use of mixed elements and practices of their linguistic repertoires, the pre-eminence of monolingual instructional pedagogy for teaching languages whether they are second, foreign or heritage languages continues to persist in language classrooms (Wei & Garcia, 2016).

The monolingual approach towards language teaching has been named differently –*monolingual tenet, monolingual principle, separate bilingualism, monolingual bias, monoglossic ideology, two solitudes*- by different researchers (Olimnazarova, 2012). What all these different terms have in common is the idea that learners store different languages separately in their minds as discrete entities. Accordingly, the learning and teaching of each language should reflect this by carrying out lessons using only the target language and avoiding the use of learners' mother tongues to avoid interference or contamination between languages (Cummins, 2009). Jacobson and Faltis (1990) mention about the direct acknowledgement of this view without any questioning by stating “it was felt that inappropriateness of the concurrent use was so self-evident that no research had to be conducted to prove this fact.” (p. 4). The acceptance of monolingual principle also indicates the expectation of a monolingual speaker competence, an idealized native speaker, from the learners in each language they learn (Cummins, 2009). Eventually, this gives rise to learners' feeling embarrassed, deficit as well as guilty when they

use any languages other than the target language in their classroom practices (Cook, 2001). However, Cummins (2007) state that although there is minimal amount of pedagogical evidence supporting this entrenched belief and the practice of monolingual purism in the language classes, the presence of target-language-only policy continues in language classrooms today.

Despite the emergence and extensive influence of teaching methods and approaches prioritizing the sole use of target language, which will be explained below, there has been a multilingual turn in the field of second language acquisition (SLA), which reflects the dynamic and fluid nature of languaging of bi- and multilinguals. It has been acknowledged by various researchers that the time has come to shift from monolingual approaches to more ‘bilingual-centred approaches’ (Nambisan, 2014). The studies conducted in classroom contexts approved of this and revealed that learners who learn an additional language go against the restrictions of monolingual instructional pedagogy (Makalela, 2015). In other words, instead of using exclusively the target language, students who learn additional languages make use of their linguistic repertoire by drawing on and mixing the linguistic features of the languages in their repertoires to experience successful language learning (Hornberger & Link, 2012). The term ‘translanguaging’ coined by Williams (1994), caught on by Baker (2001), taken up and expanded by Garcia (2009) and many other researchers aims not only to capture and legitimize the reality of bi- and multilinguals’ discursive practices in real life but also to provide teachers with a framework to implement and exploit it in their classes. Similar to many terms in the literature, the term ‘translanguaging’ has been interpreted in different ways by different researchers who are found in various contexts (Mazak, 2017). In addition, other terms including code-meshing (Canagarajah, 2011), bilingual instructional strategies (Cummins, 2009), flexible bilingualism (Creese & Blackledge, 2010) have been offered by many researchers to describe similar things, which has caused some controversy and confusion in the literature. In its general sense, translanguaging refers to both the fluid, dynamic and natural communicative actions of bi- and multilinguals to make meaning and convey information in real life and a pedagogy strategically and deliberately employed by teachers to provide learners with opportunities to translanguage, in other words to draw on their linguistic repertoire

while learning during which they make use of all linguistic features and practices at their disposal (Palfreyman & Van der Walt, 2017).

With the proliferation of studies which involve translanguaging in numerous ways, its positive consequences have started to be realized in the literature. As a result, it has begun to be regarded as an advantage rather than a disadvantage, a benefit to improve one's linguistic capacity rather than a problem causing mental confusion among learners, and a view of 'synergy' between two languages rather than a 'two solitudes' view (Lewis, Jones, & Baker, 2012, p. 643). However, most of the studies which involve translanguaging are conducted in ESL contexts (Ke & Lin, 2017). Translanguaging, a teaching practice which makes use of planned alterations of languages in receptive and perceptive skills by the teacher, emerged in the bilingual education system of Wales where English is an official language besides Welsh. Consequently, more studies were carried out in similar ESL contexts. In EFL contexts where monolingual practices continue to be followed, there are quite few studies. Yet, as Wei and Ho (2018) state, translanguaging is highly relevant to foreign language teaching since translanguaging goes against the traditional dichotomies such as native and non-native speakers and aims for bilingualism with an integrational approach rather than eliminating language(s). On the other hand, monolingual bias dominating the monolingual practices in EFL contexts assumes that monolingual competence is the norm that an educated native speaker's communicative competence is superior form of competence (Akbar, 2013). Accordingly, nativeness should be considered as the goal of achieving additional language learning. Despite criticisms against monolingual bias, which include comparative fallacy by Bley-Vroman (1983) and Cook's (1992) multicompetence, the field of SLA continues to suffer due to setting nativeness as the core principle for studying additional language learning. On the other hand, in line with the paradigm shift, Garcia's (2009) 'dynamic bilingualism' does not view bilinguals as two separate monolinguals, and Grosjean (2001) emphasizes the fact that being a bi-/multilingual with perfect and equal knowledge of a native speaker in each language is a myth.

Considering the abovementioned gaps and problems, in order to transcend traditional conceptions of monolingual practices and concepts dominating SLA field and foreign language teaching, and to contribute to the studies which mainly focus

on teachers' and students' attitudes / beliefs/ opinions/ regarding translanguaging practices and its various implementations and observations in different types of classes (e.g. psychology, science, second language –reading, intensive English, writing - etc.) mostly in second language contexts in the US and the UK, this study aims to implement a translanguaging pedagogy based on translanguaging instructional design - explained by Garcia, Johnson and Seltzer (2017) in their latest book about translanguaging classrooms- in an English as a Foreign Language (EFL) context in writing classes, to explore both the participants' use of translanguaging during the activities carried out throughout the writing process as well as its potential effect or effects on the participants' writing achievement, and to find out whether the implementation of translanguaging pedagogy had an impact on the participants' duration of completing their writing tasks.

1.1 Statement of the Problem

Besides various problems being addressed in the present study, it was also aimed to put foreign language learners in their rightful place of emergent bilingual learners and provide their foreign language learning accordingly. As our world becomes more and more globalized as a result of various reasons such as ever-growing technology which leads to the ease and availability of communication tools and transportation that increase people's mobility and connection, bi- and multilingualism have become a more common phenomenon experienced in various degrees in everyone's daily lives. Consequently, as the world changes and evolves in such a rapid pace, the concepts such as 'language', 'bilingual', and 'bilingual education' continue to change to catch up with the complexities of our present time. The definition of who a bilingual is has been defined by various researchers (Bloomfield, 1985; Diabold, 1964; Grosjean, 1989; Haugen, 1953; Mackey, 1987; Weinreich, 1953). However, the definitions differ in terms of the level of proficiency in the additional language that is necessary to be considered as a bilingual person. For instance, while Bloomfield (1985) defines bilinguals as individuals who have native-like proficiency in both languages –a definition that is found to be unrealistic and non-inclusive -, Macnamara (1969), Hockett's (1958) 'semi-bilingualism' and Diabold's 'incipient' (1964) view bilinguals from a more minimalistic view and

describe them as individuals who have partial or minimal amount of knowledge of an additional language or individuals who are in the course of learning their additional language. However, Turnbull (2016) is cautious about these definitions as they can include ‘so-called bilinguals’ such as people who go on holiday and pick up a few words during their vacation. Although some definitions of bilinguals such as Mackey’s (1987) which emphasizes the knowledge of two languages and Grosjean’s (1989) which highlights the everyday use of two or more languages, Turnbull (2016) continues to warn us regarding the failure of all these definitions’ in including the foreign language learners’ unique situations. Garcia’s (2009) definition of ‘emergent bilinguals’ which refer to minority children learning English in an ESL environment also does not provide space for foreign language learners. Turnbull (2016) criticizes all these definitions as they overlook the well-deserved place of foreign language learners among emergent bilingual learners by redefining it:

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

Considering all the legitimate points regarding the deficiencies in the definitions of bilinguals, Turnbull’s description puts foreign language learners who are the participants of the present study in their rightful place among bilinguals. Consequently, this requires the arrangement of foreign language learners’ education accordingly. Despite the shift from monoglossic to heteroglossic ideology in the education of bilinguals, monolingual ideology that supports language separation and carrying out lessons only in the target language continues to be employed in many of the classes including foreign language classes (Creese & Blackledge, 2010). This situation is mainly due to the historical discouragement of L1 use as it has a negative connotation of causing negative effects on foreign language learning. This negative connotation is taken for granted without testing its validity in classes. It has been so rooted in the literature that no research has been seen as a necessity to prove whether it is valid or not (Escobar & Dillard-Paltrineri, 2015). However, various researchers have questioned the validity of this idea which has become a common sense in SLA and justified their views. Just to mention a few, by carrying out L2-only classes, the interaction of L1 and the target language(s) in learners’ brains is ignored (Turnbull,

2016). From a Vygotskian point of view, L1 can serve as a strategic asset as it is a powerful tool that mediates the cognition of language learners. Hornberger (2005) also puts forward that it is necessary to make use of the skills regarding all languages that bi- and multi-linguals possess in order to enhance their learning instead of limiting them by prohibiting the use of L1 and constraining them to use target language only by implementing monolingual instructional practices. Taking these into consideration, recently there has been a growing interest among researchers and teachers in challenging the monolingual norm, resulting in a shift from separating languages strictly to more holistic concepts on bilingualism and integration of languages strategically, which makes room for the implementation of ‘translanguaging’ (Velasco & Garcia, 2014). Translanguaging views learners’ knowledge of all languages as a whole; therefore, it supports the idea of target language teaching that builds on learners’ known knowledge of languages –their repertoires- by involving all their resources strategically during the learning process in order to facilitate target language learning (Garcia, 2009). Consequently, this study aims to put foreign language learners in their rightful places as ‘emergent bilinguals’ and provide them with target language education in a way that their previous linguistic resources are not banned but included in a pedagogically-informed way in their foreign language learning to maximize their learning.

Nevertheless, the medium of instruction in both EFL and ESL contexts has been a controversial topic for a long time (Aghai, 2016). To get a more in-depth understanding of the debate on the medium of instruction, a brief summary of foreign and second language teaching methods can unfold the history of preferences in the language of instruction with their rationales given at the time. The first known method of second language acquisition, the classical method, which is also called grammar-translation method, required teachers to use L1 as a medium of instruction. However, it was mainly based on translating texts from L1 to L2 or vice versa, analysis of syntax and morphology as well as memorization of grammar rules, which resulted in poor speaking skills and proved to be ineffective (Richards & Rogers, 2001). As a result, the use of L1 in second language classrooms was stigmatized and the grammar-translation method was demonized. The methods that emerged after the classical method laid the foundations of a long-held belief of monolingual language teaching which treats languages as entities that are separated and should be kept this

way to hinder cross-contamination between / among them (Cummins, 2007). The monolingual ideology implemented in classes also reflected the nation-state ideology – i.e. one nation, one culture, one language- dominant during those times, which underlines and exploits the separation of languages as a strategy to control and maintain the nation –states (Ricento, 2000). Consequently, the use of L1 in EFL and ESL classes was intentionally avoided to teach and learn the target language successfully. Lessening the use of L1 was put forward by direct approach because second language learning was considered to be similar to children’s L1 learning and the avoidance and proscription of L1 have continued its existence since then (Cook, 2001). Following this, the audio-lingual approach, which dominated during 1960s and 1970s, also prohibited the use of L1 and focused on learning grammar through drills and imitation, and meaning of L2 words were explained using pictures, demonstrations or teachers’ gestures. Learners habits of L1 were considered as problems to be overcome. Other approaches followed until today such as the natural approach, total physical response, suggestopedia, communicative language learning, task-based language teaching have all favoured ‘the exclusive use of target language’ for successful acquisition of the target language (Levine, 2003). Cook (2001) lists three main reasons which resulted in teachers’ and learners’ discouragement to use L1. The first reason is related with the idea of L2 acquisition can take place in the same way of L1 acquisition which is without referring to another language. However, this assumption clearly puts forward that only reaching to native-like competence counts as successful target language learning and excludes how bilinguals learn. The second reason is about the compartmentalization of languages due to the assumption of learners’ having different systems for different languages in their brains. This reason also can be questioned as the meanings of L2 do not exist by themselves without reference to their L1 equivalents. The last reason is the more L1 is avoided, the more use of L2 by the teachers can be maximized in the classes. Accordingly, more opportunities as L2 input will lead to L2 acquisition. However, this is also questioned as increased exposure to L2 does not necessarily lead to the acquisition of L2 (Ellis, 1994). In order to delve into the issue of the L1 use in second and foreign language teaching in the 21st century, looking at the topic from both global and national perspectives can contribute to reconsideration of integrating L1 into teaching L2.

Global Perspective: The use of L1 in EFL and ESL contexts has gained recognition with the studies conducted mostly on adult learners (Aghai, 2016). The studies yielded many opportunities that L1 use can provide and using only target language has started to be seen as an obstacle that can rob L2 learners of valuable learning and teaching possibilities (Cook, 2001). Jindal (2013) also lists many reasons why L1 should be used; saving time by avoiding constant and often incomprehensible L2 use, the ease of approaching L2 through L1, the nature of people's thinking which takes place naturally in L1, making learners aware of the target language by comparing and contrasting L1 and translation. The integration of learners' L1 is also supported by sociocultural theory of learning (Swain & Lapkin, 2005), which asserts that classes should not be carried out with the use of target language only due to the fact that forcing learners to think and operate on information only with the target language is similar to forcing them to solving a problem they cannot solve in that language, which leads to a dead end in terms of their understanding and learning (Lewis, Jones & Baker, 2013). Despite the supporting evidence from the studies, many teachers continue to feel guilty about using L1 in their classes (Cook, 2001; Creese & Blackledge, 2010; Jindal 2013; Macaro, 2005; Moore, 2013). In order to cease this feeling of guilt, it is necessary to examine when, how and to what extent teachers should include L1 in their classes (Gabrielatos, 2001). In addition, with the recent paradigm shift named as multilingual turn in the 21st century, learners' previous linguistic resources which were overlooked, banned, excluded intentionally during their language learning processes in the 20th century, have started to be recognized to be legitimate resources for their language learning both in bilingual education and in foreign language learning (Anderson, 2018). The increasing number of studies involving translanguaging from mostly ESL contexts and fewer EFL contexts have yielded positive outcomes including learner's positive perceptions toward integration of their L1 while learning the target language, transferability of translanguaging across curriculum, improved performance in reading and writing in the target language, increased engagement with the content, higher participation to the classroom activities, developed metacognitive awareness, better and more accurate comprehension of the subject matter and concepts, affective benefits such as providing safe environment to learn the target language and increased self-

confidence (Adamson & Coulson, 2015; Allard, 2017; Canagarajah, 2011; Carroll & Morales, 2016; Carstens, 2016; De Los Reyes, 2018; Kano, 2012; Mbrimi-Hungwe, 2016; Martin-Beltran, 2014; Motlhaka & Makalela, 2016; Moreno, 2014; Nambisan, 2014; Rivera & Mazak, 2017). Being aware of all these opportunities that translanguaging can bring into the classroom, common core state schools in the USA have started to accept translanguaging officially (Garcia & Flores, 2013). A further example with regard to the acceptance of translanguaging can be given from Greece, where national foreign language examination system, named KPG, is redesigned to include interlingual mediation (Stathopoulou, 2016). Considering all these improvements around the world, it is required to find out more about how to use L1 strategically through translanguaging pedagogy so as to benefit foreign language learning and teaching in the most efficient way, which will enable language teachers and learners' linguistic resources to be utilized to enhance their learning and teaching experiences.

Local Perspective: In Turkey, the use of L1 in English classes is also a research area. British Council in collaboration with The Economic and Policy Research Foundation (TEPAV) gaining support from the Ministry of Education in Turkey conducted two large scale studies which aimed to improve English learning and teaching. One of these studies was carried out in 2013 with 48 state schools in which 80 classes were observed from Grades 4 to 12. Besides its many other striking and informative findings, this study yielded some valuable information regarding use of Turkish (L1) in English classes. It was found out that the use of Turkish both by students and teachers in English classes did not have a clear and consistent goal, reflecting the mixed views on the use of L1 in a foreign language classroom (Vale et al., 2014, p.54). In addition, both teachers' and students' inconsistency as well as insecurity regarding the use of L1 in English lessons was found to act as an impediment in foreign language learning process in many cases. Consequently, it was recommended that teachers should be provided with clear guidance and explanation in forms of in-service or online trainings regarding how and when to use Turkish effectively to improve English learning and teaching. The other extensive study was conducted in higher education with 38 state universities using surveys and class observations. This study demonstrated that although the value of L1 use in foreign language classes has gained acceptability recently to enhance students' understanding, the majority of the

classes (80%) were conducted in English, whereas only in 14% of the classes L1 was used only for clarifications. Moreover, in 6% of the classes, L1 was used mostly. Accordingly, it was suggested that more efficient use of L1 can be employed in the classes especially for giving explanations and instructions particularly for students whose English proficiency level is not high. It was recommended that guidelines regarding when, how, and to what extent of using L1 can be beneficial in the classes should be given to teachers (West et al., 2015, p.93).

In addition to these studies, many researchers also investigated code-switching in different levels of education in Turkish context (Akin, 2016; Ataş, 2012; Bilgin, 2015; Coşkun, 2016; Eldridge, 1996; Kavak, 2016; Moran, 2009; Ustaoglu, 2015; Yatağanbaba, 2014). However, these studies were carried out by examining existing practices of teachers and students mostly with the goal of determining functions, types, initiation types, organizational patterns of code-switching of teachers and / or students. Moreover, some of the studies aimed to find its relationship with teachers' educational background, students' beliefs and attitudes towards English, classroom levels and lesson types. Canagarajah (2011) also points out this problem as many of the studies conducted in schools demonstrate teachers' natural use of translanguaging which do not involve their conscious implementation of pedagogical strategies of translanguaging. She continues to emphasize the challenging nature of developing writing by stating "Translanguaging in literacy is more challenging than in speaking. Because formal writing is a high-stakes activity in schools, with serious implications for assessment" (p. 402). Considering both the unconscious implementation of translanguaging in the studies and significance of writing in English in a students' academic life, the present study aims to fill these gaps by employing translanguaging pedagogical cycle in a planned way to improve Turkish EFL learners' writing skills in English.

In addition, when English language syllabi prepared by Republic of Turkey Ministry of National Education (2018a) for elementary and middle schools are examined, significant points regarding the application of the curriculum in English classes can be found. In terms of L1 use, it is clearly stated that L1 use should not be forbidden or discouraged, yet it should be only used on necessary situations which include giving instructions or explaining difficult concepts. Students' L1 should not be devalued but validated by allowing them to employ their L1 when it is needed as

they improve their English proficiency. Finally, one of the main reasons for the presence of English teachers in the classroom is communication in English, only if necessary in Turkish. Though being more flexible in the first two steps of Turkish students' foreign language education, the curriculum by Ministry of National Education (2018b) in Turkey for 9th and 12th grades emphasize that in English classes both students and teachers need to communicate in English at all times. As for the teachers, unfamiliar content in English should be taught by building on students' previous knowledge. As can be seen, there is a clear guidance by the Ministry of Education in Turkey to use English-only when Turkish students continue their foreign language education. However, as for the L1 use in English lessons at elementary and middle schools is permitted when it is 'necessary', which makes the extent and way of using L1 by English teachers vague; open to different interpretations. Moreover, totally opposite guidelines regarding the use of L1 in English classes in primary, secondary and high school foreign language education can easily lead to insecurity and inconsistency of teachers and students regarding whether or not to use L1 in their English classes.

Nevertheless, the Common European Framework of Reference for Languages (CEFR) acknowledged and implemented by numerous schools worldwide including many universities in Turkey while selecting course books, designing curriculums, determining students' proficiency levels and preparing exams also embraces plurilingual approach by emphasizing the shift from monolingual ideologies which have dominated second and foreign language teaching for a long time. It is highlighted that rather than perceiving learners' as individuals having different languages as separate entities, they must be perceived as having one linguistic repertory where all linguistic abilities relate to one another and interact, which reflects Garcia et al.'s notion of translanguaging stance (CEFR, n.d., p.5). It is also underlined that combinations as well as alterations of various competences are a valid property of plurilingual competence. Accordingly, occurrences like code-switching which are frowned upon in monolingual practices are welcomed since they allow for teachers' and learners' capitalizing on their entire linguistic repertoires and provide choices to accomplish different tasks (CEFR, n.d., p.134). At this point it is clear that there is a significant contradiction between the guidelines by the Ministry

of National Education regarding the use of L1 in English lessons and the CEFR prevalently employed in Turkish context.

Besides these, it must be also considered that writing is perceived as the most challenging skill not only by second /foreign language learners but also native speakers (Dixon & Nessel, 1983; Graham, Harris & Mason, 2005). In Turkey, a context where foreign language learners of English are only provided with opportunities to improve their writing skill in schools and universities, writing in the target language becomes more demanding and challenging task for Turkish students. It should be also considered that that Turkey has not been able to reach its rival economies in terms of English language proficiency (West et. al. 2014). This is also supported by Turkey's 2018 score of English First English Proficiency Index (2019), which is based on data from over 1.300.000 test takers taking the online English proficiency test around the world. For 2018, Turkey score was 47,17 which refers to very low proficiency, placing Turkey in the 31st rank out of 32 European countries, 73rd rank out of 88 countries around the world. Last but not least, TEPAV's study mentioned above also found out that although English language education in Turkey starts at primary school, the repetitive nature of the curriculum and teacher's obligation to follow this curriculum lead to students with low proficiency of English even when they start their higher education. The preparatory schools which are in charge of improving Turkish students' English proficiency levels starting from A1 to a minimum B1.2 level are also challenged due to the limited amount of one academic year to achieve this challenging task. Considering all these significant points about the circumstances in Turkey, pedagogies which can benefit the learners most in the shortest amount of time are invaluable for English language education in Turkey.

To conclude, in line with the paradigm shift occurring in the 21st century and multilingual research which focuses on bilinguals' complex linguistic practices and how these can be employed in teaching and learning as well as acknowledging the need of informing Turkish teachers of English how to make use of students' full repertoires of language knowledge in a pedagogically-informed way and to improve the writing skills of Turkish EFL learners, this study aims to fulfil the implementation of translanguaging pedagogy in Turkish EFL context and to explore its influences of EFL students' writing skills.

1.2 Purpose of the Study

The main goal of the present study can be stated as follows:

To find out about the role of translanguaging as a pedagogical tool for improving Turkish EFL learners' writing skill in English.

In order to ascertain whether and/or how a translanguaging pedagogy plays a role in the participants' writing skills in English, the main goal of the study needs to be specified in more detail. These more specific aims can be listed as below:

- a) Designing and implementing writing lessons which aim to help the participants produce well-developed essays in English by making use of translanguaging as a pedagogy.
- b) What participants' nature of translanguaging consists of, how, when and for which purpose and /or purposes they translanguage while learning to write in English during the in-class activities.
- c) Exploring participants' reactions to translanguaging as a pedagogy in English writing classes.
- d) Examining and comparing the essays of participants who were exposed to translanguaging pedagogy, the participants who experienced traditional English- only writing classes, and the participants who experienced translanguaging instructional design cycle without reference to their mother tongue.
- e) Comparing three groups' duration of completing a writing task.

1.3 Research Questions

1. What is the nature of participants' translanguaging while they are learning to write in an English classroom where translanguaging instructional cycle is implemented?
 - a) Does the nature of participants' translanguaging practices change over time?
 - b) For which purpose or purposes do Turkish EFL learners engage in translanguaging?
2. What are Turkish EFL learners' perceptions regarding the translanguaging pedagogy implemented during English writing classes?

3. Is there a difference among the scores and properties of the essays of participants who are exposed to translanguaging pedagogy, those who are exposed to traditional product-focused English-only writing classes, and those who are exposed to translanguaging instructional design cycle without reference to their mother tongue –inductive process-focused approach-? If so, in what ways?
 - a) Is there a statistically significant difference among three groups' task achievement scores?
 - b) Is there a statistically significant difference among three groups' cohesion and coherence scores?
 - c) Is there a statistically significant difference among three groups' lexical range and accuracy scores?
 - d) Is there a statistically significant difference among three groups' grammatical range and accuracy scores?
 - e) Is there a statistically significant difference between each group's first and last writing task?
4. Is there a statistically significant difference among three groups' duration of completing their writing tasks?

The abovementioned research questions aim to examine two significant components of a translanguaging classroom; students' translanguaging and teacher's translanguaging pedagogy. The first research question aims to delve into students' nature of translanguaging, its development over time as well as its purposes. The second research question's purpose is to get insights into how students perceive translanguaging pedagogy implemented in their writing classes. Besides the first two research questions examining translanguaging from the students' perspective, the last two research questions aim to find out about the role of translanguaging pedagogy in students'

1.4 Significance of the Study

As interest grows in the topic of translanguaging, the number of studies exploring translanguaging has started to increase (Aghai, 2016). Nevertheless, there are some research gaps that can be addressed regarding implementing a

translanguaging pedagogy. To begin with, although the studies have been conducted in various contexts including Spain, United Kingdom, The United States, Puerto Rico, up-to-date there have been no studies implementing a translanguaging pedagogy conducted in a Turkish setting. Garcia and Wei (2016) address the necessity of conducting studies including translanguaging strategies with different students and contexts in order to find out how these strategies work best with whom. In addition, by mentioning that the research on translanguaging so far has been carried out with minority students either in bilingual and second language programs, they also signal for the lack of research conducted in the educational contexts where dominant language students are found. Ke and Lin (2017) mention that though the idea of translanguaging emerged in ESL contexts and the West, with necessary appropriations it can serve for foreign language education, and they also underline the gap in research by indicating that most of the studies on translanguaging are conducted in ESL contexts with participants who are mostly immigrants or minority children who live in the inner circle. In the same manner, Wei and Ho (2018) accentuate the idea that translanguaging is highly relevant to foreign language teaching and learning due to the fact that translanguaging contradicts traditional beliefs regarding binary concepts like mother tongue and second language, native and non-native speaker pit against each other, reminding everyone that additional language learning is achieving bilingualism by integrational approaches not giving up on one language for the use of another by separating languages through allocating different roles to different languages. Consequently, there remains a gap to be filled by examining to what extent the concept of translanguaging can be applied in EFL contexts and whether and /or in what ways EFL learners can benefit from it (Adinolfi & Astruc, 2017).

An idea put forward by Skutnabb-Kangas (2009) also supports the view that despite the communicative complexities and dynamism brought by the 21st century, foreign language education falls behind and continues to track down the traces of monolingual ideology in teaching, which results in failure in the reflecting the realities of the world we live in. Moreover, Menken (2013) states that in various contexts where monolingualistic policies dominate, adolescent emergent bilinguals' dynamic linguistic practices are not acknowledged, comprehended and put into practice although persuasive findings emerge in favour of integrating bilinguals'

home languages to support their target language learning. Accordingly, the present study not only addresses these gaps but also provides opportunities to present evidence for the idea by Skutnabb-Kangas (2009) and Menken (2013) as the participants are adolescent Turkish students who aim to learn a foreign language (English) are the dominant language students in Turkey.

Carroll and Morales (2016), and Walt (2013) highlight another gap of translanguaging research as the scarcity of the research conducted in higher education as well as the lack of studies with students who are mature and can read and write in their mother tongue. Rivera and Mazak (2017) point out a similar gap of research conducted with any ages other than elementary schools as most of the research on translanguaging took place at that level. Mazak (2017) also mentions that despite the importance of English as the language of science and technology, as the language of medium of instruction in numerous classes, the language of various publications and texts on different topics, and the great number of university students who both study at different countries and stay in their own countries continuing their higher education in English, ‘almost no literature exists on translanguaging in higher education’ (p.7). Moreover, Canagarajah (2011) underlines the need of conducting translanguaging studies on students’ writing skills. Aghai (2016) combines these two points and lays stress on the fact of university level students’ dependency on their L1 while producing academic writing tasks in the target language, which opens up space for inquiring translanguaging pedagogy applied in teaching writing skills in the target language. Canagarajah (2011) also points out the few number of studies on using translanguaging for writing skill as well as the product-orientedness of the existing studies. Last but not least, as many studies were carried out with small number of students and only one group of students, Kano (2012) refers to dearth of studies that involve the implementation of translanguaging pedagogy in large scales including two or more groups, which can allow for the comparison between translanguaging and monolingual pedagogies.

Besides these, when the issue is taken into consideration from a local perspective, as mentioned in the statement of problem part, in Turkey there is no clear guideline regarding the pedagogical integration of L1 into English lessons (West et al., 2015). This causes English teachers and students to feel guilty when L1 is randomly used in their English classes. Moreover, although Turkish EFL learners

start learning English at primary schools, there is a great number of students who start their English language education in preparatory schools of universities from A1 level due to the repetitive nature of English language curriculum in their previous educational lives (West et al., 2015). This leaves a great responsibility on the preparatory schools of universities; to take Turkish EFL learners from A1 level to B1.2 level within an academic year. Consequently, English instructors working at the preparatory schools of universities have to use their class time in the most efficient way to achieve this goal in a short amount of time. Additionally, according to 2018's data of English Proficiency Index Turkey's English language proficiency is considerably lower than other countries around the world; taking 73rd place among 88 countries. By implementing a translanguaging pedagogy, it is not only aimed to integrate teachers and Turkish EFL learners' all linguistic resources in their teaching and learning experiences in a pedagogical way but also to augment learners' L2 writing skills in a shorter time and in a more efficient way.

The present study aims to fill the abovementioned research gaps. Firstly, by implementing translanguaging pedagogy in Turkey, the study contributes to the literature both by conducting the study in an EFL context where fewer studies on translanguaging are carried out and by implementing the pedagogy in Turkey, a setting that has never been the context for the implementation of translanguaging pedagogy. Moreover, by conducting the study in writing classes with Turkish young adults in higher education, it aims to address the research gaps of higher education, writing classes and dominant students who are illiterate in their L1. In addition, by involving control and experimental groups large enough to conduct statistical analysis, it allows the researcher to examine the role of translanguaging pedagogy in participants' L2 writing skills by comparing the writing performances of translanguaging group participants with the writing performances of the control groups that were exposed to two different types of English-only instructions. Furthermore, the study makes use of instructional cycle of translanguaging by Garcia et. al. (2017) which gives the researcher to teach planned writing lessons implementing translanguaging pedagogy, whereby the conscious implementation of the pedagogy and replicability of the study to generalize its results are achieved.

1.5 Definitions

English as a Foreign Language (EFL): “The teaching and learning of English in communities where it is not widely used for communication” (Nunan, 1999, p.306).

English as a Second Language (ESL): “...the language plays an institutional and social role in the community (i.e. functions as a recognized means of communication among members who speak some other language as their mother tongue).” (Ellis, 1994, p.12)

Emergent Bilingual: “...any person who is actively in the process of acquiring knowledge of a second language and developing bilingual languaging skills for use in a given situation relevant to their individual needs to learn the TL.” (Turnbull, 2016, p.3)

Writing: “At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.” (Nunan, 1989, p.36)

Mother Tongue (L1): “...denotes not only the language one learns from one’s mother, but also the speaker’s dominant and home language, i.e. not only the first language according to the time of acquisition, but the first with regard to its importance and the speaker’s ability to master its linguistic and communicative aspects.” (Gambier & Doorslaer, 2009, p.137)

Additional Language (L2): “Students may actually be learning not a second but a third or fourth language. ‘Additional’ applies to all, except, of course, the first language learned.” (Judd, Tan & Walberg, 2001, p.6)

Translanguaging pedagogy: “...refers to building on bilingual students’ language practices flexible in order to develop new understandings and new language practices, including those deemed ‘academic standard practices’” (Garcia & Wei, 2014, p.92)

Students’ translanguaging: “...bilingual students’ language practices are not separated into an L1 and an L2, or into home language and school language, instead transcending both.” (Garcia & Wei, 2014, p.69)

Product-Focused Approach: "...a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, 2002, p.5)



Chapter 2

Literature Review

2.1 Translanguaging and its Development

The word ‘translanguaging’ originally comes from a Welsh word ‘trawsieithu’ which was coined by a Welsh educator, Cen Williams, and originated in bilingual education. In 1980s, Williams investigating how Welsh and English learners in the same classroom could benefit from inputs (e.g. texts) and outputs (e.g. essays) given in both languages to enhance their linguistic resources and came up with ‘trawsieithu’ as a teaching practice to achieve this aim. In its first use, Williams (1994) referred to a pedagogical practice during which the languages of input and output were deliberately and systematically altered. In other words, students were asked to read in one language (e.g. Welsh) but write in another language (e.g. English) or vice versa for addressing receptive and productive uses in the target language(s). Students were allowed to communicate flexibly along the bilingual continuum depending on the activity, students completing the activity and the expected outcome of the activity. By maximizing both the teachers’ and the students’ linguistic resources during problem solving and the construction of knowledge, the deliberate alternation of languages as a teaching strategy targeted to enhance learners’ understanding of the content and to improve their proficiency in both languages (Baker, 2006; Williams, 2002). At the beginning it was the name given for the abovementioned language practice not a theoretical concept. However, following its emergence, the term has been adopted by various researchers and Garcia (2009) extending its scope by including not only the pedagogical approaches that involve teachers’ arrangement of complex linguistic uses but also bi-/ multi-linguals’ own complex linguistic practices. As the concept of translanguaging has been defined and used by different scholars in different ways, this has led to ambiguity in the definition of the term. Therefore, it is essential to look at the different definitions found in the literature both to gain a deeper understanding of it and to comprehend the differences among its varied uses.

Firstly, Baker (2001) translated the Welsh term ‘trawsieithu’ into English as ‘translanguaging’ and defined it as ‘the process of meaning-making, shaping experiences, gaining understanding and knowledge through the use of two languages’ (p.288). Lewis et al. (2012) describe it as “both languages are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy and learning” (p.1). Although these definitions touch on the important roles of translanguaging such as in language comprehension and production, its cognitive and communicative aspects, they are currently being criticized by Garcia and Wei (2014) as they still refer to two separate languages.

Following the arguments of Grosjean (1982) and Heller (2007); the former claimed that bilinguals should not be regarded as two separate monolinguals, Garcia (2009) proposed ‘dynamic bilingualism’ in order to go beyond dual bilingualism which treats two languages as separate and independent systems that exist in multi-/bilinguals’ brains. Scholars supporting the monolingual view (Haugen, 1953; Weinreich, 1953) focused on keeping the two languages separate in bilinguals’ education in order to prevent the deviations from the both languages that would result from interference. Consequently, code-switching, a term referring to going back and forth from one language system to another, was seen as a deficiency and its use was not favoured in the bilingual classes. Dynamic bilingualism has a subtle difference when compared with linguistic interdependence proposed by Cummins. In order to understand this difference, Cummins’ linguistic interdependence needs to be examined. Cummins (1979) claimed that the bilinguals’ proficiency in two languages was not stored independent of each other in their brains and proposed the concept of ‘Common Underlying Proficiency’ (CUP). The concept, which is illustrated with the image of the dual iceberg, represents the cognitive interdependence of two languages at the bottom even though they have different structural elements on the surface. The interconnection, in other words CUP, lets bilinguals transfer their linguistic practices from one language to another which is also called cross-linguistic transfer. The view by Cummins which gained support from studies conducted in the areas of not only neurolinguistics, cognition, multilingual functioning and but also education like Moll and Diaz’s (1985) study conducted with Latino students whose reading proficiency in English was influenced positively when they were allowed to discuss the topic in

Spanish. The positive outcomes with the positive effects yielded by code-switching studies have led to a shift from the concept of 'bilingualism as dual' to Garcia's 'dynamic bilingualism' which underlies the use of translanguaging. The main idea of dynamic bilingualism is that bilingualism does not develop in an additive and linear manner. On the contrary, there is just one integrated linguistic system from which bilinguals draw on and produce their complex and new language practices. The features of socially or socio-politically constructed two 'languages' are integrated throughout in bilinguals' brains and they perform according to the context they are found in, which results in either producing sentences conforming to the societal constructions of the languages or performing their new and complex practices. Garcia (2009) draws an analogy between dynamic bilingualism and all-terrain vehicle as well as a banyan tree to underscore that bilinguals make use of their entire linguistic repertoires when they are confronted with communication problems or when they communicate with individuals who language differently than they do in order to maintain communication by adapting to cracks in the communication.

Canagarajah (2011) provides a definition of translanguaging "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p.401) is more suitable with Garcia's description in terms of its emphasis on unity of multi-linguals' language systems but still lacks some information as translanguaging includes more than the multicompetence of bilinguals. Garcia (2009) explains translanguaging as 'the multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds' (p.45). She continues to claim that translanguaging is not an unusual practice of bilinguals. On the contrary, it is their natural way of communication during which they make strategic selections of features from their whole linguistic repertoire. Therefore, translanguaging should be considered as the norm of bilinguals (Garcia, 2012).

2.2 Translanguaging and Related Concepts

It is significant to delve into the differences between translanguaging and other similar concepts in order to gain a deeper understanding of how they differentiate from one another. Code-switching, a term that has been defined by different

researchers (see Valdes-Fallis 1978; Nilep, 2006), refers to the switching back and forth between language codes within a single utterance or conversational exchange for communication (Garcia et al., 2017). Code-switching is not favoured and discouraged not only in educational but also in public domains as it is seen as a sign of speakers' lack of proficiency in their both languages, which was also supported by the monolingual view of bilingual education (Baker, 2006). During late 1980s, code-switching attracted more attention with Jacobson's code-switching-based bilingual pedagogy, namely 'New Concurrent Approach'. The approach emphasized that code-switching should not be used intra-sententially – within the sentence- but be used intersententially –between sentences- for making revisions and supporting learners' conceptual development. However, unfortunately, it failed to find necessary support as it was criticized to be unrealistic in terms of reflecting the natural language practices of bilinguals (Garcia, 2009). In addition, teachers' code-switching is also a debatable topic as teachers sometimes perform code-switching both in subconscious and automatic ways instead of a strategy used on purpose (Modupeola, 2013). Code-switching refers to the use of passages of speech from two different grammatical systems –two separate languages- within an utterance or the same speech act, which differs from translanguaging which is not only a pedagogical tool used by teachers by integrating two languages in a coherent and strategic way into the unit and lesson plans to augment learners' mental process of learning to enable their cognitive engagement but also a complex discursive practice of bi-/multi-linguals to make meaning, create new understandings through this integration (Garcia, 2009).

However, in literature, some studies use code-switching as a synonym of translanguaging, and some researchers mention that the two concepts are not the same or translanguaging is more than code-switching (see Baker, 2006; Williams 2002). However, they fail to give clear explanations of how these two terms can be clearly explained in comparison. Consequently, it is critical to come to an understanding what makes them different. Garcia (2009) makes use of a simile by mentioning that code-switching is like using the language switch function of iPhone; while writing a message the user starts with a language and then goes to the language options and switches to another language he/she wants to write in. However, translanguaging is similar to deactivating the language switch function by which the

user can select from and use all the features in his/her linguistic repertoire. Ke and Lin (2017) also make use of two different metaphors to emphasize the difference between two terms. The first one is a quilt metaphor. According to this, code-mixing is similar to a quilt that is made up of different panels - 'named languages' - and with totally different colours whose borders are obviously visible, whereas translanguaging is similar to a quilt which still includes different colours but within a base hue – named language -the boundaries of which still exists but are more blurred. The other metaphor is related to operating systems such as Android or Windows which are compared to code-mixing since programs can work with one operating system at once and the use of both can cause crash. On the other hand, translanguaging is more like building blocks of Lego, which can consist of various objects and allow creativity due to its flexibility. Garcia (2009) emphasizes that translanguaging is more than code-switching, as it does not only include shuttling between languages but it involves the speakers' strategic constructions of their own unique, new, complex linguistic practices which are drawn from their whole integrated linguistic repertoire. Kano (2012) also endorses this explanation, highlighting that two terms are epistemologically different; code-switching reflects two separate linguistic systems, whereas translanguaging projects one unified linguistic system. She continues to specify the differences by explaining that code-switching includes 'the shift in codes' – the languages -, while translanguaging additionally encompasses 'shift in modes' –writing, reading, etc.- and concludes that translanguaging is broad, complex and dynamic process which entails code-switching, translation and combination of both. As it can be understood, code-switching is used for switch of languages within one mode (e.g. speaking); however, translanguaging includes the strategic and deliberate alternation of languages as well as the changes in modes (e.g. discussing in L1 and writing in L2, reading bilingual texts, speaking in L2) as a pedagogical tool that involves purposeful classroom planning by combining two or more languages systematically in the same learning activity (Park, 2013).

Additionally, Otheguy, Garcia and Reid (2015) mention about the necessity to specify the difference between two terms as translanguaging was used to address the same purview as code-switching. As stated above, they put emphasis on that code-switching relies on the theory that bilinguals have two linguistic systems that are

apart and during code-switching they switch between these two separate systems. From this perspective, the concept of 'language' has a social sense and refers to the name of an entity is constructed and maintained by a nation and its people. Therefore, it is viewed from external social criteria. It also entails a monoglossic view which sees two monolinguals in one bilingual. It must be remembered that alternation of languages during code-switching requires learners and / speakers need to suppress the features of their one monolingual while alternating to the other monolingual. On the other hand, by viewing 'language' from a psychological sense provides us with a perspective to consider it regardless of the names the nations and view it as the possession of individuals which includes sets of lexical and structural features that form people's own unique repertoires, in other words their idiolects. Translanguaging reflects the idiolects, the unique mental grammar of each person, and requires to look at the concept of language from an internal speaker view. That is, translanguaging goes beyond the concept of named languages and opens the door of transformative and creative language use, creating and infusing new meaning of bilinguals since they are not trying to silence one part of their language system. On the contrary, they are using their one integrated repertoire.

Kano (2012) also compares translanguaging and code-switching in terms of their product and process-orientedness. By criticizing William's (2002) definition which focuses on purposeful language alternation in input and output, as translanguaging involves a great deal of thinking not only in input and output stages but also in the stage between where information is digested. Therefore, she describes translanguaging as a process-based concept which lays emphasis on the interaction of bilinguals with entire linguistic resources during meaning making. Kano describes another important aspect of translanguaging as a pedagogical approach as person-centeredness as it focuses on people's unique language practices.

Another concept that may be confused with code-switching and translanguaging is language-switching. Woodall (2002, p.8) defines it as the "spontaneous, non-prescribed use of L1 in L2 writing". It is also described to take place privately and often sub-vocally during the writing process of an L2 text. In this way, it is similar to Vygotsky's concept of 'private speech' that supports a person to regulate his /her mental processes when confronted with a challenging task. As a result, it can be easily distinguished from code-switching, as language switching in a

mental activity that occurs within the person himself/herself as compensation when interfaced with a difficulty during writing in L2, whereas code-switching happens during either communication or writing between/ among people, which makes it an easily observable phenomenon.

Translation a concept which can be seen as a part of translanguaging refers to turning words, phrases and expressions from one language to another language in a corresponding way (Crystal, 1992). Kano (2012) emphasizes that whereas translation and code-switching are linguistic concepts, translanguaging is a concept more than that.

Table 1

The Comparison of Terms Translation, Code-Switching, Language-Switching and Translanguaging

Translation	Code-switching		Language-switching	Translanguaging
	In Speech	In Writing		
- Product-oriented - Observable - Intra- / inter-personal	- Shifts in codes - Observable - Product-oriented - Interpersonal	- Shifts in codes - Observable -Product-oriented - Intra- / inter-personal - Transitional	- Not observable - Process-oriented - Intrapersonal - Transitional - “Private speech” (Vygotsky, 1978)	- Entails code-switching, translation, a combination of both -Shifts in modes as well as shifts in codes - Observable / not observable -Process-oriented - Intra- / inter-personal

(Reference: Kano, 2012)

In the summative table above by Kano (2012), important features of four related concepts are given. To begin with, it can be easily understood that, whereas code-switching involves shifts in languages (codes) which are observable as it is employed during in a person’s speaking and writing, translanguaging includes not only shifts in languages but also alterations in modes, which means a person can read a text in one language but make an oral presentation about the text in another language. Moreover, as well as being observable like code-switching and translation, translanguaging also be employed in unobservable instances including thinking like

language-switching. Consequently, it should be analysed via people’s think alouds or stimulated recalls in order to unfold in unobservable parts. This also explains why translanguaging is a practice performed interpersonally as well as intrapersonally. Most importantly, while code-switching and translation focuses on the product -the language produced-, translanguaging transcends these linguistic concepts, includes code-switching, translation and their combination, and entails a dynamic process which enables a bilingual to reach out to his/her full linguistic repertoire to make meaning going both beyond languages and observable skills.

Kano (2012, p.39) also presents the differences among what four concepts involve and their areas of research as follows:

Table 2

The Research Areas of the Concepts

	Translation	Code-switching		Language-switching	Translanguaging
		In speech	In writing		
Conversation	√	√	N/A	N/A	√
Reading	√	N/A	N/A	N/A	√
Writing	√	N/A		√	√
Thinking process	N/A	N/A	N/A	√	√
Intrapersonal	√	N/A	√	√	√
Interpersonal	√	√	√	N/A	√

(Reference: Kano, 2012)

As explained in table 1, as translanguaging is far broader concept encompassing different features of different concepts, the research conducted on translanguaging has a broader scope. Translanguaging studies can be conducted by exploring speaking, reading, writing, and thinking, which allows for exploration of intra- and interpersonal instances.

2.3 Translanguaging as a Pedagogy

As mentioned above, monolingual instructional pedagogy used to dominate the field of teaching an additional language. However, towards the end of 20th century which was characterized by globalization, technological advances and increased

mobility of people around the world, researchers began to question the validity of monolingual instructional pedagogy which favours strict separation of languages (Wei & Garcia, 2016). Teachers as well as researchers began to shift towards a perspective that is more holistic and strategic in terms of language separation and integration (Baker, 2010). In 1990s, Jacobson listed four concurrent uses of two languages which includes teachers' and students' switching languages, translating, previewing –viewing – reviewing and purposeful concurrent usage. The last one which requires the allocation of similar amount of time to both languages and teachers' initiation of moving from one language to another, evolved into what is called translanguaging now (Baker, 2011). With Williams' introduction of the term to the literature as a strategic and planned pedagogical instruction which aims the improvement of both languages and learning of the content in the same lesson, it has gained popularity and has been widely used since 1994. (Lewis et al., 2013).

Moving from William's first description of translanguaging as a pedagogical approach which requires the teacher to make strategic variations of languages while students receive input and produce output, research in translanguaging education has widened its scope, and the term included the flexible instructional arrangements of languages which enable students to improve and use all linguistic features in their linguistic repertoire, engage in academic practices and produce academic outcomes, leverage their bilingualism as well as enhance their metacognitive and metalinguistic awareness by making use strategic, organized, coherent and integrated inclusion of their all resources during their learning process (Wei & Garcia, 2016). Williams (2012) classifies translanguaging as natural and official; the former referring to students' activities to learn or teachers' use of translanguaging with individual, group or pair work activities in order to make sure that the content is comprehended, the latter refers to more organized and planned actions designed by the teacher when they interact with the students with specific goals in mind such as providing detailed explanation of a complex topic or having an extensive discussion about various social or linguistic topics. Lewis et al. (2012) also make a similar distinction between pupil-directed and teacher-directed translanguaging with similar explanations. The aim of the present study is to implement a teacher-directed or official translanguaging pedagogy which can help participants to make use of their all

resources and use natural translanguaging as a tool that supports their learning process of writing in the target language.

Garcia and Wei (2014) explain that using translanguaging as a pedagogy entails involving each individual in the class holistically by providing them with an instruction which builds on learners existing language practices in a flexible way in order to make them understand and produce new linguistic practices as well as academic standard practices. To achieve this, teachers need to integrate students' all repertoires of linguistic practices deliberately and use them as springboard which will enable to leverage their learning process. By changing the teachers' role from an authority to a facilitator and by providing students with meaningful interactions, collaborative dialogues, project-based works through which rigorous instruction is given while opportunities of making use of translanguaging with the goal of learning are maximized will give students a chance not only to deal with academic content learning and to reflect their ethno linguistic identities during learning (Garcia & Wei, 2014; Sayer, 2008).

Garcia and Wei (2014) also emphasize that translanguaging can be used in various kinds of educational settings and learner profiles. To exemplify, it can address emergent bilinguals as a scaffolding approach by helping them deal with challenging content and texts. In addition, it can be utilized from kindergarten to higher education and bilingual, second and foreign educational contexts for a variety of subjects including language arts, science and maths.

In their most recent book, Garcia et al. (2017) thoroughly explain translanguaging classrooms which are illustrated in the figure below:

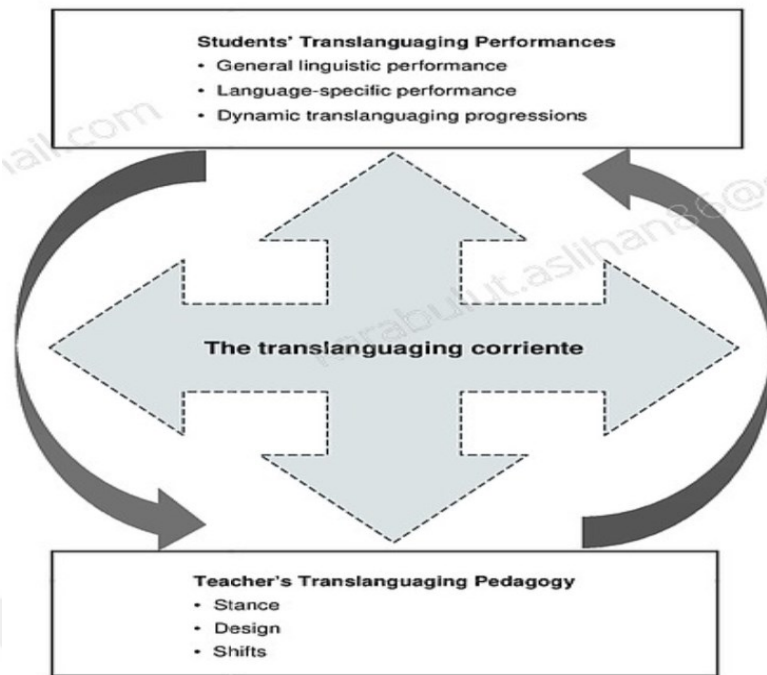


Figure 1. Translanguaging Classroom Framework.

Students' translanguaging performances require the teacher to view learners' linguistic performances holistically, which allows not only learners' use of features of their whole repertoires but also their ability to conform the various sociolinguistic situations, in other words named languages. The previous one is called students' general linguistic performances, while the latter is called language specific performances. The dynamic translanguaging progressions is a flexible model or construct that enables the teacher to look at learners' both general and language-specific performances while doing various tasks at different times. As the translanguaging stance -which will be explained below- requires, students' proficiency is not seen as a total of separate languages but should be considered holistically and social-context driven. That is, a student should not be regarded as a deficit bilingual with two monolinguals in one.

The Spanish word 'corriente' which means 'current' in English –a river current in this context- is used as a metaphor to emphasize the presence of students' bilingualism –i.e. the dynamic movement of linguistic features- in the classroom. Though it may not be always seen or felt, it is always there flowing and leading to changes in the landscape –a metaphor for the classroom-. They continue to explain that when teachers do not make use of students' home language practices, the

‘translanguaging corriente’ flows under the surface of the landscape. In contrast, when teachers draw on students’ home language practices, the current is stronger.

The translanguaging pedagogy consists of three components which are translanguaging stance, design and shifts. Stance refers to the ideological or a belief system that teachers make use of when they are developing their framework of pedagogy. Translanguaging stance necessitates a belief that languages do not work separately but jointly. Additionally, students’ language repertoires are considered both as a resource and a right by the teacher to be included in the educational process, which enables him/her to create a collaborative atmosphere in the class across languages, people and contents. The translanguaging design includes the design of the curricular units, lessons, activities, classroom space. The flexible translanguaging design is required to focus on all contents, language standards and objectives and to allow teachers and students to act as the collaborative actors of creating knowledge in the class. This purposeful design of instruction also aims to bring the language practices of the community and the language taught in the school closer. Translanguaging shifts refer to teachers’ ‘moment-by-moment decisions’ that allow for flexible language practices of students and teachers’ lesson plans and activities through which teachers hear their students’ voices and reflect their own willingness to change the course of a lesson when necessary. However, meaning making and learning is always at the heart of all activities.

Considering the term’s rather recent gaining ground and being taken up by researchers, Canagarajah (2011) mentions about the necessity of long way including amount of time and work in order to form both a taxonomy of translanguaging strategies and theories from principles. However, there have been attempts to describe these strategies. To begin with, Garcia and Wei (2014) list translanguaging strategies that can be employed to achieve specific goals. In addition, Celic and Seltzer (2011) have provided a teacher guide for using translanguaging strategies for improving different skills especially for emerging bilinguals. In addition, Espinosa, Ascenczi-Moreno and Vogel (2016) have published a guide of translanguaging pedagogy especially for writing. Besides, more books are published which can guide teachers by giving them examples from different contexts (see Garcia et al. 2017; Garcia & Kleyn, 2016). Consequently, researchers and teachers have begun to make use of the strategies according to their specific contexts and goals.

Garcia et al. (2017) describe the translanguaging instructional design cycle which gives the details regarding how instruction in a translanguaging classroom needs to be designed in a strategic way in order to respond to translanguaging corrientes mentioned above to leverage students' learning and to make use of their bilingual language practices. The cycle includes five stages which are called *explorar*, *evaluar*, *presentar* and *implementar*. In the *explorar* stage, students are encouraged to explore a new topic or theme through which they comprehend the new content and realise new ideas and concepts. This stage is similar to building background knowledge stage which is used in traditional lesson plans. However, it differentiates from building background knowledge stage in that in *explorar* stage students are provided with variety of entry points to the subject using their L1 and target language in order to enhance their learning. The next stage, *evaluar*, is about evaluating what students have learnt in the previous stage. It is essential to make students ask questions, state their opinions and think critically about the topic using their all linguistic repertoires at this stage. The third stage, *imaginar*, requires students to make use of what they have learnt in the previous stages to endorse and trigger new ways of using language. This stage includes lots of brainstorming, planning, drafting and doing further research using all linguistic repertoires. During the *presentar* stage, students present their works to one another or to their teachers during which peer-editing and rewriting can take place. The final stage, *implementar* makes the students show what they have learnt in their context with meaningful activities and authentic goals. Below is an illustration of the translanguaging instructional design implemented by an elementary Maths teacher.

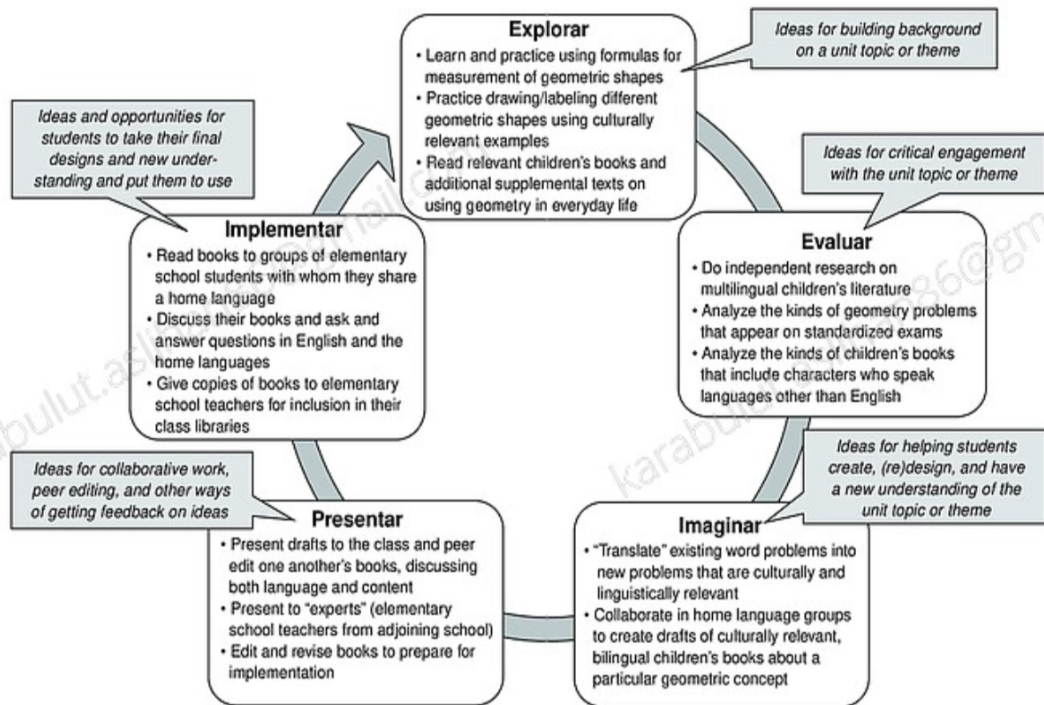


Figure 2. Translanguaging Design Cycle Sample.

Garcia et al. (2017) also suggest translanguaging pedagogical strategies that are suitable for the goal of each stage of the cycle. To exemplify, for the explorer stage, students can build background knowledge about the topic by being engaged in dialogues that involve translanguaging –using all of their language resources. For evaluator stage, students can do research on the topic using bilingual or multilingual websites. For presenter stage, students can be allowed to make peer-editing or any other revisions on their work using all their language practices and finally rewriting their work.

The present study aims to implement a translanguaging pedagogy which employs the translanguaging instructional design benefiting from Garcia et. al. (2017) and using translanguaging strategies for writing classes in an EFL context. Using the translanguaging instructional cycle will not only enhance learners' learning opportunities by helping them deal with complex content as well as texts and by improving their linguistic practices for but also will provide structured and strategically planned instruction, which will enable the replicability of the study.

2.4 Translanguaging, Writing and Studies on Translanguaging in EFL Contexts

As mentioned before, Cummins' Interdependence Hypothesis underlines the interdependence languages of a person knows. Cummins (2000) also differentiates between an individual's two types of proficiencies; Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The former includes language for everyday communications, whereas the latter helps the individual to cope with academic demands and to use for higher-order cognitive purposes. Cummins (1986) claims that if an individual receives instruction in his/her L1 and improves L1 CALP, he/she can transfer L1 CALP proficiency to L2 if he/she is allowed to and provided with sufficient exposure. He highlights that the transfer from L1 to L2 CALP is particularly evident in academic language. The properties of CALP include the use of cognitively-demanding language and context-reduced tasks. Consequently, if bilingual students improve their L1 CALP, they can transfer their academic proficiency to their CALP in additional languages. Cummins (1981) explain this by commenting "one can better inflate the L2 balloon by blowing into L1 balloon" (p.23). Translanguaging endorses a similar non-competitive relationship between / among languages an individual knows or learns. There is not a competition between or among languages as they are the components of a whole.

Garcia (2009) also mentions about the significance of four skills in every language and underlines that each skill is dependent on one another. Among these skills, writing and reading skills have an essential role in students' academic lives due to common assessment modalities. Consequently, a major objective of schooling involves engaging students with writing and reading practices particularly in the additional language. Especially for higher education, literacy plays a significant role due to university students' necessity of high exposure to various texts and genres for learning and the requirement to produce similar texts, as well (Palfreyman & Van der Walt, 2017). Baker (2004) also finds developing literary skills vital for bilingual students in order to improve their proficiency and academic performance. Biliteracy which Hornberger (1990) describes as "any and all instances in which communication occurs in two or more languages in or around writing" (p.213) is also another concept on which the effect of transfer between or among languages can be

observed. Velasco and Garcia (2014) point out that the research on writing development demonstrates the existence of transfer across languages even if they do not share the same writing system. After examining four studies about bilingual children's writing performance, Dressler and Kamil (2006) conclude that the writing skills that children develop in one language can be accessed while writing for the other language. Collier (1995) also reports that learners' thinking abilities, literacy development, concept formation, subject knowledge as well as learning strategies in their L1 transfer into their L2 counterparts, thereby facilitate learners' academic progress in L2. Edelsky (1986) in a study conducted with Spanish children who write in English ends up with the finding that their literary skills in L1 boosted their English writing. In another study with Spanish speaking 4th and 5th graders, Lanauze and Snow (1989) comment that students who were successful in writing could make use of what they know in their L1 although their L2 level was low. Canagarajah (2011) also mentions that studies carried out in higher education display students' use of more than one language, which signals that they can draw on and utilize another language besides the target language to complete their academic studies. Fu (2003) in her study which employed a bilingual pedagogy for teaching English in Chinatown concludes that by allowing students to express their ideas in their L1 or dominant language, they are also allowed to improve their thinking, which is as significant as or even more significant than improving language skills. All these studies show that bilinguals utilize their whole linguistic system even though they write in L2 and there is room for strategic use of all resources of a learner in order to improve their writing skills. As a result, studies which incorporate translanguaging as a pedagogy with the goal of heightening learners' writing and reading skills or studies which examine students' use of translanguaging strategies have increased (see Appendix A for a summary of recent studies on translanguaging).

Espinosa et al. (2016) mention about the significance to consider writing as a process which includes repeated stages that writers experience such as brainstorming ideas, drafting, revision of writing while producing a final text. As all of these recursive stages are closely related with language, this situation makes translanguaging as well as the inclusion of various modalities for forming and expressing ideas 'a natural fit' for writing as a process concept. They explain that translanguaging pedagogy involves active participation of the students during which

their interests are considered and made use of. They also emphasize that “translanguaging is a powerful tool for all emergent bilingual writers to draw upon as they write in English and as they go through the stages of writing” (p.6). For this to happen, Garcia (2012) recommends that teachers need to make spaces for students to take advantage of their all repertoires in order to access and comprehend complex and academic content as well as to take part in the learning activities fully. Fu (2009) concludes in her study that when emergent bilinguals have a good command of their L1 are better writers in English, they experience less problems in writing in their second language, and accordingly suggests that they can write draft in their L1 to better access and express their ideas until they reach a level of thinking in the target language.

There are some important studies on using translanguaging pedagogy for writing, which can shed light on the potentials it can bring to teachers and students. Kano (2012) implemented translanguaging pedagogy for six months in 21 lessons to 10 Japanese students aged between 12 and 16 in order to improve their process of learning and to enhance the quality of their English academic essays. The translanguaging activities included activities like discourse comparison activities, uses of bilingual texts and strategic language alterations between modes. The students were interviewed after the classes via the use of stimulated recalls to get information about their uses of translanguaging during the activities which created translanguaging spaces for them. In addition, students’ essay scores at the beginning and at the end of the course were compared. Majority of students (eight out of ten) stated that they found translanguaging approach more favourable than a monolingual one. Students’ translanguaging practices in the classroom included code-switching, translation, a combination of both and application of their prior knowledge. It was also found that more experienced students made use of translanguaging as an independent act, which means that two languages had equal status for them and their use of translanguaging was self-determined and controllable. On the other hand, emergent bilinguals used it as a dependent act, meaning they had a dependency to switch to their L1, to their more dominant language. Another pattern found in most experienced bilinguals was the use of two-way translanguaging which involves bidirectional and multiple switches between the languages with use of translation, whereas lower level students engaged in more one-way translanguaging, showing a

high tendency to depend on their dominant language. Finally, all students' essay scores showed an increase. However, this increase would be more meaningful when the increase was significantly different if their scores were compared with a group whose participants were not exposed the translanguaging practice. The present study targets to compare three groups' -two experimental and one control- essays to address this gap.

One more study that focuses on students' process of writing is by Velasco and Garcia (2014). The study involves five written samples from elementary school students. The researchers collected data with students' diary entries in which they reflect on their practices and write their ideas for their writing projects and with their final drafts of written texts. The results were given under three main categories which are the processes of writing; planning, drafting and production. The study yielded that during the planning stage students made their decisions on the topic and on organization of their ideas by making use of their full repertoires despite producing the final product in English-only. A translanguaging strategy used during the drafting process includes making use of multilingual repertoire while trying to convey a complex thought in their writing by writing a word or a phrase in students' dominant language to be revisited and rendered in the future (postponing strategy). An example for final product stage is integrating technical words from another language into the text in order to create rhetorical engagement with the readers. This study demonstrates that translanguaging can be exploited at any stage of writing process for various purposes.

Another study by Moreno (2014) involved the integration of translanguaging in the curriculum and the examination of 11 6th to 8th grade students' language portfolio which included their written works. Via the interviews, field notes and students' works, it was found out that most students could show comprehension of the content actively and accurately via their writing or speaking in the classes. Moreover, including students' L1 enabled them to reflect their authentic voices in their written works through which they could reflect on their language uses and development.

Aghai (2016) conducted a study in an intensive English program with four ESL teachers and 20 students from beginner, intermediate and advanced levels to examine students' and teachers' translanguaging in relation to proficiency levels. Data collection tools included class observations, writing assignments, vocabulary

journals and interviews with teachers and students. It was concluded that students made use of their L1 in grammar and writing courses irrespective of their proficiency levels although students with higher proficiency level used L1 for being more accurate, whereas students with lower proficiency level used L1 to make meaning and to communicate. This signals that students with different proficiency levels benefit from translanguaging in different ways. Teachers were found to be engaged in translanguaging practices for checking comprehension, clarifying and explaining concepts, revising the topic and giving feedback.

Carstens (2016) also carried out a study by which students' use of translanguaging as well as their attitudes towards it was explored with 55 Afrikaans and 41 English university students taking Academic Literacy Module. Data collected via concept mapping tasks, writing and semi-structured surveys demonstrated that all English L2 speakers found translanguaging beneficial since it led to cognitive benefits (i.e. comprehension of concepts) and affective ones (i.e. working collaboratively and learning in a non-threatening environment).

A final study to be explained about translanguaging belongs to Anderson and Lightfoot (2018). The study was conducted in India to explore to what extent English teachers feel free to include learners' L1 in their classes, what contextual factors determine the inclusion of L1, to what extent mixing of languages is employed by the students and learners are encouraged to make use of their L1 in English classes, for what purposes learners' L1 is included and to what extent translanguaging is a part of teachers' practices, what teachers' attitudes and beliefs are regarding the use of L1, and which factors correlate with teachers' existing attitudes and beliefs. Via the questionnaire with open-ended and closed questions given out to teachers, 169 quantitative and 70 qualitative responses were received. The findings showed that more than half of the teachers were discouraged to include learners' L1 in their classes. The inclusion of L1 is affected by the medium of instruction, sharing students' L1, type of institution and experience of the teachers; teachers who are more experienced and shared the same L1 with students felt more free about the inclusion of learners' L1 where teachers working at private schools with English-medium instruction indicated less freedom to include L1. In addition, students' mixing of languages was reported to be common by 34 % and quite common by 36% of the responses. Moreover, majority of teachers stated that they occasionally and

never made use of students' L1 in their classes. Translanguaging practices of teachers implemented in writing and translingual texts were rare for the purposes of comparing languages, making explanations, providing translations and managing the classroom. In terms of teachers' attitudes, over half the teachers were found to have optimal position (i.e. judicious use of L1) and 20% of them held an inclusive position (i.e. justifying their use of L1). These attitudes were found to be influenced by sharing students' L1 and experience of the teachers and the medium of instruction. It was concluded that teachers should be able to integrate flexible and natural processes in their teaching by involving purposeful translanguaging to scaffold and strengthen the learning process, which was reported by few teachers. What is more, teachers continue to feel 'guilty translanguaging' due to the pressure of English-only policies, curriculum and assessment criteria employed in their schools.

Nevertheless, although more and more studies similar to the ones mentioned above are conducted on translanguaging pedagogy yielding beneficial results for the learners, there is still a need for implementing this pedagogy especially in EFL settings as Olimzararova (n.d.) mentions:

While arguments for translanguaging as pedagogy and practice are gaining momentum in theorising and researching the multilingual classrooms of New York, London, and Birmingham, little research exists for its potential significance in EFL teaching and learning contexts.

In line with the aims of the present study, studies conducted on using translanguaging in EFL contexts will be mentioned in this part. To begin with, Escobar and Dillard-Paltrineri (2015) carried out a study which examined 5 professors' and 10 students' –whose major is English or English Teaching- beliefs regarding using English-Spanish translanguaging in EFL classes. The study took place at the English department of a public university located in Costa-Rica. The semi-structured interviews conducted with the participants which were transcribed and analysed in an inductive manner, resulted in three perspectives of the participants. The first perspective is being against the use of Spanish in English classes due to causing an obstacle for learners' cognitive processes, leading to a habit of laziness and degrading CLT method. The other perspective called 'limited support' accepted the use of Spanish only in certain cases such as beginner level

classes, or as the last option after everything else is tried. The final perspective is named 'translanguaging as a natural form of communication' which emphasized the naturalness and the benefits that translanguaging can bring to EFL classes though all the comments made by the participants in the perspective were found to be 'hedged' and 'hesitant'. This study clearly demonstrates the dominant idea of linguistic purism that is still held by the teachers in EFL contexts.

Another study which explored teachers' and 201 students' use of and attitudes towards translanguaging was carried out by Wang (2016). The researcher investigated a university level beginner class which aims to teach Mandarin Chinese as a foreign language to students aged between 19 and 25. As a result of sending bilingual surveys to students, conducting interviews with teachers and 280 minutes of classroom observation, it was found that 58 % of students desired Chinese only, whereas 29 % desired Chinese, and some English and 12,5 % wanted Chinese with other L1s. However, the actual classroom practice reflected students 42,5 % use of Chinese only, 41 % of mixing Chinese with English and 16,5 % mixing Chinese with other L1s. On the other hand, teachers demonstrated a huge division in their desired languages; 46,5 % preferring Chinese only, whereas 50.8 % preferred the use of English as a lingua franca in their classes. Consequently, some teachers demonstrated optimal position for translanguaging practices to exploit it for the use of their students, whereas some demonstrated a virtual position considering translanguaging as a bad habit and supported the use of Chinese only. In addition, the practices of translanguaging which were classified as student-initiated and teacher-initiated had different goals. The former was mainly for explanatory and managerial goals, while the latter was for interpersonal goals.

Another study which not only investigated students' reactions but also implemented translanguaging practices belongs to Moore (2017). In this study, the researcher who was also the instructor integrated translanguaging practices for enhancing 96 advanced level undergraduates' understanding in an EFL context - a public university in Spain - at a third year English course. The straw poll carried out at the beginning of the class revealed their reluctance to name themselves as bi- or multilinguals, which reflects the deep rooted belief and mind-set of monolingual ideology passed on to students. The students were both engaged in 'proactive' translanguaging such as comparing and contrasting English and Spanish and

'reactive' translanguaging such as permission to make use of both languages during their group discussions. The researcher collected the data via three letters written by the researcher that students were required to reply. Through the letters the researcher both evaluated their interactive writing but also explained the translanguaging pedagogy and received students' reactions. The results demonstrated that one third of students noticed the term translanguaging, used it and other terminology relating to it in their responses and even done research on the concept. Students reactions to in-class translanguaging practices revealed that though some of them were surprised by researchers' ease with the use of both languages and no insistence on the use of target language only, they stated their gratification of the translanguaging approach by stating phrases like 'a big relief', 'exciting', 'realistic', 'easier to remember' and 'making tasks easier and faster' and 'enriching'. Students were also made aware of their translanguaging practices outside school and reflected on them. Overall, the study showed that more than two thirds of the participants reacted positively to the notion on translanguaging and they started to use translanguaging in their writings, and mostly embraced the strategic planning of the classes through translanguaging pedagogy and regarded being able to communicate as the most important goal. Moore (2017) concludes that translanguaging pedagogy can yield significant information regarding bilinguals' behaviours especially if implemented on younger and lower level students and for foreign language learning and teaching.

Ke and Lin (2017) demonstrate an example of translanguaging practice employed by a teacher at a junior high school 8th grade in Taiwan (an EFL context). It is clear from the example situation that translanguaging can be used both by the teacher while teaching, which includes practices like connecting the target language with students' repertoires, being a model for blending languages, encouraging students' translanguaging by creating spaces for it, creating an equitable atmosphere with students, honouring students' home language in the lessons, and by the students while learning, which includes activities like translation play, translanguaging practices outside the classroom and use of multimodalities -posters, visuals, drawing, writing- to scaffold their learning. The benefits of this process are summarized as below:

When students' first language as well as other linguistic repertoires became meaningful in English classes, they were *empowered* and able to contribute to the class, which was also a confidence booster. The students were transformed from helpless learners to *translanguagers*, or agentic language learners and users, who accumulated translingual competence in the process. (p.54).

A quite relevant study with the present study by Adamson and Coulson (2015) involved use of the translanguaging practice at a Japanese university (EFL context) in a CLIL course which aimed to improve students' critical academic writing. The researchers collected data from the participants through a questionnaire and collecting their written work. By applying a team teaching approach during which one teacher was talking and delivering the content and the other one was writing relevant key notes on the board and observing the classroom to provide guidance when necessary, students' portfolio, homework, tests and final reports were collected. The results showed that there was an increase in the completion of students' tasks. Students' demonstrated a growth in their positive perspectives and appreciations regarding the use of translanguaging by the teacher in class. Finally, students' works were improved especially for lower level students and the awareness of translanguaging resulted in improved work, authenticity and relevance. The use of translanguaging mostly depended on students' the relevance to local themes and proficiency.

Another recent study by Adinolfi and Astruc (2017) involved two teachers and their adult students who participated in a synchronous foreign language –Spanish–classroom. In the study which aimed at examining the pedagogical translanguaging practices, data was collected via audio-graphic communication tool by recording 42 hours of audial data and the sessions at the beginning and towards the end were compared. The main interactional patterns which included translanguaging were giving instructions, reviewing and eliciting language and prompting non-verbal responses by the teachers. The comparison of sessions revealed that the use of teachers' target language increased, whereas the amount of using translanguaging was stable and students' use of translanguaging was very limited.

Another study which examined whether and how students' existing languages are employed in classes, what possibilities this practice offers and attitudes of teachers and students was conducted in an EFL context – in Tajikistan, Khorog- at the university of Central Asia the school of Professional and Continuing Education by Olimnazarova (2012). Though the study included 50 participants who were found in the four classes two of which had higher proficiency level in English and the other two had lower level of proficiency, the primary participants were determined as two teachers and four students. Via semi-structured interviews both with the teachers and students, non-participant observations made through video recordings, it was revealed that teachers had a positive attitude towards employing students' linguistic repertoires while teaching English and commented that there is more need of this practice especially for lower level students. Students' comments were in line with teachers as they supported the idea that employing the languages they know in language classes is 'inevitable' to support their learning process by making use of their pre-existing knowledge of language(s) and comparing and contrasting structures between/among these languages. In addition, it was found that the use of students' linguistic repertoires provided teachers and students the possibilities of explaining and understanding concepts, clarifying the task or a concept/a word to students' partners, enabling participation of all students to class discussions, pushing students who has lower level of proficiency to contribute to class, creating a non-threatening atmosphere where students do not feel insecure, saving time by keeping the task moving, and improving students' knowledge of linguistic structures by making use of linguistic comparisons. It was concluded that making use of students' linguistic repertoires was proved to be beneficial for both learning and teaching.

A final example can be given by Anderson's (2018) study conducted with 116 EFL learners who were studying in the UK. The main aim of the study was to find out about these EFL learners' profiles in the future. It was revealed that only 19,8 % of the respondents expect to use English in isolation -monolingually- in the future, whereas the rest of the participants expect to use it in close conjunction with other languages and mixing and switching them, signalling the need for translingual practices for EFL learners in the future. It was recommended that foreign language learning can be purposefully adapted to include translingual practices to prepare foreign language learners for their future practices. In order to make this happen,

activities including reading texts in L1 but sharing it in L2, providing learners with translingual texts on which foreign language learners discuss and reflect are suggested. Moreover, it was highlighted that EFL learners' advantage of sharing linguistic and cultural resources should be made use of to create a translingual environment in EFL classes.

To sum up, being evolved from a teaching practice in bilingual Welsh education, translanguaging has become a hypernym involving five significant principles (Mazak, 2017). Firstly, it is a language ideology which regards bilingualism as the norm in contrast to ideologies taking monolingual competence as ideal. Secondly, it is a theory of bilingualism which is built upon the lived experiences of the bilingualism. Thirdly, it is a pedagogical stance which enables both teachers and students to make use of their whole linguistic and semiotic repertoires to strengthen their learning and teaching experiences of language and content in classes. Fourth, it refers to a set of complex practices on which studies are still conducted to discover about these practices nature. Finally, it is transformational as it transcends the traditional boundaries of named languages to construct and reconstruct language practices as a continuous process to make meaning. The studies explained above show the capacity of translanguaging pedagogy both employed by the teachers and a practice utilized by the students for improvement of teaching and learning. As for teachers' attitudes towards translanguaging, the studies show that their assumptions guide their practices in the classroom (Aghai, 2016). Moreover, some teachers' resistance due to the negative connotation of L1 use persist and they regard L1 as a bad habit to be erased from EFL / ESL classes (Wang, 2016). However, when the studies implementing translanguaging are considered, there are various positive findings with regard to language learners' attitudes and their skills in the target language. Firstly, language learners appreciate and have positive perceptions regarding the use of L1 in their classes (Adamson & Coulson, 2015). Additionally, translanguaging was found to have many cognitive and affective benefits for the learners. As for the former, it was found to help learners construct meaning, comprehend content and concepts, communicate, explain, clarify, collaborate access materials, participate in the lessons, compare and contrast languages, develop metacognitive awareness, show their authentic voice (Aghai, 2016; Allard, 2017; Canagarajah, 1011; Carroll & Morales, 2016; Carstens, 2016;

Chuckly-Bonato, 2016; De Los Reyes, 2018; Martin-Beltran, 2014; Motlhaka & Makalela, 2016; Moreno, 2014; Nambisan, 2014). As for the latter, it helped language learners work together in a non-threatening environment (Carstens, 2016). Overall, it can be concluded that the use of translanguaging pedagogy by the teachers and allowing language learners to translanguage increased learners' achievement by contributing to their L2 improvement in a range of ways stated above. Accordingly, it is clear that with the multilingual turn, it is necessary to move away from monolingual paradigms which include English-only and English-mainly classes and move towards a translanguaging paradigm that requires the use of English appropriately – the effective use of learners' all linguistic resources.



Chapter 3

Methodology

3.1 Research Design

With the purpose of gain a better understanding of the implementation of translanguaging pedagogy in EFL learners' writing classes, their acts of translanguaging as well as perceptions regarding the use of this pedagogy, the present study employs a mixed methods research. Creswell (2014) describes 'mixed-methods research as 'an approach to inquiry involving collection both quantitative and qualitative data integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical frameworks' (p.32). In line with the research questions of the present study, the use of quantitative research methods was also supported with qualitative research methods, which was also valid for the opposite situation. However, while deciding on the type of research to be conducted, it is also significant to determine which type of data (qualitative or quantitative) to be collected from the participants in which order – deciding on the priority of the data- and how to bring these different types of data together (Creswell, 2012).

Among the types of mixed methods research, this study employs a convergent parallel mixed method design, which refers to a process during which the researcher collects both qualitative and quantitative data concurrently in order to analyse and compare them to see whether they yield results which are mutually complementary (Creswell, 2014). The priority of qualitative and quantitative research methods was equally important for the present study to address the research questions thoroughly. Quantitative methods enabled the researcher to demonstrate and validate the findings with numbers. At the same time, the qualitative data helped the researcher to get in-depth understandings and insights regarding the topic being investigated via qualitative methods. Consequently, the present study with its convergent parallel mixed method design provided the researcher to use both qualitative and quantitative methods during data collection as well as analysis and merge their findings for the

interpretation of the data. The figure below illustrates the research design of convergent parallel mixed methods (Creswell, 2014, p.270).

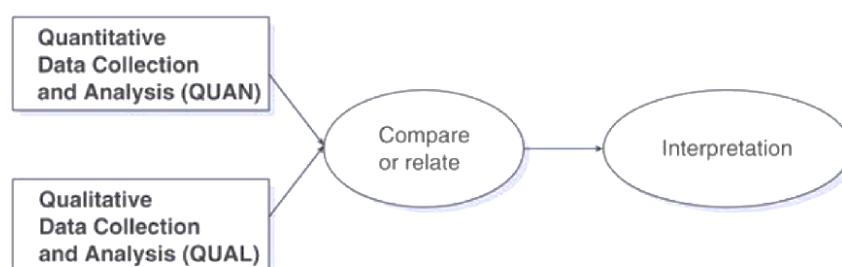


Figure 3. Convergent Parallel Mixed Methods

3.2 Pilot Study

A pilot study prior to the current study was conducted in the Spring Semester of 2017-2018 academic year for four weeks, from 12th February to 9th March, with two classes one of which was randomly assigned as the experimental group and the other class as the control group. The pilot study included the implementation of translanguaging instructional cycle to the experimental group, and traditional product-focused English-only writing classes were carried out with the control group. The researcher was also the practitioner; teaching to both groups and collecting data simultaneously.

As for the procedure of the pilot study, firstly, lesson plans which involved a translanguaging pedagogy in line with translanguaging instructional cycle were prepared by the researcher in line with the objectives of the university's writing syllabus. These lessons –two lesson hours a week- were carried out by the researcher with the experimental group for one month during which they wrote two different types of essays –an opinion and an advantage and / disadvantage essay-. While translanguaging pedagogy was being implemented to the experimental group, the control group continued their traditional product-focused English-only writing classes which were also taught by the researcher. The materials of the control group were provided by the university and they wrote the same two types of essays, as well. Benefiting from Garcia et al. (2017), experimental group's lessons were planned based on the translanguaging instructional design which consisted of five stages. In the explorar stage, the participants were provided with two sample texts in line with

the objective of the lesson; one in their mother tongue and one in the target language, and they were asked to read both texts. In the evaluative stage, the participants were handed in questions in English through which they were required to explore specific aspects of the both texts. These questions were included in accordance with the objectives of the specific lesson. To illustrate, if the objective of the lesson included understanding organizational aspects of an opinion essay, the questions directed the learners to explore thesis statement, topic sentences, supporting details of both texts and compare and contrast them to find any similarities or differences. The participants explored both texts using their all linguistic repertoires in groups but reported final answers in English. At the end of this stage, the teacher elicited responses from all groups in English, wrote them on the board, elaborated on each answer by highlighting key points and any similarities or differences in both texts. In the imaginative stage, the participants were given an activity to use what they had learnt in the previous stages (e.g. an outline to organize the specific type of essay they were learning). In groups, the participants completed this activity (e.g. organized an essay) using their all linguistic repertoires and taking the key points they had learnt in the previous stages into consideration. During group works, the researcher walked among the groups and provided feedback when required by the participants to facilitate comprehension and completion of the task at hand. In the presentative stage, the groups presented their original works (e.g. outline) one by one to their classmates. They were required to present in English but allowed to further elaborate in their mother tongue. During the presentation they received feedback from their teacher and classmates. Thanks to this process, all groups were able to see one another's work, provide feedback, observe their thinking and writing skills when designing an essay in the target language. Finally, in the implementative stage, the groups wrote one essay collaboratively based on the feedback they got from their classmates and the teacher. In terms of the materials used in the experimental group, the materials provided by the university as a booklet were adapted to fit into the translanguaging pedagogy. To summarize, as for the experimental group, the instructional cycle of translanguaging pedagogy was followed allowing the participants' draw on their linguistic repertoires at each stage, providing them with two entry points –in their mother tongue and target language– to understand the content of the lessons at the first stage of the cycle, making them aware of and

making use of the similarities and differences between languages while learning to write in the target language.

On the other hand, control group's activities and instructional design was based on universities' syllabus, writing booklet, and the order of activities in the booklet, which starts with the researcher's introduction / presentation of the objective and content of that lesson –explicit instruction– (e.g. the type of essay they will learn, why and how it is written), followed by providing a sample of that specific essay through which points mentioned in the previous step are highlighted –familiarization–, helping them to practice what they have learnt through multiple choice questions or fill in the blanks activities –controlled practice–, writing based on a given template –guided writing–, and finally producing a writing task similar to the sample provided at the earlier stages of the lesson –free writing–. While following this order of instruction, the researcher used English-only in each stage and always encouraged the participants to use English, as well (see Appendix B for the detailed weekly implementations in both groups).

Before the beginning of the study, a consent form in Turkish which informed the participants about the nature of the study they were going to participate in if they wanted was handed out to participants (see Appendix C for the consent form). In order to get information about the participants' background and their perceptions of writing in Turkish and English, a background questionnaire was designed by the researcher was given to both groups in Turkish (see Appendix D). When the implementation began, the researcher video-recorded 5 or 6 participants in the experimental group in each lesson. These video recordings were used for stimulated recalls with semi-structured focus group interviews which were made right after the class in Turkish with the participants who were recorded on that day. Turkish was preferred for the participants to feel relaxed and not to feel nervous or limited while expressing themselves and their experiences. The protocol of the semi-structured interviews can be found in the data collection instruments part. The timeline of the of the stimulated recall focus group interviews is given below.

Table 3

The Timeline of the Interviews.

Date	Number of Participants	Length
14 th February	5 participants	34 minutes
21 st February	6 participants	38 minutes
28 th February	5 participants	40 minutes
7 th March	6 participants	30 minutes

In addition to the interviews, all participants in the experimental group were given an open-ended questionnaire which included questions in Turkish to get participants' opinions regarding the usefulness, contributions to their writing and criticisms regarding the translanguaging-enriched activities employed in the classes (see Appendix E for the open-ended questionnaire). Finally, two different types of essays were collected from the participants in both groups in order to compare them quantitatively and qualitatively and to find out whether the translanguaging pedagogy had an impact on the experimental groups' writing skills and if so, in what ways and to what extent. The essays were written during one lesson hour – 50 minutes- by both groups. The scoring was done both by the researcher and another experienced instructor working at the same university and teaching the same level of students. After all essays were scored by both scorers separately, they came together in order to compare, justify and negotiate their scores, which enabled inter-scorer reliability.

3.2.1 The results of the pilot study. To begin with, the first part of the background questionnaire provided the researcher with the participants' demographics which included parts related to their gender, age, department, English education history. The data were analysed making use of descriptive statistics (descriptives and frequencies) in SPSS Statistics 21.0.

Table 4

Participants' Background Information (Pilot Study)

	Control Group		Experimental Group	
	Number	Percentage	Number	Percentage
Gender	Female : 11	52 %	Female : 10	45 %
	Male: 10	48 %	Male: 12	55 %
English-Medium (30% or 100%)	30 % E-Medium: 9	45 %	30 % E-Medium: 7	32 %
	100 % E-Medium: 12	57 %	100 % E-Medium: 15	68 %
School Types	Primary: 21 public	100 % public	Primary: 22 public	100 % public
	Secondary: 21 public	100 % public	Secondary: 20 public, 2 private	91 % public 9 % private
	High School: 21 public	100 % public	High School: 20 public, 2 private	91 % public 9 % private
Mean of Weekly English Lesson Hours	Primary: 2.4		Primary: 2.5	
	Secondary: 3.8		Secondary: 3.9	
	High: 4.8		High: 4.9	
The Mean Age	18,5		18,3	
Total Number Of Participants	21		22	

As can be seen in the table above, the control group included 21 participants 11 of whom are female, and 10 of whom are male. Similarly, the experimental group had 22 participants which had 10 female and 12 male students. The participants were aged between 18 and 20. Both groups were made of participants whose departments were mostly 100% English-medium departments. The departments of the participants included engineering, public relations, sociology, business and management, political science, economics, medicine, radio television, physics, chemistry and dentistry. The participants in both groups got their primary school education at public schools with a mean of 2.4 lesson hours in the control group and 2.5 hour in the experimental group. As for the secondary and high school, only two participants in the experimental group had private school experiences. Accordingly, two groups' mean of weekly English lesson hours at secondary and high school were found to be quite similar.

When everything in the first part of the questionnaire is considered, it can be deduced that both groups had similar characters which make them homogeneous; therefore, they were suitable for the pilot study to take place.

The second part of the background questionnaire included items regarding participants' own perceptions of their proficiency in writing essays in their mother tongue and in English.

Table 5

Perceptions Regarding Essay Writing in Turkish (Pilot Study).

Item 1. I feel competent in writing essays in Turkish.	Control Group		Experimental Group		Total	
	N	%	N	%	N	%
Strongly Disagree	2	9,5%	1	4,5%	3	7,0%
Disagree	2	9,5%	3	13,6%	5	11,6%
Neutral	4	19,0%	9	40,9%	13	30,2%
Agree	11	52,4%	7	31,8%	18	41,9%
Strongly Agree	2	9,5%	2	9,1%	4	9,3%
Total	21	100,0%	22	100,0%	43	100,0%

The findings show that 52,4 % of the participants' in the control group mostly agree with the first item, which is followed by 19 % who are neutral regarding their perceptions of proficiency in writing essays in Turkish. In the same manner, 42 % of the participants in the control group agree that they are competent in writing Turkish essays, which is followed by 30 % who are neutral. This shows that the distribution of participants' perceptions is similar in both groups with regards to answers accumulating in 'neutral' and 'agree', which can be seen clearly in the figure below.

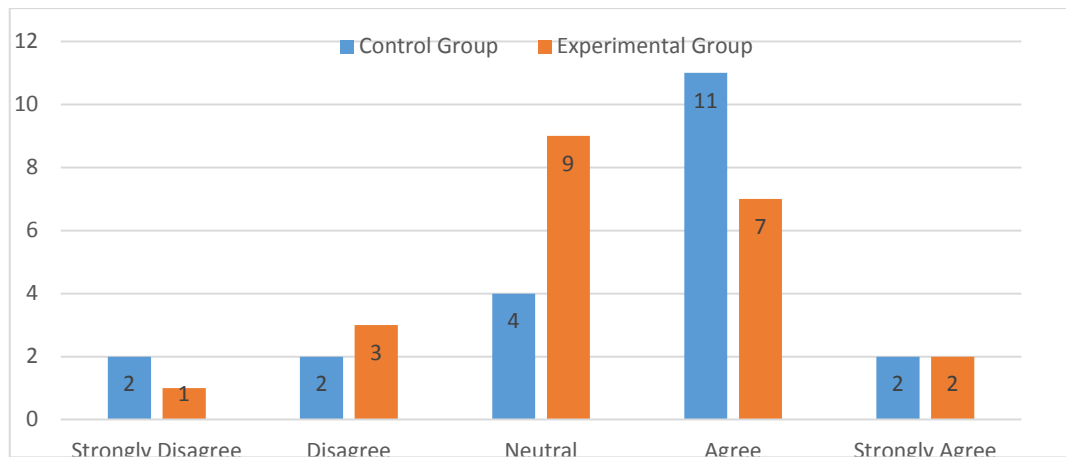


Chart 1. Distribution of Participants' Perceptions Regarding Turkish Essay Writing.

It is striking that very few participants, only 4 in total, could strongly agree with having competence in writing Turkish essays, which signals a necessity to address this problem in Turkish curriculum, and as for the present study a necessity to provide the participants with information as well as examples so as to help them form a schema in their minds.

When it comes to the perceptions of participants regarding their own competence in writing essays in English both groups' responses were quite parallel, as well. Eight of the participants in control group were neutral, and eight disagreed with the item. In a similar way, nine participants in the experimental group were neutral, and eight of them disagreed with the statement.

Table 6

Perceptions Regarding Essay Writing in English (Pilot Study).

Item 3. I feel competent in writing essays in English	Control Group		Experimental Group		Total	
	N	%	N	%	N	%
Strongly Disagree	3	14,3%	2	9,1%	5	11,6%
Disagree	8	38,1%	8	36,4%	16	37,2%
Neutral	8	38,1%	9	40,9%	17	39,5%
Agree	1	4,8%	3	13,6%	4	9,3%
Strongly Agree	1	4,8%	0	0,0%	1	2,3%
Total	21	100,0%	22	100,0%	43	100,0%

As the figure below demonstrates, the distribution of the participants' responses is piled up on the same areas. When this result is compared with their responses regarding their perceptions of writing Turkish essays, it is clear that participants' perceptions regarding English essays are lower, which is expected.

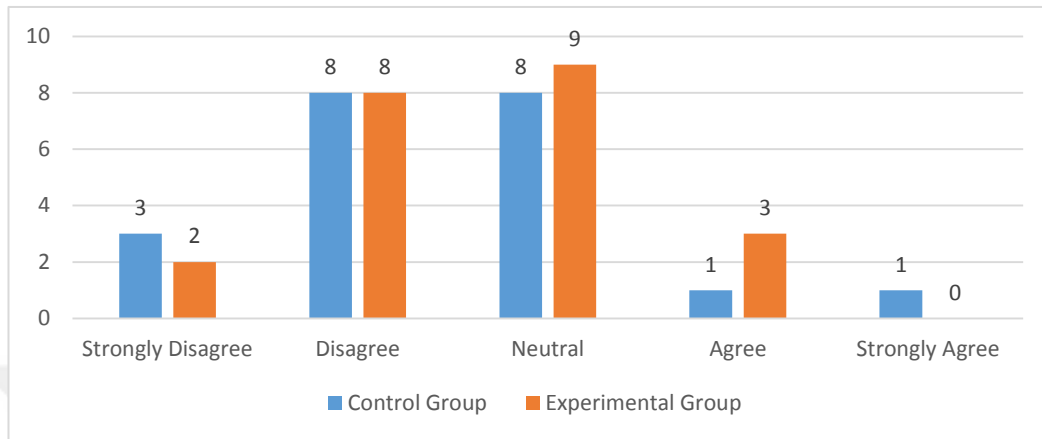


Chart 2. Distribution of Participants' Perceptions Regarding English Essay Writing (Pilot Study).

In the second part of the questionnaire, the participants were also asked to rank the different aspects of essay writing -content, organization, lexical range and accuracy, grammatical range and accuracy, coherence, cohesion- in terms of their difficulty for both writing Turkish and English essays. The results of participants' responses are given in the table below.

Table 7

The Results of Participants' Ranking of Essay Writing Aspects in for Turkish and English (Items 2 and 4 of the Survey).

	Turkish Essays											
	Organization		Content		Lexis		Grammar		Cohesion		Coherence	
	n	%	n	%	n	%	n	%	n	%	n	%
easy	25	58,1	30	69,8	13	30,2	28	65,1	20	46,5	11	25,6
medium	16	37,2	10	23,3	20	46,5	10	23,3	18	41,9	14	32,6
hard	2	4,7	3	7,0	10	23,3	5	11,6	5	11,6	18	41,9

	English Essays											
	Organization		Content		Lexis		Grammar		Cohesion		Coherence	
	n	%	n	%	n	%	n	%	n	%	n	%
easy	4	9,3	10	23,3	9	20,9	2	4,7	5	11,6	9	20,9
medium	10	23,3	25	58,1	23	53,5	9	20,9	10	23,3	14	32,6
hard	29	67,4	8	18,6	11	25,6	32	74,4	28	65,1	20	46,5

It can be deduced from the results that the aspects of Turkish essay writing from the easiest to the most difficult are ranked as content, grammar, organization, cohesion, lexis and coherence, whereas the ranking for English essays is content, lexis, coherence, cohesion, organization and grammar. These results enabled the researcher not only to analyse the participants' needs and difficulties in writing English essays which need to be addressed in the study but also the aspects found easy by the participants to be used as a support to improve their writing in English. To exemplify, organization aspect which is found easier in Turkish essay writing is found quite difficult in English. Consequently, their knowledge of organization in Turkish can be used to support and improve their English essay organizations.

Both groups began 2017-2018 academic year as elementary level in the fall term. Their level was determined by university's proficiency test which included use of English, reading, writing and listening parts. Participants got the same score from the proficiency exam. However, as the pilot study began in the spring term, participants' final writing task scores from the previous term were collected by the researcher in order to confirm that their proficiency levels in writing were the same. The scores were analysed using descriptive statistics and independent samples Mann-

Whitney U test as the number of participants in each group was 21 and 22 a non-parametric analysis was carried out.

Table 8

Descriptive Statistics of Participants' Essay Scores in the Previous Term.

	group	N	Minimum	Maximum	Mean	Std. Deviation
control group	Pre-term-essay	21	50.00	90.00	63.333	8.266
	Valid N	21				
experimental group	Pre-term - essay	22	50.00	75.00	63.636	6.758
	Valid	22				

In addition, Mann-Whitney U test carried out to find out whether there was a significant difference between the means of scores yielded that there was none ($U=186, p=.261$).

As mentioned in research design part, during each writing lesson 5 or 6 participants from the experimental group were video-recorded which were used during the focus group stimulated recalls. The semi-structured interviews were transcribed verbatim by the researcher and these transcriptions were analysed in two stages. In the first stage, participants' use of language and / languages were coded by searching for the phrases or statements where they mentioned the use of one or two languages which were used during various instances (e.g. Turkish → thinking, English & Turkish → speaking) along with their purposes (e.g. to organize ideas). After log notes were created, their frequencies were counted and noted (see Appendix F for the pilot study's first stage of the coding). In the second stage of the analysis, to focus on mainly the manifestations of translanguaging, the uses of languages together and switching between languages were singled out. The common recurring uses of languages were categorized inductively and their frequencies were coded the results of which can be seen in the table below.

Table 9

Occurrences of Translanguaging in Participants' Language Uses (Pilot Study).

Categories	Frequency
Code-switching	39
Translation	45
Combining code-switching and translation	7

a) Code-switching: The participants mentioned that they switched between codes (languages) for various reasons during the writing process which included their speaking, thinking and reading. The common occurring instances of each are elaborated below.

The participants' often mentioned that they code-switched during their discussion among group members, which was mostly done by adding English words or phrases into their Turkish sentences.

I (Instructor): While you were discussing the answer of the question which language(s) did you speak?

Participant 12: We were talking mostly in Turkish.

I: What do you mean by mostly? Can you elaborate on that?

Participant 12: I mean while we were talking in Turkish while deciding on what to write as an answer to the question we talked in Turkish but we used some English words while speaking.

I: What kind of words did you add in English?

Participant 12: Some chunks whose Turkish equivalent you cannot remember at that moment, I mean as they are chunks, words used together, they are in our sub-consciousness. Some terms, as well.

I: Such as?

Participant 12: For example, some collocations like 'traffic jam' or grammatical terms like 'verb'. Actually we negotiated on what the answer is in Turkish mostly, but while forming that sentence accurately and discussing about its grammatical form we added English terms.

This common pattern was obvious in many participants' discussions, which showed that they were mostly depended on their mother language to make decisions

about answers and formations of sentences but they used some English words that they used or heard commonly and that had engraved in their sub-consciousness.

Besides, intra-sentential code-switching, participants also switched between the codes as they moved along the tasks; in other words, switched languages in different modes.

I: You wrote your ideas on the template. While you were doing its planning, which language(s) did you use?

Participant 16: We used a mixed language.

Participant 18: We integrated English words into our Turkish sentences while discussing.

Participant 16: While we were deciding on what to write we talked in Turkish, but while we were filling out the template we switched to English.

Participant 15: We use English for grammar mostly, more than expressing our opinions.

Participant 16: We used English for forming the sentences accurately but when we want to share opinions, express our thoughts on each other's opinions we used Turkish.

As this conversation shows, participants preferred Turkish for putting forward, discussing and negotiating their ideas, whereas they preferred to switch to English for grammatical decisions, and for writing.

As for reading, the participants were given Turkish and English reading texts at the same time twice; once two same type of essays in different languages to make them aware of the organization of an essay type, and once the direct translation of an essay to answer some comprehension questions followed by grammatical analysis of the text. The participants mentioned that they switched between the texts while reading though their switching patterns varied.

I: I gave you two texts one of which was in Turkish and another in English on different topics and you were supposed to answer some questions regarding the organization of the essays. Which text did you read the first?

Participant 1 and 2: Turkish.

I: Why did you prefer Turkish?

Participant 1: I have never seen an example in Turkish and never learnt this type of essay in English. So I wanted to read the Turkish one first and form a framework in my mind and then read the English one with that framework in my mind. So that I could compare and see how they are different or similar.

Participant 2: Yes, I also did it for the same reason and also I can read and understand Turkish easier and faster. By reading it first I could spend more time on the English one.

As can be seen here, when participants learn something new for the first time, they preferred to process it in Turkish, which may help them to understand the English version. This seems a rather strategic switch between the texts in order to comprehend the content as well as to complete the task successfully.

However, with another text whose direct translation was given and organization was explained in the previous lesson. Participants way of switching changed.

I: I gave you two texts one of which was in English and the other was the direct translation into Turkish. You were supposed to answer some comprehension questions regarding the text. Which text did you read the first?

Participant 7: I read the English first. If there is a word I do not know, I switched back to Turkish text or if I cannot translate the sentence into Turkish in my mind or understand, I switched to the Turkish version, then I continued to read the English one.

Participant 8: I also started with English. When I do not understand a part, I switched to Turkish and then continued the English one. It continued with several switches.

Participant 9: I also did the same with multiple switches. But then I skimmed the Turkish text to see if I missed any points.

Participant 10: I also did the same. But I also underlined the parts that I do not understand and by switching to the Turkish text and back to English one, I annotated those parts on the English text.

This shows that when participants gained familiarity with essay types and the task is not too complex or totally new to them, they preferred to start with the English text, and then make switches to Turkish texts at points of unknown words.

b) Translation: Translation was the most frequently used technique used by the participants. However, almost all the translations mentioned by the participants during the writing process were from Turkish to English except the ones who were reading texts or questions in English translated into Turkish in their minds in order to comprehend like the example given below.

I: I handed out a chart that includes questions after reading the two texts. You were supposed to answer the questions. Which language were you thinking while answering the questions?

Participant 1, 2, 3, 4,5: We were thinking in Turkish.

I: After reading the questions which were in English?

Participant 1: We translated the questions' meaning in our minds into Turkish.

However, participants mostly mentioned that they think about an answer in Turkish and translate it into English while answering questions. This was a quite common occurrence in discussion and writing tasks.

I: What did you do after reading the question in English?

Participant 2: I translated the meaning of the question into Turkish in my mind. Then we discussed the answer of that question in Turkish.

Participant 3: After deciding on a Turkish sentence as the answer, than we talked about how to translate that sentence into English.

I: So you all thought in Turkish. And then while writing...

Participant 4: We wrote the points we found by translating them into English in order to form thesis statement. We wrote only in English.

I: So you did not include any Turkish in your sentences?

Participant 4: No, just thinking in Turkish and translating and writing in English.

Also some participants, after taking notes down for outlining, they translated them into English for their future use.

I: How did you fill in the outline?

Participant 19: I wrote in Turkish. I mean, not in sentence form but just supporting ideas. Main / key words and just some main sentences in Turkish. Then I translated them into English in my mind and noted down English versions below. It was easier for me this way.

c) Combining code-switching and translation: There were quite less but some combinations of two techniques used by the participants. To exemplify, in the conversation below, the participants were translating; however, during the translation process they were engaged in intra-sentential code-switching in order to write a grammatically accurate sentence.

I: Can you describe me the process of answering the questions?

Participant 20: We thought in Turkish, we evaluated in Turkish. We found a logical answer in Turkish. Then we translated it into English. And while deciding on the translation, I mean how it can be done in the best way... Which word or structure would be the best choice. We discussed it in Turkish by adding some English terms and grammatical rules' names.

Another very common strategy used by most participants included multiple translations and code-switching together as a strategy to write sentences in English.

I: How did you decide on the thesis statements?

Participant 2: We thought in Turkish and decided on a Turkish sentence.

Participant 3: Then we tried to translate it into English. But sometimes while translating it into English, we cannot find the English equivalent of the phrase or word in Turkish.

Participant 2: So we go back to Turkish sentence. We decide on how to simplify it. That is, now we can say it in a grammatically easier way or with easier words.

Participant 3: Then we come back to our English sentence and discuss in a mixed language how to translate this simpler version into English.

As it is clear from this conversation, since the participants were heavily depended on their mother tongue and had a quite smaller range of vocabulary in English when compared to their English vocabulary range, they chose to simplify their Turkish version of the sentence, and then used a mixed language while deciding on its English version again.

When all the interview data is taken into consideration it can be deducted that participants mostly engage in one-way translanguaging -that is translation from Turkish to English-, which shows their heavy dependence on their mother tongue and less two-way translanguaging -that is bi-directional switching including translation-. In addition, due to their relatively low English level proficiency, they used translanguaging as a dependent act, which means that they were dependent to switch to their dominant language to complete the task and they still could not give equal status to both languages during their writing process.

When the two essays written by both groups are considered, descriptive analysis was carried out to examine their mean scores. In order to examine whether there was a significant difference between the control and experimental groups' first and second writing tasks, Mann-Whitney U analysis was carried out. Below both groups' essays' minimum and maximum scores, and means can be found.

Table 10

Descriptive Statistics of First and Second Writing Task

group	N	Minimum	Maximum	Mean	Std. Deviation	
Control Group	Essay1scores	21	40.00	90.00	65.7143	10.40
	Essay2scores	21	65.00	90.00	77.1429	7.34
	Valid N	21				
Experimental Group	Essay1scores	22	65.00	85.00	75.0000	6.36
	Essay2scores	22	75.00	95.00	87.0455	5.91
	Valid N	22				

As can be seen in the table above, control group's first –opinion- essay scores' mean was 65.7, whereas experimental group's first essay mean score was 75. Similarly, control group's second -advantage and / disadvantage- essay scores' mean was 77.1, whereas experimental group's second essays' mean score was 87. However, it is necessary to explore whether the differences between these means are

statistically significant. As tables 11 and 12 indicate, there was a statistically significant difference between two groups first essay means ($U= 91.5, p = .001$) and second essay means ($U = 73, p = .000$).

Table 11

Mann-Whitney U Test Statistics of the Groups' First Essay Scores.

	Essay 1 scores
Mann-Whitney U	91.500
Wilcoxon W	322.500
Z	-3.442
Asymp. Sig. (2-tailed)	.001

Table 12

Mann-Whitney U Test Statistics of the Groups' Second Essay Scores.

	Essay 2 scores
Mann-Whitney U	73.000
Wilcoxon W	304.000
Z	-3.904
Asymp. Sig. (2-tailed)	.000

A final analysis was carried out regarding total essay scores in order to find out whether groups made a statistically significant increase between their first and second essays. The Wilcoxon-Signed Rank test analysis showed that both control group ($p=.001$) and experimental group ($p=.000$) improved their essay scores from the first to their second essays.

Table 13

Wilcoxon-Signed Rank Test Analysis of First and Second Essays.

Group		Essay2scores - Essay1 scores
Control Group	Z	-3.367
	Asymp. Sig. (2-tailed)	.001
Experimental Group	Z	-3.937
	Asymp. Sig. (2-tailed)	.000

As mentioned in the research design part, for the scoring process university's rubric was used (see Appendix G for the writing rubric). The rubric has four sections; task achievement, lexical range and accuracy, grammatical range and accuracy, and

cohesion and coherence. In order to find out which section resulted in the difference between two groups' essay score means, a more detailed analysis was carried out to compare the scores of these four sections for each type of essay. As the tables 14 and 15 show there were statistically significant differences in four scoring aspects of both essays.

Table 14

Mann-Whitney U Test Statistics of Four Scoring Aspects of First Essays.

Essay 1	Task Achievement	Lexical Accuracy and Range	Grammatical Accuracy and Range	Cohesion and Coherence
Mann-Whitney U	128.000	152.000	143.000	139.000
Wilcoxon W	359.000	383.000	374.000	370.000
Z	-2.746	-2.290	-2.574	-2.717
Asymp. Sig. (2-tailed)	.006	.022	.010	.007

Table 15

Mann-Whitney U Test Statistics of Four Scoring Aspects of Second Essays.

Essay 2	Task Achievement	Lexical Accuracy and Range	Grammatical Accuracy and Range	Cohesion and Coherence
Mann-Whitney U	82.000	131.500	165.500	117.000
Wilcoxon W	313.000	362.500	396.500	348.000
Z	-4.099	-3.198	-2.083	-3.270
Asymp. Sig. (2-tailed)	.000	.001	.037	.001

In order to analyse each scoring aspect more thoroughly, more quantitative and qualitative analyses were conducted. To start with the task achievement aspect which refers to how detailed the content was written, to what extent it was extended and supported in line with the specified length, and how appropriate the format / organization of the essay was. So as to analyse this aspect further, firstly the words of each essay including each paragraph were counted and their means were calculated.

Table 16

Word Count of Both Types of Essays, Their Distribution Among Paragraphs and Means.

Essay 1	Control Group		Experimental Group		Essay 2	Control Group		Experimental Group	
	Total	Mean	Total	Mean		Total	Mean	Total	Mean
Intro	1.190	57	1.500	68	Intro	1.287	61	1.715	78
M.B. 1	1.597	76	1.857	84	M.B. 1	1.751	83	2.345	107
M.B. 2	1.111	53	1.846	84	M.B. 2	1.614	77	1.991	91
M.B. 3	186	9	214	10	M.B. 3	601	30	1.143	52
Conclusion	852	41	995	42	Conclusion	960	46	1.202	55
Total	4.936	224	6.412	292	Total	6.213	282	8.396	382

When table 16 is examined, it can be easily seen that both in the first and second essays, the experimental group wrote lengthier essays than the control group. Experimental group's first essay total word count was 6.412 with a mean of 292 words per each essay, whereas control group's total word count was 4.936 with a mean of 224 per each essay. In their second essays, both groups wrote longer than their first ones though experimental groups' essays were still longer with a total of 8.396 words with a mean of 382 words per essay, while control groups' total word count was 6.214 with a mean of 282 words.

Moreover, to find out the variety and frequency of content points mentioned in participants' both types of essays, each essay was analysed qualitatively and quantitatively. That is, all the different content points included in participants' essays were noted down, reoccurring and related content points were categorized inductively and their frequencies were counted.

Table 17

Categories of Content Points Mentioned in the First Essay and Their Frequencies.

Essay 1 (opinion essay on advertising)			
Control Group		Experimental Group	
Content Points	Frequency	Content Points	Frequency
Subconscious/Subliminal Messages	5	Subconscious /Subliminal Messages	5
Incorrect Information/Tricky Ways To Advertise	7	Incorrect Information/Tricky Ways To Advertise	6
Targeting Children	5	Targeting Children	5
Attracting People's Attention	3	Attracting People's Attention	2
Use Of Celebrities	4	Use Of Celebrities	4
Making Life Easier	3	Making Life Easier	4
		Public Service Ads.	3
		Improving National Economy	3
		Altering People's Buying Habits	5
		Problems Related With Money	4
		Politics/Ideology	3

Table 18

Categories of Content Points Mentioned in the Second Essay and Their Frequencies.

Essay 2 (Advantage and / disadvantage essay on big cities)			
Control Group		Experimental Group	
Content Points	Frequency	Content Points	Frequency
Job Opportunity	5	Job Opportunity	12
Educational Opportunity	9	Educational Opportunity	5
Social Opportunity	9	Social Opportunity	17
Crowd /Over Population	7	Over Population	8
Health Facilities	7	Health Facilities	4
Traffic	4	Traffic	10
Expensive/Cheap	2	Expensive/Cheap	4
		Transportation Facilities	8
		Pollution	11
		Cultures	5
		Psychological/Physical Health Problem	5
		Crime Rate	6
		Demand-Supply Problem	4
		Communication	4

As tables 17 and 18 clearly list, for both essay types, experimental group participants were able to come up with and write about more variety of content points which are included more times in their essays. As for the first essay, control group participants were able to include seven content points which were mentioned 27 times, whereas experimental group participants wrote about 12 different content points which were mentioned 45 times. In a similar way, in their second essays, control group participants included seven different content points which were mentioned 43 times, while experimental group's essays included 15 different content points which were mentioned 103 times. It can be concluded from these results that although both groups were able to include more content points with a higher density when their first and second essays are compared, for both essay types experimental group participants wrote about a higher range of content points more times than the control group, which is a sign that experimental groups' essays were loaded with more content points.

Another analysis to explore task achievement was related to participants' production of organizationally appropriate essays. In order to find out about specific information on both groups' essay organization, specific aspects of essays were analysed. These included thesis statements in introduction paragraph, topic sentences, supporting details and examples in main body paragraphs, restatement of thesis statement and summary sentences in conclusion paragraph. All these specific points were analysed in terms of their accuracy and frequency. As table 19 shows, in the introduction paragraphs, thesis statements of the control group were 71 % successfully written, whereas experimental groups thesis statements were 91 % correct. When it comes to conclusion, both groups showed a similar performance though experimental group was slightly more successful in writing the restatement of the thesis statement and summary. In the main body paragraphs, while five participants from the control group included 16 supporting details and 12 participants gave 20 examples, in the experimental group these numbers were much higher; 16 participants included 44 supporting details and 18 participants gave 37 examples. The last but not least, the participants in the control group wrote 26 successful topic sentences out of 46, while experimental group's participants made 43 successful attempts out of 49 to write topic sentences.

Table 19

Analysis of the First (Opinion) Essays' Organization.

		Control Group			
		Correct	Wrong / Not Stated	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	15	6	21	71
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	18	3	21	86
	<i>Summary</i>	12	9	21	57
		Total	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	16	5		
	<i>Examples</i>	20	12		
		Correct	Wrong / Not Stated	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	26	20	46	57
		Experimental Group			
		Correct	Wrong / Not Stated	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	20	2	22	91
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	22	0	22	100
	<i>Summary</i>	12	10	22	55
		Total	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	44	16		
	<i>Examples</i>	37	18		
		Correct	Wrong / Not Stated	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	43	6	49	88

For the second essays, as the table 20 demonstrates, in the introduction paragraphs, thesis statements of the control group were 95 % successfully written and similarly experimental groups thesis statements were also 95 % correct. When it comes to conclusion, both groups showed a similar performance though experimental group was slightly more successful in writing the summary. In the main body paragraphs, while 12 participants from the control group included 52 supporting details and 13 participants gave 29 examples, in the experimental group these numbers were again much higher; 20 participants included 74 supporting details and gave 69 examples. Finally, the participants in the control group wrote 43 successful topic sentences out of 51, while experimental group's participants made 58 successful attempts out of 60 to write topic sentences.

Table 20

Analysis of the Second (Advantage and / Disadvantage) Essays' Organization.

		Control Group			
		Correct	Wrong / Not Stated	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	20	1	21	95%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	20	1	21	95%
	<i>Summary</i>	2	9	11	18%
		Total	Number Of Student		
<i>Main Body</i>	<i>Supporting Details</i>	52	12		
	<i>Examples</i>	29	13		
		Correct	Wrong / Not Stated	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	43	8	51	84
		Experimental Group			
		Correct	Wrong / Not Stated	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	21	1	22	95
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	22	0	22	100
	<i>Summary</i>	12	10	22	55
		Total	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	74	20		
	<i>Examples</i>	69	20		
		Correct	Wrong / Not Stated	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	58	2	60	97

The second scoring aspect's -lexical range and accuracy- results were also supported by using a program called RANGE, which provides its users with the range of words used in texts in three categories. The first category named 'one' refers to the most frequently used 1.000 words of English language. The second category 'two' refers to the second most 1.000 words of English language and finally the third category in the program includes words which are not found in the previous two categories but words that are used frequently in upper secondary schools and university texts which are about a variety of subjects. All the participants' essays were written and uploaded to the program. The summary of essays' analyses is given in the table below.

Table 21

RANGE Analysis Results of the Essays.

Control Group					
	Essay 1			Essay 2	
WORD LIST	TOKENS/%	TYPES/%	WORD LIST	TOKENS/%	TYPES/%
one	3.432/ 75.4	557/ 48.8	one	4833/87.1	536/60.3
two	324/ 7.1	98/8.6	two	246/4.4	96/10.8
three	215/ 4.7	100/8.8	three	204/3.7	90/10.1
Experimental Group					
	Essay 1			Essay 2	
WORD LIST	TOKENS/%	TYPES/%	WORD LIST	TOKENS/%	TYPES/%
one	4.592/80.4	610/59.5	one	5891/84.5	558/58.0
two	443/7.6	132/12.9	two	363/5.2	138/14.3
three	315/5.5	145/14.1	three	296/4.2	112/11.6

As can be seen in the table above, the participants of the experimental group not only used a higher number total words (tokens) in each category (one, two, three) but also higher variety of words (types) in their both essays when compared to the participants of the control group.

With regard to the fourth scoring aspect, all the transition signals used in the participants' essays were both listed and their accuracy were also noted and counted. As table 22 demonstrates, the experimental group both included a higher range of transition signals -71 in the first, 94 in the second- when compared to control groups' essays -50 in the first, 80 in the second-, but also experimental groups' accuracy of these structures' use was also higher in both essays.

Table 22

Use of Transition Signals in Control and Experimental Groups' Essays.

Control Group Essay 1					Control Group Essay 2				
Range of C-T.	Frequency of C-T.	True	False	%	Range of C-T.	Frequency of C-T.	True	False	%
50	243	208	35	86%	80	389	364	25	94%
Experimental Group Essay 1					Experimental Group Essay 2				
Range of C-T.	Frequency of C-T.	True	False	%	Range of C-T.	Frequency of C-T.	True	False	%
71	293	279	14	95%	94	434	423	18	97%

The questionnaires including open-ended questions regarding participants' perceptions of the usefulness and weaknesses of the activities were handed out to the participants in the experimental group right after the classes. Participants' responses were read recursively by the researcher, analysed and coded inductively, common and similar codes were categorized, and their frequency were noted down. The table below lists the categories of the participants' responses to the questionnaire.

Table 23

Participants' Perceptions of the Usefulness and Weaknesses of the Activities.

Perceived Usefulness		Perceived Weaknesses / Criticisms	
Category	Frequency	Category	Frequency
Exam preparation	3	Easier texts.	1
See similarities and differences between English and Turkish in various areas.	11	More difficult texts.	2
Understand faster and better.	3	More frequent use of these activities.	7
Learn and use new and a wide range of words, linkers, structures.	29	More samples of essays.	16
Exchange ideas and knowledge, correct each other, see missing points / increase cooperation.	12	Homework.	1
Improve thinking skills	12	More individual work.	6
Understand organization of essays / plan easier.	8		
See more samples of essays.	7		
Forming accurate, long, formal, complex, stronger sentences in English.	20		
Writing more academic and richer essays.	6		
Step by step, guided, planned formation of an essay.	8		
Improve cohesiveness and cohesion of paragraphs and essays.	7		

As can be seen from the table above, the categories which were mentioned most frequently in the questionnaires by the participants are learning and using new and a wide range of words, linkers, structures; forming accurate, long, formal, complex, stronger sentences in English; exchanging ideas and knowledge, correcting each other, seeing the missing points and increasing cooperation; improve thinking skills and finally seeing similarities and differences between English and Turkish in various areas.

To begin with the most frequently mentioned category which is stated 29 times by the participants, the translanguaging pedagogy helped them to learn and use new

and a wide range of words, linkers, structures in their essays. Below are some excerpts from the participants' responses belonging to this category:

Participant 1: The activity was really useful. Thanks to this activity, we were able to use a variety and higher level of transitions instead of the basic ones we use.

Participant 3: In terms of grammar and vocabulary knowledge we had more knowledge. As a result, we can show this knowledge by integrating them in our essays.

Participant 17: Seeing a variety of phrases and sentence structures will help us use them in our essays, which will improve our writing.

The content of this category clearly shows that the lessons were useful for the participants in terms of improving their lexical and syntactical knowledge, which is also reflected in the grammatical and lexical range and accuracy and cohesion and coherence scores of their e both essays.

The second most frequent category is about forming accurate and complex sentences thanks to the activities used in the lessons. Below are some excerpts from the participants' responses:

Participant 8: We can form more complex and longer sentences thanks to these activities as they provide us more space for thinking and coming up with ideas as well as discussing the choice of structures in the most appropriate and accurate way for forming the sentences.

Participant 12: We were able to write more academic and professional essays. My practice of forming formal sentences with formal language improved, as well. As a result, the activities helped us to increase the attractiveness and the quality of our essays.

As can be seen in the comments, with the exposure to translanguaging activities and discussion with peers the participants were able to improve the quality of their essays by including longer and more complex sentences.

The third and fourth categories were both mentioned 12 times by the participants. To start with, as participants stated that the translanguaging-enriched

activities helped them to improve their thinking skills. Below are some excerpts from the participants' responses belonging to this category:

Participant 7: With these activities, we not only improved our writing skills but also our thinking skills. We were able to come up with a variety of ideas in a faster way. As we also have understood how to organize the essay in more detail, we have begun to shape our thoughts and plan accordingly in our head.

Participant 13: The activity was useful as it improved our thinking skills, and in this way we were able to find more alternatives. We were able to think about the topic in a more comprehensive and detailed way.

As these two excerpts reflect, the participants mentioned that they were able to think more thoroughly and come up with a variety of ideas through the activities promptly. They were also able to organize their ideas and organization of the essay in their minds. The effect of this is also projected in the number and range of content points written in the experimental groups' essays.

Another equally mentioned topic was that translanguaging activities enabled participants to cooperate more. Consequently, this resulted in more exchange of ideas, correction of each other's mistakes, hearing different points of views, seeing one's own weaknesses and learning from one another. These are reflected in the excerpts below:

Participant 4: We shared what we know and discussed about the topics among one another. We exchanged ideas. In this way, we have had different ideas and had more knowledge.

Participant 20: I believe group work was effective to complete the task successfully. Everybody makes a contribution and has a share in the product. We were able to benefit from others' ideas and knowledge. We were able to see if we have made any mistakes or not while listening to other groups, as well.

The nature of translanguaging pedagogy enforces collaboration for students to maximize their learning opportunities by combining the use of their linguistic repertoires in a planned way (Garcia et al., 2017). As the activities were planned in line with translanguaging pedagogy, the participants in the present study had

numerous chances to foster collaboration through group and pair works, which gave rise to learning from one another and sharing their content and linguistic knowledge.

The fifth most frequently mentioned category was seeing the similarities and differences between English and Turkish in various ways. During the translanguaging-enriched activities the participants were able to compare and contrast essays, concepts and a variety of structures in Turkish and English. The impact of this experience is reflected in the excerpts below:

Participant 3: Comparing English and Turkish essays made us understand the differences and similarities between them. Until this term, we only focused on English essays. But in this way, I think it is more memorable, permanent and easier for us to understand.

Participant 9: It was useful. Because I saw how essays are written and ideas are expressed in two languages so had a better understanding of which way to follow while writing an essay.

As these comments demonstrate, the inclusion of participants' all repertoires and building on their existing linguistic practices not only made them more aware of topics covered in the class but also resulted in more permanent experience of learning. This category also reflects another key element of translanguaging pedagogy which is providing students with multiple entry points through handing out materials that include information in both languages and learning opportunities which help them compare and contrast languages. This is enabled not only in explorer stages of the lessons with the provision of bilingual materials but also translanguaging shifts which involve being flexible in terms of language use in the class.

Based on personal experience with the filling out process of the questionnaires which started on an online platform, the process continued with pen and paper version due to the low return rate on the online platform. Moreover, the participants' unwillingness to write responses to various open-ended questions, questionnaires' format was updated by the researcher by including more rating and 'tick that all apply' types of items which were formed based on the responses provided by the participants' in the pilot study (see the updated version in Appendix H).

3.2.2 Changes made after the pilot study. Before embarking on making decisions on the research design and collecting data for the main study, a pilot study was conducted for various reasons. To begin with, the primary aim of carrying out a pilot study was to test and refine the methods and procedures that will be employed in the actual experimentation as well as to detect and fix any unforeseen problems that might appear in the main study (Yin, 2011). Accordingly, the pilot study was effective for the researcher to understand how realistic it was to conduct the study and how practical, applicable and effective the data collection techniques were with regard to achieve the goals of the main study. After the implementation of the pilot study, regarding the data collection tools only one change which is also mentioned in data collection part was made. The questionnaire which was in the form of open-ended questions was changed. The reason for that change was the lack of density of the participants' responses to a series of open-ended questions. The participants of the pilot study were reluctant to write detailed answers to open-ended questions every time after the lessons and after the first questionnaire they wrote short and superficial responses, which prevented the researcher to get in-depth insights into their perceptions regarding the translanguaging pedagogy. In order to preclude this limitation, the format of the questionnaire was changed in line with the findings from the pilot study. Open-ended question regarding the usefulness of the pedagogy was changed to a Likert-scale item. The positive and negative aspects questions were changed into 'tick all that apply' items which are determined according to the themes emerging from the pilot study. 'Other' option was included to include new aspects that main study participants' additions. Only one open-ended item was included to get detailed information on the positive and negative aspects.

Pilot study also contributed to the design of the main study. In the pilot study, there were one experimental –translanguaging- and control -traditional product-focused- group. Getting favourable findings for experimental group encouraged the researcher to pursue the implementation of translanguaging pedagogy. As aforementioned in the findings of the pilot study in detail, the participants in translanguaging group got significantly higher scores from their both essays when compared to traditional product-focused group participants. The translanguaging group participants had significantly higher success in understanding and applying organizational features which were specific to each type of essay. Moreover, they

wrote both lengthier and more loaded essays in terms of content points included when compared with the control group. As for the lexical range and accuracy, the translanguaging group participants included a higher variety of words and displayed accurate use of vocabulary. Additionally, they were found to include a higher range and frequency of transition signals in their essays. In addition to these, translanguaging group participants reported various positive aspects translanguaging pedagogy provided them which include seeing similarities and differences between English and Turkish, comprehending content better and faster, exchanging ideas and knowledge, understanding the organization of essays and plan them easier, improving thinking skills, writing more academic and richer essays and improving cohesiveness and cohesion in their essays. Besides the encouragement to continue to conduct the main study, the pilot study also directed the researcher to include another experimental group –inductive process-focused group- whose participants were exposed to instructional cycle of translanguaging pedagogy without the inclusion of L1. The primary reason for including this experimental group was to find out whether and to what extent the instructional cycle of translanguaging pedagogy alone without using L1 was influential in improving EFL learners' writing skills. In other words, it was aimed to examine whether the success achieved by translanguaging group participants in the pilot study was caused by the instructional cycle of the translanguaging pedagogy only or the pedagogical integration of learners' L1 played a significant role besides the translanguaging instructional cycle. Another reason to include this group in the main study is the concern regarding the monolingual teaching paradigms dominating EFL settings like Turkey. By involving the inductive process-focused group, which was taught in English-only following the instructional cycle of translanguaging pedagogy, an alternative way of teaching L2 writing was aimed to be created for settings which strictly ban the use of L1 both by the English teachers and learners. Consequently, in case of higher success gained by the participants of the inductive process-focused group than the participants of the traditional product-focused group in the main study, the English teachers who are teaching at institutions with strict English-only policies can make use of inductive process-focused instructional cycle rather than implementing traditional product-focused English-only classes.

Besides these, the pilot study helped the researcher to gain insights into how to manage the process of data collection, to reflect on and improve her interviewing skills, and plan and bring the lessons plans of translanguaging group more perfection by adapting them to the needs of the participants which emerged more clearly during the pilot study. As for the translanguaging lesson plans, the researcher became more aware of and had more realistic expectations with regard to participants' duration of completing activities according to which time was allocated more appropriately and efficiently in the main study. What is more, by examining the negative aspects revealed by the pilot participants, more individual work was included in the main study. Moreover, for the presentation stage of the lesson, observing participants' shyness and lack of ability to comment on and give effective feedback to their peers, the researcher decided to provide them with a checklist to depend on while giving feedback and some sentence starters to make the participants feel safer while forming sentences. Furthermore, experiencing some pilot study participants' having difficulty to find answers to questions regarding the texts, in the main study more focused questions were formed and italic or bold forms were used to make the participants more aware of the aspects they need to give attention to.

To sum up, by carrying out the pilot study, the challenges faced were eliminated for the main study. Additionally, this process provided me with invaluable experience in collecting and analysing data, preparing lessons, allocating enough time and more suitable content for each class activity.

3.3 Setting and Participants

The present study was conducted in a state university located in Istanbul, Turkey. The participants were the Turkish students of preparatory classes which are located in the school of foreign languages. These participants were the students whose departments were either 30% or 100% English-medium, and who could not pass the proficiency test of the university. As a result, they had to attend the school of foreign languages where they have the chance to get English classes 20 per week for a year. The proficiency level of the participants was elementary (A2) as many of the studies mentioned in the literature review part indicate the benefits this pedagogy

can provide to students who especially have low English proficiency level. The lessons in a week included both two lesson hours.

In order to be in line with the objectives of the present study and to align with the proficiency level of pilot study participants, three classes of the same proficiency level -elementary- were included. Consequently, convenient sampling was employed in the study. The number of students found in each class was 21. In order to collect information about the participants' background, a survey was distributed to all the participants (see Appendix D). This enabled the researcher to find out about their demographics and to see whether the participants in the classrooms have similar characteristics. The survey includes one part for demographics and background information (age, department, 100% or 30% English-medium department), English educational background (from primary to high school, with weekly hours of English lessons, type of high school graduated) and one part for information regarding participants' ratings on their own L1 and L2 writing skills (a scale on how proficient they find themselves while writing essays in Turkish and English, what they find most difficult in writing English and Turkish essays, rating the following aspects from the easiest to the most difficult; grammar, vocabulary, organization, content, cohesion, and coherence. The first part of the background survey which was given to all groups at the beginning of the study was analysed using descriptive statistics and its results are given in table 24 below. The results demonstrate that there were 21 participants aged between 18 and 20 in each group. Moreover, there was a similar number of female majority in each group -13 in translanguaging group, 11 in traditional group and 12 in translanguaging English-only group-. Similarly, in all groups the number of participants who will continue their education in 100% English-medium departments were more than those whose departments were 30 % English-medium. The departments of the participants consisted of sociology, public relations, political science, physics, chemistry, business management, theology, engineering, medicine, radio television and cinema, dentistry and journalism. In all groups, engineering students were the majority; 8 in translanguaging group, 5 in traditional group and 7 in translanguaging English-only group. In addition, the participants in all groups had their primary, middle and high school education mostly in public schools. Consequently, the mean of their weekly English lesson hours at each stage of education was parallel to one another. Accordingly, Kruskal-Wallis test

was conducted in order to find out whether there were statistically significant differences among the means of groups' primary, secondary and high school weekly English lesson hours. Kruskal-Wallis test results indicated there was no statistical difference among them ($p=0.236$ for primary school lesson hours, $p=0.229$ for middle school hours, and $p=0.332$ for high school lesson hours). In short, the results showed that the characteristics of groups in terms of gender, departments, school types, weekly English lesson hours, age were similar to one another. In other words, they were homogenous, which made the participants suitable for the study to take part in.

Table 24
Demographics of the Participants (Main Study).

	Translanguaging Group		Traditional Product-focused Group		Inductive process-focused Group	
	Number	Percentage	Number	Percentage	Number	Percentage
Gender	Female : 13	62%	Female : 11	52%	Female : 12	57%
	Male: 8	38%	Male: 10	48%	Male: 9	43%
English-Medium (30% or 100%)	30 % : 4	19%	30 %: 9	43%	30 %: 8	38%
	100 % : 17	81%	100 %: 12	57%	100 % : 13	62%
School Types	Primary: 19 public, 2 private	90% public, 10% private	Primary: 21 public	100 % public	Primary: 20 public, 1 private	95% public, 5% private
	Secondary: 19 public, 2 private	90% public, 10% private	Secondary: 19 public, 2 private	90% public, 10% private	Secondary: 19 public, 2 private	90% public, 10% private
	High School: 17 public, 4 private	81% public, 19% private	High School: 21 public	100% public	High School: 18 public, 3 private	86% public, 14% private
Mean of Weekly English Lesson Hours	Primary: 3.8		Primary: 3.6		Primary: 3.5	
	Secondary: 4.4		Secondary: 4.1		Secondary: 4.0	
	High: 5.6		High: 5.5		High: 5.1	
The Mean Age	18,4		18,3		18,6	
Total Number Of Participants	21		21		21	

In the second part of the background questionnaire, the participants were asked to rate their own perceptions of competence in writing in their mother tongue as well as in the target language. The first item which required the participants to rate their efficiency in composing essays in Turkish revealed that 41 % of the total participants felt neutral regarding their competence in writing Turkish essay, followed by 35 % of the participants who agreed that they could write essays in Turkish. It can be also deducted from table 26 that the distribution of participants' answers which were accumulated mostly in 'neutral' and 'agree' were quite comparable among groups.

Table 25

Perceptions Regarding Essay Writing in Turkish (Main Study)

Item 1. I feel competent in writing essays in Turkish.	Translanguaging Group		Traditional Group		Inductive process-focused Group		Total	
	N	%	N	%	N	%	N	%
Strongly Disagree	3	14%	0	0%	0	0%	3	5%
Disagree	1	5%	2	10%	1	5%	4	6%
Neutral	8	38%	12	57%	6	29%	26	41%
Agree	8	38%	3	14%	11	52%	22	35%
Strongly Agree	1	5%	4	19%	3	14%	8	13%
Total	21	100%	21	100%	21	100%	63	100%

A prominent result which is illustrated in Chart 3 below is that only 8 participants among all were able to 'strongly agree' with the first item. This shows that only a minority of the participants felt themselves highly competent in writing Turkish essays. In other words, a high percentage of majorities felt that they lacked the necessary knowledge and skills even for writing essays in their mother tongue. Correspondingly, this result evinces that there is a need for introducing Turkish students how to write well-organized essays in their mother tongue. This can lead to an increase in their competence and self-confidence regarding writing Turkish essays. Besides, certain concept and schemata formation in their mother tongue can result in improved performances of writing in additional languages, as well.

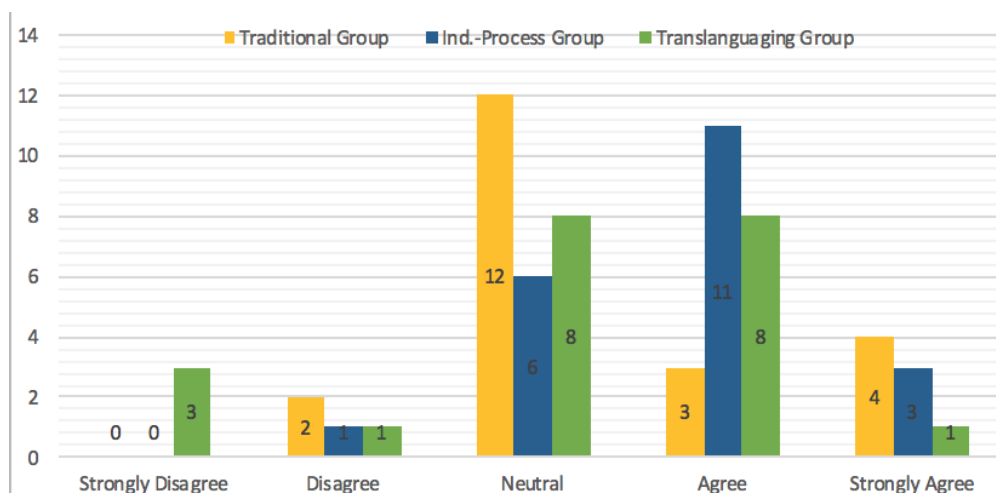


Chart 3. Distribution of Participants' Perceptions Regarding Turkish Essay Writing.

When it comes to the participants' own perceptions regarding their competency in writing essays in English, in all groups a great majority, 62 % of each group, strongly disagreed with the statement that they feel competent in writing English essays. This was followed by 32 % of all participants who disagreed and a quite small percentage -only 6 %- of all participants were neutral about their competence in writing English essays.

Table 26

Perceptions Regarding Essay Writing in English (Main Study)

Item 3. I feel competent in writing essays in English.	Translanguaging Group		Traditional Product-focused Group		Inductive process-focused Group		Total	
	N	%	N	%	N	%	N	%
Strongly Disagree	13	62%	13	62%	13	62%	39	62%
Disagree	8	38%	5	24%	7	33%	20	32%
Neutral	0	0%	3	14%	1	5%	4	6%
Agree	0	0%	0	0%	0	0%	0	0%
Strongly Agree	0	0%	0	0%	0	0%	0	0%
Total	21	100%	21	100%	21	100%	63	100%

The distribution of the participants' responses which can be seen in the chart below demonstrates that most of the participants perceive their own competence of writing skills in English as deficient, which is expected as they did not have any

detailed essay writing experience before the instruction given during the study and in the first item it is also shown to be the skill which they perceive as lacking in their mother tongue. Additionally, these results overlap with corresponding the results of the pilot study, showing that the perceptions regarding the participants' competence in L1 and L2 writing have not changed.

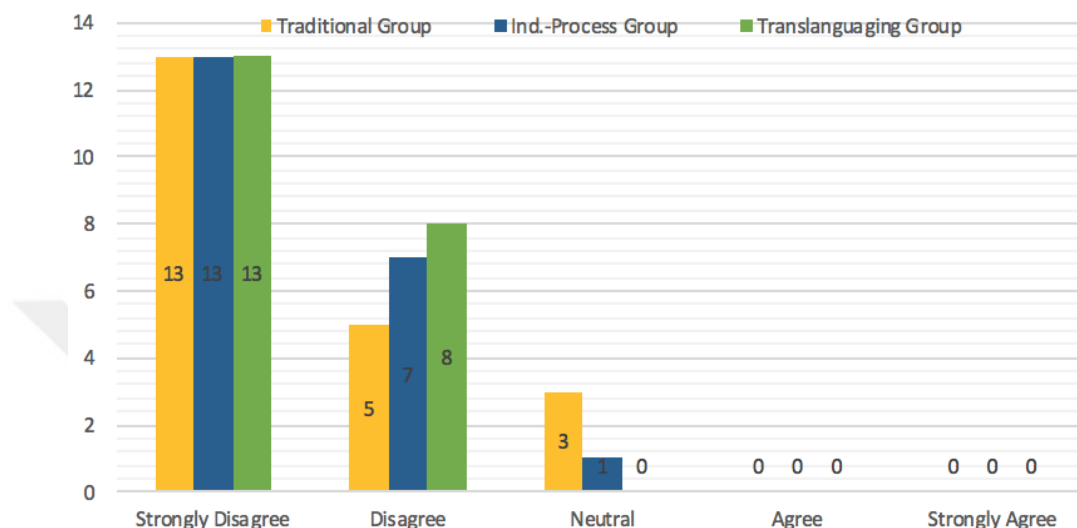


Chart 4. Distribution of Participants' Perceptions Regarding English Essay Writing.

In the second part of the background survey, in items 2 and 4 the participants were required to rank the different aspects of essay writing both in Turkish and in English from the easiest to the most difficult. The results of Friedman demonstrated that content and organization in both Turkish and English essays were considered the easiest properties of essays. Content has a mean rank of 2.21 in Turkish, and 2.81 in English essays. The mean rank of organization is 3.25 in Turkish, and 3.03 in English essays. These were followed by coherence and lexical accuracy and range in Turkish essays, while in English essays coherence and cohesion were found to have a medium difficulty. Finally, in Turkish essay writing grammar and cohesion were found as the most difficult aspects, and somewhat similarly lexical and grammatical accuracy and range were considered the most difficult part of writing English essays.

Table 27

Friedman Analysis of the Properties of Writing Turkish and English Essays.

	Turkish	English
	Mean Rank	Mean Rank
Organization	3,25	3,03
Content	2,81	2,21
LexicalAcR	3,52	4,25
GramAcR	3,89	4,38
Cohesion	3,94	3,63
Coherence	3,60	3,49

The results of items 2 and 4 are also illustrated on the radar graph below. It can be deduced that the difficulty and ease of different aspects of essay writing in Turkish and English were quite parallel. It can be easily seen that the biggest difference in the mean ranks were in the aspects of grammar and lexical accuracy and range. Not so surprisingly, they were found easier in Turkish essay writing and more difficult in English essay writing. These results provided the researcher with a reflection of what the participants consider as easy and difficult in Turkish and English essay writing. Accordingly, the researcher can both address the difficulties and take advantage of the easy aspects during the study.

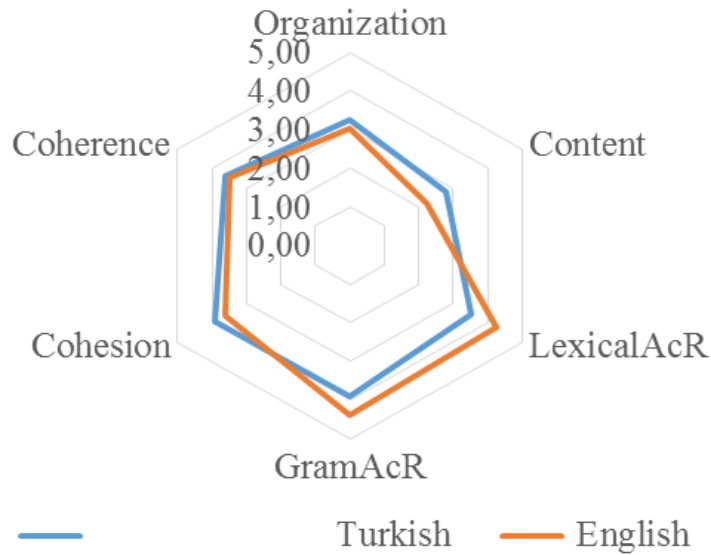


Chart 5. The Representation of Mean Ranks on a Radar Graph.

Besides collecting background information about the participants' demographics and perceptions regarding writing in their mother tongue and English, their proficiency test scores' details were obtained from the students' affairs. The participants were placed in their classes and levels according to the proficiency tests' total scores. Proficiency test included four parts; use of English, reading, writing, and listening. All the parts except writing consisted of multiple choice questions. Each part had equal weight -25%- in the total score. As the present study mainly focuses on writing skill and reading mentor texts were involved in all groups' instruction; reading and writing parts' scores were specifically examined to find out about participants' performance in these specific areas and to compare them. In terms of writing scores, all the participants in the study got scores from 1 to 5, which refers to a performance not enough to be evaluated in the writing rubric. As for reading scores, the translanguaging group's mean was 22,6, inductive process-focused group had a mean of 22,5, and inductive process-focused group's mean was 21,7. The scores of three groups were compared via Kruskal-Wallis Test and it was found out that there were no significant differences among the groups' reading scores, $X^2(2)=.742$, $p=0.69$. As a consequence, it can be deduced that both groups had similar performances in their reading and writing skills, which demonstrates that the groups had a homogeneous nature.

Apart from 63 Turkish EFL learners, the researcher and an English instructor were also the participants of the study. Two of the elementary classes were randomly assigned to the researcher by the institution. The researcher had 11 years of experience in teaching English as a foreign language. Getting her PhD, she had five years of experience teaching English at the same institution where the study took place. As the researcher was allowed to take two classes by the institution, for teaching the third group the researcher contacted with one of the instructors teaching at the same proficiency level to inform her about the nature of the study that will take place, expectations of the researcher from the instructor regarding the English-only product-focused instruction to be employed in her class, the procedure of the study that is related to her classroom, and to take her consent to participate in the study. The instructor who agreed to participate in the study had 17 years of experience of teaching English as a foreign language at the institution where the study took place,

which made her a suitable participant in the study since she was highly accustomed to the culture of the school, experienced in teaching writing with English-only instruction. The second experimental group which was exposed to translanguaging instructional cycle without referring to their L1 –inductive process-focused group- and the translanguaging group were taught by the researcher since teaching these groups required specific lesson plans, materials and the fulfilment of the requirements of the study to be followed. These two classes were randomly assigned as translanguaging and inductive process-focused groups. The control group which is referred to as traditional English-only product-focused was assigned to the experienced instructor since teaching that group required the instructor to follow the materials and process that have been already implemented in the institution. Moreover, the researcher had observations during the experimental groups' classes to observe whether the instructor was following the requirements of the study in her classes. Also meetings with the instructor before the classes to go over the writing lesson plans and materials together.

3.4 Research Procedure

The study begins with the selection of participants who are appropriate for the goals of the study. In order to achieve this, three classes in which there were Turkish EFL learners belonging to the same level of English language proficiency were selected. The classes were assigned as experimental and control groups. Two classes were used as the experimental groups, while one class served as the control group. As the classes are already formed non-randomized compact groups, the quantitative part of the study is quasi-experimental (Keppel, 1991). After the selection of the classes, the participants were given background surveys through which information about their demographics, English educational background and information regarding their perceptions of writing skills in L1 and L2 were collected. To begin with, descriptive statistics were used to analyse the data that the surveys with which information regarding the participants was collected. Descriptive statistics aim to describe and present the data collected in terms of summary frequencies which include the mode, mean, median, minimum and maximum scores, range, variance, standard variation and error, skewness and kurtosis (Cohen, Manion & Morrison,

2007). In other words, they are used to summarize the data in a meaningful way with no intention of inferences or predictions. Accordingly, the data from background surveys were utilised in order to describe, present and show the distribution of the answers about the participants' characteristics.

As the academic year began, the researcher began to implement specifically designed writing lesson plans which involved translanguaging pedagogy to the experimental group two lesson hours per week for 10 weeks depending on that week's topics to be covered (see Appendix I for the writing syllabus) While the experimental group was receiving this treatment, one control group –traditional group- followed university's writing lesson plans which incorporated a traditional instructional design –product-focused approach- with English-only classes. The other experimental group was formed after the implementation of the pilot study and obtaining its results. As the results of the pilot study which was conducted with one experimental –translanguaging- and one control group –traditional- were in the favour of the experimental group, in the original study another experimental group was formed in order to find out whether the instructional design of the translanguaging classroom led to any difference between the essay scores of two groups. As a result, the third group which incorporated translanguaging instructional design –explore, evaluate, imagine, present and implement- was formed, yet these lessons were only carried out in English with English-only materials and the participants' were promoted to speak, write, read and listen in only in English. The parts of the translanguaging group's lessons during which translanguaging pedagogy was implemented was video-recorded in order to be shown to the participants during stimulated-recalls. In addition, the researcher took field notes after the lesson about the video-recorded groups' translanguaging acts in order to validate participants' expressions and to ask for detail during the stimulated recalls. Right after the classes, the specific group of participants (up to 5 people) who were recorded during translanguaging activities were gathered for stimulated recalls so as to learn about how and at what stage of the lessons they were engaged in translanguaging themselves. It is necessary to carry out the interviews as soon as possible, as Bloom (1954) reports the participants' 95% accurate recall within two days of the original event, but this accuracy percentage declines to about 65% two weeks later. A focus group interview with semi-structured design was used right after the stimulated

recalls to get more detailed information regarding the participants' perceptions about translanguaging pedagogy. Besides this, researcher's field notes that included her observations regarding the participants' conversations which involved translanguaging were also used for supporting the data from the interview. In addition to these, after each lesson the participants from the experimental group were also asked to respond to and write comments based on pre-determined questions on a questionnaire regarding their perceptions about the lessons. Finally, the four writing tasks which were written throughout the semester were collected from all classes (both experimental and control groups). These writing tasks were written at school within 50 minutes. The researcher kept time in order to find out whether there was a significant difference among groups' duration of composing their essays. The writing tasks were analysed quantitatively and qualitatively in order to compare whether there were any differences between the groups' writing skills and in what aspect(s) those differences occurred.

3.4.1 Writing instruction in each group. This part provides a step-by-step explanation of how writing instruction was planned and implemented in experimental and control groups, which can contribute to the replicability and generalizability of similar experimental studies conducted on L2 writing instruction (see Appendix J for lesson plans for each group). Below is a general outline of the stages followed in each group:

Table 28

Outline of stages followed in writing instruction of each group.

Translanguaging Group (experimental)	Inductive Process-focused Group (2 nd experimental)	Traditional Product-focused Group (control)
<i>Explorar:</i> Students are provided with mentor texts in two languages and asked to read both of these texts.	<i>Explorar:</i> Students are provided with a mentor text in English and asked to read this text.	<i>Explicit Teaching:</i> The teacher provides a worksheet on which the content of the writing lesson is explained explicitly and goes over the explanations.

Table 28 (continued)

Translanguaging Group (experimental)	Inductive Process-focused Group (2 nd experimental)	Traditional Product-focused Group (control)
<p>Evaluar: Students are given questions in English according to the writing objectives of that lesson. Students in pairs/groups are asked to explore, compare and contrast both texts, discuss their opinions to answer these questions. Students are allowed to use their all linguistic repertoires during the discussion and take notes in any language but to report their final responses in English. At the end of this stage, teacher collects responses from all groups in English, highlights similarities and differences between languages, discusses answers with the students, and writes the most comprehensive ones on the board in English, during which teacher and students co-construct the main points of that writing class.</p>	<p>Evaluar: Students are given questions in English according to the writing objectives of that lesson. Students in pairs/groups are asked to explore, compare and contrast both texts, discuss their opinions to answer these questions in English. At the end of this stage, teacher collects responses from all groups in English, discusses them with the students, writes the most comprehensive ones on the board in English, during which teacher and students co-construct the main points of that writing class.</p>	<p>Familiarization: Teacher provides the students with a sample of that week’s writing task. Teacher explains the content points mentioned in the previous step on the text to make students notice the specific features of that text.</p>
<p>Imaginar: Teacher provides the students with pair / group work activities (e.g. brainstorm and fill in an outline) through which students use what they have learnt in the previous stages. In order to complete these activities, students are allowed to use their all linguistic repertoires (e.g. discuss, do research, take notes in any or both languages) but to finally complete the activity by writing in English.</p>	<p>Imaginar: Teacher provides the students with pair / group work activities (e.g. brainstorm and fill in an outline) through which students use what they have learnt in the previous stages. In order to complete these activities, students are allowed to use English-only and complete the activity by writing in English.</p>	<p>Controlled Practice: Teacher provides the students with controlled practices (e.g. fill in the blanks, multiple choice questions) of highlighted features. Students complete the practices individually.</p>

Table 28 (continued)

Translanguaging Group (experimental)	Inductive Process-focused Group (2 nd experimental)	Traditional Product-focused Group (control)
<p>Presenter: Pair / Groups present their work completed in the previous stage to other pairs/groups in front of all the class or by visiting different groups/pairs in English. Allowing for editing and rewriting, this stage helps students to get valuable feedback from teacher and their peers, make their thinking and writing visible to others, and justify their choices. Students make their presentations in English, but allowed to clarify and expand on their thinking and writing in Turkish.</p>	<p>Presenter: Pair / Groups present their work completed in the previous stage to other pairs/groups in front of all the class or by visiting different groups/pairs in English. Allowing for editing, and rewriting, this stage helps students to get valuable feedback from teacher and their peers, make their thinking and writing visible to others, and justify their choices. Students make their presentations and ask questions in English.</p>	<p>Guided Writing: Students are asked to organize and write their ideas on a given topic according to the instruction and model given in the first and second stages.</p>
<p>Implementar: After getting feedback from their peers and the teacher and editing their work, students in groups or pairs write their final version of the text. This writing can be done individually, in pairs/groups (assigning paragraphs to each member, encouraging them to view each other's work, ask questions). The final product in English is given to the teacher. Students' are allowed to use their all linguistic repertoires during composing and asking questions to their peers.</p>	<p>Implementar: After getting feedback from their peers and the teacher and editing their work, students in groups or pairs write their final version of the text. This writing can be done individually, in pairs/groups (assigning paragraphs to each member, encouraging them to view each other's work, ask questions). The final product in English is given to the teacher.</p>	<p>Free Writing: Students are asked to use their knowledge and skills they learned in the previous stages to individually produce a written text similar to the model given in the second stage based on the ideas they organized in guided writing step.</p>

Translanguaging Group: Translanguaging groups' classes were designed according to the five stages of instructional design of translanguaging pedagogy. Before elaborating on these stages, in order to reflect the translanguaging 'juntos' stance, as suggested by Garcia et. al. (2017) in their book which describes translanguaging classrooms, the classroom space was designed accordingly. Two main recommendations given for a translanguaging classroom space is fostering

collaboration and designing bilingual ecology. As for fostering collaboration, Garcia et. al. (2017) explain this recommendation based on Vygotsky's argument that asserts learning is social, and accordingly teachers need to create optimal learning experiences for improving learners' zone of proximal development as well as Moll's bilingual zone of proximal development, both of which are significant for emergent bilinguals to have more experience with the language and content. As a consequence, the classes are suggested to be organized in a way that encourages group work, communication and idea sharing. Bearing these in mind, the translanguaging group participants were put into groups or pairs at the beginning of the classes. These groupings were created strategically by the teacher involving students with various strengths and weaknesses to work together and the groups were shuffled every week to maximize students' learning experiences their various peers. In terms of bilingual ecology, through which Garcia's dynamic bilingualism is made more apparent and easier to be improved, the students were allowed to use bilingual dictionaries, do bilingual research, provided with bilingual texts in the lesson. Another significant point to be mentioned is 'translanguaging shifts' being one strand of translanguaging pedagogy. Translanguaging shifts, which refer to the momentary decisions taken by the teacher according to the flow of the lesson to answer students' linguistic and content-related needs. In order to achieve this, as suggested by Garcia et. al. (2017), the teacher was flexible in terms of language practices that emerge from the situation at hand and try to use strategies like using online dictionaries, providing translations, cognates, synonyms, rephrasing, allowing students to talk to one another in L1 about the new concept, language or structures.

As explained in detail in the literature review part, the translanguaging group participants were exposed to instructional cycle of translanguaging pedagogy, which involves five stages. In the *explorar* stage, which is similar to building background knowledge in conventional teaching methods, the participants in groups/pairs were given bilingual texts, and they were asked to read both in any order they want. Bilingual texts were the Turkish and English writing samples of the writing objective to be covered in that week. To exemplify, if the objective of that week is to learn about writing an opinion essay, the participants were given one Turkish and one English sample of opinion essays. These samples were not necessarily the direct translations of each other. Side-by-side translations were used twice – in the second

week and at the last week of the semester- to find out about how participants' benefit from these texts change over time. Other than these two direct translation texts, the participants were always given two different texts on similar topics in two languages. The main aim of doing this was to provide participants with two entry points for exploring a new topic and to differentiate the level of instruction for weaker students. As the background questionnaire shows, only a small percentage of the participants were able to strongly agree with the statement of writing well-developed essays in their mother tongue. Consequently, the aim of including samples in their mother tongue was not only to provide the students with double entry points and use L1 text as a scaffolding tool for their comprehension but also to provide the participants with good samples of writing in their own language, which can help them improve their writing skills in their mother tongue, as well. After the participants read both texts, during the *evaluar* stage, they were given a page including strategic questions in English about the both texts they have read. These questions were purposefully designed in line with the objectives of that week's writing objectives. Accordingly, the page included questions about organizational features of both texts, conventions of writing, style, and linguistic features. The questions were asked in order to make students discover the rules of writing and target structures by comparing and contrasting texts in both languages and come to conclusions with their peers. The participants were allowed to discuss their responses in both languages, annotate texts, take notes in both languages to allow them to use their whole linguistic repertoires, yet they were told that at the end of the activity, the teacher expected the final version of their responses in English. Like all the other student-centered approaches, the translanguaging pedagogy also places the teachers in the role of a facilitator who designs activities, supports and assists students' learning experiences, provides students with the engagement of meaningful interactions and activities during which teachers and students co-construct knowledge. Consequently, the teacher walked among the groups and pairs during the *evaluar* stage in order to guide them when they asked questions and to mediate their learning. When all the groups / pairs complete answering their questions, teacher collects their responses, discusses them with all the students, gives feedback and writes the best and most comprehensive responses on the board. At the end of this stage, teacher has all the responses about the objectives to be covered in that lesson on the board. Accordingly, she explicitly

goes over all the points one by one to summarize the main points, to add more details, to explicitly draw students' attention to similarities and differences between languages, and encourages students to ask questions if they have any confusions. Moving on to the *imaginar*, teacher presents an activity which enables students to use what they have learnt in the previous two stages in a new way. At this point, teacher provided students with activities to make them use what they have discovered in the previous stage. These activities included giving participants a topic (e.g. wearing uniforms at school) and an activity page, which has a space for taking their notes about ideas supporting and opposing the topic, and finally complete an essay outline which includes writing thesis statements, topic sentences, supporting details, examples, restatement of thesis statements. During this stage, all the participants are allowed to contribute to the task orally or by writing using their both languages; however, the final product has to be completed in English. Teacher walked among the pairs/groups to give guidance when necessary. When all the groups / pairs finished their activity, the teacher moved to the next stage; *presentar*. This stage was implemented in two ways, pairs / groups sharing their finished task with another pair / group or groups presenting their work collaboratively to all the class. The advantage of group presentation was to decrease the anxiety of members of the group by sharing responsibility and to give them an authentic reason to communicate in the target language. At this stage, although the presenting groups were asked to speak in English, they were allowed to make elaborations, clarifications, further explanations using their whole linguistic repertoires. The students who are watching the presentation were asked to provide feedback based on a checklist in line with the lessons' objective given by the teacher to them. This allowed the feedback to be more focused and beneficial for groups. The students who were giving feedback were also allowed to elaborate on their ideas using their full linguistic repertoire. The teacher emphasized the successful outcomes and at times presenting her own thinking and outlining process to students to make them benefit from her thinking, planning and linguistic skills. In the last stage of translanguaging pedagogy; *implementar*, the groups returned to their places, to write a final text in English based on the feedback and revisions they got from their peers and the teacher. This stage was completed in three ways, individually, in pair or in groups. Due to time limitations, sometimes each member was assigned one or several

paragraphs to write and to combine all paragraphs at the end, and if the time permitted, each individual wrote their own texts. During the composing stage, they were also allowed to ask questions when they encounter problems while writing to their peers or to the teacher. At the end of the lesson, all the students handed in their final texts to be evaluated and given written feedback by the teacher in line with the writing rubric. The evaluated forms of the texts were then shared in the classroom's bulletin board to make them available to all the students in the classroom.

A final note to be included about the activities used in translanguaging group involves the inclusion of various activities in translanguaging group inspired by the CUNY-NYSIEB Guide for educators to teach writing including translanguaging. After examining the activities suggested in the guide, the researcher selected the appropriate ones according to her class objectives. Firstly, the researcher made use of 'turn and talk' activities which involves participants to speak to a person on a given topic, generate ideas and share during drafting and revising to enable them to reflect on and assist their peers using their linguistic repertoires. By doing so chances of learning from one another are enhanced and new learning opportunities open up. The teacher also made use of 'interactive writing' activities during which teacher makes her thinking transparent to the participants by thinking aloud and share a pen with the whole class on the board, composes a piece of text or completes an outline by eliciting ideas from participants. Another was the 'fishbowl strategy' through which pairs or groups of participants share their writing and thinking process, other participants asking questions and teacher sharing her ideas about their comments. A final is 'using of mentor texts'. The mentor texts are used as a resource which allows the participants to improve their repertoires by using their all linguistic repertoire by reading and analysing the texts for a desired effect, comparing L1 and L2 texts to see the similarities and differences between them.

Inductive Process-focused Group: This group was named process-focused group as process approach in writing is used as an umbrella term for various types of writing courses, which involve students being engaged in their writing task in a cyclical way, writing drafts and receiving feedbacks from their peers or teacher (Kroll, 2001). The reason for adding 'inductive' at the beginning is that students are not explicitly taught about the content of that writing lesson; on the contrary, they are expected to explore and discover the content through the sample texts provided to

them through discussion. In this group, the same stages of translanguaging group were followed; however, there were three main points to be significantly different from translanguaging group. First, no materials including participants' mother tongue were presented to inductive process-focused group participants. Secondly, the participants were asked to speak, write and read only in English. The teacher did not allow them to discuss, read, take notes or write in their mother tongue. Thirdly, the teacher never used Turkish during the instruction. Unlike translanguaging pedagogy which allows for translanguaging shifts of the teacher including providing translations, providing cognates, or explanations in learners' mother tongue - flexible linguistic practices emerging from the situations-, the teacher never used a Turkish word while carrying out lessons with this group. Other than these three points, all the instructional stages were similar to translanguaging group. In the *explorar* stage, the participants were provided with an English sample text, which they were supposed to read. For the *evaluar* stage, they were given a set of questions through which specific points of the text in line with that week's writing objectives were explored by the students. The students were only allowed to use English during their discussions and writing. They were not encouraged to any translation programs or Turkish-English dictionaries while completing the activities. While students were discussing their answers, the teacher walked among the groups, provided guidance and assisted their learning experience by giving mediation only in English. At the end of this stage, the teacher collected responses from groups / pair in English, wrote them on the board in English and went over the specific points in English only. For the *imaginar* stage, the students were the same activities as translanguaging group participants. However, they were only allowed to use English while completing these activities both while discussing and writing. During the *presentar* stage, the students made presentations of their work to the whole class or to other pairs or groups only in English. Similarly, their peers and teacher provided feedback only in English. For the final *implementar* stage, receiving feedback from the teacher and their peers, the pair or groups composed their final writing text in English.

Traditional Product-focused Group: Product-focused approach is one of the conventional approaches in teaching writing in the target language (Indrilla & Ciptaningrum, 2018). Its main characteristics include the role of students as an object of learning and receiving information from the teacher who is the only source of

information in the classroom. Accordingly, students are presented and explained the necessary information about the content of the lesson from the teacher whom they listen to and take notes. Then, students move from controlled practices to guided writing and finally compose a text in the target language. The main focus is on the use of linguistic knowledge (vocabulary, grammar, cohesive devices) and organization of ideas. The students are encouraged to mimic a model presented at the earlier stages of the lesson (Gabrielatos, 2002). As in the inductive process-based group, the teacher in this group did not use L1 while teaching or answering participants' questions. In like manner, the participants were always encouraged to speak, write and read in the target language. As mentioned in the table above, at the first stage of their writing lesson, the traditional product-focused group participants were presented with a worksheet which explicitly explains the content of the specific writing class at the beginning. The teacher read and went over these explanations while participants were listening to her, and answered questions from the participants if they had one at this point. In the second stage, the teacher provided participants with a model text. In line with the information presented in the previous stage, teacher and participants observe and study the model text highlighting the parts which are the objective of that specific lesson (e.g. features of genre, linguistic features, organizational aspects). In the third stage, students were given controlled practice of on the highlighted features in isolation. These practices included multiple choice, fill in the blanks, writing a sentence, combining sentences activities which are completed by the participants. The answers of these questions were then checked by the teacher via eliciting responses from the participants and giving necessary feedback. In the next stage, participants were given activities (e.g outlines) which enable them to organized their ideas on a given topic by the teacher. After the participants individually completed the activities on organizing their ideas, teacher asked some of them to share their answers and provided feedback focusing on the control of language. In the last stage, the participants were asked to write a text in the target language individually, using their linguistic knowledge and skills they had learnt. Teacher collected the final texts at the end of the lesson and provided written feedback in line with the writing rubric of the institution.

3.4.2 Data collection instruments. As stated in the research design part, the present study has a mixed methods research design, which entails collecting both qualitative and quantitative data through different data collection instruments. These data collection tools enabled the researcher to conduct qualitative and quantitative data analysis to answer the research questions of the present study.

3.4.2.1 Stimulated recalls. To answer the first research question regarding the nature of translanguaging practices of the participants, stimulated recalls were conducted. The reason for utilizing stimulated recalls is that it is widely used especially in educational research to explore students' learning processes, strategies as well as finding out about the effectiveness of an instruction. Moreover, as the present study focuses on the process as well as the product of L2 writing skill, stimulated recall as a type of introspective method by making the participants remember and verbalize their thoughts during a process helped the researcher get information regarding the process (Gass & Mackey, 2000). This method involves the video or audio recording of a behaviour and the participants' commenting on the particular behaviour during which the video or audio recording serves as a memory enhancer (Nunan, 1992). Consequently, valuable insights regarding the process of learning as well as cognitive processes (Nunan, 1992). This study made use of stimulated recalls by videotaping lessons where translanguaging is implemented and translanguaging spaces for the participants are created. The researcher used these videos as a stimulus to support the participants' recall accuracy. The present study aims to delve deeper into their acts of translanguaging and find out how, when and for which purpose or purposes they take place. Each stimulated recall and focus group interviews consisted of 4 or 5 participants. In this way, during the data collection procedure which lasted for the fall semester of 2018-2019 academic year, the whole class was interviewed twice, which enabled the researcher not only to collect data regarding their translanguaging practices but also get insights into the possible alterations in participants' translanguaging practices as their English level and writing skills improve over time. In order to be conducted during the stimulated recall interviews, an interview protocol was followed.

1. Right after each writing class the specific group of participants who have been video recorded during the lesson will be gathered in the classroom and

informed that they are going to focus on specific activities done in the classroom one by one, and they will be asked questions about their uses of language(s) while completing the activities in various instances and their purposes of doing so.

2. The researcher will play the designated parts of the video which include the translanguaging spaces created for the participants and the participants will watch it all together.
3. Researcher will play the specific part again but this time she will pause at some points to explore students' own translanguaging practices and ask questions. The questions as below will be asked to examine the participants' translanguaging practices:
 - What were you doing at this point (during various instances of writing, reading, speaking)?
 - What were you thinking and in which language(s) were you thinking? Why?
 - Which language (s) did you use while completing this activity? Why?
 - Did you make use of two languages / switch between two languages at some stage? How, when and why?

3.4.2.2 Semi-Structured Interviews. Right after carrying out stimulated recalls with a group of 4 or 5 participants from the translanguaging group, a semi-structured focus group interview took place to get more in-depth information about the second research question regarding the participants' perceptions about the pedagogy implemented in their writing class. As Gorman and Clayton (2005) mention, the rationale behind the use of focus groups is that it not only enables the researcher to collect rich data in reasonable time but also allows the participants to interact among one another revealing some unanticipated aspects of the topics as well as giving the researcher to ask for clarifications or details regarding the questions being asked. As the experimental group of the present study consisted of a number of 21 participants and the productive atmosphere it can provide to the researcher, focus group were used in the present study. Furthermore, the interviews were in semi-structured format which means that the interviewer has a clear picture in his/ her mind about the topics to be included during the interview but also wants to allow for flexibility for the

unanticipated and unforeseen directions where the topic can go (Heigham & Croker, 2009). as well as get more thorough information about the participants' perceptions regarding translanguaging pedagogy. After the discussion of all the specified activities in terms of participants' translanguaging acts via stimulated recalls, the researcher asked the questions regarding the participants' perceptions of the activities in general:

- How was this type of teaching different from your previous writing classes?
- What do you think about the usefulness of the activities with regard to their contributions to your learning and writing process? Were they useful or not? To what extent? In which ways?
- What would have been different if I only had used a pedagogy involving English-only teaching in the class?
- In which ways do you think your writing / what has changed in your writing since the beginning of the term? (a question for the interviews conducted for second time with the same interviewees).

3.4.2.3 Field notes. In addition to the stimulated recalls, field notes were taken by the researcher during and /or right after the class time regarding the translanguaging acts of the participants. Yin (2011) emphasizes the importance of taking notes of when conducting a research by stating that a researcher should be always ready to take notes. While the researchers observe an event either during a participant or non-participant observation, they create written or audio notes during or shortly after the observation, which are called field notes. As in this study, the researcher is in a position to carry out an implementation and observe the participants; she was placed in a perfect space to take notes of their translanguaging practices. The information to be yielded from researcher's notes not only may result in significant findings that may need to be checked during the interviews but also will add to the credibility of the study as the answers of each interviewee cannot be fully trusted (Yin, 2011). In other words, it will serve both as a supporter and as a verification tool for the information collected from the stimulated recalls. In terms of verification, it helps to researcher to be certain about whether the participants are sharing their real experiences and reactions rather than what others may tell them or

suggest them to say and to compare and find whether the information gathered through interviews are conflicting or complementary with the field notes.

3.4.2.4 Questionnaire. In line with the third question, a questionnaire which included qualitative and quantitative parts created by the researcher was given to the participants every week. During the pilot study, a questionnaire which included three open ended questions about the participants' perceptions regarding the translanguaging pedagogy employed in their classes (see Appendix E). The questions were written in participants' mother tongue and they were allowed to write their answers in their mother tongue to get as much detail about the questions as possible without the restriction created by not being able to express oneself due to language barrier. As a result of the content analysis carried out for each question of the questionnaire, several themes emerged. Having explored the unwillingness of the pilot study participants to write detailed answers to open-ended questions over a one-month pilot study period, the lack of detail they included in their responses after the first questionnaire, and considering the one-semester length of the main study, the pilot study questionnaire was adapted according to the finding of the content analysis as well as the semi-structured interviews. The open-ended usefulness question was changed into a scale question. The themes emerging from pilot study questionnaire and semi-structured interviews regarding the positive and negative aspects of the pedagogy were changed into 'tick all that apply' questions. Finally, only one open-ended question was included in the questionnaire to get more detailed responses regarding the positive and negative sides of the activities carried out in the classroom (see Appendix H for the questionnaire used in the main study).

Every week, the participants of the writing classes where translanguaging pedagogy was implemented were asked to fill out the questionnaire right after their classes and write their reactions regarding how the activities and materials affected their writing process and progress and how effective they think the activities were. The questionnaires did not include any name and surname section; all the answers were written anonymously by the participants. Moreover, as in the pilot study, the Turkish translated version of the questionnaire was given to the participants and they were allowed to write their answers in their mother tongue to get more accurate and detailed information about their perceptions.

3.4.2.5 Writing tasks. For the third research question regarding the comparison of three groups' writing task scores and aspects, four writing tasks written by the participants were used. These writing tasks were a significant component of the institutions' assessment process. As a requirement of the assessment criteria, the participants had to complete a language portfolio throughout the semester. This language portfolio consisted of four writing tasks, two quizzes -grammar, reading and listening-, and teachers' evaluations of their in-class participation. The scores the participants got from their writing tasks consisted 40 % of their language portfolio scores. The writing tasks were to be written during the class time within 50 minutes in order to prevent any inequality among the students' writing task scores. The prompts for the writing tasks were given by the curriculum unit level coordinators who decide on appropriate topics in line with the writing curriculum of the institution. For each writing task, the participants were given three or four options of prompts among which they were allowed to choose and write.

In line with the aims of the present study, the writing tasks written during the class time were collected from the participants of all groups. They were photocopied and typed for further qualitative and quantitative analysis to compare their scores and various aspects.

3.4.2.6. Stopwatch. In order to find out about whether there was a significant difference among the writing duration of participants in three groups, stopwatch was used. The participants were informed about the time keeping procedure before they started to write; the researcher and the instructor informed the participants to raise their hands and hand in their paper when they finished their writing task and they were not allowed to add another word after that time. After handing out the institutions' writing papers and announcing the prompts the participants can choose from, stopwatch was started by the researcher and the instructor. The researcher and the instructor took notes of their writing task completion time when the participants rose their hands and handed in their writing tasks.

Table 29

Overview of the Research Questions, Data Collection Tools and Analysis.

Research Questions	Data Collection Tools	Data Analysis
1. What is the nature of participants' translanguaging while they are learning to write in an English classroom where translanguaging instructional cycle is implemented? a) Does the nature of participants' translanguaging practices change over time? If so, in what ways? b) For which purpose or purposes do Turkish EFL learners engage in translanguaging?	1ab. Stimulated Recalls. 1ab. Field notes.	1. Two-staged qualitative analysis. 1ab. Inductive Analysis. 1ab. Frequencies.
2. What are Turkish EFL learners' perceptions regarding the translanguaging pedagogy implemented during English writing classes?	2. Semi-Structured Interviews. 2. Questionnaires.	2. Inductive Analysis. 2. Frequencies.
3. Is there a difference among the scores and properties of the essays of participants who are exposed to translanguaging pedagogy, those who are exposed to traditional product-focused English-only writing classes, and those who are exposed to translanguaging instructional design cycle without reference to their mother tongue – inductive process-focused approach-? If so, in what ways? a) Is there a statistically significant difference among three groups' task achievement scores? b) Is there a statistically significant difference among three groups' cohesion and coherence scores? c) Is there a statistically significant difference among three groups' lexical range and accuracy scores? d) Is there a statistically significant difference among three groups' grammatical range and accuracy scores? e) Is there a statistically significant difference between each group's first and last writing task?	3abcde. Four writing tasks.	3abcd. Kruskal-Wallis Test. 3abcd. Mann-Whitney U Test. 3e. Wilcoxon Signed Ranked Test. 3ab. Inductive Analysis. 3c. RANGE 3abcd. Frequencies.
4. Is there a statistically significant difference among three groups' duration of completing their writing tasks?	4. Stopwatch.	4. Kruskal-Wallis Test. 4. Mann-Whitney U Test.

3.4.3 Data analysis procedures. For the first research question, the stimulated recalls were transcribed verbatim and analysed in two stages. In the first stage, participants' all uses of language and languages were classified by coding the phrases and utterances in which they mention the use of a language or languages with each instance (e.g. Thinking → Turkish) along with its purpose (e.g. to express their ideas) and frequency (see Appendix P for the main study's first stage of qualitative coding). In the second stage, in order to focus mainly on participants' use of translinguaging, the uses of languages together and one after another were singled out from findings of the first stage, similar uses were categorized and their frequencies were given. Each category formed in the second stage was further elaborated and explained with the excerpts from the interviews. The researcher's field notes were used during the stimulated recalls to be addressed when the participants' do not mention about a translinguaging instance observed by the researcher during the class time and to verify the accounts of translinguaging practices mentioned during the stimulated recalls. In order to examine participants' nature of translinguaging acts over time, the categories, their frequencies and contents from the first round and second round of stimulated recalls were compared. Finally, to determine the purposes of participants' translinguaging, the purposes which were stated during the stimulated recall were coded and categorized inductively. Below is the table that summarizes the information about stimulated recalls.

Table 30

The Timeline of the Interviews (Main Study).

	Date	Number of Participants	Length
First Round of Stimulated Recalls	27 th September	4 participants	27 minutes
	4 th October	4 participants	32 minutes
	11 th October	4 participants	25 minutes
	25 th October	4 participants	30 minutes
	1 st November	5 participants	36 minutes
Second Round of Stimulated Recalls	8 th November	4 participants	22 minutes
	15 th November	4 participants	17 minutes
	6 th December	4 participants	24 minutes
	20 th December	4 participants	20 minutes
	27 th December	5 participants	31 minutes

The participants' responses to the questionnaire which includes both rating, 'tick that all apply' questions and open-ended were analysed using both SPSS (descriptive statistics for frequencies) and open-ended questions were examined manually using qualitative analysis. As Saldana (2013) suggests the written data will be pre-coded by circling or highlighting important and rich parts of the participants' answers, followed by coding and categorizing the codes, re-coded and re-categorized for refining the them and major themes will be identified.

The writing tasks were scored according to the writing rubric provided by the institution. The writing rubric included four different sections; task achievement, lexical accuracy and range, grammatical accuracy and range, and cohesion and coherence. All these aspects were scored out of 25 points. The descriptions of getting 5, 10, 15, 20 or 25 from each aspect is explained in detail in the writing rubric. The scores that the participants got from their essays were analysed using inferential statistics. Inferential statistics aim at making inferences and predictions based on the data collected (Cohen et al., 2007). Kruskal-Wallis test, one of the tests used for non-parametric inferential statistics was employed as it is useful for examining the differences between three or more independent groups whose numbers are below 30. Cohen et. al. (2007) also specify that non-parametric tests are suitable for small samples as they do not make any assumptions regarding the normality of data. It is also stated that non-parametric tests are highly appropriate for being used in specific institutional circumstances and specific situations like one class or one style of teaching and enable researchers get 'quick, relevant and focused feedback' on students' performances (Cohen et. al, 2017, p.415). Considering the relatively small sample size for each group (N=21) and non-normal distribution of groups' data found via Shapiro-Wilk normality test of SPSS 21, non-parametric analysis was employed in the present study. Accordingly, Kruskal-Wallis test was used in order to find out whether there was a significant difference among two experimental and one control groups' essay scores and writing durations. In case of the significance found via Kruskal-Wallis test, pairwise comparisons between two groups were carried out with Mann-Whitney U tests. In addition, Wilcoxon Signed Rank test was used for finding whether there was a significant difference among three groups' first and last essays. Finally, in order to further examine the essays of the experimental group more detailed analyses were carried out. To begin with, for the further evaluation of

the content, the content points mentioned in the participants' essays were coded, categorized and their frequencies were counted. For evaluating the organization of the essays, participants' achievement of organizing their essays was analysed by examining the paragraphs, which included the examination of thesis statements, topic sentences, supporting details, examples, restatement of the thesis statement and summary of main points in the text. Participants successful and unsuccessful attempts of writing these parts of the essays was counted, the number of supporting details and examples were noted down. In terms of the length of the essays, word count was carried out in order to find out which group composed lengthier essays. In addition, in order to find out more about the range of vocabulary used in both groups essays, the software which was developed by Nation and Heatly (1994) was used. The reason why this software was chosen is that it is easily available and it is suitable for the analysis which aims to compare written texts' lexical diversity accurately. RANGE program provides its users with the range of words used in texts in three categories. The first category named 'one' refers to the most frequently used 1.000 words of English language. The second category 'two' refers to the second most 1.000 words of English language and finally the third category in the program includes words which are not found in the previous two categories but words that are used frequently in upper secondary schools and university texts which are about a variety of subjects. Last but not least, uses of transitions signals were counted and their accuracy rate was found in order to find out the range and the percentage of the accurate use of these structures in order to support the cohesion and coherence scores of the participants.

3.4.4 Reliability and validity. In order to achieve rigour and quality in scientific research, it is vital for the researcher to contemplate ensuring validity and reliability of the study. Acknowledging the fact that it is unlikely to eliminate all the threats to validity and reliability considering the constraints of time and availability, the researcher is required to make the best effort to be aware of these threats and to alleviate the consequences of them while designing and carrying out the study (Cohen et al., 2007). As the present study is a mixed method research, combining both quantitative and qualitative research methods, reliability and validity are explained in both qualitative and conventional quantitative practices.

To begin with quantitative research methods, Cronbach (1988) explained validity as the extent to a test's ability to serve its purpose. In other words, when an assessment is employed, it should fulfil its own particular purpose, yielding results regarding the construct being measured. In this study, the participants were put into programs and classes according to the scores they got from the proficiency test which was prepared in line with CEFR as well as reliability and validity being considered by the testing and evaluation unit of the school of foreign languages of the university where the study took place. This allowed the researcher to include students with similar English language proficiency as her representative participants of elementary level. As a consequence, it also contributed to external validity of the study. External validity refers to the generalizability and representativeness of a study's findings to various populations and contexts (Campbell & Stanley, 1963). In terms of internal validity, a term which was explained by Campbell and Stanley (1963) as making sure that the experimental treatments implemented in the experimental study made a difference in participants' performance. In order to enable this, extraneous variables are required to be attenuated. One of these variables is maturation, the experience gained by participants during the implementation period affecting the findings of the study. As mentioned by Fraenkel and Wallen (2009), a comparison group who will be exposed to the same maturation effects as the experimental group needs to be included in the study. The present study included one control group –traditional- in the pilot study and in the main study, eliminating maturation effects. In addition, instrumentation remained the same throughout the main study; the constant use of instruments and scorers contributed to diminishing threats to internal validity. Moreover, the researcher paid considerable attention to standardizing the conditions other than the pedagogies implemented during the study; all participants were given the same amount of time and to complete their writing tasks, they were all informed about the writing task topics just before writing, they were all told about the writing rubric via which their writing tasks were evaluated, and all groups completed their classes in the same number of lesson hours. As for the content-related evidence of validity, the researcher needs to use an instrument with appropriate format and content (Fraenkel & Wallen, 2009). The participants' writing skill in the target language was assessed via the prompts provided by the curriculum development unit of the university. The prompts were prepared by the members of the curriculum

development unit in accordance with the writing objectives and topics covered. Reliability, explained as the consistency of repeated scores by Stanley and Hopkins (1982), was also taken into consideration. Reliability can be achieved in the different ways, one of which is inter-assessor reliability, which refers to the degree of scorers' consistency when giving estimates to the same data provided by the participants. In the present study, two experienced scorers, who were trained by the professional development unit of the school of foreign languages regarding marking writing tasks and using the writing rubric appropriately, scored all the writing tasks. A third scorer was also present when there were inconsistencies of more than 10 points; however, it was not needed since there were not big differences between the scorings of the scorers. Cronbach's alpha was carried out to calculate scorers' reliability was found to be .96, which refers to a high level of agreement between the scorers.

From the qualitative research methods perspective, writers have explored and proposed the equivalents for validity and reliability (Creswell, 2007). Lincoln and Guba (1985) offered their unique alternative terms. They put forward that in order to show the extent of trustworthiness of a study in terms of qualitative research methods, four criteria must be followed; credibility -internal validity-, transferability -external validity-, dependability -reliability-, and conformability -objectivity-. Credibility, referring to the appropriate use of methodological principles as well as the confirmation of the researcher's findings by the participants to reflect participants' conceptions regarding the topic being analysed, can be achieved by employing some strategies (Lincoln & Guba, 1985). Firstly, "prolonged engagement" is necessary to build trust and rapport and to learn the culture of people and the setting being investigated. The present study was conducted throughout the whole semester, which enabled the researcher who was already familiar with the culture of the university to establish trust and reciprocity with the participants. Another strategy for validation is triangulation of data, data collection methods, investigators and theories. In the present study data was collected through different data collection tools in order to corroborate the evidences; both questionnaires and semi-structured interviews were carried out to find out about participants' perceptions regarding the implementation, stimulated recalls and field notes were used to support the findings of each data collection tool's findings on the translanguaging practices of the participants, quantitative and qualitative analysis

including frequencies and content analysis were conducted in order to delve into the properties of the participants' writing tasks in addition to statistical analysis of their scores. As for member-checking, another strategy of validation by asking the participants about the accuracy and completeness of the researcher's interpretations regarding their accounts- was also satisfied since the participants were interviewed twice, which enabled the researcher to examine the drafts she formed based on their previous interviews and recalls. The same procedure was carried out when the second round of interviews were completed. In addition, in order to prevent researcher bias, check for errors, find out about over- or underemphasized points, and to increase credibility and trustworthiness of the study, peer debriefing which refers to getting views of a colleague who is not involved in the study was carried out (Fraenkel & Wallen, 2009). A colleague who was also getting her PhD in educational sciences was introduced to the process of data collection and research and asked to review the categories emerged from the qualitative data. Transferability is a feature explained by Lincoln and Guba (1985) as the detail regarding the setting and participants provided by the researcher, which helps other researchers to understand whether or not or to what extent the findings of the study can be applied to other contents. In this study, detailed information about the participants and their educational background is provided both via background surveys and interviews. Another criterion for validation is dependability referring to detailed, in-depth and neat explanations of the research process (Lincoln & Guba, 1985). This study provided detailed descriptions, explanations and justifications of the data collection tools being used, the implementation of procedure and step-by-step analysis of the data collected via stimulated recalls. Finally, Lincoln and Guba (1985) proposed the term conformability, which refers to data's and results' being relevant and reflected objectively. In order to achieve this, the methodology was described in detail and thesis committee members' opinions regarding the process were followed.

3.5 Limitations

Although the present study yielded significant findings regarding the use of translanguaging pedagogy and participants' patterns of translanguaging while learning to write in the target language, it had some limitations which are due to the

inherent characteristics of the research design, data collection tools, researcher and participants.

To begin with, as mentioned in the methodology part the design of the study included a quasi-experimental, which means the lack of random assignment of participants to experimental and control groups. However, it should be noted that the quasi-experimental designs are implemented frequently in educational research. This situation is what Kerlinger (1970) names as ‘compromise designs’ where assigning participants to readily formed intact classes is not feasible. In order to deal with the non-random assignment of the participants, two of treatments were arbitrarily assigned to three groups. On the other hand, an advantage regarding the use of readily formed classes is the contribution of the design to the face validity of the classroom research due to the fact that a naturally formed and already existing classroom can represent the most suitable setting in terms of its ecology (Mackey & Gass, 2005).

The study involved stimulated recall interviews which are used to stimulate participants cognitive processes while they are carrying out a task in order to discover their translanguaging patterns. There are some inherent limitations that stimulated recalls can bring. The participants may convey their ideas on the topics being investigated in a more favorable way by making distortions in their statements of the original ideas (Calderhead, 1981). Moreover, they may give imprecise reasons when providing their reasons of their actions as they may be under the influence of their tacit knowledge (Sime, 2006). Finally, considering that stimulated recall is an indirect method which provides evidences of participants’ cognitive activities, the finding should be analyzed with care (Lyle, 2003). To overcome these problems which may affect the participants’ verbalization negatively, several steps were taken. Firstly, the interviews took place in a comfortable and familiar environment which is the class the participants get their education. Besides, the interviews took place right after the classes in order to minimize the interference and decay of participants’ memory. Video-tapes of actual lessons were used with a ‘stop and remember’ approach, which helps the researcher to get more reliable and detailed information, to use a strong stimulus for recall and to cultivate the real-life context of the classroom (Lyle, 2003). Finally, the stimulated recalls conducted in groups also helped the participants who were nervous before the interviews to be

more comfortable with their classmates, which made it easier for the researcher to get more detailed recalls.

When the participants are considered, Hawthorne effect which refers to participants' favourable and positive behaviours and / or responses being likely to take place since they are aware of the fact that they are taking part in an experiment and they are being observed. However, considering the present study's one-semester length completion time and weekly data collection process, the lengthy process can contribute to the reduction of Hawthorne effect as the the participants got more comfortable in terms of being a participant in an experiment and the process of data collection (Mellow, Reeder & Forster, 1996). The final limitation in the present study can be due to the fact that the researcher was also the practitioner and she analyzed the qualitative data collected throughout the semester, which can influence the objectivity of the data analysis. In addition, the researcher was not only the person carrying out the study but also designed and implemented lesson plans according to the aims of the study, which can cause researcher bias. Nevertheless, in the quantitative analysis part an external evaluator was included to maintain inter-rater reliability and credibility of the results. Moreover, in the traditional group the inclusion of an experienced instructor can diminish the unconscious bias of the researcher during teaching to the control group. Member checking as well as peer debriefing were employed in order to overcome the potential of researcher bias. Finally, the consistency between the results of quantitative and qualitative data can also signal the objective inquiry of the researcher.

In spite of having the limitations mentioned above, the present study is of great value in the field of implementing translanguaging pedagogy and exploring participants' translanguaging patterns as it lays the foundation not only for the context in took place where it was implemented as an initial example of its kind but also for the further research to be conducted in the same field with similar and various contexts.

Chapter 4

Findings

4.1 Overview

The study's main aim is to examine whether the implementation of translanguaging pedagogy had any effects on Turkish EFL students' writing scores. In order to achieve this, it compares the four different writing scores of three groups. Additionally, the study aims to shed light on participants' translanguaging practices during writing classes as well as their perceptions regarding this pedagogy. The first research question is formed to investigate the nature of participants' translanguaging practices. The second research question was formed to explore the participants' perceptions regarding the usefulness and weaknesses of this pedagogy. The third question which is directly in line with the main goal of the present study aims to compare the scores of writing tasks among groups to find out whether there are any statistically significant differences among them. The last research question explores and compares the duration of essay completion among groups. Having addressed these research questions, this chapter provides the results of them thoroughly.

4.2 Findings Related to the First Research Question

In the present study, making use of stimulated recalls right after each class, four or five participants were asked regarding their uses of language or languages while they were completing the activities during their instructional time which includes both their process of learning how to write and completing their four writing tasks. As mentioned in the data analysis part, in order to answer the first research question, for the initial stage of analysis participants' statements regarding the uses of language and/or languages during class activities were first noted with their purposes and frequencies one by one (see Appendix P) and as the second step the occurrences which included participants' shifts and co-use of languages were singled out. As Garcia (2009) also mentions translanguaging is a comprehensive term which involves not only code-switching but also translation, and beyond these. The shifts

and co-use of languages were categorized and their frequencies were also noted. Below is the table which lists the categories and frequencies of participants' translanguaging practices throughout the semester:

Table 31

Categories of Translanguaging Throughout the Semester.

Categories	Frequency
Code-switching	154
Translation	125
Combining code-switching and translation	53

According to the two-staged analysis of the stimulated recalls, the participants in the translanguaging group mentioned the use of code-switching 154 times during the translanguaging-enriched classes. The second frequent category was the use of translation which was stated 125 times by the participants. Lastly, combining code-switching and translation category was found to be the least dominant category in the participants' stimulated recalls by being mentioned 53 times.

Each category of translanguaging practice is explained in detail below in order to demonstrate how, when and for what reasons the participants were engaged in which translanguaging practices during their learning process.

a) Code-switching: As stated in the literature review part and illustrated in table 1, code-switching is a term which is employed during speaking and writing which involves shift in codes as an observable phenomenon taking place interpersonally in speaking and intra- and interpersonal in writing. Yet as present study focuses on translanguaging practices which is a broader term, code-switches which participants experienced during reading as well as thinking processes will be also included. In addition, Kano's (2012) study which aims to explain the nature of its participants' translanguaging practices also defines the term more broadly in order to capture all translanguaging instances.

To begin with, during the activities which involved the participants' speaking, a common instance of code-switching which took place in high frequencies especially in the first five weeks was including English words in Turkish sentences as well as expressing one or two English sentences between Turkish sentences. Below in an example of a case where a group of participants were given English

questions regarding two texts which were given in Turkish and English. They were allowed to speak any language(s) to come up with answers.

EXAMPLE 1

I: After reading two texts through which you were required to answer the questions I handed in, what kind of conversation occurred? Which language(s) did you use?

Participant 2: It was a mixture of Turkish and English.

I: Can you tell it in detail? How?

Participant 2: We mostly used Turkish. As our English level is not high enough to express all the ideas that we come up with, we cannot find the right words in English while speaking. Another reason is that everyone in the group needs to understand the ideas expressed by a member to move the task along.

I: When did you prefer to use English words then?

Participant 2: There are some words in English that we do not generally use them in Turkish such as 'transportation', we know and use these words so often that we even sometimes do not remember their Turkish equivalents immediately and we know that our friends in the group will understand these words, so we used them in English in Turkish sentences.

This example clearly shows that participants spoke mostly Turkish as they felt that their proficiency levels were not high enough to express the ideas they think of and to establish comprehension among group members. Other similar instances of using Turkish other participants included reasons of expressing complex ideas, coming up with a range of and deeper answers, completing the task faster, thinking faster, not getting tired and bored by the challenges that speaking only English brings as well as their instinctive tendency to speak Turkish. Though as in example 1, they included English words for words that they frequently use in English and words that their group members can understand.

EXAMPLE 2

I: I gave the groups two texts and you were required to answer the related questions, can you describe the procedure? Which language(s) did you use while discussing?

Participant 4: We actually mixed Turkish and English.

I: Can you elaborate on that? How?

Participant 4: Of course we mostly used Turkish words and sentences. As it is already a challenge to understand English texts and questions. While answering these questions, it is like solving a puzzle. While solving it we think in Turkish and we speak mostly Turkish to reach to the correct solution.

I: For what reason do you use Turkish while discussing the answer?

Participant 4: We discuss in Turkish for deciding on how to find the answers and explain why we think the answer is that one. However, while discussing about how to write that sentence in English, we switch to English to give possible sentences for answer –as the questions are in English, so should the answers be- and we used English words in our Turkish sentences.

I: What kind of English words would they be?

Participant 4: They are mostly grammatical words or chunks. For example, chunks like 'full sentence', or words like 'verb', 'noun', 'however'. Especially while deciding on or discussing on the correct grammatical form for the answer.

As example 2 also shows, participants tend to use more Turkish as they depend on Turkish for strategy making, problem solving skills which are more likely to develop in the target language during higher levels of proficiency. On the other hand, while suggesting possible answers participants can switch to English sentences to attune to the language of questions and to improve their English proficiencies and while discussing the grammaticality of their possible answers they include some English grammatical words in their Turkish sentences.

A phenomenon which occurred more commonly in the second interviews of the participants included code-switching during group or pair discussions though this time these discussions included mostly English and less switches to Turkish sentences and words.

EXAMPLE 1

I: Which language(s) did you use while discussing?

Participant 6: Our group spoke mostly in English.

I: What do you mean by mostly? When did you integrate Turkish while discussing?

Participant 6: We generally spoke in English because we understood the text, its questions and we got used to these activities, and our English level has also improved since the beginning of the semester. We used Turkish words only when we do not know the English equivalent of the words that we want to say.

I: Were there any other instances when you mixed Turkish with English?

Participant 6: As we speak in English, we give a bit simple English answers to the questions. Then, we discuss on how to make the sentence more complex, I mean more advanced. During that time, while discussing grammar, we included some Turkish words or sentences.

I: Can you give me an example?

Participant 6: For example, when we got stuck while giving an answer such as “There are two reasons why...” and then we are not sure how to complete the sentence grammatically we say in Turkish “there needs to be effect in full sentence now” or after writing an answer in English, we suggest ways to make it more advanced such as “let’s change this word with its more advanced synonym” or “let’s make it passive” and we continue in English after deciding.

As can be deduced from the example above, as the participants improved their English level throughout the semester and had a higher command in it, they preferred to speak in English during which they included Turkish words when they do not know the word in English, and they also preferred to include Turkish sentences in order to make decisions about grammar and to write more complex sentences. Other participants mentioning similar cases also provided other reasons why they mostly spoke in English; getting used to expressing themselves in English and testing their fluency and comprehension as they progressed.

There were also common occurrences of code-switching during reading activities. In the first stage of the lessons the participants were given either two similar texts -one in English and one in Turkish- or side-by-side full or partial

translations. They were free to choose how to read, which allowed them to begin with whichever text they wanted to or to make switches while reading. As the analyses demonstrate participants' switch patterns during reading changed according to the type of reading texts (similar texts or translations) and their progress in English.

As mentioned before, some weeks the participants were given two different texts one in English and one in Turkish with relevant topics. Then, they were given questions based on the purpose of the specific lesson such as organization, grammar or linkers. These questions made them compare both texts in Turkish and English and find answers. While reading two different texts, at the beginning of the semester, most participants preferred to read the Turkish text first and then switch to English text.

EXAMPLE 1

I: At the beginning of the lesson I gave two different samples; one in Turkish and one in English. While reading these essays, which one did you read first? Or did you make switches?

Participant 1: I first read Turkish sample because it was the first time I had ever seen an advantage or disadvantage essay so in order to understand better I started with the Turkish one. I wanted to create a schema in my mind for the English one. Then I read the English one. This provided me an advantage for understanding the organization and logic of the English one.

EXAMPLE 2

I: You had two different samples of conclusion paragraphs in Turkish and in English. Before answering the related questions, how did you read these paragraphs?

Participant 10: I started with the Turkish paragraph because I do not know how to write that paragraph well in my mother tongue. As a result, it helped me to form a plan in my mind regarding how to organize it and organize my ideas. It is difficult to do something in English if we do not know how to do in Turkish.

In many instances when two different texts were given in two different languages at the first five weeks of the semester, participants preferred to read Turkish one and then the English one. As in example 1, the main reason was to

comprehend a concept or an essay type they have never seen before. Turkish reading text provided them with a framework that they can use as a springboard with the purpose of comprehending the text or concept while reading the English text. Similar to example 1, in example 2 the participant also used the Turkish paragraph to form a schema in his/her mind whereby he/she can understand and write the paragraph in English better.

EXAMPLE 1

I: At the beginning of the lesson I gave two different samples of opinion essays; one in Turkish and one in English. While reading these essays, which one did you read first? Or did you make switches?

Participant 7: I began with the Turkish essay. As it is in Turkish, I do not need to pay attention to other things such as words or grammar. I can directly focus on its organization. However, while reading the English essay, we spent effort to understand grammar and words and we have to focus on many things so we cannot focus on organization.

This example also indicates that the participant was faced with more challenges while reading an English text which restrained him/her from the main goal of the task -in this case recognizing the organizational features-. However, Turkish text eliminated these difficulties and presented more understandable information regarding the organization. As a result, the participant used and tested this information while reading the English text, which eases the process to understand the organization and to complete the task. Other participants who followed this switch order also provided reasons of completing the task faster and more easily, spending more time on the English text, understanding the main points more clearly, grasping what to look for in the English text, understanding concepts related to writing.

As the participants' English level improved and had more knowledge about essay writing throughout the semester, their switch order changed; they preferred to read the English text first, and then the Turkish text.

EXAMPLE 1

I: I gave two different texts in both languages to answer the questions. While reading these essays, which one did you read first? Or did you make switches?

Participant 12: I chose to read English essay first. Until today I have always started with reading the Turkish samples. I wanted to try to see whether I can understand it or not. I have understood almost 80% of the text. Then I switched to Turkish sample to evaluate whether I have understood the text accurately or not.

Participant 11: I first read the English version to check whether I can understand it or not. There were some words that I could not understand. After reading the English one, I compared the unknown words with the Turkish one and I continued.

A reasonable deduction to be made from the example above is that participants were aware of their development throughout the semester so as time passed, they tested their comprehension in English by starting to read the English samples first. The Turkish versions of the texts served as a control mechanism, which gives feedback about the accuracy of their comprehension. Other participants who followed this order of code-switching during reading provided the reasons of being able to understand English samples, pushing themselves for improvement, getting a general understanding of the English samples and then getting the details with the Turkish samples.

When the side-by-side translations are considered, participants mostly engaged in multiple switches which included English -Turkish- English, English -Turkish-English-Turkish, Turkish-English-Turkish switches. Similar to the change of switches while different texts in both languages, the participants showed different switching patterns while reading translated texts as they improved their English and writing skills. At the beginning of the semester the participants employed these three kinds of switches, towards the end of the semester, the number of English-Turkish-English switch increased whereas English-Turkish-English-Turkish switches decreased and Turkish-English-Turkish switches disappeared.

EXAMPLE 1

I: I gave you two translated texts side-by-side and then asked you to answer some questions related to them. How was your reading process?

Participant 8: I started reading the Turkish one first as I thought it would be too difficult for me to understand the English one. After reading it, I switched to English sample and while reading it I made more switches to Turkish and back to English when I encountered a word or grammatical structure that I did not understand.

Participant 9: I started with the English one but as I continued I realized that I could not understand some parts so I switched to Turkish text and went back to English text. Then, I made more switches when this situation occurred again.

As the example above shows, after finishing reading two texts, the participants made switches from English to Turkish in the translated texts when they encountered a problem of an unknown word or grammatical structures to understand a word or a structure, which allowed them to continue reading the English text.

In the second interviews, the participants started reading English texts and made switches to Turkish when necessary. In the example 1 below, the participant expresses his/her perception of increased self-confidence and English proficiency as a reason to read the English text first from beginning to the end. Then, the participant read only the problematic parts in the Turkish translation through which he/she both got information the unknown parts and had a chance to compare and contrast structures between languages to make this learning more permanent.

EXAMPLE 1

I: I gave you two translated texts side-by-side and then asked you to answer some questions related to them. How was your reading process?

Participant 17: I started with the English text as I feel more confident and competent in understanding them now. I continued reading the English one until the end underlining words or chunks that I found difficult to understand. Then I found the specific parts in Turkish translation. I compared them to understand and also I tried to check whether they were similar or different in Turkish and English, which helps me to learn and remember better.

Besides speaking and reading, code-switching also occurred in their thinking processes. There were three main cases where switches occurred during thinking. The first case is matching the language of thought with the language of the activity. That is, the participants' languages of thought switched according to the dominant language of the next activity. Below are two examples illustrating the case:

EXAMPLE 1

I: What language or languages were you thinking while reading these two texts?

Participant 15: While I was reading the Turkish text of course I was thinking in Turkish whereas while reading the English text my language of thought switched to English.

EXAMPLE 2

I: What language or languages were you thinking in while you were deciding on the topic sentence and writing it out?

Participant 9: As the discussion among the group was in Turkish in order to find what idea the topic sentence should include I was thinking in Turkish. However, after deciding on it while writing I was thinking in English because I was writing in English.

The second case during which switches in languages occurred while thinking involves encountering a challenge while thinking in the target language.

EXAMPLE 1:

I: What language or languages were you thinking in while writing your thesis statement?

Participant 7: I was thinking in English because I was writing the sentence in English though I had a problem with forming the sentence in English. Then, I switched to Turkish in my mind and thought about the sentence in Turkish regarding finding a solution to solve my problem.

EXAMPLE 2:

I: What language or languages were you thinking in while you were reading the English text?

Participant 12: I was thinking in English while reading the English text. However, at some points where I had difficulty understanding the text, the voice in my head switched to Turkish asking questions like 'What is it trying to say here?', 'Does this mean ...?'

The third case encompasses the switches of the language of thought in accordance with the similarity or difference of the sentence in both languages.

EXAMPLE 1:

Instructor: What language or languages were you thinking in while you were writing the sentences with linkers?

Participant 7: Actually while I was using linkers which have the same grammatical structure in both languages I was thinking in Turkish. On the other hand, when their uses were different in in each language I switched to English in my mind.

Instructor: Why did you think like this?

Participant 7: Because in situations where the two languages show similarities, thinking in Turkish helps me to write more easily, accurately and faster though when there are differences, thinking in Turkish can mislead me causing me to make mistakes in my sentences and to make it more difficult to write the sentence in the target language.

b) Translation: Translation was the second highest occurrence in number among the participants of the translanguaging group. This category included participants' word by word translations of whole sentences –full translation-, and translations of key words –partial translation-. Translation took place in three modalities; speaking, thinking, and reading. To start with speaking, a very common pattern especially at the beginning of the semester was translating Turkish sentences into English.

EXAMPLE 1

I: I asked you the question ‘What makes a good story?’ then told you to discuss this question in any language you want but come up to me with English answers at the end. How did you decide on the answers for this question among the group? Which language or languages did you use?

Participant 1: We discussed in Turkish first.

I: Discussed about what in Turkish?

Participant 2: Everyone expressed their ideas about the answer for this question in Turkish. Then, we decided on the best answers and formed them as a Turkish sentence.

Participant 1: Yes, and then we translated that sentence or sentences into English. It is easier for us this way.

EXAMPLE 2

I: You were supposed to write a thesis statement sentence for this activity with your group members. How was the process?

Participant 3: We first analysed the topic sentences to decide on the content of the thesis statement. Then, in Turkish we spoke about what sentence we should write for the thesis statement. We decided on the best answer in Turkish.

I: Why did you decide on a Turkish sentence?

Participant 3: Because writing directly in English is impossible for us right now due to the fact that thinking in English is difficult for now. We are trying in English of course, as well but in practice we are not good enough. So we decide on the best possible answer in Turkish and translate that collaboratively to English.

As seen in the examples above, while producing a sentence in English participants preferred to speak and to come up with the best answer in Turkish and then to translate that sentence into English with their group members. A reason given for this pattern was given as not being able to think and write English due to their lack of proficiency for that time. Other reasons given by participant who followed one to one translation of a Turkish sentence into English was forming grammatically correct sentences in English, completing the task faster, and organizing the ideas more easily. However, as time progressed, in the second interviews the number of

instances in which participants' practice of translating Turkish into English both accelerated and its nature changed.

EXAMPLE 1

I: How did you decide on the topic sentence? What was the process like?

Participant 9: We talked about the topic sentence and then directly wrote it in English. Translation stage happened very quickly. We did not spend so much time as in the past. For example, someone started the sentence, someone else added the verb and others finished the sentence. It was much quicker.

EXAMPLE 2

I: How did you decide on the supporting details as a group? What was the process like? What language or languages did you use to complete this activity?

Participant 17: Actually after reading the topic sentence in English. In Turkish we decided on the idea or topic that supporting detail sentence should include.

I: Can you elaborate on that?

Participant 16: I mean, let's say the topic sentence says 'Eating fast food has physical effects'. We just discussed what these physical effects are in Turkish words or chunks for just collecting ideas but we did not form a full Turkish sentence as a group and translated it one by one into English. Then, together we translated or maybe transformed and expanded that general Turkish chunk, word or idea into an English sentence collaboratively.

When the case in example 1 clearly demonstrates that the participants have gained familiarity with the translating experience in time, which resulted in a quicker translation practice collaboratively. In the second example, the participants expressed that they stopped forming a full answer in Turkish. Instead of this, they just decided on general words or ideas about the answer in Turkish but then not only translated that chunk or idea into English but also expanded into an English sentence.

Another modality which included translation was reading. At the beginning of the semester, participants mostly expressed that they translated the questions or texts they have read in English into Turkish when they had difficulty in understanding them.

EXAMPLE 1

I: How did you answer the questions after reading the sample essay? Can you tell me about the process one by one?

Participant 11: We read the Turkish and the English texts. They were different in content. So while reading the English one, when I have difficulty in understanding I tried to translate that sentence into Turkish in my mind.

Participant 13: I also translated some questions into Turkish. When we could not easily understand questions we translated them into Turkish or looked up the Turkish meaning of word from the dictionary. We sometimes wrote the Turkish meaning next to the English word on the text or question, as well.

Finally, while writing essays, filling out outlines and worksheet Turkish to English translation was used in thinking process and sometimes in the writing process.

EXAMPLE 1

I: What language or languages were you thinking in when you were writing sentences for your paragraph?

Participant 19: Actually when I have difficulty in finding what sentence to write next, I think about the topic generally in Turkish, and thinking about the flow of information, I decide on a Turkish sentence which can be written, then I translate that sentence into English in my mind. Sometimes it is not one to one translation, I can change some parts in English but this helps me to move on when I get stuck.

To start with, as in example 1 above, a common pattern of translating from Turkish to English was reported especially at the first five weeks of the implementation involved participants' thinking in Turkish when they came across with a challenge while writing in English. This challenge mostly included not knowing what to write next or not knowing a word or grammatical structure to express the idea in the participants' minds. In this situation, participants turned to their mother tongue through which they can make more complex decisions such as regulating their ideas, deciding on alterations, coming up with alternatives, solving lexical and grammatical problems. After finding a solution in Turkish, they preferred to translate this idea or sentence into English in their mind and write it in English.

In terms of the practice of writing out sentences, the participants did not prefer to write full sentences in Turkish but to jot down Turkish notes in 2 words or chunks as a reminder or a guide for them. These notes were later used for translating into English by also expanding them into full sentences in English. Below are two examples showing these instances:

EXAMPLE 1

I: While you were writing the advantages and disadvantages of the internet on the worksheet, what language or languages did you use?

Participant 6: Actually, we wrote our ideas in Turkish in order not to forget them as sometimes during the brainstorming we can forget the ideas that are put forward so we took notes in Turkish – though just two words not a full sentence-. Then we translated these words into English but of course we expanded them into full sentences in English.

EXAMPLE 2

I: Can you tell me about the process of filling out the outline before writing the essay? In what language or languages did you write on the outline?

Participant 10: Well, before writing up sentences in the outline in English, on the corner of the page we took small notes in Turkish. That is, we had discussion about the outline of the essay in Turkish and while having this discussion a person in the group which was me took notes in Turkish about the general ideas to be included at each stage. This shows us the way when we write full sentences in English. We kind of translate and turn them into English sentences.

c) Combination of translation and code-switching: In spite of being less in frequency when compared to the previous categories, participants were engaged in a combination of two techniques one after another; translation and code-switching.

EXAMPLE 1

I: Can you tell me about the process that you experienced as a group while filling out the outline?

Participant 5: We thought and explained our ideas and suggestions of answers in Turkish sentences. After reaching a decision on the answer in Turkish, we continued to translate it into English.

Participant 8: But we had problems translating it into English because our ideas and answers sometimes included advanced words or grammatical structures. I guess this is because we are thinking in and speaking with our strong language. So in these cases, we switched back to our Turkish sentence and made it simpler in terms of vocabulary or grammar, or maybe found an easier way to explain it in Turkish. Then, we continued to translate this version into English.

I: What language or languages did you speak during this translation process?

Participant 5: It was a mixture of languages. We spoke English while forming the sentence in English though we spoke Turkish for giving suggestions about how to form the sentence.

As it can be seen above, the participants included multiple translations and code-switching together as a strategy to write sentences in English. As the participants were heavily depended on their mother tongue and had a quite smaller range of vocabulary in English when compared to their English vocabulary range, they chose to simplify their Turkish version of the sentence, and then used a mixed language while deciding on its English version again.

On the other hand, during the second interviews, there were some changes in the nature of this pattern. This time the participants being aware of their improvement in English and writing skills used this pattern to write more advanced sentences.

EXAMPLE 1

I: Can you tell me about the process that you experienced as a group while filling out the outline?

Participant 15: We thought and express our ideas and suggestions of answers in English sentences. Then, after reaching a consensus about the final version of the answer we wrote it down.

Participant 16: Though because we thought and wrote directly in English our sentences or ideas included in these sentences can be more basic. As we know that in time we need to write more advanced sentences to express our ideas. We switched to

Turkish to talk about how to make this sentence more advanced or what other ideas to be included. We decided on a more advanced sentence in Turkish.

I: What language or languages did you speak during this process?

Participant 5: Mixing both languages. We spoke English while forming the sentence in English though we spoke Turkish for giving suggestions about how to improve it. For instance, we said 'let's change the sentence into passive' or 'let's use a more advanced word for this'. Then we went back to our English sentence and translated it into English so we had a more improved version of our answer.

4.2.1 The nature of participants' translanguaging over time. Furthermore, in order to answer the sub-question regarding the nature of participants' translanguaging practices over time, all the participants in the translanguaging group took place in stimulated recalls twice during one semester. Emerging translanguaging practice categories, their nature and frequencies were also listed for two interviews separately in order to show whether and / or how the participants' translanguaging practices changed as their English and writing skills improved throughout the semester. Below are the tables which show the participants' translanguaging categories, their descriptions, content and frequency distributed among four main areas mentioned by the participants; thinking process, reading, speaking and writing.

Table 32

The Occurrences of Translanguaging in Participants' Language Uses (First 5 Interviews)

	Translanguaging Categories	Description	Content	Frequency
Thinking Process	T → E Translation	Turkish sentences into English sentences.	Translating spoken/written Turkish sentences into English for saying /writing English sentences.	22
	E → T Translation	English sentences into Turkish sentences.	For understanding English texts and questions.	16
	Turkish and English code-switching	Mostly in Turkish, adding English words /chunks/ sentence.	Thinking in Turkish when comprehension/ reading/writing is difficult, switch into English when it is easy. Thinking in Turkish for decision making, problem solving, English for forming grammatical English sentences.	32
Writing	T → E translation	Turkish sentences into English.	Deciding on the specific complete sentence for an answer in Turkish (written) and translate that sentence into English (written) collaboratively.	10
		Translating Turkish words/chunks into English.	Translating and expanding Turkish notes in words / chunks into English sentences.	11
Reading	T & E Code-Switching	Turkish first, English second.	Reading the whole Turkish text and then English text.	12
		English first, Turkish second.	Reading the whole English text and then Turkish text.	12

Table 32 (continued)

	Translanguaging Categories	Description	Content	Frequency
	Multiple Code-switching	E-T-E	Scanning English text, switch to Turkish for checking comprehension, reading the English text in detail.	10
		T-E-T	Beginning with Turkish text, reading English text, reading the Turkish text for unknown words again.	3
		E-T-E-T	Reading English text, multiple switches to Turkish text when confronted with unknown words and comprehension checks.	7
Speaking	T → E translation.	Translating complete Turkish sentences into English.	Deciding on a Turkish sentence and then translating it into English.	17
	T & E code-switching.	Mostly Turkish, adding English words and chunks.	English words into Turkish sentences (some grammatical terms, concepts related to essay writing, words that they cannot remember in Turkish, English words that describe what they want to say better)	16
	Combining Code-switching and translation.	T → E → T → E translation, mostly Turkish sentences, adding English words/chunks.	Multiple turns in translation (for simplifying original Turkish sentence) and talking about the construction of the sentence in both languages (English words into Turkish sentences, use of English words for grammatical terms).	40

Table 33

The Occurrences of Translanguaging in Participants' Language Uses (Last 5 Interviews)

Literary Practice	Translanguaging Categories	Description	Content	Frequency
Thinking Process	T → E Translation	Turkish sentences / words / chunks into English sentences.	Translating spoken/written Turkish sentences into English for writing English sentences. Translating and expanding Turkish notes in words / chunks into English sentences.	6
	E → T Translation	English sentences into Turkish sentences.	For understanding English texts and questions.	9
	Turkish and English code-switching	Mostly in Turkish, adding English words /chunks/ sentence.	Thinking in Turkish when comprehension/ reading/writing is difficult, switch into English when it is easy.	4
			Thinking in Turkish for decision making, problem solving, English for forming grammatical English sentences.	
			Mostly in English, adding Turkish words /chunks/ sentence.	Thinking in English when comprehension/ reading/writing is easy, switching into Turkish when it is easy.
		Thinking in English when two languages are different, in Turkish when they are similar.	3	
Writing	T → E translation	Translating Turkish sentences into English.	Deciding on the specific sentence for an answer in Turkish (written) and translate that sentence into English (written) collaboratively.	2

Table 33 (continued)

Literary Practice	Translanguaging Categories	Description	Content	Frequency
		Translating Turkish words/chunks into English.	Translating and expanding Turkish notes in words / chunks into English sentences.	6
Reading	T & E Code-Switching	Turkish first, English second.	Reading the whole Turkish text and then English text.	2
		English first, Turkish second.	Reading the whole English text and then Turkish text.	16
	Multiple Code-switching	E-T-E	Scanning English text, switch to Turkish for checking comprehension, reading the English text in detail.	14
		E-T-E-T	Reading English text, multiple switches to Turkish text when confronted with unknown words and comprehension checks.	2
Speaking	T → E translation.	Translating complete Turkish sentences into English.	Deciding on a Turkish sentence and then translating it into English.	8
		Translating complete Turkish main ideas/chunks into English.	Translating and expanding a general Turkish idea into English (less dependent)	17
	T & E code-switching.	Mostly Turkish, adding English words and chunks.	English words into Turkish sentences (some grammatical terms, concepts related to essay writing, words that they cannot remember in Turkish, English words that describe what they want to say better)	11

Table 33 (continued)

Literary Practice	Translanguaging Categories	Description	Content	Frequency
		Mostly English, adding Turkish words and chunks.	Turkish words in English sentences (especially higher achievers) Turkish words that they do not know in English. Though the number of this occurrence still lower than the other type.	8
	Combining Code-switching and translation.	E→T → E translation, mostly Turkish sentences, adding English words/chunks.	Multiple turns in translation (for simplifying original Turkish sentence) and talking about the construction of the sentence in both languages (English words into Turkish sentences, use of English words for grammatical terms).	4
		T→E translation, adding Turkish chunks/words into English sentences.	Translating and expanding Turkish main ideas/key words into English, discussion (Turkish words used in English sentences) on how to make that sentence more advanced.	9

As can be deduced from both tables above, the use of translation was mentioned 77 times in the first round of interviews and 48 times in the second round. Similarly, code-switching was stated 92 times in the first interviews though 62 times in the second one. In the same manner, the combination of both was preferred 40 times in the initial interviews, yet it was preferred 15 times in the second interviews. These similar occurrences clearly demonstrate that the use of three translanguaging practice categories decreased over time. In other words, this declining pattern also implies that the participants made use of more translanguaging practices when their English proficiency was lower and writing skills were weaker at the beginning of the semester. However, as their English proficiency and writing skills improved over

time, they used the translanguaging practices less, in different way, for different reasons and used more English in order to write, think, speak and write. This also signals that as the participants move along the bilingual continuum, their frequency and nature of translanguaging practices changed and decreased.

To begin with, in the first round of stimulated recalls, in their thinking process, the participants were highly engaged in Turkish to English translation for speaking and writing in the target language and while reading they reported translating English sentences to Turkish when they have difficulty in understanding the English text. in their thinking process. Moreover, they were mostly thinking in Turkish for critical thinking (e.g. problem solving, decision making) and just thinking in English when the comprehension or production in the target language is easy for them or when they were thinking about English grammatical words. However, in the second round of stimulated recalls, in their thinking processes, the frequency of Turkish to English translation and thinking mostly in Turkish decreased dramatically. In addition, they reported instances of thinking mostly in English; only switching to Turkish when they are confronted with a challenge in their comprehension or production. Moreover, having become more aware of the similarities and differences between two languages they performed their languages of thought more strategically; depending on Turkish in case of similarities, thinking in English in cases when two languages are different. These changes clearly demonstrate that the participants performed less dependence to their mother tongue when thinking. What is more, they performed their language switches more strategically. In terms of writing, in the first round of stimulated recalls, the participants reported a high frequency of translation direct translation of Turkish sentences into English as well as translating and expanding Turkish words / chunks into English. On the other hand, for the second round of stimulated recalls, the frequency of these two practices decreased greatly, which shows that the participants relied significantly less on full or partial translation from their mother tongue to English and began writing directly in English. As for reading, in the first round of stimulated recalls, a high number participants expressed their preference of reading texts in their mother language first and then reading the English one. Moreover, they reported making English- Turkish- English, Turkish- English- Turkish, English-Turkish-English-Turkish switches while reading. However, in the second round, the preferences of reading the Turkish text first

decreased greatly, whereas reading English texts first increased significantly. Moreover, the switch of Turkish-English-Turkish, a switch showing a great dependence on the mother tongue, disappeared. These changes also demonstrate that while reading, more participants depended on their mother tongue less and preferred to perform reading in English only more over time. Finally, with regard to speaking, in the first round of stimulated recalls, participants reported their accounts of full and partial translation from Turkish to English as well as communicating mostly in Turkish –adding English words related to grammar-. Besides, while combining both translation and code-switching in order to simplify their Turkish translations and to write more basic sentences in English. Nevertheless, in the second round of the stimulated recalls, the frequency of translating full Turkish sentences into English decreased and the participants were more engaged in partial translations. What is more, the participants also communicated mostly in English adding Turkish words when they do not know the English equivalent of the word they were trying to say. Furthermore, the instances of simplification of sentences decreased, on the contrary the translanguaging practices were performed in order to write more advanced sentences in English. Consequently, when participants’ translanguaging practices in the first and second round of stimulated recalls while speaking are compared, it can be deduced that the participants freed themselves from full and direct translations from their mother tongue, speaking mostly in Turkish and simplifying their English sentences to form easier ones. Instead, they preferred a less dependent form of translation –partial translation-, spoke mostly in English and tried to form more complex sentences in English.

To sum up, the findings apparently demonstrate that as participants improved their writing skills and proficiency in English, their frequency of translanguaging acts decreased, the nature of translanguaging acts developed into less dependent ones, and the participants were engaged in more English dependent performances.

4.2.2 The purposes of participants’ translanguaging practices. In order to reveal the findings related to the participants’ statements regarding the purposes of their translanguaging acts, the first stage of stimulated recall analysis was used. As the purposes of translanguaging acts are already listed in the table showing the first stage of the stimulated recall analysis (see Appendix P), the translanguaging acts’

purposes were coded inductively, data-driven themes and their sub-categories were created. Consequently, four main themes arose for the purposes of participants' translanguaging acts. These include cognitive, interactional and task-related purposes. The table below summarizes the findings related to the major themes and their sub-categories regarding the purposes of participants' translanguaging.

Table 34

Themes and sub-categories emerged from stimulated recalls.

	Major Themes	Sub-categories
Theme 1	Cognitive Purposes	<ol style="list-style-type: none"> 1. To compensate for the lack of L2 knowledge and skills. 2. To form a schema. 3. To decrease cognitive load. 4. To compare and contrast. 5. To check for accuracy.
Theme 2	Interactional Purposes	<ol style="list-style-type: none"> 1. To improve the quality of discussions. 2. To enable participation of peers.
Theme 3	Task-related Purposes	<ol style="list-style-type: none"> 1. To facilitate task completion. 2. To attune to the language of input / output. 3. To provide guidance. 4. To switch according to modes.

In this part, all the major themes and their sub-categories will be explained and relevant quotes from the participants' stimulated recall transcriptions will be provided for explanations of each category.

4.2.2.1 Cognitive purposes. The first theme emerging from the inductive analysis of data was cognitive purposes. Under this main theme, five sub-categories emerged; to compensate for the lack of L2 knowledge and skills, to form a hypothesis, to decrease cognitive load, to compare and contrast, and to check for accuracy.

a) To compensate for the lack of L2 knowledge and skills: The majority of participants expressed the purpose of using translation and switching between languages due to their lack of knowledge and skills in the target language, which clearly shows that the participants made use of translanguaging practices to make up for their low proficiency levels in English.

Participant 8: Although we read the text and questions in English, we switched to Turkish while discussing the answers because our English level is not high enough to talk about and discuss our ideas in detail.

Participant 10: While reading the English text, I was thinking in English but when I come across a part that I do not understand, I think in Turkish to solve the problem because my English level is not high enough to think in English.

Participant 12: When we talk in English and write a sentence in English, it becomes a simple sentence, like primary school because we do not have the necessary English proficiency level to do so. In order to overcome this, we discussed and decided on a better answer or a sentence in Turkish. Then, we translated that sentence into English. As a result, we were able to present a better answer to the teacher's questions.

Participant 18: We were discussing the answer in English; however, when I was talking and could not find the word I wanted to say in English, I used the Turkish word and then continued in English.

Participant 21: I started with the English text, but when I had difficulty in understanding the words or grammatical structures –because we do not not many of them yet- I switched to Turkish text to understand, then I continued with the English text.

When the participants' accounts of stating their purposes for switching between languages and making use of translation for their writing, it can be clearly seen that they perceived their L2 knowledge and skills in speaking and thinking inadequate to understand, read, think and produce in the target language, which caused difficulties for them in completing the activities given in the writing lessons. Consequently, they used their L1 as a support system to leverage their comprehension and production in the target language and to come up with the best possible outcome.

b) To form a schema: The participants expressed the purpose for using of L1 texts and switching to L2 texts as forming a schema in their minds before moving on to the L2 text, which eased their comprehension of L2 texts, concepts and grammatical structures.

Participant 4: First I preferred to read L1 text because when I read I form a map regarding the organization of that essay type in my mind. Then, I switch to the English text with that map in my mind. This makes it easier for me what to look for in

the English text. As I read the English one, I approve or disapprove and make necessary changes on the map in my mind.

Participant 9: Well, I preferred to read the Turkish text first and then switched to English text because when I read the Turkish text, I get a better understanding of some concepts. For example, I read the topic sentence in Turkish paragraph. I can easily understand the sentence and its purpose in the paragraph, so I form a concept about the topic sentence concept in my mind. Then I switched to the English paragraph, I read it and ask myself 'Does it have the same function as the topic sentence in the Turkish paragraph?'. Thanks to this, I understood what topic sentence was and how it should be written more easily and quickly.

The participants especially in the first round of stimulated recalls gave similar justifications for their preference of reading L1 texts and then switching to L2 texts. These statements as participants 4 and 9 mention above demonstrate that the switch from L1 to L2 texts helped the participants to form a schema regarding the organization of essays and concepts related to writing in their minds, then they used the schema they have formed to leverage their understanding of the organizational features of the L2 text and concepts of writing by approving, disapproving or appropriating it.

c) To decrease the cognitive load: The participants also reported the reason for their use of translanguaging acts as easing their comprehension and production thanks to the utilization L1 which helps them to lift up the language barrier for concentrating on learning on the content and thus being able to better focus on the goal of writing in English.

Participant 2: We discussed the answers in Turkish but wrote in English because when we try to make all the discussion in English, we spend too much effort and most of our attention to forming English sentences, and then we feel too tired to write in English.

Participant 7: I decided to read the Turkish text first and then switch to English one because when I start reading the English text first, I get lost and I spend too much time and effort understanding the sentences, dealing with unknown words and grammatical structures and this causes me to deviate from the main purpose of the activity at hand.

As the participants above mention, doing all the activities in English-only causes participants to stay under a higher cognitive load, which can result in preventing the participants from understanding the content and reaching the desired outcome of an activity related to writing. Consequently, by making switches from Turkish to English the participants aimed to decrease their cognitive loads and reach to their aims of writing in the target language easier.

d) *To compare and contrast*: As the nature of translanguaging activities entails learners' making comparisons between languages, the participants also expressed this purpose in their stimulated recalls.

Participant 3: As the question about the transition signal asked us to to compare its use in both Turkish and English text, I first looked at the Turkish text to understand its meaning and grammatical use and then I looked at the same transition signal in the English text to compare its meaning and grammatical use and meaning with the Turkish one. Thanks to this, I can understand in which ways Turkish and English languages are similar and different and this makes me remember the information better.

Participant 5: As the questions directed us to compare and contrast two texts in two different languages, I compared them in terms of grammar, use of transition signals as well as organizational features. These comparisons enabled me to be aware of and comprehend them better and remember and use the information in my own essays.

As the participants above explain, the explicit requests made by the design of the materials designed for the translanguaging classroom directed the participants to compare and contrast two languages from various points. This process enabled them not only to gain a better understanding of the content and increase their metalinguistic awareness but also to recall and use the information for their own writing in L2.

e) *To check for accuracy*: The participants also expressed that they made switches and translation to check for the accuracy of their own hypothesis and their production in L2.

Participant 6: I preferred to read the English text first as I felt that I have improved my skills in English. While reading the English text, I began to form ideas and hypothesis regarding the answers of the questions. After finishing the English

text, I switched to the Turkish one to check whether what I have thought was correct or not.

Participant 17: I wrote the sentence in English while thinking English at the same time. However, to be sure about the grammatical accuracy of the sentence I switched to Turkish in my mind, translated the sentence into Turkish to see whether it makes sense in Turkish.

According to the participants' statements mentioned above, they relied on their mother tongue to check how accurate their hypotheses about the target language and the content of the class, which shows that they used their L1 as a control mechanism for accuracy.

4.2.2.2 Interactional purposes. The second theme emerging from the inductive analysis of data was interactional purposes. Under this main theme, two sub-categories emerged; to increase the quality of discussions and to enable participation of peers.

a) To improve the quality of discussions: The participants expressed that they made use of language switches and translations in their speaking in order to express their ideas better, to put forward more profound ideas and to organize their ideas.

Participant 1: When we are discussing about the responses of the questions, we discussed them in Turkish. Speaking Turkish allows us to express our complex ideas to one another. We can understand each other better and organize our ideas better to come up with the best answer. However, when writing the answer in English we used some English words like 'tense', 'topic sentence', 'noun', 'in addition' and we translated the idea that we found in Turkish into English.

Participant 11: We preferred to speak Turkish to decide on our answers, to have a discussion over them, but we added some English words like key words related to that sentence because we already know their meaning and they do not slow down the flow of conversation to reach a consensus for the final answer.

The participants clearly had a preference of using Turkish for higher thinking skills like decision making, justifying, strategy planning. However, they preferred to add English words of grammatical structures and the main key words known by everyone while talking about the grammaticality and final version of their answer.

These resulted in having effective discussions and thus coming up with better responses for the teacher's questions.

b) To enable participation of peers: The participants expressed their awareness of their classmates' knowledge of English and made switches between English and Turkish in order to include them in the completion of the activity.

Participant 9: I was talking in Turkish during the discussion but I used some English words like 'transportation' or 'education' because I know that these words are also known by my friends in the group so I was sure that they would not cause any misunderstanding among the group members.

Participant 10: I was talking in English with my friends during the discussion, however I realized that some of my friends were not listening and did not understand what I was trying to say so I switched to Turkish to say what I had said previously in English so that everyone would be able to participate.

As expressed by the participants above, they were aware of and sensitive regarding their peers' knowledge of English and their participation to the activity at hand. Consequently, they made switches between languages in order to include all their friends in the process of learning and production. This can be linked to the finding of high participation of all students in classroom activities, which was mentioned by the participants in semi-structured interviews and open-ended part of the weekly questionnaires.

4.2.2.3 Task-related purposes. The last theme emerging from the inductive analysis of data was task-related purposes. Under this main theme, four sub-categories emerged; to facilitate task completion, to attune to the language of input/output, to provide guidance and to switch according to modes.

a) To facilitate task completion: The participants stated that through the use of translanguaging practices, they were able to complete their in-class activities faster, easier and better.

Participant 13: When we find the answer to the question in Turkish and then translate it into English, we end up with better responses in term of content and grammar.

Participant 17: We talked mostly in Turkish to decide on the sentence; but integrated some English words while discussing about the grammaticality. In this

way, we can complete the activity faster. If we had discussed in English only, it would have taken much longer and maybe we might not have finished the activity on time.

Participant 19: When I read the Turkish text and then switch to English, my understanding gets easier and this leads to easier completing of the activity. I can reach to a conclusion about the answer easily.

As the quotes by three participants clearly demonstrate, the translanguaging acts enabled them to achieve the activities more easily and faster. Moreover, translanguaging helps the participants to come up with better answers, which results in higher achievement of the task. Consequently, it is shown that translanguaging acts contributed to the time, ease and quality of the activities.

b) To attune to the language of input/ output: The participants expressed their switches between the languages depended on the language of input given or output expected from them.

Participant 4: When I was reading the Turkish text, I was thinking in Turkish, however when I switched to the English text, I thought in English.

Participant 9: When answering the question that asked us to compare the Turkish and English text, I thought in Turkish to find the answer and to write it, but when I was searching in the English text, I was thinking in English.

The statements above show that the participants made switches between languages depending on the language of the input or expected output from them by the teacher.

c) To provide guidance: The participants reported using partial translations and extensions in order to provide them guidance to complete the activity.

Participant 15: When we discussed the ideas to be included in the outline, we discussed in Turkish, I took notes in Turkish to remind us what to write while completing the activity. After finishing the discussion, we translated the Turkish notes into English but also expanded them into full sentences.

Participant 17: While I was thinking about how to organize my ideas before starting to write my essay, I was thinking in Turkish and taking key words for topic sentences and supporting details in Turkish. After deciding on the organization of my ideas for the essay, I translated them into English and turned them into full sentences. These notes helped me to remember what I have decided.

The abovementioned quotes by the participants signal that they made use of taking notes of key words and phrases in Turkish in order to remind them about the content of their essays and guide their writing process in English.

d) To switch according to modes: The last sub-category emerging from the participants' stimulated recalls includes their switches between the languages based on the mode they are performing.

Participant 6: While discussing out ideas on the answer we spoke in Turkish but when it comes to writing we switched to English because our aim is to write in English in this lesson.

Participant 8: We discussed the answer in Turkish though we switched to English while writing our answer since we want to improve our writing skill in English.

As the quotes above demonstrate, the participants were aware of the fact that the main goal of their lesson was to improve their writing skills in the target language. Consequently, they felt themselves free to do the speaking and thinking in their mother tongue but preferred to switch to English while writing since writing in L2 was the main goal of their lesson.

To sum up, the participants were engaged in translanguaging acts for various purposes. These purposes mainly included using translanguaging acts to improve their comprehension, thinking and production, to create a better interpersonal learning environment where all learners benefit from one another and contribute to the result, and to complete the given task in the best and fastest way. Accordingly, it can be concluded that translanguaging acts served as a cognitive and mediational tool to levitate their writing skills in the target language.

4.3 Findings Related to the Second Research Question

As mentioned in methodology section, the participants of the translanguaging group were given a questionnaire at the end of each lesson to express their perceptions regarding the usefulness of the activities for improving their writing skills. This questionnaire included four items. The first item was a Likert-scale item asking the participants to rate the usefulness of the activities in the lesson.

Accordingly, the frequencies of their rating were analysed using descriptive statistics. The result is presented in the chart below:

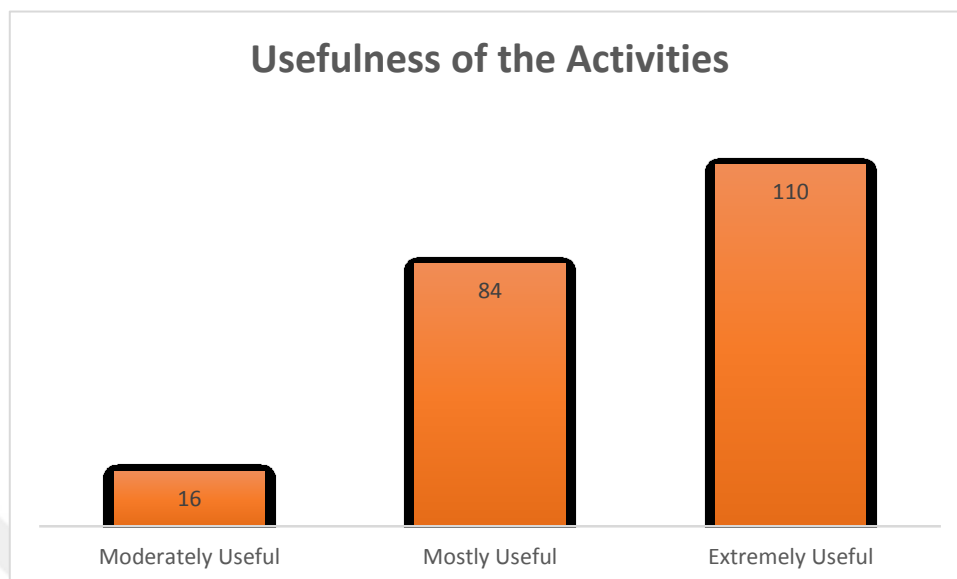


Chart 6. Participants' Ratings Regarding the Usefulness of Activities Implemented in Translanguaging Class.

As the chart above illustrates over the semester, the participants in the classes where translanguaging pedagogy was implemented found the activities 'moderately useful' 16 times, which is equal to 8% of all the answers. The activities were found 'mostly useful' 77 times, which refers to 39 %, and 106 times -53% of all answers- they were found 'extremely useful' by the participants.

In the second item of the questionnaire, the participants were asked to put a tick or ticks for the aspects of the activities which they found strong. The analysis of the second item of the questionnaire yielded information regarding in which areas the translanguaging activities were useful for the participants. The table below demonstrates these areas with the frequency of their selections by the participants:

Table 35

Strong Aspects of the Translanguaging Activities.

Category	Frequency
Vocabulary	115
Thinking Skills	136
Differences and Similarities between English and Turkish	198
Grammar	90
Organization	159
Knowledge / idea sharing	126
Linkers	128
Planning Skills	123
Cohesion	82
Immediate Feedback	3

As the table clearly specifies, the highest number of frequency was ‘differences and similarities between English and Turkish’ which was selected 198 times. This was followed by ‘organization’ with 159 times, ‘thinking skills’ with 136 times, ‘linkers’, ‘knowledge/ideas sharing’ and ‘planning skills’ which are chosen 128, 126 and 123 times respectively.

In a similar way, in the third item of the questionnaire the participants were also asked to put a tick or ticks for the aspects which they found weak during their translanguaging-enriched classes. Accordingly, the analysis of the third item provided the aspects which were found weak by the participants.

Table 36

Weak Aspects of the Translanguaging Activities.

Category	Frequency
Insufficient examples	10
Easy text/question / activity	10
Difficult text/ question / activity	26
Lack of individual study	31
Insufficient practice	21
Insufficient time	3

As table 32 lists, the weak aspects which participants found the highest number of times was lack of individual study. After that, the texts, questions or activities were found difficult 26 times. The third most common negative aspect was insufficient practice. These weak points were followed by easy text, question or activity, insufficient examples and insufficient time respectively.

The fourth and the last item of the questionnaire required the participants to write their comments regarding positive and negative aspects of the translanguaging activities in detail. The answers to this open-ended question were analysed qualitatively by creating categories of reoccurring themes. These comments are explained in detail in line with the aspects which participants found strong and weak in items two and three.

Comparing and contrasting two languages: To begin with, as shown in the results of the second item, the highest number of comments by the participants was made regarding how including English and Turkish materials, comparing and contrasting two languages and allowing the use of both languages benefitted the participants. One of these benefits is making deductions by comparing two languages. Below are some excerpts from the comments on this category:

Participant 1: English and Turkish examples helped us reach a conclusion by finding differences and/or similarities between them, in other words comparing and contrasting them easily.

Participant 4: The comparison of English and Turkish helped us in cases when we had difficulty in understanding the English version. We read the Turkish examples and by starting from these we could understand the English versions.

Participant 7: In this way, with the similarities of Turkish versions, it is more effective. Because we already know Turkish. It helps us to learn the other language.

Participant 5: We understood that the way we organize Turkish and English paragraphs were the same. By looking at a Turkish paragraph and seeing its organization, we were able to understand how English paragraphs were organized, too. In other words, this similarity -being aware of this similarity thanks to the activity- made our work easier.

Participant 11: It was beneficial for us to see the similarities between Turkish and English versions. As what we already know in Turkish or what we understand in

the Turkish version improved our comprehension for the English version. This was valid for the organization and parts of the paragraphs.

As can be deduced from the comments above, when participants had difficulty in finding an answer to a question or comprehending a topic Turkish samples contributed their comprehension of the topic or the process of finding an answer as they were able to make deductions from Turkish samples and test whether they also apply in English, as well. As a result, the similarities helped them to solve problems and to learn by comparing and reaching conclusions. The areas which inclusion of Turkish and English influenced the most in the comments were forming concepts related to writing in English and applying them, organization of essays and the use of transition signals. Below some excerpts about these areas are given:

Participant 2: Having a Turkish example helped us form a schema in our minds which made it easier to understand the topic.

Participant 6: Since we have both English and Turkish, I could understand the concepts and such as thesis statement, topic sentence and supporting details through the Turkish essays also I can see their examples. This helps me to understand the English ones easier.

Participant 11: The translations of sentences in which there were a variety of transition signals helped me to understand their function. Seeing their similarities and differences in both languages made me understand and remember their use.

Participant 17: Turkish-English comparisons are useful. Seeing an example in our mother tongue and comparing it with the English one are useful. We do not have a good knowledge of how to write a well-developed essay in our mother tongue. Learning its English without having knowledge in Turkish would make it two times difficult.

Participant 19: When I have difficulty, I look at the Turkish-English comparison and I have realized that I can understand more easily in this way. I also did not have difficulty to use what I learned.

Participant 20: As we have just started learning English, we do not have much information about it. In other words, if the teacher had taught the topic only in English, I would not have understood it. Especially in terms of transition signals, it was very effective.

As stated in the excerpts above, by examining Turkish samples of essays or paragraphs, the participants were able to form a schema about the organization or a concept related to writing in their minds as in Turkish they do not have a language barrier like in English, it becomes easier for them to draw on these samples and to focus on more abstract and deeper concepts from Turkish input. After that step, the participants can comprehend the inclusion of these concepts and execution of organizational features in a similar way in English samples, which can help them to comprehend the content and to use what they have learned better. These comparisons can even help them improve their writing skills in their mother tongue as participant 17 mentions. This information complies with the result yielded from the second part of the background questionnaires where the participants were asked to rate their perceptions regarding their competency in writing essays in their mother tongue. The relatively low ratings which signal participants' perceptions of their writing essays in Turkish are also mentioned in participant 17's comment. As revealed during the semi-structured interviews, most participants were not exposed to detailed information about how to write academic essays, providing them with good examples of essays in their mother tongue can lead to improved writing skills in both Turkish and English.

Group Work: Another common positive aspect written in comments section was group work. As can be deduced from the comments below, thanks to group work activities, which are an integral part of translanguaging pedagogy, the participants learned how to work as a team, took advantage of sharing ideas and knowledge which resulted in learning from one another, came over difficulties collaboratively and learned to be open-minded and tolerant to different ideas. Below are the excerpts related to the benefits that group works brought to the participants:

Participant 3: In this kind of group work activities, all the students are involved in the activity and we also learn about how to work and contribute to the result in a group.

Participant 4: Doing a group work enabled us to share our ideas with one another easily.

Participant 6: In group work we learn to write a sentence in many ways since every one contributes to the writing process. Different suggestions regarding

vocabulary, grammar or linkers are given by group members. There is a discussion about which word, grammar or linker is the best option and why.

Participant 7: Working as a group enabled us to overcome problems that were difficult to be handled by one student only.

Participant 8: Group work contributed us in terms of idea sharing and taught us how to work as a group.

Participant 13: We can correct each other's mistakes in group work. In other words, we learn a lot of things even though that thing may not be the focus of the lesson, our English improves in a multitude of ways as the activities allow for us to communicate about many things.

Participant 18: By exchanging ideas in our group, we tried to form sentences together. In this way, we learned different English vocabulary and we learned grammar points from one another.

Participant 19: Even though I did not agree much with my friend's ideas I believe that this has a benefit for me. I have learnt to be tolerant of different people's opinions.

It can be clearly seen that the collaborative work that the participants were engaged in a translanguaging classroom brought them advantages in various areas. First of all, they gained significant experience in learning how to work as a group efficiently, which is a vital skill for their future academic life and career. Moreover, they became aware of and made use of the learning opportunities that group works provided. In this way, they were able to observe, adopt new ways of learning or adapt their existing strategies for better learning experiences. In addition, thanks to group work they had the chance of learning various things from one another as well as talk about the target language they were learning. Last but not least, as an affective aspect and a necessity of being a learner in the 21st century, they became aware of respecting to one another's opinions.

Using all linguistic repertoires: A characteristic of group work in translanguaging pedagogy was that participants were allowed to use their all linguistic repertoires to complete a given task. Thus, the comments about group work also included many benefits that use of all languages during group activities brought to them.

Participant 1: Being allowed to think and speak in our mother tongue enabled us to think and express our ideas more thoroughly and deeply. We had the chance to produce deeper ideas, justify them, have conversations many aspects of English such as grammar, vocabulary, linker and organization. If we had been forced to speak only English, we would not have had such conversations and could not have produced what we achieved.

Participant 2: It is also nice to be allowed to speak Turkish and English among us. This allows the flow of conversation about the completion for the task among the group members without feeling guilty or hiding from the teacher.

Participant 3: The permission to express ourselves with all the languages we know freely among the group members helps us not to be put off by the requirement of transmitting a load of information about the completion of the task in English only. This freedom not only makes us have positive feelings about the writing lessons but also improves our learning process.

Participant 13: being allowed to express my ideas in my mother tongue in the group was beneficial for me in terms of having the sense of contributing to the result. Because in other lessons, when we are forced to speak in English only in group work, only one or two people in the group whose English is better contribute while the others listen and have no other chance than accepting what is being said. The conversations remain at more surface level, last incredibly shorter and make students get bored easily in that way.

As the comments imply, allowing the use of both languages during group activities in order to produce a sentence, a paragraph, to fill in an outline, to complete a worksheet in the target language contributed to their learning process and writing skill in many ways. First of all, especially at the beginning of the semester, the participants made use of completing the tasks using both languages, which helped them to come up with a more variety of ideas and to express their more complex, profound and sophisticated thoughts. They had the chance to discuss over them in order to justify their choices in terms of their preferences regarding ideas, organization, grammar, vocabulary and linkers, which contributes to their metalinguistic awareness in the target language. As mentioned above, writing in English already being a challenge by itself was not also made more challenging by making them to speak or think in the target language. On the contrary, by allowing

them to use both languages, their stronger language, which is Turkish, assisted them to find answers and to solve problems which could not have been solved in the same way and duration if the same activity had been completed only in English. In this way, participants were able to contribute to the completion of the task equally, experienced a sense of achievement, did not feel disinclined and guilty due to using and getting help in their mother tongue. The process enabled them to produce more enhanced writing in English.

Thinking Skills: Another category which was written in the comments was thinking skills. The participants expressed that they benefitted from group works, teacher's demonstrations, and group presentations whereby they had the privilege to observe their classmates' and teachers' writing and thinking skills. Moreover, being allowed to speak and think in their mother tongue also eased the way they think, which resulted in more diverse, quicker and better ideas. Below are the excerpts from the participants' comments related to how the activities improved their thinking skills:

Participant 8: These activities give me the ability to think collectively. In this way, my thinking and ability to work in a group improved.

Participant 10: Using English and Turkish helped me to think more easily.

Participant 13: I not only thought more easily by making use of Turkish when I needed, but also had so many chances to see how my friends in my group think, which ways of thinking lead to more success. In addition, other groups' presentations regarding their essays, paragraphs or filling out their outlines provided us with more exposure to different ways of thinking and helped us discover which ones fit us better.

Participant 18: With these activities, especially group works we had the opportunity to experience the process of writing with every classmate in the class. As a result, I had the chance to observe how my especially more successful friends write, how they think, how they overcome problems. I was able to see many times how actually a good piece of writing is produced, which is valuable for a learner.

Participant 21: We not only had the chance to see how our classmates think but also our teacher made us how she thinks while produces a piece of writing, what she does step-by-step, how she solves problems when she encounters one. We asked

her questions in any language while observing her. It was like a walkthrough in a game, showing us how to think and leading us to producing a good essay.

Based on the comments above, it can be interpreted that the participants have gained significant experience in their thinking skills while they were learning to write in the target language. To begin with, the collaborative nature of the activities in the translanguaging classroom provided them with instances of collaborative thinking. During these instances, not only were they able to think together to solve a problem but also observe one another's thinking while writing in the target language. As a result of these observations, they decided to adopt new and beneficial thinking strategies from their peers and /or the teacher or to adapt their existing thinking skills in order to make them more efficient. Having the opportunity of observe and employ thinking skills during their learning process in a variety of situations also helped them to have effective thinking strategies to make use of when they encounter difficulties while writing in the target language in the future.

Active learning: An additional category which came out form the participants' comments was the active learning process. The active learning process refers to active participation of the learners to their own learning processes. In other words, the participants were not the object of their learning experiences, they were the subjects of it. Below are some comments on this category:

Participant 11: In other lesson, it is always the teacher who talks and we listen passively. In this way, we discover the rules as a group, we are more active, we share our ideas and learn from each other.

Participant 16: Also we discovered the organization of the essay by discussing among us, not listening to the teacher passively. This makes learning more permanent.

To begin with, as mentioned in the literature review part, the translanguaging instructional cycle follows an order; first students are given a material on a topic in line with the purpose of the lesson, the students in groups or pairs evaluate the material, come up with answers and express them, listen to other groups' answers and finally produce their own original product. This cycle does not allow for a transmission approach which makes students sit and listen to the teacher giving information. On the contrary, students discover the content of the lesson with their classmates. The excerpts above also reflect this nature of translanguaging

classrooms. It can be easily deduced that the participants were aware of their role of discovering content of the lesson and continuous participation of their own learning process throughout the lesson, whereas teacher was a guide organizing their learning activities and leading them when necessary. This active engagement in every stage of the writing lesson with the content they discovered collaboratively was reported to be make their learning more lasting.

Writing Fluency: The participants in the translanguaging group included that they wrote their writing tasks in a shorter time. This category also overlaps with the results of the fourth research question regarding whether three groups differed significantly in terms of their writing duration. The participants in the translanguaging group wrote their writing tasks in a significantly shorter time starting from their second writing task than the participants in the other groups. Below are some quotes from participants on their writing fluency:

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

Participant 14: Since I have learnt how to organize each paragraph in an essay, I do not think about what to write in each paragraph, how to begin and how to end each. I just think about the topic given in the prompt. This helps me to write faster.

Participant 19: During the lesson, I was able to examine and understand how a well-organized essay in my mother tongue is written. This initially helped me to form the concept of a good essay in my mind so when I was writing in English I made use of that concept of good writing and did not think about and spend time on how to organize the essay.

As can be deduced from the participants' comments above, several aspects of translanguaging pedagogy contributed to their writing fluency. First of all, it can be understood that having numerous experiences of organizing and writing essays by making use of their all linguistic repertoires as resources during the class time

contributed to their following individual writing during which they employed what they had learnt in the classroom. Moreover, as being a member of same proficiency level learners, while learning how to write in the target language, the participants came across similar difficulties which they overcame in various ways. Translanguaging pedagogy, allowing learners to observe each other's writing process and to talk about it, benefitted these learners' future composing processes in a positive way. Finally, having the chance of having L1 resources of sample writing texts helped the participants to form a schema for their L2 writing. Thanks to this, they reported not spending much time on thinking about how to design their essay.

Teacher's guidance: Another category emerging from the open-ended part of the questionnaire was the teacher's guidance which refers to teacher's directions made for the participants as they complete their activities. As the nature of the translanguaging pedagogy involves students to work together to discover the intended answers as groups or pairs, as well as present them and produce their original products, teacher mostly walks around the groups checking out whether the task moves along smoothly and directing students towards the correct answer, most of the work is done by the students. Below are some excerpts from participants who mentioned teacher guidance in their comments:

Participant 3: In the worst case when we could not find any answers, the teacher who was walking among the groups during the group activities directed us to the answers.

Participant 5: We solved most of the problems with our group so we did not need to ask every question we had to the teacher. We only asked the critical questions for us and the teacher's immediate direction helped us to continue the task. If this had been an individual work, I would have had more questions to ask as I would have faced them by myself and not have solved most of them alone. Moreover, as everyone would have had more questions to ask maybe the teacher would not have time to answer mine so I may not have completed the activity.

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

It can be inferred from the participants' comments above, the teacher's role of facilitator benefitted the participants in terms of completing their tasks at hand. As the translanguaging classroom involved maximum five groups in the present study, the teachers was always available when being requested to help the participants as they were completing their activities. Moreover, as the participants worked in groups or pairs, most of the questions they had were resolved by different members of the groups leaving teacher to deal with more serious problems that learners could not overcome as a group. As a result, the teacher's immediate and significant guidance assisted the participants in completing their activities.

Having Fun: The final category was found to be having fun. The participants stated that they were having a good time during translanguaging-enriched classes as they can communicate more with their friends, they can be more active and they can get help from Turkish. This category serves as an affective aspect of using translanguaging pedagogy. Below are some quotes on this category:

Participant 9: I learnt the Turkish equivalences of the linkers better and faster. In this way, the lesson was not boring. It enhanced my willingness to learn more.

Participant 12: I can have a good time and communicate with my friends in this lesson.

Participant 19: In this way, the lesson is full of learning and it does not bore us.

Besides the data from the questionnaires, the semi-structured interviews provided some significant findings related to the perceptions of participants regarding the use of translanguaging pedagogy. To begin with, the participants were asked about how different the teaching and learning experience was when compared to their previous writing classes. The majority of the participants stated that they did not have English lessons (N=8), and they spent English lesson hours for answering university exam questions or other activities (N=8). Consequently, they had no chance to compare their previous writing classes with their present writing classes. The remaining 5 participants expressed that their English exams were mostly based on grammar questions so they did not spend much time on writing. Their writing classes only included writing a paragraph based on a given picture or topic or choosing the appropriate title for a given paragraph. When they made comparisons with the previous classes, they mentioned that they did not learn writing with as

much detail as now. Other improved areas mentioned both in second interviews also include overlapping areas with the abovementioned benefits can be listed as; organization of an essay, transition signals, concepts related to writing, writing more loaded essays in terms of content, working in a group, thinking skills, vocabulary, grammar, and consistency.

The participants were also asked about what would have been different if a pedagogy involving English-only teaching was used in the class. The responses matched with the abovementioned categories emerged from the questionnaires. Below are some quotes of their responses:

Participant 2: We may not have found the correct answer.

Participant 4: We would have had great difficulty to learn about the concepts related to writing and performing them appropriately in our essays.

Participant 5: We may have had difficulties while finding the answers and completing the task.

Participant 6: We could not have had so deep and active discussions about grammar, organization, vocabulary, organization. This would have blocked our chance to learn from one another.

Participant 8: We would have been much slower and there could have been lot of misunderstandings during discussions. These could have made us demotivated and get bored.

Participant 10: We would not have had the chances to question each other's and teacher's explanations. We would have been quieter.

Participant 11: We could have written or found more basic answers. They would have been superficial.

Participant 15: I could have had lots of troubles while expressing my thoughts and ideas so I could not have participated in the activities as much as I did now.

Participant 17: We could not have found that much varied and profound ideas. Group work would not have been so much effective.

Participant 18: I could have felt much more nervous. It would have become a more threatening environment for me.

Participant 20: Only our friends whose English would have answered the questions and the others could not have participated in the activities so it would not have been a group work.

Finally, with regard to their perceptions in terms of improvement since the beginning of the semester in writing in the target language was asked. The most frequently mentioned two areas of improvement were less dependency in Turkish texts, sentences, explanations and being able to write more advanced sentences and essays in English. The former area is also in conformity with the findings of participants' translanguaging practices which move from dependent to independent and one-way to two-way translanguaging acts. The latter area of improvement is agreement with the findings of translanguaging groups' essay scores which have significantly increased since their first writing tasks. The third highly mentioned improvement was more and higher quality discussions in English. As can be seen from the first stage coding of stimulated recalls, more participants had English and/or English dominant discussions when compared to the first interviews. The final area of improvement was being able to think in English more, which was also reflected in the stimulated recall interview findings.

4.4 Findings Related to the Third Research Question

The participants in all groups wrote four different types of tasks throughout the semester. In order to answer the third question which examines whether there is a statistical difference among the scores of three groups' writing tasks, the writing task scores of all groups were compared using inferential statistics. Primarily, the means of the first writing task scores were compared. As the result of Kruskal-Wallis test, it was found out that there was a statistically significant difference in the first writing task scores among three groups, $\chi^2(2) = 34.248, p = .000$.

Table 37

Kruskal-Wallis Test Statistics for Writing Task 1 Scores.

Writing Task 1 Scores	
Chi-Square	34.248
df	2
Asymp. Sig.	.000

Multiple comparisons of the three groups were made so as to find out which groups were statistically different from each other. For this reason, possible pairwise comparisons were made using Mann-Whitney U test.

Table 38

Pairwise Comparisons of Groups' Writing Task 1.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	15.500	246.500	-5.189	.000
<i>Inductive process-focused and Traditional</i>	90.000	321.000	-3.322	.001
<i>Translanguaging and Inductive process-focused</i>	72.000	303.000	-3.788	.000

As table 38 demonstrates, there was a significant difference between the first writing task scores of translanguaging and traditional groups ($U=15.5$, $p=.000$), traditional and inductive process-focused groups ($U=90$, $p=.001$), and between translanguaging and inductive process-focused groups ($U=72$, $p=.000$).

In research conducted in the field of education, total dependence on statistical significance tests is criticised since this reliance neglects practical significance (Fan, 2001). Maher, Markey and Ebert-May (2013) regard one statistical tool to support the findings of statistical significance tests as computing effect size, which measures the magnitude of the observed effect of a treatment. By yielding information regarding the significance of the observed effect's strength, effect size provides the researchers with valuable information reflecting practical meaningfulness. Among various ways to calculate effect size, in line with the statistical analyses performed in the present study, Pearson's Product Moment Correlation of Coefficient was calculated. Rosenthal (1994) proposed the alternative effect size calculation for cases

when computing Cohen's d was not suitable since the normal distribution assumption is violated. As the data was not normally distributed in the present study, Pearson's Correlation of Coefficient was calculated using the formula below. N refers to the total number of participants in the study, and r shows the effect size, in other words, how many per cent of the variance in data can be attributed to the implementation.

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

Accordingly, the effect size for the translanguaging and traditional group comparison is 0.65, inductive process-focused and traditional group is 0.42, and translanguaging and inductive process-focused group is 0.48. When the interpretation of these effect sizes is considered, $r=.10$ refers to a small effect size, $r=.30$ refers to a medium effect size, $r=.50$ refers to a large effect size, and $r=.70$ refers to a very large effect size (Maher et. al., 2013). Consequently, the translanguaging pedagogy had a large effect size in comparison with the instruction implemented in traditional group, and medium effect size when compared with the instruction implemented inductive process-focused group. Similarly, inductive process-focused group's implementation had a medium effect when compared to traditional group's.

Table 39
Descriptive Statistics of Writing Task 1.

Group	Mean	N	Std. Deviation
Translanguaging	80.7143	21	7.29
Traditional	58.0952	21	11.23
Ind.Pro.Group	69.2857	21	9.52

When all the statistical analyses including the descriptive statistics above are examined, it can be concluded that translanguaging group's mean of first writing task scores ($M=80.7$) was significantly higher than other groups' means, inductive process-focused group's mean of first writing task scores ($M=69.3$) was significantly higher than the traditional group's ($M=58.1$).

In the same vein, Kruskal-Wallis test was also carried out for the second writing task, it was found out that there was a statistically significant difference in the second writing task scores among three groups, $\chi^2(2) = 40.585, p = .000$.

Table 40

Kruskal-Wallis Test Statistics for Writing Task 2 Scores.

Writing Task 2 Scores	
Chi-Square	40.585
df	2
Asymp. Sig.	.000

As table 40 demonstrates, there was a significant difference between second writing task scores of translanguaging and traditional groups ($U=9$, $p=.000$), traditional and inductive process-focused groups ($U=85.5$, $p=.001$), and between translanguaging and inductive process-focused groups ($U=33$, $p=.000$).

Table 41

Pairwise Comparisons of Groups' Writing Task 2.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	9.000	240.000	-5.360	.000
<i>Inductive process-focused and Traditional</i>	85.500	316.000	-3.451	.001
<i>Translanguaging and Inductive process-focused</i>	33.000	264.000	-4.780	.000

As for the effect size for the translanguaging and traditional group comparison is 0.67, inductive process-focused and traditional group is 0.43, and translanguaging and inductive process-focused group is 0.60. Accordingly, the translanguaging pedagogy had a large effect size in comparison with traditional group, and medium effect size when compared with inductive process-focused group. Similarly, inductive process-focused group's implementation had a large effect when compared to traditional group.

Table 42

Descriptive Statistics of Writing Task 2.

Group	Mean	N	Std. Deviation
Trans	85	21	6.70820
Traditional	59.5	21	11.39131
Ind.Pro.Group	71.2	21	7.89062

Taking into all analyses into account, it can be deduced that translanguaging group's mean of second writing task scores ($M=85$) was significantly higher than

other groups' means. In the same way, inductive process-focused group's mean of second writing task scores (M=71.2) was significantly higher than the traditional group's mean (M=59.5).

Kruskal-Wallis test was repeated for the third writing task. The results of the test yielded that there was a statistically significant difference in the third writing task scores among three groups, $\chi^2(2) = 31.482, p = .000$.

Table 43

Kruskal-Wallis Test Statistics for Writing Task 3 Scores.

Writing Task 3 Scores	
Chi-Square	31.482
df	2
Asymp. Sig.	.000

As table 45 demonstrates, there was a significant difference between the third writing task scores of translanguaging and traditional groups (U=15.5, $p=.000$), traditional and inductive process-focused group (U=94.5, $p=.001$), and between translanguaging and inductive process-focused groups (U=97.5, $p=.002$).

Table 44

Pairwise Comparisons of Groups' Writing Task 3.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	15.500	246.500	-5.212	.000
<i>Inductive process-focused and Traditional</i>	94.500	325.500	-3.204	.001
<i>Translanguaging and Inductive process-focused</i>	97.500	328.500	-3.174	.002

When the effect size is considered, the translanguaging and traditional group comparison is 0.66, inductive process-focused and traditional group is 0.40, and translanguaging and inductive process-focused group is 0.40. Accordingly, the translanguaging pedagogy had a large effect size in comparison with traditional group, and medium effect size when compared with inductive process-focused group. Similarly, inductive process-focused group's implementation had a medium effect when compared to traditional group.

Table 45

Descriptive Statistics of Writing Task 3.

Group	Mean	N	Std. Deviation
Trans	86.47	21	6.50
Traditional	65.71	21	9.65
Ind.Pro.Group	76.42	21	9.63

When all the analyses are considered, it can be deduced that translanguaging group's mean of third writing task score (M=86.5) was significantly higher than other groups' means, inductive process-focused group's mean of third writing task score (M=76.4) was significantly higher than the traditional group's (M=65.7).

Finally, the same procedure was carried out for the fourth writing task. As Kruskal-Wallis test results demonstrate, the groups were statistically different, $\chi^2(2) = 30.839, p = .000$.

Table 46

Kruskal-Wallis Test Statistics for Writing Task 4 Scores.

	Writing Task 4 Scores
Chi-Square	30.839
df	2
Asymp. Sig.	.000

When the table below is examined, it is shown that there was a significant difference between the fourth writing task scores of translanguaging and traditional groups (U=22, $p=.000$), traditional and inductive process-focused groups (U=134.5, $p=.001$), and between translanguaging and inductive process-focused groups (U=64, $p=.002$).

Table 47

Pairwise Comparisons of Groups' Writing Task 4.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	22.000	253.000	-5.068	.000
<i>Inductive process-focused and Traditional</i>	134.500	365.500	-2.204	.028
<i>Translanguaging and Inductive process-focused</i>	64.000	295.000	-4.017	.000

As for the effect size, the translanguaging and traditional group comparison is 0.64, inductive process-focused and traditional group is 0.28, and translanguaging and inductive process-focused group is 0.51. Accordingly, the translanguaging pedagogy had a large effect size in comparison with traditional group, and small effect size when compared with inductive process-focused group. Similarly, inductive process-focused group's implementation had a large effect when compared to traditional group.

Table 48

Descriptive Statistics of Writing Task 4.

Group	Mean	N	Std. Deviation
Trans	86.19	21	5.45
Traditional	68.57	21	11.08
Ind.Pro.Group	76.66	21	6.58

When the results of the Mann-Whitney tests and descriptive statistics are examined, it can be deduced that translanguaging group's mean of the fourth writing task score (M=84.2) was significantly higher than other groups' means, and inductive process-focused group's mean of the fourth writing task score (M=76.7) was significantly higher than the traditional group's (M=68.6).

As mentioned before, all the essays were evaluated based on a writing rubric out of 100 points consisting of four parts each of which was scored out of 25. In order to delve into the evaluation of four essays and to answer the sub research questions, groups' scores of these four parts -task achievement, lexical accuracy and range, grammatical accuracy and range, cohesion and coherence - were compared individually. Primarily, Kruskal-Wallis test was conducted for four aspects of all

essays to find out whether in which aspects three groups differed from one another significantly.

Table 49

Kruskal-Wallis Test Statistics of the Four Components of the Four Writing Tasks.

	TaskAch1	LexicalAR1	GramAR1	CC1
Chi-Square	29.985	18.328	19.660	26.896
df	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000
	TaskAch2	LexicalAR2	GramAR2	CC2
Chi-Square	37.405	28.632	20.256	25.527
df	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000
	TaskAch3	LexicalAR3	GramAR3	CC3
Chi-Square	17.158	22.262	17.158	25.159
df	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000
	TaskAch4	LexicalAR4	GramAR4	CC4
Chi-Square	24.981	24.338	21.770	16.872
df	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000

As demonstrated in the table above, Kruskal-Wallis test revealed that for the first writing task there was a statistically significant difference among three groups' means of task achievement scores, $\chi^2(2) = 29.985$, $p=.000$, lexical range and accuracy scores, $\chi^2(2) = 18.328$, $p=.000$, grammatical accuracy and range scores, $\chi^2(2) = 19.660$, $p=.000$ and cohesion and coherence scores, $\chi^2(2) = 26.896$, $p=.000$. As for the second writing task, significant differences were also found among three groups' means of task achievement scores, $\chi^2(2) = 37.405$, $p=.000$, lexical range and accuracy scores, $\chi^2(2) = 28.632$, $p=.000$, grammatical accuracy and range scores, $\chi^2(2) = 20.256$, $p=.000$ as well as cohesion and coherence scores, $\chi^2(2) = 25.527$, $p=.000$. Likewise, for the third writing task there was a statistically significant difference among three groups' means of task achievement scores, $\chi^2(2) = 17.158$, $p=.000$, lexical range and accuracy scores, $\chi^2(2) = 22.262$, $p=.000$, grammatical accuracy and range scores $\chi^2(2) = 17.158$, $p=.000$ and cohesion and coherence scores $\chi^2(2) = 25.159$, $p=.000$. Finally, as for the fourth writing task, significant differences

were found among three groups' means of task achievement scores, $\chi^2(2) = 24.981$, $p=.000$, lexical range and accuracy scores, $\chi^2(2) = 24.338$, $p=.000$, grammatical accuracy and range scores, $\chi^2(2) = 21.770$, $p=.000$ as well as cohesion and coherence scores, $\chi^2(2) = 16.872$, $p=.000$.

Pairwise comparisons were made in order to examine which group or groups caused the significant difference in all aspects of each writing task. Accordingly, Mann-Whitney tests were conducted for every possible comparison between groups.

a) Task achievement aspect: Task achievement aspect of each writing task comparing all groups was analysed one by one. To begin with, as seen in table 54, there were significant differences among three groups' means of task achievement scores in all essays. As the following step, pairwise comparisons for each writing task were carried out to find out which group or groups differed from each other. The tables 55,56 and 57 reveal that there were significant differences between the translanguaging and traditional groups' means of first writing tasks' task achievement aspect ($U=32$, $p=.000$), between the traditional and inductive process-focused group ($U=122$, $p=.006$), and between the translanguaging and inductive process-focused groups ($U=87$, $p=.000$).

Table 50

Pairwise Comparisons of Groups' Task Achievement Scores (Writing Task 1).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	32.000	263.000	-4.993	.000
<i>Inductive process-focused and Traditional</i>	122.000	353.000	-2.722	.006
<i>Translanguaging and Inductive process-focused</i>	87.000	318.000	-3.697	.000

Translanguaging group's mean of first writing tasks' task achievement aspect ($M=22.6$) was significantly higher than other two groups' means. Likewise, inductive process-focused group's mean of first writing tasks' task achievement aspect ($M=18.33$) was significantly higher than traditional group's mean ($M=15.5$).

Apart from conducting statistical analyses which are given above to analyse each scoring aspect, additional qualitative and quantitative analyses were carried out to support the results of the statistical analyses. The task achievement aspects of the writing rubric used in the study aims to score the participants' writing task with

regard to how detailed the content was written, to what extent it was extended and supported in line with the specified length, and how appropriate the format / organization of the writing task was. In order to examine this aspect more thoroughly, firstly the number words of each writing task were counted and their means were calculated.

Table 51

Total Word Count and Average Word Number of Groups in the First Writing Task.

	Translanguaging Group	Traditional Group	Inductive process-focused Group
Total word count	4793	3312	3510
Average	228	158	168

When looked more closely, translanguaging group's first writing task total word count was 4.793 with a mean of 228 words per each participant, whereas inductive process-focused group's total word count for the first writing task was 3.510 with a mean of 168. Finally, traditional group wrote a total of 3.312 words with a mean of 157 words.

A further analysis to explore task achievement aspect in more depth was related to how appropriate writing tasks the participants produced in terms of organization. Accordingly, in order to get more detailed information about the participants' organization of the given writing tasks, specific aspects of organization according to the type of writing task were analysed. These included thesis statements in introduction paragraphs, topic sentences, supporting details and examples in main body paragraphs, restatement of thesis statement and summary in conclusion paragraph. All these specific points were analysed in terms of their accuracy and frequency.

Table 52

Analysis of the Organizational Aspects of the First Writing Task.

	Organization	Correct	Incorrect	%
Translanguaging Group	Topic Sentence	13	8	62%
	Background Info	14	7	67%
	Series of Events	21	0	100%
	Concluding Sentence	19	2	90%
	Organization	Correct	Incorrect	%
Traditional Group	Topic Sentence	5	16	24%
	Background Info	6	15	29%
	Series of Events	21	0	100%
	Concluding Sentence	13	8	62%
	Organization	Correct	Incorrect	%
Inductive process-focused Group	Topic Sentence	11	10	52%
	Background Info	10	11	48%
	Series of Events	21	0	100%
	Concluding Sentence	16	5	76%

Table 59 shows how accurately the participants produced the four specific aspects of first writing tasks' organization which they were required include their writing tasks. All the groups were able to write about the series of events which was a main element of writing narratives. However, the translanguaging group produced the highest percentage of topic sentences suitable for the first writing task; 62 %. This was followed by inductive process-focused group with an accuracy percentage of 52, and the traditional group was the least successful in writing topic sentences appropriate for the writing task with 24% success in producing them. The background information which the participants were required to include was written by 14 participants in translanguaging group, 10 participants in inductive process-focused group and 6 participants in traditional group. The last aspect of the first writing task which was analysed was the concluding sentence. Similar to other aspects, the translanguaging group had the highest accuracy with 90%, which was followed by inductive process-focused group participants' success with a 76 % of accuracy, whereas 62 % of the traditional groups' writing tasks included concluding sentences.

A similar procedure was also carried out for the second writing tasks' task achievement scores. Kruskal Wallis-U was conducted for the pairwise comparisons. The tables 60, 61 and 62 reveal that there were significant differences between the translanguaging and traditional groups' means of second writing tasks' task achievement aspect ($U=22.5$, $p=.000$), traditional and inductive process-focused groups ($U=84$, $p=.000$), and between translanguaging and inductive process-focused groups ($U=81$, $p=.000$).

Table 53

Mann-Whitney Test Statistics of the Translanguaging and Traditional Groups' Task Achievement Scores (Writing Task 2).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	22.500	253.500	-5.172	.000
<i>Inductive process-focused and Traditional</i>	84.000	315.000	-3.807	.000
<i>Translanguaging and Inductive process-focused</i>	81.000	312.000	-4.161	.000

Translanguaging group's mean of second writing tasks' task achievement aspect ($M=22.9$) was significantly higher than other two groups' means. Similarly, inductive process-focused group's mean of second writing tasks' task achievement aspect ($M=18.8$) was significantly higher than traditional group's mean ($M=15.6$).

Additional analysis regarding the word count of the second writing task showed that translanguaging group's essays were still the longest with a total of 4.676 words with a mean of 223 words, while inductive process-focused group produced a total of 4.125 words with a mean of 196 words, and traditional group's total word count was still the lowest - 3.862 words with a mean of 184.

Table 54

Total Word Count and Average Word Number of Groups in the Second Writing Task.

	Translanguaging Group	Traditional Group	Inductive process-focused Group
Total word count	4676	3862	4125
Average	223	184	196

Besides the analysis of total word count, the variety and frequency of content points which the participants mentioned in their writing tasks were analysed both

quantitative and qualitatively. In other words, all the content points which were included in the participants' essays were categorized and reoccurring content points' were counted. The participants were given four different essay topics (charging plastic bags, life in big city, the use of technology and children's computer use) to choose from and write. The sub-topic implies the number of different supporting details that the participants came up with about the topic they chose, and frequency implies how many times these different supporting details were mentioned in their essays (to see what these supporting detail topics included see Appendix Q). As table 64 demonstrates, in their second writing task translanguaging group produced a higher variety of sub-topics and included them in their essays more times than the other two groups. This was followed by the inductive process-focused group whose participants produced 24 different sub-topics which were mentioned 52 times. Finally, traditional group participants were able to find 20 sub-topics about the topics given to them and mentioned these 37 times in their essays.

Table 55

The Number of Different Content Points Mentioned in the Second Writing Task and their Frequencies.

Topics	Translanguaging group		Traditional group		Inductive process-focused group	
	Sub-topic	Frequency	Sub-topic	Frequency	Sub-topic	Frequency
Charging Plastic Bags	2	2	2	2	0	0
Life in Big City	12	19	4	7	13	23
The technology	14	46	11	25	9	26
Children's Computer Use	6	10	3	3	3	3
Total	34	77	20	37	24	52

As for the organizational features, in order to ascertain how accurately the participants produced their essays' organization, certain aspects of their essays were analysed. Table 65 specifies the accuracy of each organizational aspect the participants in each group produced in their writing tasks.

Table 56

Analysis of Organization the Second Writing Task.

Translanguaging Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	21	0	21	100%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	19	2	21	90%
	<i>Summary</i>	15	6	21	71%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	77	17		
	<i>Examples</i>	27	14		
<i>Main Body</i>	<i>Topic Sentence</i>	TRUE	FALSE	Total	%
		45	1	46	98%
Traditional Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	10	11	21	48%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	11	10	21	52%
	<i>Summary</i>	6	15	21	29%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	37	9		
	<i>Examples</i>	9	7		
<i>Main Body</i>	<i>Topic Sentence</i>	TRUE	FALSE	Total	%
		16	20	36	44%
Inductive process-focused Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	15	6	21	71%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	17	4	21	81%
	<i>Summary</i>	14	7	21	67%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	52	12		
	<i>Examples</i>	13	12		
<i>Main Body</i>	<i>Topic Sentence</i>	TRUE	FALSE	Total	%
		32	7	39	82%

To start with the thesis statement in the introduction paragraph, all the participants in the translanguaging group were successful in writing an appropriate thesis statement to the writing task, whereas 71% of the inductive process-focused group wrote thesis statement correctly. The traditional group were able to reach an accuracy level of 48% in terms of writing a thesis statement. When the main body paragraphs' organization is considered, similarly translanguaging group wrote 98% of the topic sentences appropriately, included 77 supporting details and 9 examples. Inductive process-focused group participants wrote 82% of their topic sentences accurately, wrote 52 supporting details and 13 examples. Lastly, 44% of the

traditional group's topic sentences were suitable for the writing task in which 37 supporting details and 9 examples were given. In the conclusion paragraph, the translanguaging group were able to write 90 % of their restatement sentences accurately, while inductive process-focused group had a success percentage of 81%. However, the participants of the traditional group restated their thesis statement with a percentage of 52. The last aspect which was examined is a short summary sentence to be included in the conclusion paragraph. 71 % of the translanguaging group included a short summary of the main points in their conclusion paragraphs, which was followed by the inductive process-focused group with 67 % accuracy, and finally traditional group included a summary sentence in 29% of their essays.

As for the third writing task's analyses of task achievement aspect, the same procedure was followed. Kruskal Wallis-U was conducted for the pairwise comparisons. The tables 66,67 and 68 show that there were significant differences between translanguaging and traditional groups' means of third writing tasks' task achievement aspect ($U=66, p=.000$), traditional and inductive process-focused groups ($U=143.5, p=.031$) and translanguaging and inductive process-focused groups ($U=140.5, p=.025$).

Table 57

Pairwise Comparisons of Groups' Task Achievement Scores (Writing Task 3).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	66.000	297.000	-4.297	.000
<i>Inductive process-focused and Traditional</i>	143.500	374.500	-2.151	.031
<i>Translanguaging and Inductive process-focused</i>	140.500	371.500	-2.237	.025

Translanguaging group's mean of the third writing tasks' task achievement aspect ($M=22.4$) was significantly higher than other two groups' means. In addition, inductive process-focused group's mean of third writing tasks' task achievement aspect ($M=20$) was significantly higher than traditional group's mean ($M=17.4$).

Additional analysis regarding the word count of the third writing task showed that translanguaging group's essays continued to be the lengthiest with a total of 5.101 words with a mean of 243 words, while inductive process-focused group produced a total of 4.709 words with a mean of 224 words, and traditional group's total word count was still the lowest - 3.861 words with a mean of 184.

Table 58

Total Word Count and Average Word Number of Groups in the Third Writing Task.

	Translanguaging Group	Traditional Group	Inductive process-focused Group
Total word count	5101	3861	4709
Average	243	184	224

In addition to the analysis of total word count, the variety and frequency of content points which the participants mentioned in their writing tasks were analysed both quantitative and qualitatively. In other words, all the content points which were included in the participants' essays were categorized and reoccurring content points' were counted. The participants were given four different essay topics (working and studying, home schooling, and exams) to choose from and write (to see what these supporting detail topics included see Appendix P). As table 70 demonstrates, in their third writing task translanguaging group produced a higher variety of sub-topics and included them in their essays more times than the other two groups. This was followed by the inductive process-focused group whose participants produced 27 different sub-topics which were mentioned 87 times. Finally, traditional group participants were able to find 23 sub-topics about the topics given to them and mentioned these 51 times in their essays.

Table 59

The Number of Different Content Points Mentioned in the Third Writing Task and their Frequencies.

Topics	Translanguaging group		Traditional group		Inductive process-focused group	
	Sub-topic	Frequency	Sub-topic	Frequency	Sub-topic	Frequency
Working and studying	18	70	9	30	13	65
Home Schooling	16	33	6	7	10	17
Exams	14	28	8	14	4	5
Total	48	131	23	51	27	87

The organization analysis of the third writing task involved similar aspects. To begin with, the thesis statement in the introduction paragraph, all the participants in the translanguaging group were successful in writing an appropriate thesis statement to the writing task, whereas 81 % of the inductive process-focused group wrote thesis statement. The traditional group were able to reach an accuracy level of 57 % in terms of writing a thesis statement. When the main body paragraphs' organization is considered, similarly translanguaging group wrote 95 % of the topic sentences appropriately, included 112 supporting details and 27 examples. Inductive process-focused group participants wrote 86 % of their topic sentences accurately, wrote 87 supporting details and 20 examples. Lastly, 55 % of the traditional group's topic sentences were suitable for the writing task in which 46 supporting details and 8 examples were given. In the conclusion paragraph, the translanguaging group were able to write 86 % of their restatement sentences accurately, while inductive process-focused group had a success percentage of 71%. However, the participants of the traditional group restated their thesis statement with a percentage of 52. The last aspect which was examined is an opinion sentence to be included in the conclusion paragraph. All the participants translanguaging group included it in their conclusion paragraphs, which was followed by the inductive process-focused group with 95 % accuracy, and finally traditional group included a summary in 67% of their essays.

Table 60

Analysis of Organization of the Third Writing Task.

Translanguaging Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	21	0	21	100%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	18	3	21	86%
	<i>Opinion</i>	21	0	21	100%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	112	21		
	<i>Examples</i>	27	12		
		TRUE	FALSE	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	40	2	42	95%
Traditional Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	12	9	21	57%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	11	10	21	52%
	<i>Opinion</i>	14	7	21	67%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	46	14		
	<i>Examples</i>	8	6		
		TRUE	FALSE	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	23	19	42	55
Inductive process-focused Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	17	4	21	81%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	15	6	21	71%
	<i>Opinion</i>	20	1	21	95%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	87	20		
	<i>Examples</i>	20	12		
		TRUE	FALSE	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	36	6	42	86

Finally, for the last writing task, Kruskal Wallis-U was carried out for the comparisons of task achievement scores between groups. The tables 72, 73 and 74 show that there were significant differences between the translanguaging and traditional groups' means of fourth writing tasks' task achievement aspect ($U=60$, $p=.000$) and between the traditional and inductive process-focused groups ($U=78$,

$p=.000$) though the difference between the translanguaging and inductive process-focused groups was not statistically significant ($U=189, p=.358$).

Table 61

Pairwise Comparisons of Groups' Task Achievement Scores (Writing Task 4).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	60.000	291.000	-4.421	.000
<i>Inductive process-focused and Traditional</i>	78.000	309.000	-4.064	.000
<i>Translanguaging and Inductive process-focused</i>	189.000	420.000	-.919	.358

Translanguaging group's mean of fourth writing task's task achievement aspect ($M=22.6$) was significantly higher than traditional group's mean ($M=17.4$) though not significantly higher than inductive process-focused group's ($M=21.9$). Inductive process-focused group's mean of fourth writing task's task achievement aspect ($M=21.9$) was significantly higher than traditional group's mean ($M=17.4$).

Additional analysis regarding the word count of the fourth writing task showed that translanguaging group's essays were still the longest with a total of 5.844 words with a mean of 278 words. Following this, inductive process-focused group produced a total of 4.486 words with a mean of 214 words, and traditional group's total word count was still the lowest - 4.486 words with a mean of 214.

Table 62

Total Word Count and Average Word Number of Groups in the Third Writing Task.

	Translanguaging Group	Traditional Group	Inductive process-focused Group
Total word count	5.844	4.061	4.486
Average	278	193	214

For the fourth writing task, the participants were given four different essay topics (stress, car accidents, migration and social media) to choose from. The participants of the translanguaging group produced the highest number of sub-topics about each topic and included them the most in their essays among all groups. Inductive process-focused group followed translanguaging group with 25 different

sub-topics which were mentioned 52 times, whereas traditional group participants were able to come up with 20 different sub-topics which were written 41 times.

Table 63

The number of Different Content Points Mentioned in the Fourth Writing Task and Their Frequencies.

Topics	Translanguaging Group		Traditional Group		Inductive process-focused Group	
	Sub-topic	Frequency	Sub-topic	Frequency	Sub-topic	Frequency
Stress	14	24	6	13	10	20
Car Accidents	10	27	6	17	8	15
Social Media	4	5	4	7	3	3
Migration	5	5	4	4	4	14
Total	33	61	20	41	25	52

The organization analysis of the fourth writing task is listed in the table below. To begin with, the thesis statement in the introduction paragraph, all the participants in the translanguaging group were successful in writing an appropriate thesis statement to the writing task. Similarly, a high percentage, 90 %, of the inductive process-focused group wrote appropriate thesis statement though the traditional group were able to reach an accuracy level of 62 % in terms of writing a thesis statement. When the main body paragraphs' organization is considered, translanguaging group wrote 98 % of the topic sentences appropriately, included 66 supporting details and 45 examples. This group was closely followed by inductive process-focused group participants who wrote 93 % of their topic sentences accurately, and included 43 supporting details and 37 examples. Lastly, 72 % of the traditional group's topic sentences were suitable for the writing task in which 16 supporting details and 20 examples were given. In the conclusion paragraph, the translanguaging group was able to write 86 % of their restatement sentences accurately, while inductive process-focused group had a success percentage of 76%. However, the participants of the traditional group restated their thesis statement with a percentage of 43. The last aspect which was examined is an opinion sentence to be included in the conclusion paragraph. All the participants in translanguaging as well as inductive process-focused groups included it in their conclusion paragraphs even though traditional group included it in 81% of their essays.

Table 64

Analysis of Organization the Fourth Writing Task.

Translanguaging Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	21	0	21	100%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	18	3	21	86%
	<i>Opinion</i>	21	0	21	100%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	66	15		
	<i>Examples</i>	45	19		
		TRUE	FALSE	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	43	1	44	98%
Traditional Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	13	8	21	62%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	9	12	21	43%
	<i>Opinion</i>	17	4	21	81%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	16	4		
	<i>Examples</i>	20	11		
		TRUE	FALSE	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	34	13	47	72%
Inductive process-focused Group					
		TRUE	FALSE/NOT STATED	Total	%
<i>Intro</i>	<i>Thesis Statement</i>	19	2	21	90%
<i>Conclusion</i>	<i>Restatement Of Thesis</i>	16	5	21	76%
	<i>Opinion</i>	21	0	21	100%
		Total Number	Number Of Student		
<i>Main Body</i>	<i>Supporting Detail</i>	43	13		
	<i>Examples</i>	37	16		
		TRUE	FALSE	Total	%
<i>Main Body</i>	<i>Topic Sentence</i>	41	3	44	93%

b) Cohesion and coherence aspect: The cohesion and coherence aspect of each writing task comparing three groups was analysed one by one. As table 54 clearly demonstrated there were significant differences among three groups' cohesion and coherence scores in all writing tasks. As the following step, pairwise comparisons were carried out to find out which group or groups differed from each other. The tables 78, 79 and 80 reveal that there were significant differences between

the translanguaging and traditional groups' scores of first writing task's cohesion and coherence aspect ($U=42$, $p=.000$), between the traditional and inductive process-focused group ($U=139$, $p=.026$), and between the translanguaging and inductive process-focused groups ($U=94.5$, $p=.000$).

Table 65

Pairwise Comparisons of Groups' Cohesion and Coherence Scores (Writing Task 1).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	42.000	273.000	-4.804	.000
<i>Inductive process-focused and Traditional</i>	139.000	370.000	-2.219	.026
<i>Translanguaging and Inductive process-focused</i>	94.500	325.500	-3.599	.000

Translanguaging group's mean of first writing task's cohesion and coherence aspect ($M=21.7$) was significantly higher than the other groups. Inductive process-focused group's mean of first writing task's cohesion and coherence aspect ($M=17.9$) was also significantly higher than traditional group's mean ($M=15$).

In terms of coherence and cohesion component of the scoring, all the transition signals used in the participants' essays were both listed and their accuracy were noted and counted. As for the first writing task, the participants in the translanguaging group used 62 different transition signals with a total of 254 times. Out of these 96% of their use was correct. This was followed by inductive process-focused groups' participants' use of 32 different transition signals with a total of 203 times out of which 97% were correct. Lastly, traditional group included 27 different of transition signals 174 times. 96% of them were used appropriately.

Table 66

Use of Transition Signals Among Groups in Their First Writing Task.

	Range	Frequency	Correct	Incorrect	Correct %
Translanguaging	62	254	245	9	96%
Traditional	27	174	167	7	96%
Inductive process-focused	32	203	196	7	97%

In the second writing task, pairwise comparisons were also made with Mann-Whitney-U tests. The tables 82, 83 and 84 reveal that there were significant differences between the translanguaging and traditional groups' scores of second writing task's cohesion and coherence aspect ($U=52.5, p=.000$), translanguaging and inductive process-focused groups ($U=141.5, p=.026$), and between translanguaging and inductive process-focused groups ($U=92.5, p=.000$).

Table 67

Pairwise Comparisons of Groups' Cohesion and Coherence Scores (Writing Task 2).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	52.500	283.500	-4.470	.000
<i>Inductive process-focused and Traditional</i>	141.500	372.500	-2.225	.026
<i>Translanguaging and Inductive process-focused</i>	92.500	323.500	-3.662	.000

Translanguaging group's second writing task's cohesion and coherence score ($M=21.6$) was significantly higher than the other groups. Inductive process-focused group's second writing task's cohesion and coherence score ($M=18.3$) was also significantly higher than traditional group's score ($M=16$).

Additional analysis revealed that in their second writing task the participants in the translanguaging group used 60 different transition signals with a total of 271 times. Out of these 99% of their use was correct. Inductive process-focused groups' participants' use of 43 different transition signals with a total of 188 times out of which 93% were correct. This group was followed by traditional group participants who included 33 different of transition signals 188 times. 93% of them were used appropriately.

Table 68

Use of Transitions and Conjunctions Among Groups in Their Third Writing Task.

	Range	Frequency	Correct	Incorrect	Correct %
Translanguaging	60	271	268	3	99%
Traditional	33	188	174	14	93%
Inductive process-focused	43	241	228	13	95%

For the third writing task, pairwise comparisons conducted with Mann-Whitney-U tests demonstrated that there were significant differences between the translanguaging and traditional groups' scores of third writing task's cohesion and coherence aspect ($U=36$, $p=.000$), translanguaging and inductive process-focused groups ($U=122$, $p=.006$), and traditional and inductive process-focused groups ($U=120.5$, $p=.006$).

Table 69

Pairwise Comparisons of Groups' Cohesion and Coherence Scores (Writing Task 3).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	36.000	271.000	-4.824	.000
<i>Inductive process-focused and Traditional</i>	120.500	321.500	-2.750	.006
<i>Translanguaging and Inductive process-focused</i>	122.000	353.000	-2.754	.006

Translanguaging group's score of third writing task's cohesion and coherence aspect ($M=22.6$) was significantly higher than the other groups. Inductive process-focused group's score of third writing task's cohesion and coherence aspect ($M=19.8$) was also significantly higher than traditional group's score ($M=16$).

Further analysis yielded that for their third writing task the participants in the translanguaging group used 70 different transition signals with a total of 363 times. Out of these 97% of their use was correct. Inductive process-focused groups' participants' use of 34 different transition signals with a total of 250 times out of which 92% were correct. Finally, traditional group participants who included 33 different of transition signals 193 times. 90% of them were used appropriately.

Table 70

Use of Transitions and Conjunctions Among Groups in Their Third Writing Task.

	Range	Frequency	Correct	Incorrect	Correct %
Translanguaging	70	363	351	12	97%
Traditional	33	193	174	19	90%
Inductive process-focused	34	250	231	19	92%

Finally, the Mann Whitney-U test carried out for the fourth writing tasks of the groups showed that there were significant differences between the translanguaging and traditional groups' scores of fourth writing task's cohesion and coherence aspect ($U=97.5$, $p=.000$), and between traditional and inductive process-focused groups ($U=120.5$, $p=.002$) although translanguaging and inductive process-focused groups' difference was not statistically significant ($U=192$, $p=.348$).

Table 71

Pairwise Comparisons of Groups' Cohesion and Coherence Scores (Writing Task 4).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	97.500	328.500	-3.707	.000
<i>Inductive process-focused and Traditional</i>	120.500	351.500	-3.089	.002
<i>Translanguaging and Inductive process-focused</i>	192.000	423.000	-.938	.348

Translanguaging group's scores of fourth writing task's cohesion and coherence aspect ($M=21.4$) was significantly higher traditional group's scores ($M=17.6$) though not from inductive process-focused group's ($M=20.7$) Inductive process-focused group's scores of fourth writing task's cohesion and coherence aspect was also significantly higher than traditional group's.

Additional analysis showed that for their fourth writing task the participants in the translanguaging group used 83 different transition signals with a total of 409 times. Out of these 98% of their use was correct. Inductive process-focused groups' participants' use of 78 different transition signals with a total of 295 times out of which 92% were correct. Finally, traditional group participants who included 43 different of transition signals 295 times. 92% of them were used appropriately.

Table 72

Use of Transitions and Conjunctions Among Groups in Their Third Writing Task.

	Range	Frequency	Correct	Incorrect	Correct %
Translanguaging	83	409	400	9	98%
Traditional	43	295	270	25	92%
Inductive process-focused	78	321	296	25	92%

c) Lexical Accuracy and Range Aspect: Lexical accuracy and range aspect for each writing task among groups was analysed one by one. As shown previously in table 54, three groups' means of lexical accuracy and range scores demonstrated significant differences in all writing tasks. Accordingly, the groups were compared in pairs to find out which group or groups differed from each other. The tables 94, 95 and 96 show that there were significant differences between the translanguaging and traditional groups' scores of first writing tasks' lexical range and accuracy aspect ($U=72, p=.000$), traditional and inductive process-focused groups ($U=141, p=.018$), and translanguaging and inductive process-focused groups ($U=144, p=.027$).

Table 73

Mann-Whitney Test Statistics of the Translanguaging and Traditional Groups' Lexical Accuracy and Range Scores (Writing Task 1).

Mann-Whitney U	72.000
Wilcoxon W	303.000
Z	-4.155
Asymp. Sig. (2-tailed)	.000

Table 74

Pairwise Comparisons of Groups' Lexical Accuracy and Range Scores (Writing Task 1).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	72.000	303.000	-4.155	.000
<i>Inductive process-focused and Traditional</i>	141.000	372.000	-2.358	.018
<i>Translanguaging and Inductive process-focused</i>	144.000	375.000	-2.211	.027

Translanguaging group's scores of first writing task's lexical accuracy and range aspect (M=18.6) were significantly higher than the other groups'. Inductive process-focused group's scores of first writing task's lexical accuracy and range aspect (M=16.6) were also significantly higher than traditional group's (M=14.5).

As in the pilot study, in order to support the lexical accuracy and range scores RANGE program which provides its users with the range of words used in texts in three categories was used. The first category named 'one' refers to the most frequently used 1.000 words of English language. The second category 'two' refers to the second most 1.000 words of English language, and finally the third category in the program includes words which are not found in the previous two categories but words that are used frequently in upper secondary schools and university texts which are about a variety of subjects. All the participants' essays were typed, uploaded to the program, and the summary for the first writing tasks' analysis is given in the table below.

Table 75

RANGE Analysis Results of the First Writing Task.

	Word List	Tokens/%	Types/%
Translanguaging Group	One	4059/84.7	623/59.7
	Two	318/6.6	155/14.9
	Three	83/1.7	42/4.0
Traditional Group	Word List	Tokens/%	Types/%
	One	2982/84.7	496/60.6
	Two	198/5.6	110/13.4
Inductive process-focused Group	Three	20/0.6	9/1.1
	Word List	Tokens/%	Types/%
	One	2969/84.6	507/62.7
Inductive process-focused Group	Two	254/7.2	117/14.5
	Three	32/0.9	21/2.6

The table above justifies that translanguaging groups' participants 623 different words with a total of 4059 words from the first word list category, 155 different words from the second word list and 42 different words from the third word list. These numbers were followed by translanguaging E-groups' participants. Similar to translanguaging group 84.7% of their words from the first word list. Though they included a higher percentage of words from the second list category with 7.2%, their use of words from the third category was 0.9%. Traditional group participants included 496 different words from the first word list, 110 different words from the second word list and 9 different words from the third list of words.

Mann Whitney-U tests for the second writing tasks' lexical accuracy and range yielded that there were significant differences between the translanguaging and traditional groups' scores of second writing tasks' lexical range and accuracy aspect ($U=42.5$, $p=.000$), traditional and inductive process-focused groups ($U=150.5$, $p=.034$), and between translanguaging and inductive process-focused groups ($U=80.5$, $p=.000$).

Table 76

Pairwise Comparisons of Groups' Lexical Accuracy and Range Scores (Writing Task 2).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	42.500	273.500	-4.815	.000
<i>Inductive process-focused and Traditional</i>	150.500	381.500	-2.120	.034
<i>Translanguaging and Inductive process-focused</i>	80.500	311.500	-3.936	.000

Translanguaging group's scores of second writing task's lexical accuracy and range aspect (M=20.5) were significantly higher than the other groups'. Inductive process-focused group's scores of second writing task's lexical accuracy and range aspect (M=17) were also significantly higher than traditional group's (M=14.8).

Further analysis with RANGE below provided detailed information regarding the range of words used in groups' second writing tasks. The participants in the translanguaging group wrote 518 different words with a total of 4033 words from the first word list category, 118 different words from the second word list and 109 different words from the third word list which showed a great increase when compared with their first writing task. Translanguaging E-groups' participants included 83.1% of their words from the first word list, 5.3 % of words from the second list category and with 4.5%, of words from the third word list category. Traditional group participants' performance followed the inductive process-focused groups' by writing 84.5 % of words from the first word list, 5.3 % of different words from the second word list and 4.5 % of words from the third list of words.

Table 77

RANGE Analysis Results of the Second Writing Task.

	Word List	Tokens/%	Types/%
Translanguaging Group	One	4033/82.1	518/59.9
	Two	274/ 5.6	118/13.6
	Three	282/ 5.7	109/12.6
	Word List	Tokens/%	Types/%
Traditional Group	One	3219/83.1	513/65.4
	Two	207/ 5.3	87/11.1
	Three	173/ 4.5	80/10.2
	Word List	Tokens/%	Types/%
Inductive process-focused Group	One	3539/84.5	545/66.2
	Two	214/ 5.1	87/10.6
	Three	198/ 4.7	85/10.3

As for the results of the third writing task, there were significant differences between the translanguaging and traditional groups' scores lexical range and accuracy aspect ($U=63$, $p=.000$), between translanguaging and inductive process-focused groups ($U=114$, $p=.003$), and traditional and inductive process-focused groups ($U=155.5$, $p=.034$)

Table 78

Pairwise Comparisons of Groups' Lexical Accuracy and Range Scores (Writing Task 3).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	63.000	294.000	-4.414	.000
<i>Inductive process-focused and Traditional</i>	114.000	345.000	-2.971	.003
<i>Translanguaging and Inductive process-focused</i>	155.500	386.500	-2.124	.034

Translanguaging group's scores of third writing task's lexical accuracy and range aspect ($M=20.5$) were significantly higher than the other groups'. Inductive process-focused group's scores of third writing task's lexical accuracy and range aspect ($M=18.8$) were also significantly higher than traditional group's ($M=15.7$).

Table 79

RANGE Analysis Results of the Third Writing Task.

	Word List	Tokens/%	Types/%
Translanguaging Group	One	4344/84.5	504/61.6
	Two	282 / 5.5	97 /11.9
	Three	245 / 4.8	104/12.7
Traditional Group	One	3303/86.8	489 /64.8
	Two	161 / 3.4	68 / 9.1
	Three	166/ 4.0	67/8.9
Inductive process-focused Group	One	4181 / 89.1	496 / 66.3
	Two	181/4.8	89/11.8
	Three	185/4.9	75/10

RANGE provided the results that the participants in the translanguaging group wrote 504 different words with a total of 4344 words from the first word list category, 97 different words from the second word list and 104 different words from the third word list. Translanguaging E-groups' participants included 496 different words from with a total of 4181 words the first word list, 89 different words from the second list category and with 75 different words from the third word list category. Traditional group participants' performance showed that they included 489 different words from the first word list, 68 different words from the second word list and 67 words from the third list of words.

When the last writing task is considered, as illustrated in the tables 105, 106 and 107, there were significant differences between the translanguaging and traditional groups' scores of fourth writing tasks' lexical range and accuracy aspect ($U=63, p=.000$) while there was no statistically significant difference between the traditional and inductive process-focused groups ($U=179.5, p=.253$). However, translanguaging and inductive process-focused groups' scores differed significantly ($U=77, p=.000$).

Table 80

Pairwise Comparisons of Groups' Lexical Accuracy and Range Scores (Writing Task 4).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	63.000	294.000	-4.364	.000
<i>Inductive process-focused and Traditional</i>	179.500	410.500	-1.144	.253
<i>Translanguaging and Inductive process-focused</i>	77.000	308.000	-4.110	.000

Translanguaging group's scores of fourth writing task's lexical accuracy and range aspect (M=21.7) were significantly higher than the other groups' although inductive process-focused group's scores of fourth writing task's lexical accuracy and range aspect (M=17.6) was not significantly higher than traditional group's (M=16).

RANGE results for the last writing task revealed that that the participants in the translanguaging group wrote 622 different words with a total of 4766 words from the first word list category, 145 different words from the second word list and 143 different words from the third word list. Translanguaging E-groups' participants included 523 different words from with a total of 2672 words from the first word list, 101 different words from the second list category and with 76 different words from the third word list category. Traditional group participants' performance showed that they included 534 different words from the first word list, 97 different words from the second word list and 102 words from the third list of words.

Table 81

RANGE Analysis Results of the Fourth Writing Task.

	Word List	Tokens/%	Types/%
Translanguaging Group	One	4766/81.4	622/57.5
	Two	342/5.8	145/13.4
	Three	443/7.6	143/13.2
Traditional Group	Word List	Tokens/%	Types/%
	One	3303/81	534/60.3
	Two	259/6.3	97/11
Inductive process-focused Group	Three	270/ 6.6	102/ 11.5
	Word List	Tokens/%	Types/%
	One	3672/81.2	523/59.6
Inductive process-focused Group	Two	246/5.4	101/11.5
	Three	275/6.1	76/8.7

d) Grammatical Accuracy and Range aspect: Grammatical accuracy and range aspect scores for each writing task among three groups were analysed one by one. As shown previously in table 54, there were significant differences among three groups' means of grammatical accuracy and range scores in all writing tasks. As the following step, pairwise comparisons were carried out to find out which group of groups differed from each other. The tables 110, 111 and 112 reveal that there were significant differences between the translanguaging and traditional groups' scores of first writing tasks' grammatical accuracy and range ($U=69$, $p=.000$), traditional and inductive process-focused groups ($U=134.5$, $p=.012$), and translanguaging and inductive process-focused groups ($U=138$, $p=.018$).

Table 82

Pairwise Comparisons of Groups' Grammatical Accuracy and Range Scores (Writing Task 1).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	69.000	300.000	-4.161	.000
<i>Inductive process-focused and Traditional</i>	134.500	365.500	-2.503	.012
<i>Translanguaging and Inductive process-focused</i>	138.000	369.000	-2.365	.018

Translanguaging group's scores of first writing task's grammatical accuracy and range aspect (M=17.9) were significantly higher than the other groups'. Similarly, inductive process-focused group's scores of first writing task's grammatical accuracy and range aspect (M=15.7) were significantly higher than traditional group's (M=13.3).

When the second writing task is taken into consideration, Mann-Whitney-U tests made it clear that there were significant differences between the translanguaging and traditional groups' scores of second writing tasks' grammatical accuracy and range ($U=69.5$, $p=.000$), translanguaging and inductive process-focused groups ($U=126$, $p=.003$), and traditional and inductive process-focused groups ($U=146$, $p=.035$).

Table 83

Pairwise Comparisons of Groups' Grammatical Accuracy and Range Scores (Writing Task 2).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	69.500	300.500	-4.312	.000
<i>Inductive process-focused and Traditional</i>	146.000	337.000	-2.109	.035
<i>Translanguaging and Inductive process-focused</i>	126.000	357.000	-2.968	.003

Translanguaging group's scores of second writing task's grammatical accuracy and range aspect (M=19.5) were significantly higher than the other groups'. Similarly, inductive process-focused group's scores of second writing task's grammatical accuracy and range aspect (M=17.4) were significantly higher than traditional group's (M=15.2).

As for the third writing task it was found out that there were significant differences between the translanguaging and traditional groups' scores of third writing tasks' grammatical accuracy and range ($U=79$, $p=.000$), translanguaging and inductive process-focused groups ($U=150$, $p=.021$), and traditional and inductive process-focused groups ($U=146.5$, $p=.037$).

Table 84

Pairwise Comparisons of Groups' Grammatical Accuracy and Range Scores (Writing Task 3).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	79.000	310.000	-4.061	.000
<i>Inductive process-focused and Traditional</i>	146.500	377.500	-2.082	.037
<i>Translanguaging and Inductive process-focused</i>	150.000	381.000	-2.312	.021

Translanguaging group's scores of third writing task's grammatical accuracy and range aspect (M=19.8) were significantly higher than the other groups'. Similarly, inductive process-focused group's scores of third writing task's grammatical accuracy and range aspect (M=17.9) were significantly higher than traditional group's (M=15.9).

Finally, for the fourth writing task, Mann Whitney-U tests showed that there were significant differences between the translanguaging and traditional groups' scores of fourth writing tasks' grammatical accuracy and range (U=81.5, $p=.000$), and translanguaging and inductive process-focused groups (U=73.5, $p=.999$) despite the fact that traditional and inductive process-focused groups did not differ significantly (U=217, $p=.919$).

Table 85

Pairwise Comparisons of Groups' Grammatical Accuracy and Range Scores (Writing Task 4).

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	81.500	312.500	-3.996	.000
<i>Inductive process-focused and Traditional</i>	217.000	448.000	-.102	.919
<i>Translanguaging and Inductive process-focused</i>	73.500	304.500	-4.220	.000

Translanguaging group's scores of fourth writing task's grammatical accuracy and range aspect (M=20.5) were significantly higher than the other groups'. On the contrary, inductive process-focused group's scores of fourth writing task's grammatical accuracy and range aspect (M=16.7) were not significantly higher than traditional group's (M=16.2).

Last but not least, in order to ascertain whether each group's first and last writing task scores were significantly different, Wilcoxon Signed Rank test was conducted. As table 121 indicates that translanguaging group's fourth writing task score was significantly higher than their first writing task ($Z=-2.977$, $p=003$), which was also valid for inductive process-focused group ($Z=-2.846$, $p=004$), and traditional group ($Z=-3.181$, $p=001$).

Table 86
Wilcoxon Signed Rank Test Statistics of Groups.

Groups		Task1scores – task4scores
Translanguaging	Z	-2.977 ^b
	Asymp. Sig. (2-tailed)	.003
Traditional	Z	-3.181 ^b
	Asymp. Sig. (2-tailed)	.001
Inductive process-focused	Z	-2.846 ^b
	Asymp. Sig. (2-tailed)	.004

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

To summarize, when total scores of four writing tasks are examined, translanguaging group got significantly higher scores than other groups throughout the semester. Similarly, inductive process-focused group participants' total scores were significantly higher than traditional group's scores. When the total scores are scrutinized further in terms of their four aspects, translanguaging group's scores of four aspects were significantly higher than the other groups in their first, second and third writing tasks. Likewise, inductive process-focused group's scores of four aspects were significantly higher than traditional group in their first, second and third writing tasks. In the fourth writing task, translanguaging group's grammatical and lexical accuracy and range scores were still significantly higher than the other groups, whereas there was not a significant different between translanguaging and inductive process-focused groups' task achievement and cohesion and coherence scores. Inductive process-focused and traditional groups' task achievement and cohesion and coherence scores continued to be significantly different from each other in the fourth writing task though their grammatical and lexical accuracy and range

scores were not statistically different. Below is a table which summarizes the statistical significances for all writing tasks' four aspects:

Table 87

The summary of Statistical Significances for Each Writing Task and Aspect Among Groups.

Writing Task 1				
	TaskAch.	LexicalAcR	GramAcR	CC
* Translanguaging - Traditional	.000	.000	.000	.000
* Ind. Pro. Group - Traditional	.006	.001	.012	.026
* Translanguaging - Ind. Pro. Group	.000	.000	.018	.000
Writing Task 2				
	TaskAch.	LexicalAcR	GramAcR	CC
* Translanguaging - Traditional	.000	.000	.000	.000
* Ind. Pro. Group - Traditional	.000	.034	.012	.026
* Translanguaging - Ind. Pro. Group	.000	.000	.018	.000
Writing Task 3				
	TaskAch.	LexicalAcR	GramAcR	CC
* Translanguaging - Traditional	.000	.000	.000	.000
* Ind. Pro. Group - Traditional	.031	.003	.037	.006
* Translanguaging - Ind. Pro. Group	.025	.034	.021	.010
Writing Task 4				
	TaskAch.	LexicalAcR	GramAcR	CC
* Translanguaging - Traditional	.000	.000	.000	.000
* Ind. Pro. Group - Traditional	.000	.253	.919	.002
* Translanguaging - Ind. Pro. Group	.358	.000	.000	.348

Asterisk "*" signals the group which has significantly higher scores.

In addition, when the table below listing the pairwise comparisons of groups' effect sizes of each aspect of writing –task achievement, cohesion and coherence, lexical accuracy and range, grammatical accuracy and range- is examined in detail for each writing task, the largest effect sizes were found to be in the task achievement aspect, which was followed by cohesion and coherence aspect. Grammatical accuracy and range aspect's scores had the third largest effect sizes. Finally, the least effect size was found in lexical accuracy and range scores. Another conclusion to be made based on the table below is that the highest effect sizes were found in translanguaging and traditional groups' comparison, followed by translanguaging

and inductive process-focused group, and the smallest effect size was found in inductive process-focused and traditional groups' comparisons.

Table 88

Pairwise Comparisons of Effect sizes for each Aspect of Writing.

	Translanguaging and Traditional	Inductive process-focused and Traditional	Translanguaging and inductive process-focused
TA1	0.63	0.34	0.47
TA2	0.65	0.48	0.52
TA3	0.54	0.44	0.28
TA4	0.56	0.51	0.11
CC1	0.61	0.28	0.45
CC2	0.56	0.28	0.46
CC3	0.61	0.35	0.35
CC4	0.47	0.39	0.04
LAR1	0.52	0.30	0.28
LAR2	0.61	0.27	0.50
LAR3	0.56	0.37	0.27
LAR4	0.55	0.14	0.52
GAR1	0.52	0.32	0.30
GAR2	0.54	0.27	0.37
GAR3	0.51	0.26	0.29
GAR4	0.50	0.01	0.53

A final point to be summarized is the improvement groups' scores from their first to fourth writing task. All groups made significant increases from their first to last writing tasks despite the fact that translanguaging group's score were continuously higher than the other groups.

4.5 Findings Related to the Fourth Research Question

In addition to the examination of the writing task scores' difference among the groups, the duration of all participants' writing task completion were recorded using stopwatch due to the fact that all participants were required to complete their writing tasks in maximum 50 minutes. The researcher noted down the participants' writing durations as they handed in their writing tasks. In order to compare and find out whether the writing time of three groups differ significantly from another Kruskal-Wallis test was computed for each writing task.

Table 89

Kruskal-Wallis Test Statistics for Writing Time of the First Writing Task.

	Writing Task 1 Duration
Chi-Square	5.792
df	2
Asymp. Sig.	.055

As can be easily observed in the table above, the result of the Kruskal-Wallis test implies that there was no statistical difference among the three groups writing time of their first writing task $\chi^2(2) = 5.792$, $p = .055$.

The Kruskal-Wallis test was repeated for the second writing tasks' completion time. The results showed that there was a statistical difference among three groups' writing durations $\chi^2(2) = 34.886$, $p = .000$.

Table 90

Kruskal-Wallis Test Statistics for Writing Time of the Second Writing Task.

	Writing Task 2 Duration
Chi-Square	34.886
df	2
Asymp. Sig.	.000

Consequently, pairwise comparisons were made via Mann-Whitney U tests with the aim of examining which group or groups were significantly different from each other.

Table 91

Pairwise Comparisons of Groups' Second Writing Task Duration.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	30.000	261.500	-4.798	.000
<i>Inductive process-focused and Traditional</i>	146.000	377.000	-1.874	.061
<i>Translanguaging and Inductive process-focused</i>	17.000	248.000	-5.125	.000

As the table above indicates, the translanguaging group's writing duration differed significantly from both traditional group's duration ($U=30$, $p=.000$) and inductive process-focused group's duration ($U=17$, $p=.000$), whereas there was no

statistical difference between traditional and inductive process-focused group's durations ($U=146, p=.061$).

When the durations of the third writing tasks are considered, the results of Kruskal-Wallis test pointed out that there was a statistical difference among three groups ($\chi^2(2) = 27.006, p = .000$.)

Table 92

Kruskal-Wallis Test Statistics for Writing Time of the Third Writing Task.

	Writing Task 3 Duration
Chi-Square	27.006
df	2
Asymp. Sig.	.000

Similarly, post-hoc tests which include pairwise comparisons of three groups were conducted again in order to find out the source of the statistical differences.

Table 93

Pairwise Comparisons of Groups' Third Writing Task Duration.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	37.000	268.000	-4.623	.000
<i>Inductive process-focused and Traditional</i>	161.500	392.500	-1.490	.136
<i>Translanguaging and Inductive process-focused</i>	57.000	288.000	-4.114	.000

As tables 130, 131 and 132 demonstrate, the translanguaging group's writing duration differed significantly from both traditional group's duration ($U=37, p=.000$) and inductive process-focused group's duration ($U=57, p=.000$), whereas there was no statistical difference between traditional and inductive process-focused group's duration ($U=161.5, p=.136$).

Finally, the Kruskal-Wallis test was repeated for the fourth writing tasks' completion time. The results showed that there was a statistical difference among three groups' writing durations, $\chi^2(2) = 21.250, p = .000$.

Table 94

Kruskal-Wallis Test Statistics for Writing Time of the Fourth Writing Task.

	Writing Task 4 Duration
Chi-Square	21.250
df	2
Asymp. Sig.	.000

Accordingly, pairwise comparisons of three groups were conducted again in order to find out the source of the statistical differences.

Table 95

Pairwise Comparisons of Groups' Fourth Writing Task Duration.

Pairwise Comparisons	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
<i>Translanguaging and Traditional</i>	34.000	265.000	-4.707	.000
<i>Inductive process-focused and Traditional</i>	110.500	341.500	-2.778	.005
<i>Translanguaging and Inductive process-focused</i>	165.500	396.500	-1.389	.165

As table ... demonstrates, the translanguaging group's writing duration differed significantly from traditional group's duration ($U=34$, $p=.000$). Likewise, inductive process-focused group's duration was significantly different from traditional group's ($U=110.5$, $p=.005$) though there was no statistical difference between translanguaging and inductive process-focused group's duration ($U=165.5$, $p=.165$).

Table 96

The Means and Standard Deviations of the Writing Task Duration Among Groups.

	Groups	Mean
Writing Task 1	Translanguaging	00:26:37
	Traditional	00:31:47
	Ind.Pro.Group	00:24:36
Writing Task 2	Translanguaging	00:27:26
	Traditional	00:39:50
	Ind.Pro.Group	00:42:52
Writing Task 3	Translanguaging	00:24:51
	Traditional	00:40:10
	Ind.Pro.Group	00:36:05
Writing Task 4	Translanguaging	00:29:05
	Traditional	00:50:00
	Ind.Pro.Group	00:33:19

To summarize the writing duration of groups, though in the first writing task there was no statistical differences among groups' writing durations, translanguaging groups' writing duration was significantly shorter than other groups from their second to fourth writing task though in the fourth writing task the statistically significant difference between translanguaging and inductive process-focused group disappeared. However, the statistical difference between traditional and other groups persisted.

Chapter 5

Discussion and Conclusions

5.1 Introduction

The present study primarily aimed to scrutinize whether translanguaging pedagogy had a role in improving Turkish EFL learners' writing skills in the target language. As the first step, a pilot step was carried out with one experimental and one control group. For the experimental group writing lessons were writing lessons were adapted to translanguaging pedagogy involving a translanguaging pedagogical cycle (Garcia et al., 2017) and enriched with translanguaging activities for writing from CUNY-NYSIEB Guide for educators (Episona et. al., 2016), whereas the control group followed traditional English-only writing classes with present-practice-produce instructional stages. After getting results in favour of translanguaging pedagogy at the end of the pilot study, the main study was conducted with two experimental and one control group. One experimental and one control group was formed in the same way as the pilot study though one control group following translanguaging pedagogical cycle only in English excluding the mother tongue was added as the second control group to find out whether translanguaging pedagogical cycle had an effect. Throughout one semester, this quasi-experimental study was carried out. Questionnaires were given to experimental group participants after each writing class to explore their perceptions regarding translanguaging pedagogy. In addition, with the stimulated recall interviews, each experimental group participant's nature translanguaging was explored twice throughout the semester. Besides these, four in-class writing tasks were collected from the participants in all groups to ascertain whether their scores were significantly different from one another, if so in which ways, and whether the participants' writing durations differed significantly from one another.

Having included translanguaging both as a pedagogical tool and as practice that emergent bilinguals' naturally make use of, the present study uncovered how translanguaging pedagogy affected the participants' writing and the participants'

uses of their all repertoires with their nature, purposes, changes over time and frequencies.

Firstly, though all groups improved their writing skills significantly throughout the semester, the scores of translanguaging group participants were found to be significantly higher than the other groups. Similarly, inductive process-focused group maintained a statistically significant difference when compared to the traditional group.

Besides, the nature of participants' practices of translanguaging during their learning and writing process was revealed. In addition, their translanguaging practices turned out to be less dependent and less frequent as they improved their English proficiency and writing skills.

Furthermore, the perceptions of the participants regarding the use of translanguaging pedagogy were found to be highly positive. The pedagogy was reported to enhance participants in various areas ranging from their thinking skills to organization in writing.

Finally, in terms of writing duration, the participants of the translanguaging group completed their writing tasks in significantly shorter amount of time than other groups, which also signals that participants' writing fluency was affected positively by the implementation of the pedagogy.

The rest of the final chapter includes the discussion of the findings related to each research question. Following this, the pedagogical implications which can help bilinguals improve their writing skills with the use of translanguaging pedagogy are included. Finally, the limitations of the study are explained and recommendations for further research are made.

5.2 Discussion of Findings for Research Questions

5.2.1 Discussion of findings for the first research question. The in-depth two-staged analysis of experiments group participants' translanguaging practices via stimulated recalls revealed to involve three main categories which are code-switching, translations and the combination of translation of code-switching. These categories are in accord with not only the categories emerged from the pilot study but also Kano's (2012) study which also examined the translanguaging practices of

participants who were exposed to translanguaging pedagogy. Although in Kano's study in class translanguaging act categories were found to be the combination of code-switching and translation, code-switching, translation and application of previous knowledge respectively with regard to their frequencies from high to low, this study's most frequent category was found to be code-switching, followed by translation and combination of code-switching and translation. The difference in the frequency order can pertain to the proficiency level of participants since Kano's study included both emergent and experienced bilinguals, whereas this study involved participants all of whom were elementary level. Also the exclusion of previous knowledge in this study can arise from the participants' lack of competence in writing essays in their mother tongue, which was revealed in the second part of the background questionnaire. A similar finding related to the nature of students' translanguaging practices was in Aghai's (2016) study. It was mentioned by Aghai's participants that they made use of translation as a translanguaging strategy in order to think about what they want to say in their mother tongue and then translate it into the target language. Moreover, these participants also used translation in writing; they wrote sentences in their mother tongue and translated them into the target language. Another translanguaging category found in the present study also overlaps with Carroll and Morales' (2016) participants' translanguaging practices which included code-switching involving key words in the target language in their responses. Both of these translanguaging acts were also employed by the participants of the present study, showing that language learners follow similar translanguaging patterns to improve their target language skills. Cumming (1990) also puts forward that while drafting bilinguals have problem solving strategies such as back translations – translating from one language to another to confirm meaning or use- and rehearsing – trying out words from their all linguistic repertoires to find the most suitable word-, conforming to translanguaging patterns emerged in the present study.

As the present study enabled the researcher to have stimulated recalls with the participants twice throughout the semester, it allowed the researcher to ascertain whether and / or how participants' translanguaging practices changed over time as they improved their writing skills and proficiency in the target language. When the findings of the first round's stimulated recalls are taken into consideration, the participants exhibited mostly dependent translanguaging, a term named by Kano

(2012), referring to involuntary and ungovernable instances of translanguaging. That is, learners perform an unintended translanguaging act without their control. The first and most mentioned example of dependent translanguaging in the study involves participants' thinking in Turkish. Participants in most cases stated that they thought in Turkish during discussions, filling in outlines, writing paragraphs/essays and reading. The reason behind this was explained as not having the ability to think in English, not having a high level of proficiency in English by the participants. When the participants were confronted with a situation which challenges them such as not having enough English knowledge to think, speak, read, write in English about a given topic, a question or a task, the participants turned to their stronger language in their minds, which helped them to be able to continue their thinking, speaking, reading or writing. Another example can be given thinking in Turkish when reading an English text with difficult words or grammatical structures which impede participants' comprehension. Another similar case is thinking and speaking in Turkish when their English proficiency level does not allow them to complete the task at hand. These situations led the participants to directly switch to their stronger language without involving voluntary purposes. Similarly, the emergent bilinguals in Kano's study also displayed dependent use translanguaging, depending on their mother tongue to scaffold their process of meaning-making. Consequently, emergent bilinguals whose thinking, speaking, reading, writing skills in the target language is in the process of emergence spontaneously rely on their mother tongue skills in these areas to scaffold their comprehension, showing that translanguaging is a critical skill for emergent bilinguals to enable and improve their understandings.

Another term defined by Kano (2012) independent translanguaging refers to the voluntary and controllable use of translanguaging. Unlike dependent translanguaging, for independent translanguaging one language use is not more dominant than the other, resulting in having equal status for the learner. As the participants in the present study began their semester in elementary level, the occurrences of independent translanguaging was lower than dependent translanguaging and took place mostly in the second round of stimulated recall interviews. When the first stage of analysis is carefully examined, it can be clearly seen that more participants began to think in English when reading, writing and speaking in English, whereas when they reading were a Turkish text or having a

discussion in Turkish, they thought in Turkish. This clearly shows that over time as the participants become more competent in terms of their knowledge and performance of English, they switched to the language of activity that they were doing. The reason given for this act included matching with the language of the input and / or output, having enough knowledge of English to express themselves, finding it easier and faster to do so especially in cases Turkish and English have differences. Another common pattern observed in the interviews is some participants' switching languages according to their classmates' understanding. That is, these participants spoke English if their group members can understand them and switched to Turkish when their group members had difficulty to understand their sentences, which shows that some participants switched languages in accord with their classmates' comprehension not due to their inability to speak or complete the task in English resulting to use two-way translanguaging to have better communication with their classmates and to complete the task successfully altogether. Moreover, it is clear from the first and second round category comparisons that the participants, most of them performed a more independent use of translanguaging. That occurred in two ways; one of which is switching to English or Turkish in their thoughts, writing, reading and speaking to match with the language of the activity. The other way is that instead of deciding on a complete sentence in Turkish and then translating it into English as in the first interviews, the participants began to decide on main ideas and/or key words in Turkish, and then translate and expand them into English sentences. This can be the reason why they stated that it was faster for them to complete the task. When the findings related to the dependent and independent use of translanguaging are examined together, it can be stated that emergent bilinguals, who have low level of proficiency in the target language, make use of dependent translanguaging at the beginning stages of their learning experiences, which serves as a supporting system scaffolding their meaning making and improving their skills. However, this dependent act of translanguaging is a transitional stage for most of them. They engage in more independent translanguaging as their proficiency level and target language skills improve. Not all emergent bilinguals can experience this transition at or around the same time. As in the present study, some emergent bilinguals can continue to perform dependent translanguaging. This can be due to the fact that even though these students are put in the same class as a result of a

proficiency exam, they can improve their English proficiency at different paces because of having different zones of proximal development which proficiency exams can not measure. It should also be carefully noted that performing dependent translanguaging act does not necessarily result in a low performance in their writing in the target language since all the participants in translanguaging group showed significantly higher performances in their L2 writing than control groups.

Two different concepts, one termed by Bloom (2008) and one by Kano (2012), are one-way and two-way translanguaging. The former refers to using languages in a way which has a specific model of translanguaging in one direction only. In other words, learners depend on their stronger language heavily though not intentionally. The latter, on the other hand, refers to using languages in both directions which can include translation from English to Turkish and *vica versa* as well as having multiple code-switches from English to Turkish and Turkish to English. The participants in the present study displayed one way translanguaging especially at the beginning of the semester. To illustrate, they preferred to speak, think and write in Turkish and translate it into English. In addition, they preferred to read Turkish texts first and then move to English texts. These examples clearly show that one-way translanguaging is a common pattern that emergent bilinguals experience, which serve them as a survival strategy when their knowledge in the target level is not considered enough by the participants to complete or understand the task. As a result, one-way translanguagers use this pattern as a survival strategy which assists them in laying the foundations of comprehension, concept formation and first steps of performance in the target language. When it comes to the practice of two-way translanguaging, some participants began to perform it since the beginning of the semester though more participants were engaged in two-way translanguaging and for varied reasons over time. At the beginning, it was mostly employed during reading by switching from Turkish to English and *vica versa* multiple times. To exemplify, some participants started with reading the Turkish text, switched to English text and then switched back to Turkish text again. Though this pattern shows a dependent act of translanguaging, still the participants had multiple switches on purpose; building background knowledge and hypotheses in Turkish texts, reading English texts to confirm/reject their hypothesis and reinforcing their understandings in English texts, and finally moving back to Turkish text to double check their understandings and

hypotheses. Another independent form of this reading took place with English, Turkish and English switches. The participants used English text to get the gist and to form a schema in their minds and switched back to Turkish texts to confirm/reject their hypotheses, reinforce their understandings from English texts, and finally to read the English text thoroughly to double check. Another common two-way translanguaging occurred when multiple code-switching and translation were employed together. A common pattern especially in the beginning of the semester was to decide on a Turkish sentence, to translate it into English, to switch back to Turkish sentence when challenged by difficult words or grammar in the initial Turkish sentence, to simplify the Turkish sentence and to translate the revised / simplified version into English. Although this pattern displays reliance of participants' mother tongue, it included multiple switched between languages and code-switching in their discussions. However in the second round of interviews, this pattern was transformed into English, Turkish and English translation combined with code-switching. This pattern included thinking and writing a sentence in English, having a discussion about it in Turkish to improve the quality of sentence and forming a more advanced English sentence. This strategy displaying a more independent use of translanguaging also improved their performances in English. As a consequence, it can be concluded that two-way translanguaging can include both dependent and independent acts of translanguaging although the participants use this type of translanguaging purposefully to enhance their learning and performance in their target language. As in dependent and independent acts of translanguaging, learners can progress from one-way translanguaging to two-way translanguaging as their proficiency level improves, which provides them with more chances to translanguage intentionally to leverage their performances in the target language. To conclude, as Grosjean (2001) explains both mixing and switching between and among languages is a typical behaviour of bilinguals accordingly, and Garcia and Wei (2014) in like manner underlines emergent bilinguals make meaning if they engage with the content making use of their whole linguistic repertoires, translanguaging practices mentioned above should be a common phenomenon occurring naturally during their language learning processes.

As for the purposes of participants' translanguaging practices, in the present study, the participants' accounts of their rationales for making use of translanguaging

acts were categorized under three main themes; cognitive, interactional and task-related. With regard to cognitive purposes of participants' translanguaging, participants reported that they made use of code-switching and translation in order to compensate for their lack of L2 knowledge and skills. This finding resonates with Kano's (2012) study whose participants also employed translanguaging while learning how to write in L2 so as to compensate for their weaker language. As a consequence, it is clear that emergent bilinguals can take advantage of translanguaging acts with the purpose of using their L1 as a scaffold to support their L2 knowledge and skills which are in the phase of emerging. Another reported cognitive purpose by the participants' of the present study was to form a schema in their minds. With the help of Turkish texts, the participants were able to form a schema in their mind which was then shaped or confirmed by exploring the English samples. The schemata formed by the participants were about the organizations of essays, concepts related to writing as well as grammatical structures. Similarly, the Afrikaan participants learning to write in English in Carstens' (2016) study explained that they used translanguaging for meaning making – for making sense of concepts-. It was concluded that translanguaging by the learners helped them to enable and expand their understanding, relate to and distinguish between what they learned with other concepts. Accordingly, a valid deduction to be made is that language learners can make use of their L1 as a resource to understand difficult concepts and to form schemata in their minds related to these concepts. This process enables them to understand the concepts as well as content of the classroom better. An additional cognitive purpose was decreasing cognitive load. It was put forward by the participants that learning a content or a concept through English – a language that they have difficulty in understanding and producing- is challenging for them. As a result, use of L1 helped them to overcome the obstacles brought by L2 and directed them to the task of understanding concepts or completing an activity related to writing. In the same manner, Kano (2012) also specifies that concept learning through a language which learners have began learning recently places a cognitive burden on them. In order to eliminate this difficulty, proving learners with translanguaging opportunities such as presenting learners with materials in their L1 and L2 is a beneficial resource for them. Similarly, Chuckly-Bonato (2016) also concluded that the use of translanguaging pedagogy in class helped the students to

focus more on the content of the lesson. A further cognitive purpose for participants' translanguaging was found to be comparing and contrasting languages at various points including organization, grammar, linkers. In line with one of the reasons for the integration of L1 by the students in Chuckly-Bonato's (2016) study, the participants made use of their knowledge of L1 by comparing it to the language they are learning. In this way, not only were they able to improve their understanding and production in the target language but also expand their metalinguistic awareness, which was stated to help learners recall L2 knowledge through similarities and differences they became aware of thanks to comparisons and contrasts. The participants also had interactional purposes to translanguage. These purposes included improvement of the quality of discussion and enabling participation of peers. Various studies yielded similar purposes of learners' translanguaging. The ESL learners in Aghai's (2016) study indicated that they used L1 for collaboration, explanation, clarification, finding solutions to the problems they encounter in tasks and interaction with their classmates. In the same manner, Carroll and Morales (2016) concluded that students' translanguaging was found to be useful in the comprehension and discussion of the content of the class since it helped them share information with one another and co-construct meaning during which they used their L1 as a scaffold to understand and produce L2. Chuckly-Bonato (2016) also classified students' translanguaging under three main purposes; to participate, to elaborate ideas and to raise questions. As can be seen, these purposes all relate to participants' interactions which included translanguaging and thus had deeper conversations. Likewise, the ESL learners in the study of Martin- Beltran (2014) stated that they used translanguaging to invite their classmates to the process of constructing knowledge. As a result, they were engaged in discussion during which they were able to discuss the topic deeply, ask one another questions to mediate their understanding in different ways and lead to a multitude of mutual learning opportunities in the third space. Similarly, Garcia (2011) reported metafunctions of learners translanguaging; to mediate each other's understanding, to co-construct meaning collaboratively, to construct meaning within oneself, to include and/or exclude others and to demonstrate knowledge. When examined closely, there is a significant congruence of these purposes with the interactional purposes found in the present study. In both studies, the participants used translanguaging to communicate

effectively, contribute to one another's learning process through productive discussions and to involve their peers in the learning process. Taking the finding of the present study into consideration as well as the similar findings from the studies mentioned above, when language learners were allowed to use their L1 as a significant resource especially in group works and discussions, it provides them with having effective communication with their classmates who collaboratively add details and depth to their responses, make their responses stronger as well as resulting in higher participation (Garcia & Wei, 2014). Finally, the translanguaging acts were found to be used for task-related purposes by the participants of the present study. It was stated by the participants that being allowed to use their whole linguistic repertoires during the process of learning how to write in L2 enabled them to complete their tasks more easily, faster and in a better way. In a similar way, in Chucky-Bonato's (2016) study, the learners of English stated that the translanguaging acts they employed during learning assisted them in making the learning faster. Accordingly, thanks to faster learning and completion of activities during classroom, language teachers can save time and allocate more time on focusing on students' various needs. Another task-related purpose was found to be the the participants' switching their language resources in line with the language input and /or output that was expected in the task. This finding is also accord in the findings of two studies. Firstly, Kano (2012) found out that the participants switched the language of thought and discussion according to the language of input or output. Secondly, in a like manner, advanced level Korean students learning English demonstrated relying on their different linguistic resources according to the language of the text given to them (Kwon & Schallert, 2016). These signal that when language learners are given an input or expected to produce an output in specific language, they naturally switch languages in their receptive and productive skills as well as thinking, which causes them to translanguage. In addition, the use of L1 especially for brainstorming the organization of ideas in their essays served them as a guide for their writing process. Last but not least, the participants showed awareness of switching to English for their writing as it was the main goal of the lesson; however, in other modes there were preferences of inclusion of L1 to promote understanding and production in the target language.

To sum up, the present study revealed significant information regarding the EFL Turkish learners' nature of translanguaging acts while learning to write in English in a classroom where translanguaging pedagogy was implemented and translanguaging spaces were intentionally created for them. Three patterns of translanguaging - code-switching, translation and combination of both- were in line with findings from the related literature though contributed to adding up more detail into it. Different from other studies, the lengthy process of the present study enabled the researcher to examine the changes of EFL learners' long term translanguaging practices which were shifting from one-way dependent translanguaging practices taking place involuntarily to two-way independent translanguaging practices allowing for planned and versatile translanguaging acts. Lastly, it was found that the translanguaging pedagogies was used for three main purposes; cognitive, interactional and task-related, showing that EFL learners' translanguaging acts served as a cognitive and mediational tool which facilitated learners' thinking, reading, speaking, writing and task completion during their learning processes.

5.2.2 Discussion of findings for the second research question. The present study explored experimental group participants' perceptions regarding the translanguaging pedagogy implemented in their classes via both questionnaires given at the end of each lesson and semi-structured interviews. To begin with, the participants' ratings regarding the usefulness of translanguaging as a pedagogical tool included positive responses which included ratings of 8% 'moderately useful', 39% 'mostly useful' and 53% 'extremely useful'. Moreover, they found the translanguaging pedagogy strong in many aspects. These include learning about and making use of differences and similarities between English and Turkish, gaining knowledge about organization and being able to implement this knowledge in their essays, improving thinking skills, having better and more permanent knowledge of linkers and including them with more diversity and more frequently in their essays, being able to share their ideas and knowledge with their classmates in any language(s), improving their essay planning skills, learning and using more advanced and varied words in their essays, improving their grammatical knowledge and performance, forming cohesive essays, and being able to get immediate feedback and directions from the teacher while completing the task at hand respectively in terms of

their frequency. Similarly, Carstens (2016) reported that majority of the participants were in favour of translanguaging pedagogy as it helped their meaning making. During the meaning making process, the pedagogy was reported to be improving their comprehension of difficult concepts by helping participants see the bigger picture, comparing and contrasting concepts, simplifying and providing them with the opportunities of expressing their individual conceptions. A similar finding involving the participants' perceptions regarding translanguaging pedagogy is by Moore (2017) whose two thirds of the participants favoured the use of this pedagogy. Moreover, in line with the present study's findings, the pedagogy helped the participants to improve their target language in terms of both confidence and competence by improving their English vocabulary range. In another study investigating students' perceptions regarding translanguaging pedagogy by Chuckly-Bonato (2016), the participants' comments were positive as they showed improvement in the target language skills, which made the translanguaging pedagogy a motivating experience. Finally, in two studies by Adamson and Coulson (2015, 2016) the participants expressed their positive perceptions towards translanguaging pedagogy. Especially for the lower level students, the teaching was found to be effective leading to improvement in the target language, having less anxiety in classes, and being able to focus on lesson more thanks to strategic L1 integration. Consequently, it can be deduced that in line with results of other studies, the present study yielded that EFL learners who were learning to write in the target language appreciated the use of translanguaging pedagogy and the opportunity of being allowed to translanguage despite the dominance of monolingual paradigms in most EFL contexts.

When the weak points are considered, the participants wanted more individual practice which can be caused by the collaborative nature of translanguaging activities. Some texts, questions and activities were found difficult mostly in the beginning of the semester due to their unfamiliarity with the pedagogy and lower English proficiency even though group work, having Turkish samples, and available facilitation by the teacher aimed to overcome this problem in the following weeks. Insufficient practice is another problem mentioned by the participants. This is mostly caused by time constraints and available material to be adapted into translanguaging class as differences among groups could have been caused by providing more

material or exercises to translanguageing group. This was also valid for other weak points mentioned insufficient time and practice. The last weak point was easy text, question or activity, which was mostly mentioned towards the end of the semester as participants improved their writing and English proficiency skills. In addition, even though being the the same class, there were inevitably participants who improved faster than the others. No other weak point categories emerged from the qualitative part of the questionnaires.

During semi-structured interviews when asked whether the participants preferred a translanguageing approach which makes use of learners' all linguistic repertoires purposefully while learning English, majority of participants preferred the translanguageing approach to be implemented (14 in the first interviews and 17 in the second interviews) especially when the topic to be taught to have a complex nature. This finding is in line with Kano's study in which 8 out of 10 participants preferred to learn English with translanguageing pedagogy. The questionnaires also yielded information regarding how translanguageing pedagogy and letting students translanguage benefitted the participants. To begin with, using their all linguistic repertoires helped the participants to come up with more profound and greater range of ideas and responses while helping them to express complex ideas and to justify their answers. Carroll and Morales (2016), Chukly-Bonato (2016), Rivera and Mazak (2017), Mbirimi-Hungwe (2016) also concluded that in cases when students are allowed to translanguage, their ability to express themselves improved. Besides, they were able to explain and elaborate on their ideas and responses. Consequently, limiting students to monolingual experiences in their discussions, namely target language use only, can result in missing out students' having rich and profound discussions, which can bring valuable and various contributions to activities and lead to significant gains in their target language knowledge. Moreover, in the present study by creating a learning environment that welcomes students' all repertoires, the use translanguageing pedagogy provided not only more meaningful but also high amount of contribution by all participants. More studies also concluded that allowing students to translanguage enabled more students participation to in-class activities (De Los Reyes, 2018; Mbrimi-Hungwe, 2016; Nambisan, 2014). Moreno (2014) found out that the participants discussed the topic and their ideas more 'actively and accurately' by using translanguageing, and in turn high engagement

improved their target language as they exhibited more understanding of the content covered in class. Last but not least, the participants of the present study expressed that they were feeling relaxed and had fun while learning as they were able to articulate their ideas and responses more freely in group works with the freedom of integrating their mother tongue. Likewise, the participants in the study by Chuckly-Bonato (2016) who employed translanguaging in an intensive English course specified that they had motivating, interesting and enjoying learning experiences during group discussions. Along same vein, Carstens (2016) concluded that by using translanguaging as a pedagogical tool, the learners can experiment with language freely in a non-threatening and safe environment and for the same reason Chavez (2003) calls for integrating L1 in EFL classes since it reduces learners' anxiety by including a part of their personae in their learning process. By taking the participants' high amount of participation in lessons and their enjoyment of doing so thanks to translanguaging pedagogy, it can be stated that through translanguaging pedagogy which has a role in language learners' desire to participate in their learning process, they make an 'investment' in learning the target language making them more committed to and motivated for language learning.

Another main point that can be inferred from the questionnaires is that the purposeful use of two languages in materials and teacher explanations also helped participants make significant gains. Firstly, they were able to comprehend concepts related to writing, form a schema and/or a hypothesis in their minds, have a better understanding of the content of the class, compare and contrast languages in various ways, which helped them to understand and to remember the information better. In line with this finding, Garcia and Wei (2014) point out the significance of utilising the languages in an interrelated manner, which assists learners in making the meaning as well as comprehending concepts. Garcia (2009) also highlights that students' both mother and additional language resources improve when opportunities of cross-language relationships are created in classes. Similarly, when similarities and differences between languages are employed in class activities, bilingual students will have greater academic achievement (Allard, 2017; Jimenez, Garcia & Pearson, 1996). Lorimer (2013) refers to this phenomenon as learners' developing 'ear for difference' between and / or among languages when learners are given opportunities to compare and contrast content in their L1 and L2. As Storch and

Wigglesworth (2003) concluded the use of students mother tongue brings a further cognitive support for the bilingual learners through which they can examine and work with language at a higher level.

An additional point to be considered from the findings of the questionnaires is the influence of group/pair work in translanguaging classes and guidance from the teacher. The participants expressed that the activities and using their all repertoires allowed them to exchange their ideas and knowledge, to have deeper conversations about the content and to come up with a variety of and better responses, by which they learned from one another, resulting in collaborative learning and successful completion of the task at hand. Mbirimi-Hungwe (2016) in like manner found out that students were able to comprehend the meaning of concepts more deeply and understood English texts better through the discussion with their classmates as a result of integrating their all linguistic resources in group work. Garcia et al. (2017) also specify that the linguistic flexibility created by translanguaging pedagogy lets learners have ‘intellectually rich conversations’ and get engaged deeply with the content by making use of languages to collect, understand, assess, incorporate and present information and ideas. Therefore, Garcia (2012) recommends that teachers should look for opportunities to create spaces for students to exploit their linguistic resources which they already have in order to reach the rigorous content to be taught in the class.

In addition to these, the participants of the present study improved their team working skills by collaborating in group work activities, and this led to affective gains including being open-minded to different ideas and having fun while learning at the same time. Moreover, teacher’s guidance was always available to direct them when they encountered challenges that they could not solve on their own. Millin (2005) also reports that having social interactions which include translanguaging practices among students helps them to comprehend the content better when compared to doing the same activity on their own and in target language only. Motlhaka and Makalela (2016), who underscore the importance of implementing a translanguaging pedagogy with group works, specifies that writing activity includes collaborative work among people during which group work and support from peers lead to learning in their zone of proximal development. As Vygotsky’s (1978) notions of mediation and zone of proximal development prescribe, every function

takes place first in an interpsychological plane through social interaction, then on an intrapersonal plane as an individual internalizes and appropriates these functions for himself / herself. In addition, an individual's zone of proximal development which refers to his/her level of potential development determined by problem solving with collaboration more capable peers or adult guidance clearly depends on mediation which can be achieved by receiving dialogic feedback from more knowledgeable peers and adults. As the nature of translanguaging pedagogy includes collaborative work with classmates and teachers' role as the facilitator, the implementation of translanguaging pedagogy naturally incorporates cognitive development through social interaction during which learners zone of proximal development is mediated by the contributions of more knowledgeable peers and dialogic feedback from the teacher as well as purposeful integration of their mother tongue serving as a scaffolding device. Furthermore, by letting students to make use of their all languages and not making them feel guilty by restricting this phenomenon, the translanguaging pedagogy naturally paves the way for students to use translanguaging as a mediational tool in their intrapersonal plane during their private speech, which is also stated by the participants of this study as they interrelate these languages in their thinking processes. Garica et al. (2017) similarly state that translanguaging offers a bilingual mediation in learners' zone of proximal development by mediating their learning and extending their performances interpersonally, when they talk one another, and intrapersonally, when learning and trying out new language content in their private speech. What is more, Moll (2013) accordingly proposes the term of 'bilingual zone of proximal development' which is claimed significant for emergent bilinguals since the boost of more experienced peers as they interact with less experienced ones during group work and idea sharing enhances the performance of emergent bilinguals' performances. Velasco and Garcia (2014) also support this view by putting forward that translanguaging serves as a self-regulatory tool which not only results in expediting target language learning but also allows learners to support their own thought patterns by themselves.

The findings of the questionnaire revealed two further categories which can be interrelated; the improvement of thinking skills and active learning process. As the translanguaging instructional cycle entails, the participants were exposed to a learning experience during which they first explored and evaluated a given task in

pairs or groups while discovering significant points about the content of that specific lesson, and then they were asked to imagine using these significant points in their own works and to present to their classmates; the learners were in the leading role in their own learning experiences. They were not presented the topic directly and listening to their teacher in a transmission approach, which encompasses a process of the transmission of knowledge from teacher to students in a predetermined order and the demonstration of students to be able to replicate this knowledge themselves. On the contrary, instead of limiting students' agency and creation of knowledge, the translanguaging group participants were constantly involved in problem solving and had various opportunities to implement what they have learnt during this process in their original works, which required them to think more on the content and to apply it. Besides, being able to explore and discuss on their peers' ways of thinking and problem solving skills in group works, class presentations and teacher's making her own thinking process transparent allowed the participants to observe and embrace more knowledgeable other's thinking skills. While doing so, using their all repertoires led to improvement in their thinking skills, as well. Likewise, in a study which allowed students to use their L1 in an EFL context, Alegría de la Colina and García Mayo (2009) concluded that the use of mother tongue served as a mediating tool which allowed the students to be engaged with higher order thinking skills especially in target language activities which are cognitively demanding. Fu (2003) also underpins the importance of thinking skills as being equal to or more significant than language skills when learning to write in a study which aims to improve Chinese students' writing skills. Garcia and Wei (2014) recommend that teachers should allow students to express and present their ideas using their all repertoires in order to provide them with opportunities to develop their thinking skills, which will lead to improvement in their writing skills in the target language. They also add that translanguaging pedagogy builds deeper thinking.

A final benefit mentioned by the participants in the questionnaire is increased writing fluency. Becoming familiar with how to organize an essay, receiving dialogic mediation from their peers and teacher, observing others' thinking and planning skills as well as how their more successful classmates write and overcome problems during writing, being able to express their ideas and questions using their all linguistic repertoires, comprehending the content better were stated to be the factors contributing to the participants' writing fluency. This finding also overlaps with the finding related to participants' writing duration which was found significantly shorter than control groups' in second, third and fourth writing tasks.

5.2.3 Discussion of findings for the third research question. As a result of thorough examination of three groups’ writing tasks and comparing their total scores as well as four aspects including task achievement, cohesion and coherence, lexical and grammatical range and accuracy, the present study concludes that the participants in translanguageing group got higher scores with statistical significances than control groups in all writing tasks.

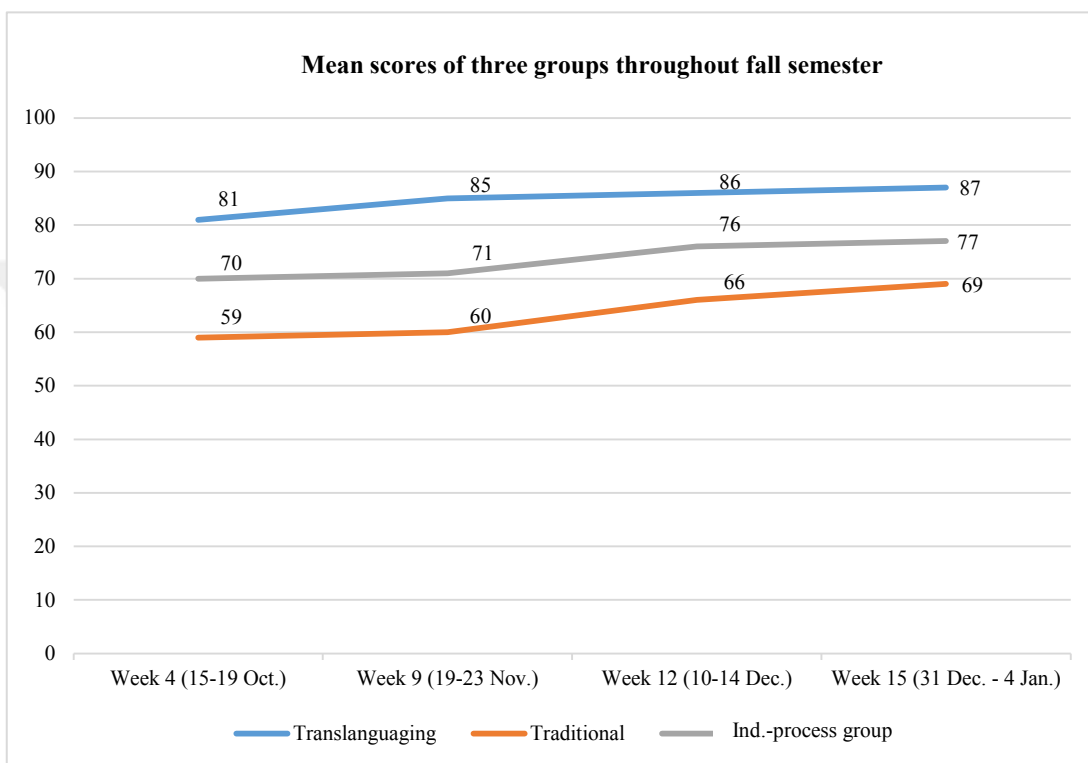


Chart 7. Summary of Mean Scores of Three Groups Throughout the Semester.

As can be clearly seen from the chart above, translanguageing groups’ scores were found to be significantly higher than inductive process-focused and traditional groups. Similarly, inductive process-focused group’s writing scores were significantly higher than traditional group’s scores throughout the semester. A valid deduction from the findings include implementing a translanguageing pedagogy following its instructional cycle while providing a third space for emerging bilinguals to discuss and comprehend the topic drawing on their all resources resulted in significant improvements in the their target language writing skills. First of all, the tranlanguageing group participants’ task achievement scores were significantly higher than other groups, which indicates that they wrote lengthier writing tasks, with

successful organization providing details about the topic of the writing task. Likewise, Kibler (2010) found out that bilingual students' writing was enhanced and more details were included in their writings when they were allowed to discuss their ideas using their all repertoires. In terms of organization, the translanguaging group participants wrote essays appropriate to specific organizational features by writing suitable thesis statements, topic sentences, supporting details and examples, and restatement of thesis statements with recommendations or opinions. This obviously signals that translanguaging pedagogy helped the participants to grasp the meaning of concepts related to writing and to apply them successfully in their writing. This finding corresponds with the finding of Kano (2012) who found out that the participants exposed to translanguaging pedagogy were made progress in their organization of essays and development of paragraphs by writing well-developed examples which are suitable for thesis statements. Bearing in mind that, bilingual texts were exploited in the present study for the participants to explore, understand and apply concepts and knowledge related to essay organization, it is clear that these texts helped the participants gain a better understanding of the content of the lesson in a short time and then apply this knowledge in their weaker language. The findings of the stimulated recall interviews and open ended part of questionnaires also provide the same result that bilingual texts helped learners to form schemata and/or hypotheses via Turkish texts and these are confirmed /rejected while reading the texts in English. As participants also mentioned that they did not have the knowledge of some concepts related to writing in their mother tongue, bilingual texts facilitated not only their writing in the target language but also in their mother tongue. In line with this finding, Fu (2003) also highlights the significance of bilingual texts in terms of development of writing in the target language since they help learners to draw on the text in their mother tongue and to produce in the target language. When inductive process-focused group's scores in task achievement is considered, they were significantly less successful than translanguaging group though significantly more successful than traditional group. It can be deduced that translanguaging E-group participants who were exposed the translanguaging instructional cycle without the integration of their mother tongue still benefitted from the active and exploratory learning that the instructional cycle brings even though they had more difficulty in comprehending and applying organizational features when compared to

translanguaging group. In the light of the field notes, the participants in inductive process-focused group had difficulties to comprehend tasks, texts and especially to communicate only in the target language, which prohibited further valuable learning opportunities created in translanguaging group. However, as their English skills improved towards the end of the semester and became more familiar with the instructional cycle, they were able to close the significant difference with translanguaging group in their task achievement scores in their last writing task despite still being lower than translanguaging group. Accordingly, it is a valid deduction that over time translanguaging instructional cycle English-only version can improve emergent bilinguals task achievements even though translanguaging pedagogy benefits emergent bilinguals in a shorter time with greater success. When the traditional group is considered, in line with the field notes, being exposed to present-practice-produce teaching method in English-only, the participants in this group were more passive and quite as their lessons were more teacher-centered, teacher presenting the topic in English, asking the participants to do the practices and to produce in English. The results show that this instructional cycle in English-only led to significantly poor results in participants' writing scores. Secondly, the participants in translanguaging group made significant gains in their use of transition signals which were either presented with bilingual texts and translations through which they could discover their meanings, purposes, similarities and differences in their uses between Turkish and English. As they stated in their questionnaires and semi-structured interviews, both similarities and differences helped them remember and use these transition signals in their essays. Inductive process-focused group got significantly lower scores than translanguaging group yet significantly higher scores than traditional group in cohesion and coherence aspect although in the last writing task they were able to make up the significant difference. Similar to task achievement aspect, translanguaging instructional cycle with English-only version still benefitted the participants when compared to traditional group, and it had a significant effect in the long run even though translanguaging group started and continued to get significantly higher scores until the beginning. Traditional group, on the other hand, being presented the linkers in English first and doing exercises and producing sentences in English had significantly low performances, which demonstrates that the lack of efficiency of this pedagogy for emergent bilinguals' writing improvement in

terms of linkers. Consequently, these results also support Hornberger (2005) highlighting the maximization of bi-/multilinguals learning when they experience language learning which provides spaces for drawing on their linguistic repertoires rather than the restriction to monolingual practices. As for grammatical and lexical accuracy and range aspects, the translanguaging group participants outperformed control groups throughout the semester, though inductive process-focused group had significantly higher scores than traditional group except for the last writing task at which traditional group participants were able to close the statistical difference though still getting lower scores. As the semi-structured interviews, questionnaires, and researcher's fields notes clearly demonstrate implementing a translanguaging pedagogy enabled the participants to have profound discussions about grammar and vocabulary leading to improvement in these areas in the target language. Accordingly, translanguaging pedagogy improved emergent bilinguals metalinguistic awareness as Garcia (2009) also underscores. In line with the findings, the study shows that use of bilingual texts, creating spaces for translanguaging practices, teachers' strategic explanations in both languages resulted in significant gains in translanguaging participants' grammatical and lexical gains in the target language, which complies with Kano (2012) concluding noticeable gains in vocabulary with the help of class discussions, bilingual texts and research in Chinese emergent bilinguals' writing in English. The inductive process-focused group and traditional group were not able to catch up with translanguaging group. The inductive process-focused group was not able to compare and contrast grammatical features or make deductions from bilingual texts using their all repertoires, which could hinder significant gains and having deeper discussions with their classmates and teacher consequently diminishing prospects of valuable learning and teaching experiences.

To sum up, the present study has clearly shown that translanguaging pedagogy provided significant improvements in the target language in terms of task achievement, cohesion and coherence, lexical and grammatical accuracy and range when compared to other practices, which also overlaps with various studies concluding students increased abilities in the target language (Carstens, 2016; Chuckly-Bonato, 2016; De Los Reyes, 2018; Fu, 2003; Kano, 2012; Motlhaka & Makalela, 2016; Mbirimi-Hungwe, 2016; Vanish, 2018; Valesco & Garcia, 2014). In addition, translanguaging instructional cycle without any reference to English was

found to be significantly more effective in emergent bilinguals' writing skills when compared to English- only traditional present-practice-produce approach, signalling that the instructional cycle can be a significant component of the translanguaging pedagogy's achievement. Finally, it can be concluded that translanguaging is an invaluable pedagogical tool for EFL teachers since it contributes to students' academic content learning (Sayer, 2008).

5.2.4 Discussion of findings for the fourth research question. The study also examined whether there was a statistical difference among three groups' writing durations. It was found out that although there was no statistical difference among three groups in the first writing task, in the second and third writing tasks translanguaging group participants completed their essays in a significantly shorter amount of time than control groups with the exception of the fourth writing task at the end of which inductive process-focused group was able to compensate for the statistical significance despite still writing in a longer amount of time than translanguaging group. The findings of the fourth research question comply with the 'writing fluency' category mentioned by the perceptions of translanguaging group participants. The reasons given by participants included having experienced the writing process and organizing an essay many times in groups or pairs by which they had the chance to observe each other's organizing, writing, thinking skills as well as sharing ideas, correcting and perfecting one another's work. As a result, they expressed that they did not need to much spend time on thinking about how to organize an essay any more while writing. The findings regarding the catch-up in the last writing task's writing duration between translanguaging and inductive process-focused group also correlate with their task achievement, cohesion and coherence scores which also demonstrated the disappearance of statistically significant different between the two groups.

Overall, these findings clearly signal that with the implementation of an effective bilingual pedagogy can have a positive impact on emergent bilinguals' writing fluency in the target language in an EFL context. Sasaki and Hirose (1996) examining the explanatory variables for EFL students' writing concluded that students' L2 proficiency, L1 writing ability and meta-knowledge of L2 writing were significant variables explaining students' L2 writing. Moreover, written product in

the target language was found to be influenced by L2 writing proficiency through writing fluency. Besides, fluency appeared to be connected to both composing competence of students' L1 and L2 writing. Most importantly, good writers were found to be fluent in their writing. In light of these findings and present study's findings, it can be concluded that translanguaging pedagogy which helped the participants make significant gains in their organization, grammar, vocabulary, cohesion and coherence as well as helping them to become more knowledgeable about L1 writing could have influenced their writing fluency in a positive way.

5.3 Pedagogical Implications

Despite the prolonged beliefs supporting monolingual pedagogies in the field of English language teaching as an additional language, the present study has provided valuable findings supporting the benefits that translanguaging pedagogy can bring for EFL learners' writing skills in the target language. Bearing these significant improvements in L2 writing, the present study proposes some implications.

To begin with, as mentioned in the introduction and literature review, in institutions where foreign and second language teaching and learning take place, monolingual ideology continues to exist both as it is considered a common sense and as this is what teachers are taught to do in traditionally in teacher education (Garcia et al., 2017). In spite of the feeling of guilt by both teachers and students when L1 is included in language lessons, the integration of L1 continues naturally in most classes. In order to prevent teachers and students having negative feelings as if they are doing something wrong, they should be informed about the rationales, purposes and benefits of implementing a translanguaging pedagogy. As Garcia et al. (2017) state that teachers' beliefs of bilingual students' having one linguistic repertoire which they draw on is called 'translanguaging stance', and it is a significant component of translanguaging pedagogy. Researchers also assert that teachers' theoretical beliefs, affect their decisions regarding classroom instruction including their aims, procedures, materials they use, their and students' roles and patterns of interaction in the classroom (Harste & Burke, 1977; Richard & Rogers, 2001). Based Anderson's (2018) findings showing that EFL teachers who have monolingual

assumptions are less likely to be engaged in translanguaging practices, it must not be forgotten that making teachers implement a pedagogy about which they are not informed or they do not believe can make them feel resistant to implementing it in their classes, and consequently may not lead to positive outcomes.

A more vital step to be taken is that teachers should be educated about how to implement a translanguaging pedagogy in their classes. Pre-service teachers can have a course which provides theoretical and practical information during their education. This course should have information regarding the multilingual turn in the 21st century, the concept dynamic bilingualism emerging from the paradigm shift, how to provide EFL learners with foreign language education in line with the requirements of dynamic bilingualism, studies reporting on the use of translanguaging pedagogy for various skills with different levels of students and more significantly designing English lessons according to translanguaging pedagogy. These pre-service teachers should also be encouraged to implement their lesson plans in actual classrooms to be able to reflect on their experiences of translanguaging pedagogy and to find ways to adapt it to their circumstances in the best way. On the other hand, in-service teachers can have in-service trainings during which they are also exposed to the rationale, instructional cycle and purposes of translanguaging pedagogy as well as providing hands-on activities by which they can adapt the pedagogy in line with the purposes of their own specific classes. Additionally, while implementing translanguaging pedagogy, these teachers can be observed and all teachers can have follow-up meetings to discuss about their experiences regarding their implementation and students' reactions. Considering the recent emergence and implementation of translanguaging pedagogy, a further step can be creating translanguaging lesson plan and / or activity pools as well as forums and / websites which teachers and researchers can benefit from. Moreover, thanks to this, they can share their experiences in different settings with different participants and contributing to the transferability and generalizability of research findings on this topic. Kano (2012) also mentions about the problem of availability of bilingual texts which helped the participants' in the present study improve their writing skills in L2 and continues to remind that the texts do not have to be one-to-one translations for students to benefit. In a similar manner, Wang's (2016) findings also underscore the foreign language

teachers' difficulty in accommodating multilingualism in their classes. The creation of translanguaging activity pools can also help to solve these problems.

The EFL / ESL teachers who want to implement translanguaging pedagogy in their writing classes can pay attention to following points:

1. As translanguaging pedagogy prescribes, teachers should initially get informed about their students' knowledge and abilities in their L1 writing skills via questionnaires or interviews and build on their L1 writing strengths to improve their learning about L2 writing. After harnessing information about these, they should use this information strategically to enhance the engagement of students and success in producing texts in the target language.
2. The use of bilingual texts, videos and other materials which is a significant contributor to students' comprehension and application of concepts related to writing, organizational features, grammar, vocabulary and cohesion should be included purposefully. It should be noted that the strategic integration of bilingual texts not only improved the comprehension of the content of the classes, concepts related to writing, organizational features of different types of essays as well as students' L2 and L1 writing knowledge but also helped them to use L1 texts as a springboard by which they understood and formed concepts in their minds, and helped weaker students to catch up with the pace of higher achievers.
3. Teachers should pay attention to include all the stages of translanguaging instructional cycle which give students plenty of opportunities to explore, evaluate, image, present and implement what they have learnt.
4. Teachers should design activities which allow for translanguaging spaces where students are allowed to use their all linguistic repertoires while completing a given task. As the present study demonstrates, these translanguaging spaces provide students with a 'third space' to exchange their ideas, express their ideas more profoundly, have discussions about the topic and target language, learn from each other and scaffold one another's learning in a social context.
5. Teachers should provide students with opportunities by which students can benefit from the permeability between languages during their learning

process. By integrating activities which include similarities and /or differences between languages, students' metalinguistic awareness can be enhanced making learning more permanent by forming a bridge between students' L1 strengths and L2 knowledge.

6. Teachers should act as a facilitator stepping back from the role of only source of information as well as making students explore and work collaboratively, co-constructing knowledge, directing them when needed, allowing for a more student-centered approach by which students are more active participants of their own learning process.

A final recommendation for language teachers who do not know the mother tongue of his/her students can be either getting support from teachers who share learners' L1 or implementing inductive process-based instruction which also benefitted learners' L2 writing skills greatly. As for language teachers who are restricted by monolingual teaching policies or very limited use of learners' L1 in the institutions they work at, the implementation of inductive process-based instruction can help them to provide their students with higher achievement in their L2 writing skills than implementing traditional product-based approach. Another way to follow is making use of translanguaging pedagogy for a limited amount of time (e.g. one month) and continuing with inductive process-based instruction as learners improve their target language level proficiency.

5.4 Conclusions

The present study on implementing a translanguaging pedagogy in an EFL context to improve emergent bilinguals' L2 writing skills puts forward significant results in favour of the preference of translanguaging pedagogy, a bilingual pedagogy at odds with monolingual ideologies which continue to be practiced prevalently and set monolingual linguistic competence as a benchmark despite the lack of necessary evidence and failure to reflect defining linguistic practices of bilinguals in real life. The results apparently demonstrate that implementing the translanguaging pedagogy and allowing emergent bilinguals to translanguage contributed to their writing skills in the target language substantially. The translanguaging pedagogy was found to serve three vital purposes which Garcia et al. (2017) prescribe. Firstly, it

assisted emergent bilinguals when they were understanding and working on the complex content -which is learning how to write in the target language in present study-. In addition, it enabled them to improve their linguistic practices for academic writing skills. Lastly, it created a 'third space' which allowed them to use their linguistic repertoire holistically and to make meaning using their bilingualism. Overall, the use of translanguaging as a pedagogy provided a supportive context and being allowed to perform translanguage acts aided in creating a web of communication (Garcia, 2009). Moreover, as Baker (2004) suggests, translanguaging helped learners to facilitate a more profound and complete comprehension of the content of the class, promoted the improvement of less competent learners' literacy by collaboration with more competent ones more easily and deeply by integrating their holistic linguistic repertoire, and resulted in gains in L1 writing knowledge and L2 writing. Considering above mentioned findings altogether, translanguaging pedagogy and practices serve as a mediational tool by mediating emergent bilinguals' cognition while they are learning rigorous L2 content, and by making use of translanguaging spaces and bilingual texts. Restating this result with a term by Stathopoulou (2016), translanguaging provided EFL learners with 'interlingual mediation', which refers to intentional and strategic transfer of information between languages. Subsequently, instead of restricting the integration of emergent bilinguals' mother tongue altogether during their L2 learning and teaching experiences, which can rob them of using the benefits of the translanguaging pedagogy to a great effect, all the stakeholders of the foreign and second language teaching including directors, program planners and teachers should support and make the best use of emergent bilinguals' natural and invaluable bilingualism with the integration of translanguaging pedagogy in line with their teaching objectives. Espinosa et al. (2016) in like manner support this view by pointing out the fact that limiting learners to one language silences their abilities to express themselves as well as their cognitive processing and accordingly suggests that language teachers should support their writing instruction with plentiful opportunities for purposeful multilingual talk. Being also reflected in the CEFR (n.d.), with the goal of promotion of plurilingualism, language programs need to improve the interlingual strategies as well as plurilingual competences of language users. The reason beyond this is that there is no plausible evidence from studies demonstrating languages are not

compartmentalized mentally in humans' brains (Thierry, 2016). For this reason, it is stated that instead of mastering isolated languages, language learners' building up their communicative competence using their all repertoires, in other words the interaction and interrelatedness of languages, is the most vital aim and implications in accordance with this paradigm shift must be implemented (CEFR, n.d., p.4). As a response to monolingual practices and theories which make language learners and teachers suppress their linguistic resources during learning and teaching process, studies yielding results in favour of the use of translanguaging has contributed to the review of the additional language teaching and learning (Wei, 2018). This study's results serve a crucial purpose of demonstrating the efficiency of translanguaging in EFL teaching and learning. Accordingly, to expedite and galvanize the process of taking action for the abovementioned overarching objective, to resist monolingual practices as well as augment language learners' benefits from bilingual pedagogies, further studies similar to the present study should be conducted to promote the integration and legitimization of translanguaging as a pedagogical tool and as a bilingual practice in various educational contexts, which will open up countless learning and teaching opportunities for language teachers and learners worldwide.

Before finishing up the conclusion, I would like to share my own reflections on the process of designing the study and observing its results as a researcher and a practitioner at the same time. To begin with, it was a bold but a challenging task to employ translanguaging pedagogy in a context where it has never been reported to be implemented. Like many English teachers, especially the ones teaching English as a foreign language, when I was a pre-service teacher, I was taught teaching methods that involve English-only instruction. Moreover, as an English teacher having been teaching English for 11 years, I have had plenty of experiences of being banned to say even a word in Turkish during English lessons. This long-held monolingual tradition is also prevalent in Turkey since English does not have a social role in many Turkish students lives when they walk out of the classroom. Accordingly, it is believed that in-class English teachers should spend every minute talking, writing, reading in English and get the students to do so. However, as I experienced Turkish lower level proficiency university students' being unable to produce English texts despite a lot of practice and instruction in English-only classes and observed them having difficulty in learning how to write English through English, I thought about

integrating their L1 in a strategic way into their learning process in order to improve their writing in English. While searching on how to do this in a pedagogically-informed way, I came across with translanguaging pedagogy. After doing extensive research, I thought about how to adapt this pedagogy for teaching writing skills to Turkish EFL learners in line with the writing syllabus of the institution I work at. It took months to decide on how to design the lesson plans yet reading the experiences of teachers from different subjects (e.g. Maths, Social Sciences) enlightened me to a great degree and inspired me a lot. After the implementation of translanguaging pedagogy in the pilot study, I have found out that this pedagogy is promising in terms of improving Turkish students writing skills in English. During the main study, which involved the implementation of the translanguaging pedagogy for a semester and inclusion of one control and the second experimental groups, I had plenty of opportunities how students in each group experienced learning how to write in English. The first point I want to mention is that translanguaging group participants were able to make a lot of progress in a short amount of time. When I was walking among groups, I heard them talk in Turkish from time to time; however, they were in deep conversations to produce the best outcome. They had profound conversations regarding organizational features, grammar, linkers, vocabulary, organization of their ideas, which lacked in other groups. I have come to realise that allowing students to use their linguistic repertoires actually pave the way for numerous learning opportunities which a single English teacher cannot transmit for a lesson hour. As for the inductive translanguaging group, it was difficult for them to get used to the method of teaching for two reasons. First, the cycle of the instruction does not follow the traditional instruction cycle. That is, in Turkey, first the teachers explain the content of the lesson, and then students do practices on that content. However, the inductive process approach made the students discover rules about writing in the target language. The other challenge was making them use English throughout their learning process. Their English proficiency level was low. Consequently, this prevented a lot of fruitful conversations which took place in translanguaging group. Moreover, as the teacher, I had to provide them with more guidance while they were completing the activities. However, over time they got used to the nature of the instructional cycle and made significant progress. In terms of the traditional group, as the teacher was the only source of information and

students were more passive, there were a small group of students who were participating in the lesson and students had low amount of talk time. I would like to end my reflections with a quote from the famous American novelist Louis L'Amour "There will come a time when you believe everything is finished. Yet that will be the beginning". The findings of this study can serve as an end to itself; however, language teachers and researchers should aim to use these findings to create the better versions or alternatives to provide language learners with the best learning experiences.

5.5 Recommendations for Further Research

The present study with the implementation of translanguaging pedagogy in order to improve EFL learners' writing skill and the depiction of participants' use of translanguaging patterns aimed to contribute to the literature regarding translanguaging which has begun to receive rising attention in the field of bilingual education. Demonstrating how the use of translanguaging pedagogy and students' use of translanguaging can be beneficial for improving their writing skills in this case, the study has some recommendations which can be put into practice for further research.

To start with, the translanguaging pedagogy in this study was implemented in writing classes in particular. Its implementation can be carried out for remaining skills such as reading, speaking in particular, or in an integrated manner in order to find out its potential effect(s) on students' improvement of those skills. In addition, with the inevitable increase in the use of technology, translanguaging-enriched classes can be given on online platforms both investigating its effect on different modalities and bringing students from various backgrounds together. The use of online tools can also help researcher integrate various concepts related to technology in education such as flipped classroom into their pedagogy, which can multiply the effect of translanguaging pedagogy.

In addition, the present study included three groups –each containing 21 students- and one researcher due to time and resource constraints. A larger scale study including a higher number of participants can yield more reliable data in terms of statistics. Experimental studies can also consist of groups which are exposed to the

implementation of English-only pedagogies other than present-practice-produce teaching method and compare them with the outcomes from the translanguaging group. Moreover, a group of teachers implementing this pedagogy can report their perceptions regarding its uses, benefits as well as challenges, which can serve as a significant resource for the various teachers who want to implement this pedagogy in their classes and shed light for researchers to shape their studies.

Besides these, as the present study only included elementary proficiency level students, further studies can be conducted with students with different proficiency levels, which can provide significant information regarding how students from different proficiency levels benefit from and react to the implementation of translanguaging in their classes. Moreover, the translanguaging practices of students with different proficiency levels can be examined revealing which categories of translanguaging acts students in different proficiency levels perform, for which reasons and to which extent since Garcia (2009) states that students from different points of bilingual continua have different inclinations of translanguage. Additionally, the role of translanguaging pedagogy can be examined in classes where language learners share more than mother tongue. Accordingly, two or more languages can be employed as resources in the lessons.

Finally, the present study can be replicated in various contexts in order to increase the generalization of the findings. These contexts can range from public to private schools, kindergarten to universities, EFL to ESL contexts, which will add to the external validity of related studies.

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APPENDICES

A. Summary of Recent Studies on Using Translanguaging Pedagogy

Researcher(s) & Year	Aim(s)	Context & Participants	Data Collection Tool (s)	Results
Adamson & Coulson (2015)	<ul style="list-style-type: none"> - Investigating students' translanguaging in CLIL report writing. -Examining students' perceptions regarding the use of L1. -Finding out about the transferability of the translanguaging approach. 	<p>EFL, Japanese University, CLIL English Language Preparation Course.</p> <p>180 first-year students (undergraduates)</p>	<p>Questionnaires (students' perceptions-quantitative)</p> <p>Final reports (use of L1 references-qualitative)</p>	<ul style="list-style-type: none"> - The number of L1 references decrease in time. -Higher and lower level students use L1 reference for different reasons. -L1 use is relevant to the theme and students' proficiency level. -Positive perceptions, appreciating the use of L1 in class. -Transferable across curriculum.
Aghai (2016)	<ul style="list-style-type: none"> - Examining the relationship between teachers' language ideology and students' translanguaging. - Examining the relationship between teachers' and students' translanguaging and proficiency levels. - How teachers encourage students adopt translanguaging approach. 	<p>ESL, South Texas, Intensive English program.</p> <p>4 ESL teachers (1 writing & 3 communication classes) and 20 ESL students (9 beginner, 6 intermediate, 4 advanced level students)</p>	<p>Class observation (each class 3 weeks)</p> <p>Writing Assignments & Vocabulary Journals</p> <p>Interviews with students and teachers</p>	<ul style="list-style-type: none"> - Teachers with monolingual assumptions sense a lack of control over their students' translanguaging practices and do not know how to approach the students' use of L1 in the classroom. - Students use their L1 in grammar and writing courses regardless of their proficiency level whereas higher proficiency levels used it more for accuracy and lower levels used it for constructing meaning

				<p>and communication.</p> <ul style="list-style-type: none"> -Teachers used translanguaging to check comprehension, to clarify and explain concepts, to make revision and to give feedback. -Students' use of translanguaging was aimed at explanation, clarification and collaboration. - ESL teachers must consciously incorporate their students' L1 in their daily activities by managing their students' translingual practices.
Allard (2017)	-Exploring teachers' use of translanguaging.	Marshall town, 12 high school students (Spanish immigrants and a Guatemalan student) ESL reading and science classes. Aged between 14-20. Beginner level English.	<ul style="list-style-type: none"> -Class observations. -Field journal of interactions. -Semi-structured interviews. -Student work, grades, records. 	<ul style="list-style-type: none"> - Teachers' drawing on both languages to discuss about linguistic differences. - Increased student success and smooth conduction of lessons. - Enabled students' access to materials and participate in class activities more.
Canagarajah (2011)	- Learning about students' translanguaging strategies while developing their proficiency.	A graduate level course on teaching of second language writing. One Saudi Arabian	<ul style="list-style-type: none"> Draft Essays Journal on course readings Classroom assignments 	-Instructor and peers help to question one's translanguaging strategies, think of the options, assess effectiveness of strategies and develop

		undergraduate student.	Stimulated Recall Peer-review	metacognitive awareness. - Four strategies: Recontextualization, voice, interaction, text.
Carroll & Morales (2016)	- To implement a translanguaging approach in a reading class.	ESL classroom. Puerto Rico. Basic English Course. 29 students aged between 18 and 20.	Field notes. Reflective prompts. Focus group interviews.	- Translanguaging was found to be facilitative for students' comprehension and discussion of the topic. -Students' use of L1 served as a scaffold to understand and use the target language.
Carstens (2016)	- Examining bi-/multilingual students' translanguaging strategies while improving their literacy in academic English. -Finding out their attitudes towards translanguaging strategy. -Exploring the effectiveness of translanguaging in mother tongue development and terminologisation.	South Africa, University, Academic Literacy Module. (55 Afrikaans and 41 English)	Multilingual concept mapping task. Writing Semi-structured survey.	- All English L2 speakers found the translanguaging strategy beneficial. - Cognitive benefits (concept comprehension). -Affective benefits (working together and non-threatening environment)
Chukly-Bonato (2016)	- Finding out how students respond to native language referencing. -Examining how translanguaging encourage them to develop target language for academic and	ESL, Spain. 3 week intensive English course. 5 adult upper intermediate learners of English (18-21 years old)	Vignettes Audio-recordings Field notes Online blog	- Students used L1 to facilitate their English production, negotiate meaning and to compare and contrast two languages. - Translanguaging helped students to understand complex tasks and enhance the

	<p>social purposes,</p> <p>-Learning about the challenges that teachers can face while implementing translanguaging</p>			<p>quality of their English homework.</p> <p>- Large groups which include students from various backgrounds can be a challenge for the teacher as well as exam-oriented programs.</p>
De Los Reyes (2018)	<p>- Investigating the use of translanguaging in teachers' and students' language practices.</p>	<p>ESL, Philippines. Two 3rd Grade classes.</p>	<p>-Classroom observations.</p> <p>-Semi-structured interviews.</p>	<p>-Translanguaging as a mediational tool for communication.</p> <p>- Teachers' translanguage for presenting the lessons, having class discussions and controlling students' behaviours.</p> <p>-Students used translanguaging for taking part in classroom discussions and succeeding in assessments.</p>
Kano (2012)	<p>- Exploring students' responses to translanguaging pedagogy while learning how to write academic essays in English.</p> <p>- How students engage in translanguaging during the writing process.</p>	<p>ESL, New York. Community-based private writing class.</p> <p>10 Japanese students (aged 14-16, five emergent and five experienced bilinguals)</p>	<p>Stimulated recall.</p> <p>Essays</p> <p>Background survey</p>	<p>- 8 preferred translanguaging to monolingual approach.</p> <p>- Four categories of translanguaging used by the participants in class: code-switching, translation, combination of translation and code-switching, and application of prior knowledge.</p> <p>-They expressed appreciation of the mother tongue</p>

				<p>explanations. In addition, they practiced translanguaging as a spontaneous learning tool and used it as a scaffolding device in their essay writing process.</p> <p>-Experienced bilinguals engage in translanguaging as an independent act while emergent bilinguals engaged in translanguaging as a dependent act.</p> <p>-Most emergent bilinguals made use of one-way translanguaging whereas most experienced bilinguals used two-way translanguaging.</p>
<p>Kwon & Schallert (2016)</p>	<p>- Exploring how biliterate adults are engaged in translanguaging while reading academic texts.</p>	<p>ESL, US. 10 adult advanced level Korean-English students who want to have advanced graduate degrees (aged between 29 and 34).</p>	<p>Learning history survey.</p> <p>Think-aloud protocols.</p> <p>Written summaries.</p>	<p>- Three patterns of relying on languages while reading; using L1 dominantly regardless of the text, matching the language of the text and language of thinking aloud, mixing two languages.</p> <p>- Translanguaging used for think-alouds included seven cognitive moves; planning, evaluating, interpreting, reflecting, summarizing, monitoring, asking questions.</p>

				-Written summaries included different degrees of translanguaging, which included four patterns; using one language as the base, dependence on the language of the text for content words, including symbolic features and choosing the language of the summary depending on its future use.
Mbirimi-Hungwe (2016)	-Finding out about the extent of effectiveness of a translanguaging approach for the comprehension of texts.	ESL, South Africa, university students attending Academic Literacy course (161 participants; 88 in control, 73 in intervention group)	- Group discussions after reading. -Written summaries.	-Better comprehension of texts, meaningful contribution to discussions, negotiation and deeper understanding of meanings and concepts. - Better comprehension when participants discuss in groups in all languages. -Better summaries.
Martin – Beltran (2014)	- Investigating the ways of how learning of two languages activate their linguistic repertoire.	ESL, 24 students from ESOL and Spanish language classes (aged between 14-17).	Audio and video recordings Field notes Students' works. Interviews Google documents.	- Out of 589 LREs, in 479 LREs students made use of translanguaging in order to make meaning. -Translanguaging was used to invite other students to the process of meaning co-construction, to think about, compare and defend their word choices and deepen

				their understanding, to reach a consensus and to make room for improvement.
Motlhaka & Makalela (2016)	<ul style="list-style-type: none"> - Exploring how two different writing conventions affect each other. -Investigating the extent of using sociocultural strategies when students translanguage. 	- 8 first-year university students in Africa (aged between 18-30)	<ul style="list-style-type: none"> - Two descriptive essays in English and in their mother tongue. -Focus group interviews. 	<ul style="list-style-type: none"> - Appropriating already existing meanings critically and consciously, creating new subjective meanings. -Improving metalinguistic awareness, developing voices in both languages. - Increased self-confidence in organizing essays in both languages.
Moreno (2014)	- To facilitate participants' learning process by integrating a translanguageing curriculum (a language portfolio)	ESL, Southern California. Middle school, charter school. Eleven 6 th to 8 th grader students. (Spanish Latino / Latina population).	<ul style="list-style-type: none"> Interviews with students. Field notes. Students' works. 	<ul style="list-style-type: none"> - Most students showed their comprehension of the content actively and accurately. - Students showed their comprehension by speaking and writing in either and both languages. -Students had a more authentic voice in writing and speaking. - Students were able to reflect on their language use and development.
Nambisan (2014)	- To explore teachers' attitudes towards and practices of translanguageing in English	ESL, Iowa. 19 English language teachers (primary and secondary levels from dual language and	Online survey (multiple choice, Likert and open-ended questions)	<ul style="list-style-type: none"> -18 out of 19 participants reported the use of translanguageing being helpful. -Translanguageing

	classes.	mainstream schools)		used for discussing content and enabling student participation. - Though being found helpful by the majority, not practiced frequently in classrooms.
Rivera & Mazak (2017)	- Understanding students' responses to translanguaging	ESL, Puerto Rico. 4 university level psychology class undergraduate students.	2 surveys (one about their attitudes towards translanguaging, one about their background information and experiences with language use) Observations. Exams and assignments.	- Students' attitudes ranged from neutral to positive. - More tendency to use translanguaging in their daily lives. - Each class included translanguaging examples in their written works to enhance their expressions, to provide deeper explanations and to justify their ideas.
Vanish (2018)	-Exploring teachers' pedagogical strategies of translanguaging and students' responses in reading classes.	- ESL, Singapore, three primary schools, Grade 2, (6-7 year-old Chinese / Malay students), learning support program -Three teachers.	-Video-recordings.	- 5 teacher exchanges to teach grammar and vocabulary in English. - Increasing metalinguistic awareness (in terms of vocabulary, grammar, punctuation, print) -Need for teacher training.
Velasco & Garcia (2014)	-How and why translanguaging is used to develop writing.	ESL, Spanish-English and Korean-English classes, 5 short-text written by young bilingual children (kindergarten -4 th	Diary entries. Final Drafts.	- Translanguaging is used by bilingual writers in all stages of the writing process—planning, editing, and production.

		grade)		- Translanguaging is used for scaffold, rhetorical engagement and effectiveness.
Wang (2016)	-Investigating students' and teachers' attitudes towards translanguaging- Exploring their translanguaging practices.	EFL, Chinese university, beginner level students (N=201), three teachers.	Survey. Semi-structured interviews. Classroom observations.	- More than half of the students have an inclination to multilingual education. -Teachers' attitudes varied (some finding it difficult to incorporate multilingualism in their teaching, some implemented a translanguaging approach) -Teachers using translanguaging for explanatory, managerial purposes whereas students used translanguaging for interpersonal purposes.

B. Weekly Syllabus of the Pilot Study

Week	Objectives	Groups	
		Experimental	Control
Week 1 12-16 Feb.	<ul style="list-style-type: none"> - Making students familiar with the process of writing an essay. - Introducing the three parts of an essay (introductory paragraph, main body paragraph, conclusion paragraph). - Examining how to organize a paragraph, -Introducing the concepts of thesis statement, topic sentences and supporting details. 	<ul style="list-style-type: none"> - Reading essay samples in two languages. - Evaluating both essays comparing and contrasting organizational features using all linguistic repertoires collaboratively. - Filling up an essay outline on a given topic collaboratively using all linguistic repertoires doing bilingual research. - Presenting group work, expanding on details using both languages. - Writing up the final version of the outline based on given feedback in the previous stage. 	<ul style="list-style-type: none"> - Explicit presentation of the content (parts of an essay, concepts related to writing) by the teacher in English. - Highlighting the organizational features on a sample English essay. - Doing multiple choice activities (choosing a suitable thesis statement, topic sentence of a given paragraph). -Filling up the missing parts of a given outline in English individually. -Filling up an outline based on a given topic similar to the one presented in the second stage.
Week 2 19-23 Feb	<ul style="list-style-type: none"> - Introducing the purpose of writing an opinion essay, - Examining the organization of an opinion essay, -Writing an appropriate thesis statement for an opinion essay (giving opinion and its reasons), -Organizing main body paragraphs (topic sentences and supporting details) -Writing an appropriate concluding paragraph. - Writing a persuasive essay. 	<ul style="list-style-type: none"> - Reading opinion essay samples in two languages. - Evaluating both essays comparing and contrasting organizational features specific to opinion essays using all linguistic repertoires collaboratively. - Filling up an opinion essay outline collaboratively using all linguistic repertoires. - Presenting group work, expanding on details using both languages. - Writing up an opinion essay collaboratively based on the outline filled and feedback received. 	<ul style="list-style-type: none"> - Explicit presentation of opinion essays by the teacher in English. -Going over the organizational features on a sample English opinion essay. - Doing multiple choice activities (choosing a suitable thesis statement, topic sentence of a given paragraph). -Filling up an outline based on a given topic similar to the one presented in the second stage. -Writing up an opinion essay individually in English.
Week 3 26 Feb-2 March	Introducing persuasive techniques and	- Reading opinion essay samples in two languages.	- Explicit presentation of persuasive techniques and linkers by the teacher in

	<p>language. Transition signals for adding, listing and giving examples.</p>	<ul style="list-style-type: none"> - Evaluating both essays comparing and contrasting persuasive techniques and linkers using all linguistic repertoires collaboratively. - Filling up an opinion essay chart (using persuasive techniques and linkers mentioned in the previous stage) collaboratively using all linguistic repertoires. - Presenting group work, expanding on details using both languages. - Writing up an opinion chart collaboratively based on the outline filled and feedback received. 	<p>English.</p> <ul style="list-style-type: none"> -Going over the persuasive techniques and linkers on a sample English essay. - Doing multiple choice and fill in the blanks activities (writing the correct linker in the blanks,naming the persuasive techniques). -Filling up the missing parts of a opinion essay chart in English individually. - Writing up an opinion essay individually in English.
<p>Week 4 5-9 March</p>	<p>Talking about advantages and disadvantages of specific topics. Introducing the organization used for writing an advantage and / or disadvantage essay, Writing an appropriate thesis statement for an advantage and / or disadvantage essayi Organizing main body paragraphs (topic sentences and supporting details) Writing an appropriate concluding paragraph. Writing an advantage and/or disadvantage essay.</p>	<ul style="list-style-type: none"> - Reading advantage and / or disadvantage essay samples in two languages. - Evaluating both essays comparing and contrasting organizational features specific to advantage and / or disadvantage essays using all linguistic repertoires collaboratively. - Filling up an advantage and / or disadvantage essay outline collaboratively using all linguistic repertoires. - Presenting group work, expanding on details using both languages. - Writing up an advantage and / or disadvantage essay collaboratively based on the outline filled and feedback received. 	<ul style="list-style-type: none"> - Explicit presentation of advantage and / or disadvantage essays by the teacher in English. -Going over the organizational features on a sample English advantage and / or disadvantage essay. - Doing multiple choice activities (choosing a suitable thesis statement, topic sentence of a given paragraph). -Filling up an outline based on a given topic similar to the one presented in the second stage. -Writing up an advantage and / or disadvantage essay individually in English.

C. Consent Forms

PILOT ÇALIŞMA BİLGİLENDİRİŞ GÖNÜLLÜ OLUR FORMU

LÜTFEN DİKKATLİCE OKUYUNUZ!

Bir çalışmaya katılmak üzere davet edilmiş bulunmaktasınız. Bu çalışmada yer almayı kabul etmeden önce çalışmanın ne amaçla yapılmak istendiğini anlamanız ve kararınızı bu bilgilendirme sonrası özgürce vermeniz gerekmektedir. Size özel hazırlanmış bu bilgilendirmeyi lütfen dikkatlice okuyunuz.

Çalışmanın amacı nedir?

Çalışmanın amacı Hazırlık öğrencilerin tüm dilsel bilgilerinden faydalanarak diller arası geçişlilik (translanguaging) pedagojisine göre planlanan derslerde öğrencilerin İngilizce akademik yazma becerilerini geliştirmektir.

Nasıl bir uygulama yapılacaktır?

Çalışmada pedagojinin uygulandığı dersler kaydedilecek, bu kayıtlar öğrencilere izletilerek onlarla grup röportajları yapılacak ve de derslerdeki aktivitelerle ilgili anket uygulaması yapılacaktır. Yapılan uygulamalara isim, rumuz vb. kimlik bilgilerine yer verilmeyecektir.

Katılımcı sayısı nedir?

Araştırmada yer alacak gönüllülerin sayısı 22'dir.

Çalışmanın süresi ne kadar?

Bu araştırma için öngörülen süre 4 haftaya yayılacak olan derslerdir.

Çalışmaya katılma ile beklenen olası yarar ve riskler nedir?

Bu çalışmada yapılan uygulamalar ile katılımcıların İngilizce akademik kompozisyon yazma süreci uygulanan pedagoji ile onlar için daha verimli bir hale getirilip, İngilizce yazma becerilerini geliştirmeleri hedeflenmektedir. Araştırmaya bağlı herhangi bir risk söz konusu değildir.

Size ait tüm kişisel bilgileriniz gizli tutulacaktır ve araştırma yayınlansa bile bu bilgiler verilmeyecektir, Çalışmadan elde edilecek ürünlerden daha sonra planlanacak çalışmalarda da faydalanılacaktır.

Çalışmaya Katılma Onayı:

Yukarıda yer alan ve araştırmaya başlanmadan önce gönüllüye verilmesi gereken bilgileri okudum ve sözlü olarak dinledim. Aklıma gelen tüm soruları araştırmacıya sordum, yazılı ve sözlü olarak bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Çalışmaya katılmayı isteyip istemediğime karar vermem için bana yeterli zaman tanındı. Bu koşullar altında, derslerin kaydı, röportaj ve anket uygulamaları konusunda araştırma yürütücüsüne yetki veriyor ve söz konusu araştırmaya ilişkin bana yapılan katılım davetini hiçbir zorlama ve baskı olmaksızın büyük bir gönüllülük içerisinde kabul ediyorum.

Bu formun imzalı bir kopyası bana verilecektir.

Gönüllünün,

Adı-Soyadı:

Adresi:

Tel.:

Tarih ve İmza:

BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU
(TEMEL ÇALIŞMADENEYSEL GRUP)

LÜTFEN DİKKATLİCE OKUYUNUZ!

Bir çalışmaya katılmak üzere davet edilmiş bulunmaktasınız. Bu çalışmada yer almayı kabul etmeden önce çalışmanın ne amaçla yapılmak istendiğini anlamanız ve kararınızı bu bilgilendirme sonrası özgürce vermeniz gerekmektedir. Size özel hazırlanmış bu bilgilendirmeyi lütfen dikkatlice okuyunuz.

Çalışmanın amacı nedir?

Çalışmanın amacı Yabancı Diller Yüksekokulu öğrencilerinin tüm dilsel bilgi ve becerilerinden faydalanarak diller arası geçişlilik (translanguaging) pedagojisine göre planlanan dersler sonucu bu öğrencilerin İngilizce akademik yazma becerilerini geliştirmektir.

Nasıl bir uygulama yapılacaktır?

Çalışmada diller arası geçişlilik (translanguaging) pedagojisinin uygulandığı yazma dersleri kaydedilecek, bu kayıtlar öğrencilere izletilerek onlarla grup röportajları yapılacak ve derslerdeki aktivitelerle ilgili anket uygulaması yapılacaktır. Yapılan uygulamalara isim, rumuz ve benzeri kimlik bilgilerine yer verilmeyecektir.

Katılımcı sayısı nedir?

Araştırmada yer alacak gönüllülerin sayısı 21'dir.

Çalışmanın süresi ne kadar?

Bu araştırma için öngörülen süre 2018-2019 eğitim öğretim yılının birinci dönemine (24 Eylül 2018-18 Ocak 2019) yayılacak olan yazma derslerdir.

Çalışmaya katılma ile beklenen olası yarar ve riskler nedir?

Bu çalışmada uygulanan diller arası geçişlilik (translanguaging) pedagojisi ve bu doğrultuda planlanmış aktiviteler ile katılımcıların İngilizce akademik kompozisyon yazma onlar için daha verimli bir hale getirilip, katılımcıların İngilizce yazma becerilerini geliştirmeleri hedeflenmektedir. Araştırmaya bağlı herhangi bir risk söz konusu değildir.

Size ait tüm kişisel bilgileriniz gizli tutulacaktır ve araştırma yayınlansa bile bu bilgiler verilmeyecektir. Çalışmadan elde edilecek ürünlerden daha sonra planlanacak çalışmalarda da faydalanılacaktır.

Çalışmaya Katılma Onayı:

Yukarıda yer alan ve araştırmaya başlanmadan önce gönüllüye verilmesi gereken bilgileri okudum ve sözlü olarak dinledim. Aklıma gelen tüm soruları araştırmacıya sordum, yazılı ve sözlü olarak bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Çalışmaya katılmayı isteyip istemediğime karar vermem için bana yeterli zaman tanındı. Bu koşullar altında, derslerin kaydı, röportaj ve anket uygulamaları konusunda araştırma yürütücüsüne yetki veriyor ve söz konusu araştırmaya ilişkin bana yapılan katılım davetini hiçbir zorlama ve baskı olmaksızın büyük bir gönüllülük içerisinde kabul ediyorum.

Bu formun imzalı bir kopyası bana verilecektir.

Gönüllünün,

Adı-Soyadı:

Adresi:

Tel.:

Tarih ve İmza:

BİLGİLENDİRME GÖNÜLLÜ OLUR FORMU (TEMEL ÇALIŞMA KONTROL GRUP 1)

LÜTFEN DİKKATLİCE OKUYUNUZ!

Bir çalışmaya katılmak üzere davet edilmiş bulunmaktasınız. Bu çalışmada yer almayı kabul etmeden önce çalışmanın ne amaçla yapılmak istendiğini anlamanız ve kararınızı bu bilgilendirme sonrası özgürce vermeniz gerekmektedir. Size özel hazırlanmış bu bilgilendirmeyi lütfen dikkatlice okuyunuz.

Çalışmanın amacı nedir?

Çalışmanın amacı Yabancı Diller Yüksekokulu öğrencilerinin tüm dilsel bilgi ve becerilerinden faydalanarak diller arası geçişlilik (translanguaging) pedagojisine göre planlanan dersler sonucu bu öğrencilerin İngilizce akademik yazma becerilerinin gelişip gelişmediğini incelemektir.

Nasıl bir uygulama yapılacaktır?

Çalışmada bulunduğunuz sınıfta İngilizce yazma becerisi dersleri öğretim görevlisi tarafından Yabancı Diller Yüksekokul'unun belirlediği amaçlar doğrultusunda ve okulun belirlediği materyallerin ürün odaklı bir yaklaşımla ve İngilizce olarak işlenecektir. Çalışmada katılımcıların dönem boyu yazdığı toplamda dört adet İngilizce kompozisyon araştırma yürütücüsü tarafından incelenecektir.

Katılımcı sayısı nedir?

Araştırmada yer alacak gönüllülerin sayısı 21'dir.

Çalışmanın süresi ne kadar?

Bu araştırma için öngörülen süre 2018-2019 eğitim öğretim yılının birinci dönemine (24 Eylül 2018-18 Ocak 2019) yayılacak olan yazma derslerdir.

Çalışmaya katılma ile beklenen olası yarar ve riskler nedir?

Araştırmaya bağlı herhangi bir risk söz konusu değildir. Araştırmada katılımcılardan alınan kompozisyonların araştırma yürütücüsü tarafından yapılan inceleme sonucu katılımcıların yazma becerisi notlarını etkilemeyecektir.

Size ait tüm kişisel bilgileriniz gizli tutulacaktır ve araştırma yayınlansa bile bu bilgiler verilmeyecektir. Çalışmada bu gruptan elde edilecek veri diğer grupların verileri ile karşılaştırma yapmak için kullanılacaktır.

Çalışmaya Katılma Onayı:

Yukarıda yer alan ve araştırmaya başlanmadan önce gönüllüye verilmesi gereken bilgileri okudum ve sözlü olarak dinledim. Aklıma gelen tüm soruları araştırmacıya sordum, yazılı ve sözlü olarak bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Çalışmaya katılmayı isteyip istemediğime karar vermem için bana yeterli zaman tanındı. Bu koşullar altında dönem boyunca yazdığım kompozisyonların çalışmada incelenmesi konusunda araştırma yürütücüsüne yetki veriyorum ve söz konusu araştırmaya ilişkin bana yapılan katılım davetini hiçbir zorlama ve baskı olmaksızın büyük bir gönüllülük içerisinde kabul ediyorum.

Bu formun imzalı bir kopyası bana verilecektir.

Gönüllünün,

Adı-Soyadı:

Adresi:

Tel.:

Tarih ve İmza

BİLGİLENDİRİŞ GÖNÜLLÜ OLUR FORMU (TEMEL ÇALIŞMA KONTROL GRUP 2)

LÜTFEN DİKKATLİCE OKUYUNUZ!

Bir çalışmaya katılmak üzere davet edilmiş bulunmaktasınız. Bu çalışmada yer almayı kabul etmeden önce çalışmanın ne amaçla yapılmak istendiğini anlamanız ve kararınızı bu bilgilendirme sonrası özgürce vermeniz gerekmektedir. Size özel hazırlanmış bu bilgilendirmeyi lütfen dikkatlice okuyunuz.

Çalışmanın amacı nedir?

Çalışmanın amacı Yabancı Diller Yüksekokulu öğrencilerinin tüm dilsel bilgi ve becerilerinden faydalanarak diller arası geçişlilik (translanguaging) pedagojisine göre planlanan dersler sonucu bu öğrencilerin İngilizce akademik yazma becerilerinin gelişip gelişmediğini incelemektir.

Nasıl bir uygulama yapılacaktır?

Çalışmada bulunduğunuz sınıfta İngilizce yazma becerisi dersleri öğretim görevlisi tarafından Yabancı Diller Yüksekokul'nun belirlediği amaçlar doğrultusunda ve okulun belirlediği materyallerin diller arası geçişlilik (translanguaging) pedagojisine göre ve İngilizce olarak işlenecektir. Çalışmada katılımcıların dönem boyu yazdığı toplamda dört adet İngilizce kompozisyon araştırma yürütücüsü tarafından incelenecektir.

Katılımcı sayısı nedir?

Araştırmada yer alacak gönüllülerin sayısı 21'dir.

Çalışmanın süresi ne kadar?

Bu araştırma için öngörülen süre 2018-2019 eğitim öğretim yılının birinci dönemine (24 Eylül 2018-18 Ocak 2019) yayılacak olan yazma derslerdir.

Çalışmaya katılma ile beklenen olası yarar ve riskler nedir?

Araştırmaya bağlı herhangi bir risk söz konusu değildir. Araştırmada katılımcılardan alınan kompozisyonların araştırma yürütücüsü tarafından yapılan inceleme sonucu katılımcıların yazma becerisi notlarını etkilemeyecektir.

Size ait tüm kişisel bilgileriniz gizli tutulacaktır ve araştırma yayınlansa bile bu bilgiler verilmeyecektir. Çalışmada bu gruptan elde edilecek veri diğer grupların verileri ile karşılaştırma yapmak için kullanılacaktır.

Çalışmaya Katılma Onayı:

Yukarıda yer alan ve araştırmaya başlanmadan önce gönüllüye verilmesi gereken bilgileri okudum ve sözlü olarak dinledim. Aklıma gelen tüm soruları araştırmacıya sordum, yazılı ve sözlü olarak bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Çalışmaya katılmayı isteyip istemediğime karar vermem için bana yeterli zaman tanındı. Bu koşullar altında dönem boyunca yazdığım kompozisyonların çalışmada incelenmesi konusunda araştırma yürütücüsüne yetki veriyorum ve söz konusu araştırmaya ilişkin bana yapılan katılım davetini hiçbir zorlama ve baskı olmaksızın büyük bir gönüllülük içerisinde kabul ediyorum.

Bu formun imzalı bir kopyası bana verilecektir.

Gönüllünün,

Adı-Soyadı:

Adresi:

Tel.:

Tarih ve İmza:

D. Background Questionnaire

Part 1. Personal Information

- Age: _____
- Gender: Female Male
- Department: _____
 100 % English-medium 30 % English-medium
- English Education Background:

Education Levels	School Type	Weekly English Lesson Hour(s)
Primary School		
Middle School		
High School		
Other: (course / education abroad) _____		
Other: (course / education abroad): _____		

Part 2. Writing Self-Evaluation

1. I feel myself competent in writing an academic essay in Turkish.

Strongly disagree.	Disagree	Neutral/ indecisive	Agree	Strongly agree.
(1)	(2)	(3)	(4)	(5)

2. Rank the aspects given below from the easiest to the most difficult for writing a Turkish essay. (1-the easiest, 6 – the most difficult)

<input type="checkbox"/> Organization	<input type="checkbox"/> Lexical range and accuracy	<input type="checkbox"/> Content
<input type="checkbox"/> Cohesion	<input type="checkbox"/> Grammatical range and accuracy	<input type="checkbox"/> Coherence

3. I feel myself competent in writing an academic essay in English.

Strongly disagree.	Disagree	Neutral/ indecisive	Agree	Strongly agree.
(2)	(2)	(3)	(4)	(5)

4. Rank the aspects given below from the easiest to the most difficult for writing an English essay. (1-the easiest, 6 – the most difficult)

<input type="checkbox"/> Organization	<input type="checkbox"/> Lexical range and accuracy	<input type="checkbox"/> Content
<input type="checkbox"/> Cohesion	<input type="checkbox"/> Grammatical range and accuracy	<input type="checkbox"/> Coherence

E. Pilot Study Open-Ended Questionnaire Regarding Participants' Perceptions of In-Class Activities

1. What are your opinions regarding the usefulness of X activity done on ..(date).. in our writing class? Explain your opinions with their reasons.
2. What are your criticisms regarding X activity?
3. Please specify how X activity can have an impact on your English academic writing skills?

F. The Findings of the Pilot Study's First Stage of Qualitative Coding

	Literacy Event	Language / Languages Used	Reason	Frequency
Thinking Process	Discussion	Turkish (T)	- Not having the ability to think in English.	21
			- Finding it easier to translate ideas into English.	5
	Writing	English (E)	- Not to lose time.	5
- To decide on the structure of the sentence.			3	
		E → T translation	- To understand questions / prompts.	3
(For) Writing	Outlining	Language used (LU) E Language of thought (LoT) T	- To transfer sentences to the essay easier and quicker.	3
			- To improve their skills in writing sentences in English.	4
		T → E translation	- Easier to organize ideas when deciding on and writing the sentences in Turkish and then writing their translations.	3
		LU T LoT E & T mixed	- Writing main words and topic sentences in Turkish.	2
- Not to lose time.	2			
			- Turkish and English having different sentence structures.	1

	Worksheet completion	LU E LoT T→E	- To provide rapid answers when asked in English. - To improve the ability to write English.	8 3
		T & E mixed (T & E sentences / Key words T→E translation / main words or chunks in E, rest in T)	- Not to lose time. - To recall what to write later. -To write easier.	2 3 2
Reading	Two different texts in T & E	Choose to read T first, also read E secondly	- To complete the activity faster. - To spend more time on the English text.	5 2
			- To form a structure / schema in mind before reading the English text.	6
	Two bilingual (direct translation) texts	Choose to read E first, switch to T and back to E. (E→T→E)	- To think in English, to understand in English. (if not need Turkish translation)	6
			E→T→E →T	- To check if there are any points missed.
		E first → T	- To check unknown words, phrases and to compare them.	3

			- To compare ideas in English and in Turkish.	
Research		T & E mixed	- To think faster. -To comprehend the topic more thoroughly. - To complete missing points in English. - Not being able to think in English only.	5 4 4 4
		T first, E second	- To save time. -To get more detailed information. -To get background information on an unknown topic.	2 4 3
Speaking	Peer / Group discussion / brainstorming	T	- To put forward ideas clearly. -To explain ideas using complex Turkish words. -To find and discuss answers to questions. -To enable fluency & to complete the task. -Not to increase the cognitive load. - To think faster. -To share ideas with pairs and to negotiate and to reach a final decision. -Not to get tired and bored. - Instinctive tendency.	5 6 4 6 3 6 3 2 1
		T → E	- To translate complex Turkish ideas into English.	10

			-To form grammatically correct sentences in English.	9
		T → E → T → E	- Having a lower range of vocabulary in English. -To simplify complex sentences.	7 7
		T and E mixing +	- To use English for grammar Turkish for idea expression.	2
		T → E	- Not remembering a word in Turkish / internalizing the English one. - Not finding a better or equivalent word in Turkish / English.	4 1
	Classroom group work / idea sharing	E	-To answer the questions of the teacher rapidly.	5
Understanding the subject matter		Prefer T	-To comprehend and internalized the topic when it is taught for the first time. -Not to miss a point about the topic. -Not to interrupt the teachers' explanations.	7 2 2 1
		Prefer both T and E	- To learn specific English terms (for later self-study). - To understand main points in Turkish, examples in English.	3 2

G. Writing Rubric

	TASK ACHIEVEMENT	LEXICAL RANGE & ACCURACY	GRAMMAR RANGE & ACCURACY	COHERENCE & COHESION
25	<ul style="list-style-type: none"> • satisfies almost all requirements of the task • all content points dealt with & all ideas / supporting details/examples relevant • presents a purpose that is clear & a well-developed response • format fully appropriate 	<ul style="list-style-type: none"> • uses a wide range of vocabulary properly to convey the message • rare errors in vocabulary choice and form • spelling is almost error-free 	<ul style="list-style-type: none"> • uses a wide range of structures • the majority of the sentences are error-free • rare or no errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • sequences information and ideas logically • manages to use linking words and cohesive devices appropriately
20	<ul style="list-style-type: none"> • satisfies most requirements of the task • most content points dealt with & most ideas / supporting details/examples relevant • presents a purpose that is 	<ul style="list-style-type: none"> • uses an adequate range of vocabulary for the task most of the time • rare errors in vocabulary choice and form that do not distort the message • few spelling errors 	<ul style="list-style-type: none"> • uses a mix of simple and complex sentence forms • makes few errors in grammar that rarely distort the message • few errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • mostly organizes information and ideas logically • uses linking words, but there may be few faulty cohesive devices

	TASK ACHIEVEMENT	LEXICAL RANGE & ACCURACY	GRAMMAR RANGE & ACCURACY	COHERENCE & COHESION
	<p>generally clear, yet there may be few inconsistencies</p> <ul style="list-style-type: none"> • format generally appropriate 			
15	<ul style="list-style-type: none"> • addresses some requirements of the task, but it is not enough to fulfill the task • some content points are dealt with & some ideas / supporting details / examples may be irrelevant • presents a purpose that is unclear at times • format slightly appropriate 	<ul style="list-style-type: none"> • uses a little variety of vocabulary • occasional errors in word choice and form that distort the message at times • some errors in spelling 	<ul style="list-style-type: none"> • uses mostly simple sentence forms • makes some errors in grammar that distort the message at times • makes some errors in spelling and/or punctuation 	<ul style="list-style-type: none"> • there is an attempt to organize information and ideas logically • uses linking words, but they may be inaccurate at times
10	<ul style="list-style-type: none"> • barely addresses task requirements • fails to deal with most content points & most ideas / supporting details / examples are irrelevant and/or not 	<ul style="list-style-type: none"> • uses mostly basic vocabulary (repetitively) • frequent errors in word choice and form that distort the message • frequent errors in spelling 	<ul style="list-style-type: none"> • uses limited range of grammatical structures • some structures are accurate, but errors dominate the task • incorrect spelling and/or punctuation most of the time 	<ul style="list-style-type: none"> • presents information and ideas, but these are not arranged coherently • uses few basic cohesive devices, which are mostly inaccurate

	TASK ACHIEVEMENT	LEXICAL RANGE & ACCURACY	GRAMMAR RANGE & ACCURACY	COHERENCE & COHESION
	<p>enough may present a purpose that is unclear most of the time</p> <ul style="list-style-type: none"> • format barely appropriate 			
5	<ul style="list-style-type: none"> • fails to address the task • answer is barely related to the topic • presents limited ideas which are mostly irrelevant • format not appropriate 	<ul style="list-style-type: none"> • uses very limited range of vocabulary • too many errors in word choice and form that distort the message • too many errors in spelling 	<ul style="list-style-type: none"> • cannot use sentence forms except in memorized phrases • shows almost no skill in sentence construction rules, and errors dominate the task • lots of errors in spelling and/or punctuation that distort the message 	<ul style="list-style-type: none"> • fails to communicate any message • has very little control of the organizational features • consists of series of unrelated sentences

H. Updated Version of the Questionnaire Regarding Participants' Perceptions of In-Class Activities.

1. Rate the level of usefulness of the activities.

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

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

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

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

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

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



I. Writing Syllabus for 2018-2019 Fall Semester

Weeks & Topics	Objectives	Materials	Tasks and Activities	Translanguaging Activities	Homework
<p>Week 1. 24th- 28th September</p> <p>Writing an Independent Paragraph</p>	<p>Introducing students what an independent paragraph is,</p> <p>Introducing concepts of topic sentence, supporting sentence, and concluding sentence,</p> <p>Examining the parts of topic sentences,</p> <p>Writing proper topic sentences,</p> <p>Organizing and writing supporting sentences,</p> <p>Writing proper concluding sentences,</p> <p>Writing a well-developed independent paragraph.</p>	<p>Marmara University Writing Material (Week 1) English and Turkish independent paragraph samples. Questions regarding the paragraphs. Paragraph outline.</p>	<p>Recognizing three different parts of independent paragraphs.</p> <p>Underlining and matching two parts of topic sentences.</p> <p>Choosing and writing appropriate topic sentences for independent paragraphs.</p> <p>Finding and writing the supporting sentences of an independent paragraph.</p>	<p>Discussion: What makes a good paragraph? Comparing the Turkish and English independent paragraphs and answering related questions in groups.</p> <p>Brainstorming: Ideas and forming sentences for topic sentences, supporting sentences, and concluding sentences</p> <p>Collaborative mind-mapping and filling up</p>	<p>Writing a well-developed independent paragraph.</p> <p>Prompt: Why do students panic during the final exams?</p>

			Finding and writing concluding sentences. Writing a well-developed independent paragraph.	the paragraph chart for writing.	
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<p>Week 2 1st-5th October Irrelevancy and Coherence</p>	<p>Introducing the concepts of unity and coherence in a paragraph. Introducing the concept of irrelevancy. Examining ways to ensure unity in a paragraph. Examining ways to write coherent sentences. Introducing transitional signal groups and their functions.</p>	<p>Marmara University Writing Material. (week 2) English and Turkish samples of incoherent groups of sentences. English and Turkish samples of paragraphs that include irrelevant sentences. English and Turkish side-by – side translations about transition signals.</p>	<p>Finding different sources of incoherence. Finding irrelevant sentences in an independent paragraph. Grouping transition signals with different functions and examining their use in the sentences. Connecting sentences with appropriate transition signals.</p>	<p>Discussion: What causes misunderstandings / lack of understandings in a paragraph? Comparing the Turkish and English sentences with coherence problems and correcting both. Finding sources of irrelevancy in both English and Turkish paragraphs. Comparing English and Turkish transition signal groups, discovering their functions and uses in a sentence. Brainstorming: How</p>	<p>Homework: Examining the previously written paragraphs in terms of coherence and unity. Revising them.</p>
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				to connect sentences using appropriate transition signals.	
Week 3 Narrative Paragraph 8 th -12 th October	<p>Introducing what narration is,</p> <p>Introducing the parts of a narrative paragraph,</p> <p>Examining topic sentence of a narrative paragraph and writing proper topic sentences,</p> <p>Introducing what background information is and how to set the scene in a story,</p> <p>Describing a past event in chronological order,</p> <p>Writing proper concluding sentences,</p> <p>Writing a well-developed narrative paragraph.</p>	<p>Marmara University Writing Material. (week 3).</p> <p>A narrative paragraph written in English with a partial translation.</p> <p>Questions regarding the narrative paragraph.</p>	<p>Recognizing four different parts of narrative paragraphs and examining the function of each part.</p> <p>Ordering the parts of a narrative paragraph.</p> <p>Recognizing the key words and subordinators which show time relationships and order of events.</p> <p>Writing appropriate topic sentences and</p>	<p>Discussion: What makes a story?</p> <p>Comparing the English and partially translated narrative paragraphs.</p> <p>Discussion: Group discussions in both languages regarding the organization, grammatical features (adjective and adverbs) as well as transition signals for ordering events.</p> <p>Collaborative filling up the paragraph chart for writing</p>	<p>Homework:</p> <p>Posting the stories on Edmodo page of the group for further examination by the other groups.</p>

			<p>concluding sentences for given narrative paragraph.</p> <p>Examining the use of adjectives and adverbs in a narrative paragraph.</p> <p>Writing a narrative paragraph based on given prompts.</p>	<p>Collaborative writing of a narrative paragraph based on the given prompts.</p>	
<p>Week 4</p> <p>In-class writing.</p> <p>15th-19th</p> <p>October</p>	<p>Writing Task 1. Narrative Paragraph</p> <p>Participants choose from one of the prompts given by the school and write the narrative paragraph within one lesson hour in class.</p>				
<p>Week 5</p> <p>Introduction to Essay Writing</p>	<p>Making students familiar with the process of writing an essay,</p> <p>Introducing the three parts of an essay (introductory paragraph, main body</p>	<p>Marmara University Supplementary Writing Booklet</p>	<p>Narrowing down a topic (organizing ideas from general to specific for</p>	<p>Discussion: How do you plan your essay?</p> <p>Essay structure in English; highlighting</p>	<p>Homework: Write and share the introduction paragraph based</p>

<p>22nd-26th October</p>	<p>paragraph, conclusion paragraph). Examining how to organize an introduction paragraph, Introducing the concept of thesis statement, its function and parts, Use of parallelism in thesis statements, Writing appropriate thesis statements, Examining the connection between thesis statements and topic sentences,</p>	<p>(week 4) English and Turkish samples for introduction paragraph. Questions related with the paragraph.</p>	<p>introduction paragraph). Ordering sentences for introduction paragraph. Finding topic and the controlling ideas of the thesis statements, Writing thesis statements and finding topics of the main body paragraphs from the thesis statements. Completing thesis statement sentences in line with parallelism, Filling up an</p>	<p>similarities and differences in English and Turkish. Comparing a Turkish and an English introduction paragraph and discussing related answers in both /any languages. Brainstorming: filling up the introduction paragraph chart based on a given prompt.</p>	<p>on the completed chart.</p>
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			introduction paragraph chart.		
Week 6 29 th October- 2 nd November	Examining the connection between thesis statements and topic sentences, Writing proper topic sentences, Organizing and writing supporting sentences, Introducing the restatement of thesis statement and short summary in conclusion paragraphs, Filling up an essay organization chart.	Marmara University Supplementary Writing Booklet (week 4 cont.) English and Turkish samples for each part of (a main body and a conclusion paragraph) essays. Questions related with the paragraphs.	Distinguishing between topic sentence and thesis statement. Writing topic sentences for the given thesis statements. Writing supporting details for topic sentences. Writing restatement of the thesis and summary sentences for the conclusion paragraph based on a given introduction	Comparing Turkish and English main body and conclusion paragraphs and answering related questions (discuss in both languages present in L2). Collaborative writing for topic sentences, supporting details, restatements, and summary sentences (discuss in both languages, write in English, present in English) Providing sentence frames in L2, allowing	Making their own essay checklist.

			paragraph.	to elaborate on the supporting ideas and further details in L1. Filling up an essay chart based on a given prompt (group discussion in both languages, write and present in English)	
Week 7. Opinion Essay 5 th -9 th November	Introducing persuasive techniques and language.	Marmara University Supplementary Writing Booklet (Week 5) Worksheet for persuasive techniques. Charts for taking down notes.	Introducing persuasive techniques, Introducing persuasive language used for those techniques, Forming persuasive sentences making use of the techniques and corresponding	Discussion: brainstorming ideas on the topic of spring festivals and outlining. Matching L1 and L2 persuasive sentences and finding out about their techniques. Compare and contrast grammar in L1 and L2 for persuasive language.	Sharing persuasive paragraph with the class.

			language.	Writing a persuasive paragraph to the Students' committee using persuasive techniques and language (discuss in both languages and write in English)	
Week 8. Opinion Essay 12 th -16 th November	Introducing the purpose of writing an opinion essay, Examining the organization of an opinion essay, Writing an appropriate thesis statement for an opinion essay (giving opinion and its reasons), Organizing main body paragraphs (topic sentences and supporting details) Writing an appropriate concluding paragraph. Transition signals for adding, listing	Marmara University Supplementary Writing Booklet (Week 5 cont.) An English and Turkish sample of opinion essay. Questions related to both essays. Essay outline.	Writing thesis statements. Writing topic sentences. Filling up an opinion essay chart. Writing an opinion essay.	Reading Turkish and English samples of opinion essay, comparing them and answering given questions (discuss in both languages, write and present in English). Comparing and contrasting transition signals in both essays. Discussion:	Write and share the opinion essay based on the outline completed.

	and giving examples. Writing a persuasive essay.			brainstorming ideas on the thesis statements, topic sentences of the essay prompt. Outlining using all repertoire, present in L2.	
Week 9. In-class writing. 19 th -23 rd November	Writing Task 2. Opinion Essay Participants choose from one of the prompts given by the school and write the opinion essay within one lesson hour in class.				
Week 10 26 th -30 th November	PROGRESS EXAM				
Week 11. For and Against Essay 3 rd -7 th	Talking about advantages and disadvantages of specific topics. Introducing the organization used for writing for and against essay, Writing an appropriate thesis statement	Marmara University Supplementary Writing Booklet (Week 6).	Examining the outline of for and against essay. Reading samples.	Reading Turkish and English samples of a for and against essay, comparing them and answering given	Collaborative writing of the outlined essay.

December	<p>for for and against essay (giving both sides),</p> <p>Organizing main body paragraphs (topic sentences and supporting details)</p> <p>Writing an appropriate concluding paragraph.</p> <p>Writing a for and against essay.</p>	<p>An English and Turkish sample of for and against essay.</p> <p>Questions related to the sample essays.</p> <p>Essay outline.</p>		<p>questions (discuss in both languages, write and present in English).</p> <p>Discussion: turn- and-talk, brainstorming ideas on advantage and disadvantages of the internet.</p> <p>Fishbowl strategy: Showcase of students' thinking, other students' observe, followed by teacher modelling.</p> <p>Outlining using all repertoire, present in L2.</p>	
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<p>Week 12. In-class writing. 10th-14th December</p>	<p>Writing Task 3. For & Against Essay</p> <p>Participants choose from one of the prompts given by the school and write the for & against essay within one lesson hour in class.</p>				
<p>Week 13. Cause Essay 17th-21st December</p>	<p>Introducing organization used for writing a cause essay, Using transition signals and verbs showing cause and or effect of something, Determining causes and effects, Writing an appropriate thesis statement for cause essay (giving causes), Organizing main body paragraphs (topic sentences and supporting details) Writing an appropriate concluding paragraph. Writing a cause essay.</p>	<p>Marmara University Supplementary Writing Booklet (Week 7).</p>	<p>Determining causes and effects in a sentence and paragraph. Using cause and effect transition signals to connect sentences appropriately.</p>	<p>Reading English and Turkish side-by-side translation of a cause essay, comparing them and answering given questions (discuss in both languages, write and present in English). Discussion: causes of obesity, note taking in and discussing in both languages, and forming sentences in L2. Conferring about the</p>	<p>Writing the outlined essay (group work)</p>

				<p>syntax for the revision of the sentences. (talk and ground discussion how it compares to L1).</p> <p>Outlining using all repertoire, present in L2.</p>	
<p>Week 14. Effect Essay 24th-28th December</p>	<p>Introducing organization used for writing an effect essay, Using transition signals and verbs showing cause and or effect of something, Determining causes and effects, Writing an appropriate thesis statement for cause essay (giving effects), Organizing main body paragraphs (topic sentences and supporting details) Writing an appropriate concluding paragraph.</p>	<p>Marmara University Supplementary Writing Booklet (Week 9)</p>	<p>Examining the outline of effect essay. Reading samples.</p>	<p>Reading English and Turkish side-by-side translation of an effect essay, comparing them and answering given questions (discuss in both languages, write and present in English). Discussion: effects of obesity, note taking in and discussing in both languages, and</p>	<p>Writing the outlined essay (group work)</p>

	Writing an effect essay.			forming sentences in L2. Conferring about the syntax for the revision of the sentences. (talk and ground discussion how it compares to L1). Outlining using all repertoire, present in L2.	
Week 15 31 st December- 4 th January 2019	<p>Writing Task 4. Cause or Effect Essay.</p> <p>Participants choose from one of the prompts given by the school and write the cause / effect essay within one lesson hour in class.</p>				

Week 16. 7 th -11 th January	PROGRESS EXAM 2
Week 17. 14 th -18 th January Revision – essay types.	Revision for Proficiency Exam.
Week 18.	PROFICIENCY EXAM (WINTER)

J. Lesson Plan Samples for Three Groups

Lesson Plan Sample for Translanguaging Group

Instructor: Aslıhan Karabulut	Time: (2 lesson hours) 1 hour 30 minutes
Number of students: 21	Proficiency level of students: Elementary
Type of school: School of Foreign Languages	Age of students: 18-20
Essential Questions: <ul style="list-style-type: none">- What is the purpose of opinion essays?- What are the important concepts to be recognized for writing persuasively?- What do we know about how to use language to employ persuasive techniques?- Why is it important to use about persuasive language?- How an opinion essay should be organized?	
Content and Language Specific Objectives: <ul style="list-style-type: none">- Familiarizing Ss with organization of opinion essays.- Getting Ss to recognize why and how persuasive language and tactics are used.- Making Ss write thesis statements, topic sentences, supporting details and examples suitable for opinion essay organization.- Making Ss use transition signals for introducing supporting details and giving examples.	
Translanguaging Objectives: <ul style="list-style-type: none">- Recognizing organization of an opinion essay through samples from L1 and L2.- Understanding main concepts related to writing (e.g. thesis statement) by comparing and contrasting examples from both languages.- Drawing on Ss' complete linguistic repertoires to express their ideas and knowledge in the target language collaboratively.- Making Ss recognize, compare and contrast opinion essays, persuasive techniques and language structures in both languages to improve their metalinguistic awareness in the target language.- Using their whole linguistic repertoires to explain, clarify and present their work.	

Culminating Project: Ss share their essays on the bulletin board for all classmates' detailed inspection of all products.						
Texts: In home language; - An opinion essay sample in Turkish. In English; - An opinion essay sample in English. - Questions to evaluate both texts. - An opinion essay outline .						
Time	Stage	Objectives	Procedures	Anticipated Problems and Solutions	Interactions	Materials
10'	Pre-writing (<i>Explorar</i> Stage-building background knowledge)	-Familiarizing Ss to opinion essays. -Making Ss discover content related to writing. <hr/> Transl. Pedagogical Strategies: - Give two entry points (in L1 and target language) for teaching complex content (Garcia, Johnson, Seltzer, 2017,	-T forms groups of 4 or 5. -T hands out the opinion essay samples (one in Turkish and one in English about children) (See Appendix K). -T wants Ss to read both essays starting with whichever they want.	-T helps Ss understand about difficult vocabulary, phrase or structures using translation, rephrasing, cognates or synonyms (Transl. Shifts)	T-Ss Ss-Ss Ss-T	-Essay samples in both languages.

15'	<p>Pre-writing (<i>Evaluat</i> stage- Ss raise questions, think critically, put forth opinions while exploring the content (Garcia, Johnson, Seltzer, 2017, p.72)</p>	<p>p.72) - Come up with a set of questions for Ss to discuss and think critically about a text. (Garcia, Johnson, Seltzer, 2017, p.112) -Have Ss use their whole linguistic repertoires to discuss ideas and negotiate content. (Garcia, Johnson, Seltzer, 2017, p.75) - Have Ss compare and contrast specific points across languages.</p>	<p>- After reading, T wants them to answer the English questions page which includes questions about the purpose, audience, persuasive techniques, transition signals, impact and organization of both essays. (see Appendix L). T tells Ss that they can discuss in English write in English, discuss in Turkish and English write in English, or they can discuss in both languages and</p>	<p>-T helps Ss understand about difficult vocabulary, phrase or structures using translation, rephrasing, cognates or synonyms (Transl. Shifts - T. walks among groups and acts as a facilitator who guides them toward the way of finding possible answers when they have questions.</p>	<p>T-S T-Ss Ss-Ss Ss-T S-T</p>	<p>- English questions to evaluate both texts.</p>
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			<p>in English.</p> <ul style="list-style-type: none"> - T. gets answers from the all the groups and takes important notes in English on the board and goes over these notes to summarize the content to be learned and practiced in that lesson. 			
20'	<p>Writing - Outlining</p> <p><i>(Imaginar,</i> Stage- Ss support and inform new ideas by using what they have learnt.</p>	<p>-Filling out the opinion essay outline.</p> <p>Translanguaging Pedagogical Strategies:</p> <ul style="list-style-type: none"> -Have Ss work in groups or pairs to brainstorm, plan, draft, and revise a piece of writing. 	<ul style="list-style-type: none"> - T asks Ss in groups to fill in the opinion essay chart by assigning them a new topic 'Should children go to kindergarten?' - T. allows Ss to discuss and make research online in both languages for finding and 	<p>T helps Ss understand about difficult vocabulary, phrase or structures using translation, rephrasing, cognates or synonyms (Transl. Shifts</p> <ul style="list-style-type: none"> - T. walks 	<p>SS-SS T-SS SS-T</p>	<p>-Opinion essay chart.</p>

		Regardless of the language of the final product, they are allowed to use their all linguistic repertoires to creat it. (Garcia et al, 2017, p.113)	deciding on their ideas but asks them to write their final product in English. -T. walks around the classroom and facilitates the task.	among groups and acts as a facilitator who guides them toward the way of finding possible answers when they have questions.		
20'	<i>Presentar</i> Stage- Ss present what they have written, conference out their product, and use language for authentic purposes) (Garcia, Johnson, Seltzer, 2017, p.72)	- Sharing and presenting ideas collaboratively with attention to specific points of organization. Translanguaging Pedagogical Strategies: -Have Ss present collaboratively assigning them different roles.	- First, T. asks Ss to turn to another group and conference shortly about their sentences and rewrite some if necessary. They are allowed to use their whole linguistic repertoires during this process.	- T helps Ss understand about difficult vocabulary, phrase or structures using translation, rephrasing, cognates or synonyms (Transl. Shifts - T. walks among groups and	SS- SS. SS-T T-SS	-

		<p>(Garcia et al., 2017, p. 113)</p> <p>-Encourage Ss present in one language (English) but allow them to expand on, explain, clarify, their ideas in Turkish. (Garcia et al., 2017, p. 113)</p>	<p>- Groups present their ideas in the charts collaboratively in English for all class but allowed to expand on their charts in Turkish, as well.</p> <p>-Ss receive feedback from their T and classmates about their outline.</p>	<p>acts as a facilitator who guides them toward the way of finding possible answers when they have questions.</p>		
25'	<i>Implementa r Stage-</i>	<p>- Making Ss write an opinion essay based on their outline which received feedback from T and SS. Translanguaging Pedagogical Strategies:</p> <p>-Share Ss work on classroom's bulletin board/ online page.</p>	<p>-T. assigns each member of the group to write one paragraph based on the feedback they received from their T and classmates.</p> <p>-T. also asks them to check for each other's</p>	<p>- T helps Ss understand about difficult vocabulary, phrase or structures using translation, rephrasing, cognates or synonyms (Transl. Shifts</p>	S-S T-S S-T	

			paragraph at the end, compile them and share its final form on the bulletin board / the class' online page.	- T. walks among groups and acts as a facilitator who guides them toward the way of finding possible answers when they have questions		
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* *Translanguaging shifts* refer to teachers' moment-by-moment decisions depending on the flow of lesson in order to respond to students' language and content needs. Teacher needs to be flexible in terms of language practices that emerge from the situation at hand and try to use strategies like using online dictionaries, providing translations, cognates, synonyms, rephrasing, allowing students to talk to one another in L1 about the new concept, language or structures. (Garcia et al., 2017)

Lesson Plan Sample for Inductive Process-Focused Group

Instructor: Aslıhan Karabulut		Time: (2 lesson hours) 1 hour 30 minutes				
Number of students: 21		Proficiency level of students: Elementary				
Type of school: School of Foreign Languages		Age of students: 18-20				
Essential Questions:						
<ul style="list-style-type: none"> - What is the purpose of opinion essays? - What are the important concepts to be recognized for writing persuasively? - What do we know about how to use language to employ persuasive techniques? - Why is it important to use about persuasive language? - How an opinion essay should be organized? 						
Content and Language Specific Objectives:						
<ul style="list-style-type: none"> - Familiarizing Ss with organization of opinion essays. - Getting Ss to recognize why and how persuasive language and tactics are used. - Making Ss write thesis statements, topic sentences, supporting details and examples suitable for opinion essay organization. - Making Ss use transition signals for introducing supporting details and giving examples. 						
Texts.						
In English;						
<ul style="list-style-type: none"> - An opinion essay sample in English. - Questions to evaluate the English text. - An opinion essay outline . 						
Time	Stage	Objectives	Procedures	Anticipated Problems and Solutions	Interactions	Materials
10'	Pre-writing (<i>Explorar</i>) Stage-building	-Familiarizing Ss to opinion essays. -Making Ss discover	-T forms groups of 4 or 5. -T hands out	-T helps Ss understand about difficult	T-Ss Ss-Ss Ss-T	-Essay samples in English.

			<p>discuss and write only in English.</p> <p>- T. gets answers from the all the groups in English and takes important notes in English on the board and goes over these notes to summarize the content to be learned and practiced in that lesson.</p>			
20'	<p>Writing - Outlining</p> <p><i>(Imaginar,</i> Stage- Ss support and inform new ideas by using what they have learnt.</p>	<p>-Filling out the opinion essay outline.</p> <p>Translanguaging Pedagogical Strategies: -Have Ss work in groups or pairs to</p>	<p>- T asks Ss in groups to fill in the opinion essay chart by assigning them a new topic 'Should children go to kindergarten?'</p> <p>- T. allows Ss to discuss and</p>	<p>T helps Ss understand about difficult vocabulary, phrase or structures using translation, rephrasing, cognates or synonyms</p>	<p>SS-SS T-SS SS-T</p>	<p>-Opinion essay chart.</p>

		<p>brainstorm, plan, draft, and revise a piece of writing. Regardless of the language of the final product, they are allowed to use their all linguistic repertoires to creat it. (Garcia et al, 2017, p.113)</p>	<p>make research online in both languages for finding and deciding on their ideas but asks them to write their final product in English.</p> <p>-T. walks around the classroom and facilitates the task.</p>	<p>(Transl. Shifts</p> <p>- T. walks among groups and acts as a facilitator who guides them toward the way of finding possible answers when they have questions.</p>		
20'	<p><i>Presentar</i> Stage- Ss present what they have written, conference out their product, and use language for authentic purposes.</p>	<p>- Sharing and presenting ideas collaboratively with attention to specific points of organization.</p>	<p>- First, T. asks Ss to turn to another group and conference shortly about their sentences in English and rewrite some if necessary.</p> <p>- Groups present their ideas in the</p>	<p>- T. walks among groups and acts as a facilitator who guides them toward the way of finding possible answers when they</p>	<p>SS- SS. SS-T T-SS</p>	-

			<p>charts collaboratively in English for all class.</p> <p>-Ss receive feedback from their T and classmates in English about their outline.</p>	<p>have questions.</p>		
25'	<p><i>Implementa r Stage-</i></p>	<p>- Making Ss write an opinion essay based on their outline which received feedback from T and SS.</p> <p>Translanguaging Pedagogical Strategies:</p> <p>-Share Ss work on classroom's bulletin board/ online page.</p>	<p>-T. assigns each member of the group to write one paragraph based on the feedback they received from their T and classmates.</p> <p>-T. also asks them to check for each other's paragraph at the end, compile them and share its final form on the bulletin board / the</p>	<p>- T. walks among groups and acts as a facilitator who guides them toward the way of finding possible answers when they have questions</p>	<p>S-S T-S S-T</p>	

			class' online page.			
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Traditional Product- Focused Group Sample Lesson Plan

Instructor: Aslıhan Karabulut		Time: (2 lesson hours) 1 hour 30 minutes				
Number of students: 21		Proficiency level of students: Elementary				
Type of school: School of Foreign Languages		Age of students: 18-20				
Essential Questions: <ul style="list-style-type: none"> - What is the purpose of opinion essays? - What are the important concepts to be recognized for writing persuasively? - What do we know about how to use language to employ persuasive techniques? - Why is it important to use about persuasive language? - How an opinion essay should be organized? 						
Language Specific Objectives: <ul style="list-style-type: none"> - Familiarizing Ss with organization of opinion essays. - Getting Ss to recognize why and how persuasive language and tactics are used. - Making Ss write thesis statements, topic sentences, supporting details and examples suitable for opinion essay organization. 						
Time	Stage	Objectives	Procedures	Anticipated Problems and Solutions	Interactions	Materials
15'	Explicit presentation of information.	<ul style="list-style-type: none"> - Presenting Ss why and how opinion essays are organized. - Presenting Ss the concepts of thesis statement, topic 	By referring to the school's writing booklet (see Appendix O), T. explains Ss why an opinion essay is written, how it is organized, which transition signals are used for different purposes	<p>Ss may have problems while understanding T's language or content of the lesson.</p> <p>T supports their understanding by</p>	T-SS	<ul style="list-style-type: none"> - Writing Booklet

		<p>sentences, supporting details in relation to opinion essays.</p> <p>-Explaining Ss which transition signals are used to introduce supporting details and examples.</p>	<p>and Ss follow T's explanations from the booklet.</p> <p>- T. asks comprehension questions to check if Ss are following and getting a clear picture of the opinion essay during the presentation process.</p>	<p>paraphrasing her sentences and giving examples when necessary.</p>		
15'	Familiarization.	<p>- Providing a sample of an opinion essay and evaluating it based on the information given during the presentation stage.</p>	<p>- T. wants Ss to read the sample opinion essay (Should we vaccinate our children?).</p> <p>-After Ss finish reading, T. focuses on the points mentioned during the presentation essay and makes Ss notice the highlighted features.</p>	<p>- Ss may have difficulty in understanding some of the vocabulary in the sample essay.</p> <p>-Ss may have questions and problems while answering the questions.</p> <p>-T. provides English definitions, synonyms and</p>	<p>T- SS SS- SS SS- T</p>	-Sample Opinion Essay.

				explanations of the words.		
10'	Controlled Practice	-Making Ss do controlled practices on the features mentioned in the presentation stage.	-T asks the Ss to do the multiple choice and fill in the blanks activities about topic sentences and transition signals from the writing booklet (see Appendix O) -T. elicits the answers when Ss finish their activities.	-Ss may have questions and problems while answering the questions. -T. provides English definitions, synonyms and explanations of the words.	S-T T-S	- Writing Booklet
15'	Guided Writing	-Making Ss to fill out an opinion essay outline.	- T. hands out the opinion essay outline to Ss and gives them a controversial topic 'should children go to kindergarten?' -T. wants Ss to fill out the outline during which they organize their ideas and write them in English. -When Ss finish, T collects answers	-Ss may find it difficult to express their ideas in English. T. supports their expressions by giving necessary feedback on their sentences or completing them when necessary.	T- SS SS- T	Opinion Essay Outline

			from several Ss and gives feedback to them.			
35'	Free Writing	-Using the previously taught information on opinion essay writing to produce an opinion essay.	-T. asks the Ss to write an opinion essay individually based on the guided writing they had done previously. -Ss write their opinion essays and hand them in to the T.			

K. Opinion Essay Samples in both languages

High School Students Do Not Need The Arts

In today's world, education is very important because you need a university degree for many good jobs. High schools need to do many things to prepare students for university. For example, students have to learn math, English, science, and history, and they must also study for university entrance exams. Recently, some people have said that high schools should also make students take classes in the arts, such as painting, theater, fashion, film, or music. However, in my opinion high schools should not make students take classes in the arts for two main reasons: these classes do not prepare students for university and students do not have time for them.

The first reason why students do not need to take classes in arts is that these classes do not prepare students for university. This is true in two ways. First, students do not need to take arts classes to get into university. Most university applications ask for three things: the student's grades, the scores of university exam, and a personal essay. Students do not have to do a dance, design a dress, or create a painting when they apply to university. Second, if they are not going to an art school, most students do not plan to study arts. Because of the fact that most students will not have the possibility of being a painter or dancer in university, the arts are not relevant to them in high school.

Another reason is that high school students do not have enough time to explore these subjects. High school students are already busy with many important things. First, they have to take classes they need for university. Second, they have homework in all of these subjects. Third, students have to spend time preparing for important university entrance exams. Many students already spend all of their evenings and weekends doing these things, so they do not have enough time to draw a picture or practise the piano.

In conclusion, I strongly believe that the goal of high school is to prepare students for university. However, classes in the arts do not contribute to university preparation, and there is not enough time for arts classes, so they should not be required. If high schools force students to study these subjects, it is possible that fewer students will go to university, and they will be less successful as adults. Instead of spending money on the arts, high schools should offer more test preparation.

Çocuklar Bilgisayar Oyunları Oynamalı Mı?

Bilgisayar oyunları çocuk, ergen ve genç yetişkinler için hayatlarının normal bir parçası, anne-babalar içinse baş belası olarak tanımlanabilir. Anne-babalar özellikle bilgisayar oyunlarına karşı nasıl bir takınılması gerektiği konusunda çaresiz kalırken, çocuklar ve ergenler, anne-babalarının kısıtlamalarından sıkılmış durumdadır. Belki de artık denenilmemiş bir şeyi denemek gerekiyor: Gardları indirip bilgisayar oyunlarını tanımak. Bilgisayar oyunu oynamanın altında yatan sosyal ve entelektüel motivasyonlar nedeniyle çocukların bu oyunları oynamaları gerektiğini düşünüyorum.

Çocukların bilgisayar oyunları oynamalarının en önemli nedenlerinden biri sosyal motivasyonlardır. Bu motivasyonlardan ilki bilgisayar oyunlarının onlara sosyalleşme imkanı sağlamalarıdır. Ebeveynler elektronik oyun oynamayı bireyi çevresinden ayırıştırıcı bir aktivite olarak görürler. Fakat çocuklar ebeveynleriyle hemfikir değiller; onlar oyunların

arkadaşlarıyla takılmak, oyun hakkında veya oyun dışında şeylerden konuşmak ve sosyalleşmek için bir uygun bir ortam olduğunu söylüyorlar. Çocuklar için bir diğer sosyal motivasyon ise yeni şeyler öğrenme ve öğretme olanağıdır. Araştırma sonuçları, hem kızların hem de erkeklerin oyunların nasıl oynanacağını veya keşfettiklerini yeni şeyleri birbirlerine öğretmekten keyif aldıklarını gösteriyor. Bu öğrenme biçiminin deneyime ve isteğe dayalı oluşu, bu dayanışmayı pekiştirmekte ve çocuklara zorlandığı başka konularda da arkadaşlarından yardım alabileceği mesajını aşılacaktır. Son sosyal motivasyon ise yeni arkadaşlar edinmedir. Okul çağındaki çocuklar için biriyle sohbet başlatmanın en kolay yolu hangi oyunları oynadıkları oluyor. Yapılan bir araştırma 12-17 yaş aralığındaki erkeklerin %30'unun, kızların %54,2'sinin kişisel meselelerini ve sırlarını gerçek dünyada hiç görüşmedikleri arkadaşlarıyla paylaştıklarını gösteriyor. Aynı ilgi alanı, benzer amaçlar ve takım arkadaşı olmak oyun sırasında çocukları ve gençleri birbirlerine yaklaştıran unsurlar oluyor.

Bilgisayar oyunu oynamanın bir diğer nedeni de entelektüel motivasyonlardır. Öncelikle bilgisayar oyunları çocukların yaratıcılığını ortaya çıkarır. Gelişen teknolojinin de katkısıyla bilgisayar oyunları (Sim City, Grand Theft Auto gibi) oyunculara yeni içerik yaratmalarına izin veren araçlar sunuyor. Oyuncular, karakterlerin görünüşlerinden sahip oldukları güçlere kadar birçok şeye kendileri karar verebiliyorlar, kısacası yaratım sürecinin bir parçası oluyorlar. Bunun yanı sıra bilgisayar oyunları çocukların mücadele etme becerilerini geliştirir. Bilgisayar oyunları bireylerin aşamama hissini yoğun yaşadıkları yerlerdir. Bu açıdan oyunları, çocuklara engellenme durumunun (maçı kazanamama gibi) biraz daha çalışılması gerektiği mesajını verdiğini ve çözüm strateji geliştirmeleri gerektiği düşüncesini kazanmalarına yardımcı eder. Son ama bir o kadar önemli olan entelektüel motivasyonlar merak, keşfetme ve öğrenmedir. Oynanan oyundaki bir karakterle özdeşim kurulduğunda, o karakterin deneyimlediği olaylara dayalı öğrenme gerçekleşir. Bu özdeşim duyguları harekete geçirdiğinden, karakterin içinde bulunduğu durumları öğrenmeye (örneğin Age of Mythology oynayan birinin Orta Çağ hakkında bilgi edinmesi) ve karşılaştığı problemleri çözmeye dair motivasyonu artırır.

Sonuç olarak, yukarıda belirtildiği üzere bilgisayar oyunlarının çocuklara sağladığı önemli faydalar nedeniyle çocukların bilgisayar oyunu oynamaları önemli olduğuna inanıyorum. Anne-baba olarak tek yapmanız gereken yasaklamak yerine sınırlandırma ve denetlemeyi sağlamanız ve onun dünyasına dahil olmanız. Sonuçta bilgisayar oyunları zararlı değil, “fazlası zarar”, öyle değil mi?

L. Questions to Evaluate Both Samples

1. What is **the purpose** of **both** essays?
 - a) To inform the readers about the topic.
 - b) To give the readers some advice about the topic.
 - c) To make the readers believe that the writer's opinions are right.

2. Who are **the potential readers** of these essays?
English: _____ Turkish: _____

3. In *the introduction paragraph*, **underline** the sentence in which the writer states his **personal opinion and gives his reasons**? Can you find the same sentence in the Turkish essay? Are they similar?

4. **Underline** the sentences which **give the main ideas** of *the main body paragraphs*. Can you find the same sentence in the Turkish essay? Are they similar or different?

5. What is the relationship between these sentences (topic sentences) and the thesis statement?
 - a) They explain and support the thesis statement in the first paragraph.
 - b) They give new opinions and topics that are not in the thesis statement.

6. **Circle the supporting details** in *each body paragraph*. Can you find the same sentences in the Turkish essay? Are they similar or different?

7. Which **words** do the authors use to give supporting details and examples in both texts? Are they similar or different? In what ways?

8. In *conclusion* paragraph, does the writer **mention his idea and its reason again**? Is it the same sentence in the introduction paragraph? Can you find the same sentence in the Turkish essay?

9. What **techniques** do authors use to support their opinions?

English text:

Turkish text:

10. In conclusion paragraph does the writer **make a recommendation**? What is it?

English: _____

Turkish: _____



M. Opinion Essay Outline

I. Introduction

- General Information
- Thesis Statement

II. Body Paragraphs

Body Paragraph I

Topic Sentence (Reason
1)

-

Supporting Ideas

-

-

Examples

-

-

Body Paragraph II

Topic Sentence (Reason
2)

-

Supporting Ideas

-

-

Examples

-

-

Body Paragraph III

Topic Sentence (Reason
3)

-

Supporting Ideas

-

-

Examples

-

-

III. Conclusion

- Restating Thesis Statement
- Final Comments or recommendations

N. Questions to Evaluate the English Sample Only

1. What is **the purpose** of **the opinion essay**?
 - d) To inform the readers about the topic.
 - e) To give the readers some advice about the topic.
 - f) To make the readers believe that the writer's opinions are right.
2. Who are **the potential readers** of this essay?
3. In *the introduction paragraph*, **underline** the sentence in which the writer states his **personal opinion and gives his reasons**?
4. **Underline** the sentences which **give the main ideas** of *the main body paragraphs*.
5. What is the relationship between these sentences (topic sentences) and the thesis statement?
 - c) They explain and support the thesis statement in the first paragraph.
 - d) They give new opinions and topics that are not in the thesis statement.
6. **Circle the supporting details** in *each body paragraph*.
7. Which **words** do the authors use to give supporting details and examples in both texts?
8. In *conclusion* paragraph, does the writer **mention his idea and its reason again**? Is it the same sentence in the introduction paragraph?
9. What **techniques** do authors use to support their opinions?
10. In conclusion paragraph does the writer **make a recommendation**? What is it?

O. Writing Booklet Page Samples for Presentation and Controlled Practice

OPINION ESSAY

An **opinion essay** is written to persuade or convince the reader that your opinion is "the right way to think about things." In an opinion essay, your opinion must be stated clearly and supported by justifications.

ORGANIZATION

A successful opinion essay includes three parts:

- ❖ An introduction, in which you introduce the subject and state your opinion clearly.
- ❖ A main body where viewpoints supported by reasons are presented in several paragraphs.
- ❖ A conclusion where the main points of the essay are summarized and the author's opinion is restated in other words.

You normally use **present tenses** in this type of writing, and phrases, **such as** I believe, In my opinion, I think, It seems to me that, I strongly agree / disagree with, etc. to express your opinion.

You should list your viewpoints with Firstly, Furthermore, Moreover, Also, etc. Opinion essays are normally written in a formal style; therefore, you should avoid using colloquial expressions, short forms or personal examples.

ORGANIZATION

Paragraph 1 - INTRODUCTION -introduce the subject (state or describe the problem) Thesis: state your opinion clearly
MAIN BODY (2 or 3 paragraphs) (equal order) Paragraph 2 first viewpoint and reasons / examples Paragraph 3 second viewpoint and reasons / examples Paragraph 4 third viewpoint and reasons / examples (You can also order the viewpoints and reasons from the least important to the most important or from the most important to the least important.)
CONCLUSION Final paragraph - summarize your viewpoints / reasons and restate your opinion using different words

Useful Language

A. To give opinions

In my opinion / view, The way I see it,
I believe / think / feel (that) ..., I strongly believe...,
It seems / appears to me (that) ..., I (do not) agree that / with, My opinion is that..., As far as I am concerned ..., I (completely) agree that / with, I (strongly) disagree that/ with..., I am totally against..., I couldn't agree more that / with..., I couldn't disagree more that / with...

B. To list viewpoints

In the first place, First of all, Firstly, To start with, To begin with, The first (and most important reason) is, The second reason is, Another major reason is, The final (and most important) reason is...

C. To add more viewpoints

What is more, Also, Furthermore, Moreover, In addition to this / that, Besides, Apart from this, Not to mention the fact that...

D. To introduce examples

For example, For instance, Such as, In particular, Especially...

E. To conclude

To sum up, All in all, All things considered, Taking everything into account...

Exercise 1

Use the prompt below to write sentences, as in the example.

1. in order to / protect / environment/ people / stop use/ plastic bags.
It seems to me that, in order to protect the environment, people should stop using plastic bags.
2. spending money / space stations / be / completely / unjustified.
.....
3. in order to reduce / pollution / traffic / be / ban from / enter/ city center.
.....
4. organic vegetables / be / much / healthy / than / vegetables / grown with chemical fertilizers.
.....
5. Children / be encouraged / participate in / after-school activities.

Exercise 2

Read the following beginnings and endings and match them.

- a. The other reason is that recycling contributes to the economic development of a state, or a country.
- b. To start with, it is very important for people to realise the damage that our rubbish is doing to the environment.
- c. Another important reason is that people destroy many forests as paper is wasted.

Recycling- How Important Is It Really?

Saving certain recyclable materials, such as paper, plastic, glass, aluminum cans and taking them to recycling centres has become part of the daily routine in many homes. In my opinion, this should be encouraged for a number of reasons.

1. Our towns, rivers and seas are becoming more and more polluted with household waste. Some of these waste materials take a long time to decompose in nature. Recycling various materials helps to reduce pollution.

2. Hundreds of thousands of trees are unnecessarily cut down to make paper products. Again, by recycling the paper that we would otherwise throw away, we could reduce this wastage. This way, we can preserve our natural forests and maintain the balance in nature.

3. Waste recycling creates job opportunities for people who are working in waste management companies. For example, we see some people looking for recyclable materials in wheelie bins and in this way, they earn money by collecting them. Moreover, recycling saves energy. This is because less energy is required to process recycled materials than manufacture new materials, so there is less requirement for raw materials.

All points considered, I strongly believe that people should become aware of the benefits recycling can bring, and adopt the policy of "Take, Use, Recycle, Reuse". The governments should encourage their citizens to participate in programmes that will help create a cleaner world for everyone in the future

Exercise 3

Here is an opinion composition. Read it carefully and complete with the words in the box.

Finally	firstly	in addition	in conclusion	in most cases	nowadays
secondly	so	whereas			

"Community service is the best punishment for young people who commit a minor offence".

¹⁾...Nowadays... in the UK when a young person commits a minor offence, he or she is normally sentenced to prison, a fine, or community service. ²⁾..... I believe that community service is the best option.

³⁾....., community service often persuades a young person not to reoffend. Working with sick children or old people makes young offenders realize that there are people who have more difficult lives than they do, so community service can be an educational experience ⁴⁾..... going to prison or paying a fine is not.

P. The Findings of the Main Study's First Stage of Qualitative Coding

	Literacy Event	Language / Languages Used	Reason (s)	1st Interview Frequency	2nd Interview Frequency
Thinking Process	Pair /Group Work Discussion in Turkish (T)	Language of Thought → T	- Not having the ability to think in English / Having more improved thinking skills in T.	17	7
			- To come up with a variety / higher quality of responses.	15	8
			-To complete the task quickly.	12	8
		Language of Thought → E	- To match up with the language of questions, text and output.	6	13
	Pair /Group Work Discussion in E	Language of Thought → T	- Not having the ability to think in English. - To come up with a variety of responses.	7 6	4 -

		Language of Thought → E	- To match up with the language of questions, text and output.	-	8
				15	6
	Pair /Group Work Discussion in both T and E	Language of Thought → T	- Not having the ability to think in English. - To come up with a variety of responses. - To think about how to solve a problem / determine a strategy to complete the task.	12	4
				17	7
		Language of Thought → E	- To match up with the language of questions, text and output. - Differences between Turkish and English grammar.	2	13
	Writing E		- Not to lose time. - To decide on the structure of the sentence.	3	14
				2	15
		Language of Thought → T	- Not having the ability to think in English. - To decide on the	12	5

			content (sentence / topics).	15	10
		Language of Thought T → E	-To translate what is thought in Turkish into English.	18	6
	Reading E	Language of Thought → E	- Being able to comprehend the reading text. -To match to the language of questions / answers.	7	12
				6	11
		Language of Thought E → T	- To translate into Turkish to comprehend parts (questions, texts) which are difficult.	16	9
	Reading T	Language of Thought → T	-To match with the language of the text.	21	21
	Worksheet Completion E	Language of Thought → E	- Not to lose time. - To decide on the structure of the sentence. -To write more advanced sentences.	5 7	2 15
		Language of Thought → T	- Not having the ability to think in English. - To decide on the	3 14	8 6

			content to be included in the response.	12	8
			-To decide on the strategy regarding how to complete the task or to find the response.	15	9
			-To connect the sentences.	7	6
Writing	Outlining.	Language used (LU)	- To transfer sentences to the essay easier and quicker.	4	8
		E	-To note down the main ideas.	2	12
		LoT → E	- To improve their skills in writing sentences in English.	4	12
			-To write key words and then turn them into sentences.	3	11
			-When E and T differs from each other.	-	5
		LU→E	- To simplify the first Turkish sentence when translation in English is difficult.	8	4
		Speaking			
		T → E →			
		T → E			
		LoT → E			

		& T.			
		LU T → E translation LoT → E & T mixed.	- Easier to organize ideas when deciding on and writing the sentences in Turkish and then writing their translations.	10	2
		LU T → E LoT E & T mixed.	- Writing main words and topic sentences in Turkish. -To add details in Turkish. - Not to lose time. -To use as a reminder of brainstorming ideas.	11 7 4 6	6 2 1 3
	Worksheet completion	LU E LoT T→E	- To provide rapid answers when asked in English. - To improve the ability to write English.	2 4	11 8

		<p>LU E LoT → E</p>	<p>- To transfer sentences to the essay easier and quicker. -To note down the main ideas. - To improve their skills in writing sentences in English. -To write key words and then turn them into sentences.</p>	<p>3</p> <p>8</p>	<p>8</p> <p>12</p> <p>12</p> <p>11</p>
		<p>LU→E Speaking T → E → T → E LoT → E & T.</p>	<p>- To simplify the first Turkish sentence when translation in English is difficult.</p>	<p>8</p>	<p>5</p>
Reading	Two different texts in T & E	<p>Choose to read T first, also read E secondly.</p>	<p>- To complete the activity faster and more easily. - To spend more time on the English text. - To form a structure / schema in mind before reading the English text. -To understand</p>	<p>10</p> <p>3</p> <p>12</p>	<p>2</p> <p>-</p> <p>2</p>

			what to look for in the E. text	8	-
			-To see main points more clearly.	7	-
			-To understand concepts related to writing.	9	2
		Choose to read E first, also read T secondly.	- Easy to understand in E.	-	8
			-To push oneself for improvement.	-	10
			-To test own improvement.	1	10
			-To get a general understanding regarding the organization.	3	-
		Scan E text → read T → read E text in detail.	- To check the level of comprehension in E.	2	7
	Two bilingual (direct translation) texts	Choose to read E first, switch to T and back to E. (E→T→E)	- To think in English, to understand in English. (if not need Turkish translation)	8	7
		E→ T → E	- To check if there		2

		→ T	are any points missed.	5	
			- To check the meaning of the words.	5	2
		E first → T	- To check unknown words, phrases and to compare them.	8	3
			- To compare ideas in English and in Turkish.	9	2
			-To understand what linkers mean and how they are used.	3	2
			-To understand grammatical structures.	8	2
			-To compare similarities and differences in E and T.	5	6
			-Easier to understand.	4	1
			-More permanent.	2	4
			-Useful for self-study.	2	-
			-Comprehension check.	5	3

		Read only E.	-Easy to understand. -To focus on organizational features.	-	5
		T→E→T	-To check meanings of words.	2	-
Research		T & E mixed	- To think faster.	5	2
			-To comprehend the topic more thoroughly (T)	4	3
		- To complete missing points in English.	-	4	
		- Not being able to think in English only.	4	2	
		T first, E second	- To save time.	12	2
			-To get more detailed information.	11	3
E first → T second	-To get background information on an unknown topic.	12	3		
	- To match with the language of the output.	3	12		
			- Easier to understand in English.	-	8

			- Better for learning key words in English. -Turkish for filling in details/ comprehension of complex topics.	- 3	10 9
Speaking	Peer / Group discussion / brainstorming	T	- Not having enough English proficiency level to discuss. -To put forward ideas clearly / to avoid misunderstandings. -To explain ideas using complex Turkish words. -To come up with a variety of and deeper answers. -To find and discuss answers to questions. -To enable fluency & to complete the task. -Not to increase the cognitive load. - To think faster. -To share ideas with pairs and to negotiate and to	6 4 6 8 4 6 5 5	3 2 4 3 - 3 4 3 4

			reach a final decision. -Not to get tired and bored. -To understand questions. - Instinctive tendency.	6 4 3	3 - -
		T → E	- To translate a Turkish sentence into English. -To transform a Turkish idea/topic into English. -To form grammatically correct sentences in English. -To complete the task faster.	17 - 7 8	8 17 8 9
		T → E → T → E Translation + T & E mixing	- Having a lower range of vocabulary in English. -To simplify complex sentences.	5 8	4 4

		T and E mixing +	- To use English for grammar	8	4
		T → E	Turkish for idea expression.		
			- Not remembering a word in Turkish / internalizing the English one.	6	3
			- Not finding a better or equivalent word in Turkish / English.	5	4
		T and E mixing	- To provide different options for sentences / ideas while forming the sentence. (T)	16	11
			-To decide on the main structure (e.g. how to start a sentence, what linker to use). (T)	15	9
			- Linkers (E).	7	4
			-Grammatical structure names (E).	12	9
			-Mostly English, unknown words in Turkish	-	8

		E	-Easy to understand questions, check out the English text and write directly in E.	4	8
	Classroom group work / idea sharing	E	-To answer the questions of the teacher rapidly.	8	15
Understanding the subject matter		Prefer T	-To comprehend and internalize the topic when it is taught for the first time.	5	2
			-Not to miss a point about the topic.	5	1
			-Not to interrupt the teachers' explanations.	1	-
		Prefer both T and E	- To learn specific English terms (for later self-study).	6	-
			- To understand main points in Turkish, examples in English.	11	3
			-To comprehend better.	10	8
			-To comprehend complex topics.	14	16
			-To revise /repeat		7

			the main points. -To confirm comprehension. -T for grammatical explanations. -To focus better.	8 9 9 10	7 4 7
		Prefer E	-To get used to it for their future studies. -To push their limits. -When learning similar / same topics.	2 2 2	3 3 2
Previous learning experiences related to writing	Middle and high school writing T essays		- No essays written in T. - Detailed information given about how to write an essay and types of essays.		12 9
	High school writing E essays		- No English lessons. - English lesson hours spent on answering university exam test questions or other activities. - Writing a paragraph based on a given picture		8 8

			or topic. -Choosing the appropriate title for a paragraph.	5	
				5	
Present learning experiences	Improved Areas		- Working in a group. - Thinking skills. - Grammar. -Vocabulary. -Organization. -Transition signals. -Concepts related to writing. - More loaded essays in terms of ideas. -Consistency.	8 9 5 7 11 12 12 9 4	15 14 9 10 19 18 17 13 7
	Changes after the first interviews		- Less dependency on Turkish texts, sentences, explanations. - More and higher quality discussions in English. -More thinking in English. - Writing more advanced sentences in English.		17 12 11 17

			- Thinking in E more.		9
			-Spending less time to write an essay.		12
			-Spending less time to organize ideas.		8
			- Knowing how to organize an essay on a given topic.		19
			-Writing better essays in E.		21

Q. Detailed Information about the Sub-Topics Included in the Second, Third and Fourth Writing Tasks

Writing Task 2 – Topic 1

Translanguaging Group			Traditional Group		
Topics	Sub-Topic	#	Topics	Sub-Topic	#
Charging Plastic Bags	Recycling	1	Charging Plastic Bags	Animals	1
	Environmental Pollution	1		Environmental Pollution	1
	Total	2		Total	2

Writing Task 2 – Topic 2

Translanguaging Group			Traditional Group			Inductive process-focused Group		
Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Hospitals	1		Hospitals	1		Social Activities	4
	Education	3		Education	2		Safety	2
	Job Opportunities	3	Life In Big City	Job Opportunities	3		Hospitals	3
	Social Activities	3		Social Activities	1		Health	2
	Safety	1		Total	7		Peace	1
Life In	Physical Health	2					Education	3
Big	Mental Health	1				Life In	Job Opportunities	2
City	Transportation	1				Big City	Teachers	1
	Availability of Products	1					Unemployment	1
	Technology	1					Transportation	1
	Quality of Doctors and Teachers	1					Culture	1
	Affordability	1					Crowd	1
	Total	19					Urbanization	1
							Total	23

Writing Task 2 – Topic 3

Translanguaging Group			Traditional Group			Inductive process-focused Group		
Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
The Internet	Social Relationships	2	The Internet	House Cleaning	2	The Internet	Communication	5
	Discounts	2		Communication	6		Online Shopping	2
	News	4		Online Shopping	2		News	5
	Reaching Information	10		Online Banking	2		Reaching Information	3
	Free Time	2		News	2		Health problems	1
	Education	6		Reaching Information	5		Education	5
	Communication	8		Fun	2		Fun	1
	Travelling	3		Asociality	1		Business Life	1
	Private time	1		False Messages	1		Social life	1
	Online Shopping	1		Point of View	1		Affordability	1
	Online Banking	1		Social Activities	1		Job Opportunities	1
	Fun	3		Total	25		Total	26
	Transportation	1						
	Sharing ideas and debates	2						
	Total	46						

Writing Task 2 – Topic 4

Translanguaging Group			Traditional Group			Trans E		
Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Cultural Knowledge	2		Physical Health	1		Health problems	1
	Inappropriate Content	2	Children's	Wrong Information	1	Children's	Education	1
Children's	Physical Health	2	Computer	Inappropriate Content	1	Computer Use	Asociality	1
Computer	Mental Health	1	Use	Total	3		Total	3
Use	Asociality	1						
	Inappropriate Content	2						
	Total	10						

Writing Task 3 – Topic 1

Translanguaging Group			Traditional Group			Inductive process-focused Group		
Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Earning money	10		Earning Money	4		Earning money	11
	Fatigue	7		Fatigue	4		Fatigue	9
	Social life problems	6		Social life problems	3		Social life problems	11
	Job experience	5		Job experience	5		Job experience	4
	Self-improvement	3	Working and studying	Future career	4		Self-improvement	5
	Future career	3		Communication with people	1	Working and studying	Communication with people	5
	Communication with people	7		Time management	2		Time management	5
	Money management	1		Lack of concentration on lessons	4		Lack of concentration on lessons	4
Working and studying	Lack of concentration on lessons	10		Taking responsibility	3		Student discount	1
	Stress	2		Total	30		Stress	3
	Health problems	5					Health problems	3
	Family budget	5					Money management	2
	Time management problems	1					Family budget	2
	Meeting needs	1					Total	65
	Safety	5						
	Planning day	2						
	Get bored of business life	1						
	Develop one's own business	2						
Total	76							

Writing Task 3 – Topic 2

Translanguaging Group

Traditional Group

Inductive process-focused Group

Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Demonstrating sts' performance	4		Demonstrating sts' performance	3		Demonstrating sts' knowledge	1
	Making sts study	3		Determining sts' level	3		Making sts' study	1
	Stress	5		Making sts study	1	Exams	Stress	2
	Discipline	1		stress	2		Not fit for all	1
	Rivalry	1	Exams	Discipline	1		Total	5
	Time management	1		Rivalry	1			
	Testing memory	1		Cheating	1			
Exams	Developing research skills	1		Testing memory	2			
	Teachers examine their teaching	1		Total	14			
	Family pressure	2						
	Physical Health problems	4						
	Lack of social life	1						
	St discrimination	2						
	Being fair	1						
	Total	28						

Writing Task 3 – Topic 3

Translanguaging Group

Traditional Group

Inductive process-focused Group

Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Prevention from bad behaviour	4		Comfortable atmosphere	2		Prevention of bad behaviour	2
	Mental health	1		No transportation	1		More time to teach	1
	no transportation	1		Specific curriculum	1	Home	Asociality	5
	no rules	2		Prevention of bad habits	1	Schooling	More time with children	2
	familiarity of people	1	Home	Expensive	1		No sleeping problem	1
	experience of parents	1	Schooling	Asociality	1		Safety	1
	lack of knowledge	3		Total	7		Lack of knowledge	1
Home	lack of social life	5					Expensive	2
Schooling	safety	3					Rivalry	1
	one-to-one teaching	1					No cheating	1
	expensive	2					Total	17
	comfortable atmosphere	1						
	being undisciplined	3						
	being unprofessional	2						
	Comparison of students	1						
	Following specific interest	2						
Total		33						

Writing Task 4-Topic 1

Translanguaging Group

Traditional Group

Inductive process-focused Group

Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
Stress	Work	3	Stress	Money	2	Stress	Lack of sleep	3
	Relationships	3		Relationships	3		Unhealthy food	2
	Financial obligations	3		Exams	3		Responsibilities	5
	Living Conditions	2		Social pressure	2		Failure	5
	Social Pressure	2		Work	2		Job	4
	Mental health Problems	1		Getting old	1		Social Media	1
	Physical Environment	2		Total	13		Total	20
	Discrimination	1						
	Exams	2						
	Big city life	2						
Total	24							

Writing Task 4 – Topic 2

Translanguaging Group

Traditional Group

Inductive process-focused Group

Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Drugs	1		Alcohol	3		Sleeping	2
	Speed	3		Carelessness	4		Mobile phones	2
	Lack of inspection	1	Car accidents	Violation of traffic rules	3		Speed	2
	Carelessness	4		Speed	5	Car accidents	Weather	2
	Alcohol	6		Road conditions	1		Road conditions	2
Car accidents	Sleeping	3		Lack of knowledge	1		Violation of traffic rules	2
	Weather	3		Total	17		Number of cars	1
	Road conditions	1					Speed	1
	Pedestrians	1					Total	14
	Lack of knowledge	2						
	Violation of traffic rules	2						
	Total	27						

Writing Task 4 – Topic 3

Translanguaging Group

Traditional Group

Inductive process-focused Group

Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
	Education	2		Education	1		Education	4
	Job	1		Job	1		Job	4
	Land division	1	Migration	Money	1	Migration	Wars	3
Migration	War	1		War	1		Government	3
	Total	5		Total	4		Total	14

Writing Task 4 – Topic 4

Translanguaging Groups			Traditional Group			Inductive process-focused Group		
Topics	Sub-Topic	#	Topics	Sub-Topic	#	Topics	Sub-Topic	#
Social Media	Social life problems	1	Social Media	Physical health problems	2	Social Media	Waste of time	5
	Unnecessary/wrong content	1		Mental health problems	3		Academic problems	4
	Physical health problems	1		Educational problems	2		Unnecessary information	2
	Mental health problems	1		Total	7		Depression	3
	Being away from reality	1			Total		14	
	Total	5						

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Master's Degree	Yeditepe University	2013
Bachelor's Degree	Yıldız Technical University	2008
High School	Private İstek Acıbadem Schools	2004

WORK EXPERIENCE

Year	Place	Enrollment
2014 - Present	Marmara University	English Instructor
2012 - 2014	Bilfen Koşuyolu Primary School	English Teacher
2008 - 2012	Private İstek Acıbadem Kindergarten and Primary School	English Teacher

FOREIGN LANGUAGES

Advanced English, Elementary German.

PUBLICATIONS

1. Karabulut, A. & Y.K. Dollar. (April, 2014) "The effects of presenting different types of vocabulary clusters on very young learners' foreign language learning."

Education, 3-13: International Journal of Primary, Elementary and Early Years Education, Taylor & Francis Online.

2. Karabulut, A. (2013) *The Effects of Presenting Different Types of Vocabulary Clusters on Very Young Learners' Foreign Language Learning*. MA Thesis. Yeditepe University.

3. Karabulut, A. (2008) *The Effects of Game Activities in Learning English*. University Graduation Thesis. Yıldız Technical University.

CONFERENCE PRESENTATIONS

1. Karabulut, A. (2016). Are Teachers of English as a Foreign Language Really Interested in Professional Development? Teachers Research. IATEFL ReSIG. International Conference. Bahçeşehir University, İstanbul

2. Güleç, N., Karabulut, A., Savaş, H. (2016). Investigating the Factors Affecting Student Participation in EFL Classrooms: A Phenomenological Study. Teachers Research. IATEFL ReSIG. International Conference. Bahçeşehir University, İstanbul

CERTIFICATES

TEFL Certificate of Completion, TEFL Professional Development Institute.

SCHOLARSHIPS

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