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**TRANSLANGUAGING PEDAGOGY IN EFL LESSONS TO LEVERAGE
MULTILINGUAL REFUGEE STUDENTS' SOCIAL SKILLS AND ACADEMIC
SUCCESS AND SUPPORT THEIR INTEGRATION**

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TEZ ÇALIŞMASI ORJİNALLİK RAPORU

Translanguaging Pedagogy In EFL Lessons To Leverage Multilingual Refugee Students' Social Skills and Academic Success and Support Their Integration başlıklı tez çalışmamın toplam 60 sayfalık kısmına ilişkin, 14/05/2024 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %11 olarak belirlenmiştir.

Uygulanan filtrelemeler:

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2. Bilimsel etik beyannamesi sayfası hariç
3. Önsöz hariç
4. İçindekiler hariç
5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
7. Alıntılar dahil
8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

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6/06/2024

Esma YILDIRIM

Dr. Öğr. Üyesi Tuba YILMAZ

BİLİMSEL ETİK BEYANNAMESİ

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynaklar listesine eklendiğini beyan ederim.

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ABBREVIATIONS

Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

TR: Teacher Researcher

L1: First Language

L2: Second Language

T: Turkish

R: Refugee

ÖZET

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ÇOK DİLLİ MÜLTECİ ÖĞRENCİLERİN SOSYAL BECERİLERİNİ VE AKADEMİK BAŞARILARINI ARTTIRMAK VE ENTEGRASYONLARINI DESTEKLEMELİK İÇİN YABANCI DİL OLARAK İNGİLİZCE DERSLERİNDE DİLLERARASI PEDAGOJİ

Esmâ YILDIRIM

Son zamanlarda Türkiye’de eğitim gören çok fazla mülteci öğrenci olduğu ve bunun giderek arttığı bilinmektedir. Eğitim gören mülteci öğrencilerin büyük çoğunluğu tek dil politikasından dolayı akademik başarı, sosyal beceri ve dil becerileri bakımından yetersiz görülmektedir bu durum mülteci öğrencilerin Türk öğrenciler tarafından dışlanmasına yol açmaktadır. Ayrıca mülteci öğrenciler okula ve okul ortamına uyum sağlayamamaktadırlar. Bu sebeple, bu çalışma yabancı dil olarak İngilizce derslerinde dillerarası pedagojisinin Türk öğrencilerin çok dilli mülteci öğrencilerin akademik başarıları ve sosyal becerileri üzerindeki algıları üzerindeki etkisini ayrıca mülteci öğrencilerin kendilerini ifade etme, derslere katılma ve devamsızlık durumları üzerindeki etkisini ve son olarak öğrencilerin azınlık dillerine bakış açıları üzerindeki etkisini sunmayı amaçlamaktadır. Bu çalışma Karaman’da bir ilkokulda eğitim gören 21 öğrenci ile yapılmıştır. Bu çalışma nitel yöntemlerin kullanıldığı bir vaka çalışmasıdır. Hem mülteci hem Türk öğrencilerin bulunduğu sınıfta dillerarası pedagojisi dört hafta boyunca iki saat zorunlu yabancı dil olarak İngilizce derslerine entegre edilmiştir. Sınıftan kasten üçü çok dilli mülteci öğrenci sekizi tekdilli Türk öğrenciler olarak 11 öğrenci seçilmiştir. Bu 11 öğrenciyle dillerarası pedagoji uygulamasından önce ve sonra yapılandırılmış görüşme soruları ile röportaj yapılmıştır. Ayrıca dillerarası pedagojisinin yabancı dil olarak İngilizce derslerine entegrasyonu sırasında sınıf gözlemlenmiştir ve gözlem notları alınmıştır. Buna ek olarak araştırmacı öğretmenin aldığı notlar ve öğrencilerin çalışmaları da değerlendirilmiştir. Veriler içerik analizi yöntemi ile analiz edilmiştir. Elde edilen sonuçlara göre dillerarası pedagojisinin Türk öğrencilerin mülteci öğrencilerin akademik başarıları ve sosyal becerilerine yönelik algılarında olumlu etkisinin olduğu bulunmuştur. Ayrıca dillerarası pedagojisinde öğrencilere tüm dil repertuarlarını stratejik bir şekilde kullanmalarına izin verildiği için mülteci öğrencilerin yabancı dil olarak İngilizce derslerinde kendilerini ifade etmelerinde, derse katılmalarında ve derse devam durumlarında olumlu anlamda önemli etkisinin olduğu saptanmıştır. Son olarak dillerarası pedagojinin yabancı dil olarak İngilizce derslerine uygulanmasının öğrencilerin azınlık dillerine bakış açılarına olumlu etkisi olduğu bulunmuştur ve dillerarası pedagojisinin öğrencilerin dil engellerini aşmalarına olanak sağladığı tespit edilmiştir. Bu sayede dillerarası pedagoji yabancı dil olarak İngilizce derslerinde çok dilli mülteci öğrencilerin akademik başarılarını ve sosyal becerilerini artırmış ve onların okula ve okul ortamına uyumunu kolaylaştırmıştır.

Anahtar Kelimeler: Dillerarası pedagoji, Mülteci öğrenciler, Farklılık, Yabancı dil olarak İngilizce öğretimi, Çokdilli ideolojiler, Türkiye’de entegrasyon

ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences
Department of Foreign Language Education
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TRANSLANGUAGING PEDAGOGY IN EFL LESSONS TO LEVERAGE MULTILINGUAL REFUGEE STUDENTS' SOCIAL SKILLS AND ACADEMIC SUCCESS AND SUPPORT THEIR INTEGRATION

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It is known that there are many refugee students studying in Turkey and this number is increasing recently. Most refugee students are perceived to be deficient in academic achievement, social skills and language proficiency due to the monolingual ideology. Consequently, this leads to the exclusion of refugee students by Turkish students. Furthermore, refugee students challenge to adapt to school environment. Therefore, this study aims to examine the impact of translanguaging pedagogy in English as a foreign language classes on Turkish students' perceptions of multilingual refugee students' academic achievement and social skills. Moreover, it aims to explore the impacts of translanguaging pedagogy on the self-expression, engagement and absenteeism of refugee students, as well as its effect on students' perspectives on minoritized languages. This study was conducted with 21 students attending a primary school in Karaman. It employed qualitative methods within a case study framework. Translanguaging pedagogy was integrated into two hours compulsory EFL (English as a Foreign Language) lessons for four weeks in a classroom comprising both refugee and Turkish students. Eleven students, three multilingual refugee speakers and eight monolingual Turkish speakers, were deliberately selected from the class. Semi-structured interview questions were conducted with these 11 students before and after the implementation of translanguaging pedagogy. In addition, the classroom was observed during the integration of translanguaging pedagogy into EFL classes and observation notes were taken. Also, the TR took journal and the students' artefacts were also collected. The data were analysed using content analysis. The findings revealed that translanguaging pedagogy had a positive impact on Turkish students' perceptions of refugee students' academic achievement and social skills. Additionally, since translanguaging pedagogy allows students to use all linguistic repertoires strategically, it had a significant impact on refugee students' self-expression, participation and attendance in English as a foreign language classes. Finally, it was found that the implementation of translanguaging pedagogy in EFL classes had a positive effect on students' perspectives on minoritized languages and enabled students to overcome language barriers. Thus, translanguaging pedagogy increased the academic achievements and social skills of multilingual refugee students in EFL lessons and facilitated their adaptation to school and school environment.

Keywords: Translanguaging pedagogy, Refugee students, Diversity, EFL teaching, Multilingual ideologies, Integration in Turkey

CHAPTER 1

1. INTRODUCTION

This research study aimed to understand the impact of translanguaging pedagogy on Turkish students' perceptions about refugee students' social skills and academic achievement. Also, it explored the changes in Turkish and refugee students' language perception of minoritized languages by implementing translanguaging pedagogy. Lastly, it aimed to understand the effects of translanguaging on refugee students' engagement, self-expressions, and absenteeism. This chapter discusses the research study's problem statement, purpose, significance, and limitations.

1.1. Problem Statement

Turkey, which has a long history of migration and immigration, has become a shelter for refugees, irregular migrants and migrant workers in recent years. It is known that civil war in neighbouring countries, terrorist acts, economic and educational problems are the main reasons for migration (Ereş, 2015). Although the exact number of migrants/refugees in Turkey is unknown, only the number of Syrian refugees is 3 million 411 thousand 29 people, according to the official data of directorate general of migration management in April 2023. In addition, it is stated in the same report that the number of irregular migrants from different countries is 42 thousand 986. The first countries on this list are Afghanistan, Iraq, Iran and Uzbekistan. (Göç, 2023). According to the report, more than 1 million refugees are between the ages of 5-18.

When refugees' school experiences are analyzed, it is seen that refugee students face many problems. Integration seems to be one of the most important of these problems. It has led to other problems such as academic, social and behavioural ones. Refugee students experienced negative attitudes from their classmates. This situation makes adaptation to their classmates and lessons difficult for them. In Karaağaç and Güvenç's study, the classroom teacher stated that the negative attitudes of Turkish students caused refugee students to have hard time. This is why, they may not show their full social and academic potentials (2019). As a result, most of their Turkish peers evaluate them as asocial, and unsuccessful. One of the Turkish students stated in an interview that refugee students would not be able to fully understand the lessons and had social problems (Palaz, et al., 2019). In a study conducted by researchers at Istanbul Bilgi University (2015), Syrian students stated that Turkish students

did not want to be friends, trust them or play with them. This situation made refugee students' social and academic life at school more difficult. Some of the refugee students in Turkey stated that they were mistreated and isolated by their peers at school because they were refugee students and that their peers has biases about them (Börü & Boyacı, 2016). This situation impacted refugee students' attendance, engagement, and academic success at school. Scientific studies conducted in Turkey found a need for educational programs that support multicultural structure in schools, enable intercultural interaction, emphasize the common positive aspects of cultures, and facilitated the adaptation of students. Thus, more studies that explore the impact of new transformative pedagogies on refugee students' integration, and Turkish students' perception of refugees, and languages. This study aimed to fill this gap in the literature by analyzing the impact of translanguaging as a transformative pedagogy on Turkish students' perceptions and refugee students' social and academic skills.

1.2. Purpose of the Research

This study aimed to implement translanguaging pedagogy in the English as a foreign language course and explored its impacts on Turkish students' perceptions about refugee students' academic success and social skills. Moreover, it aimed to understand the changes in Turkish and refugee students' perception of minoritized languages in the classroom after the integration of translanguaging pedagogy into the lesson. Finally, it aimed to analyze the impacts of translanguaging on refugee students' engagement, self-expression, and absenteeism. Within this scope, this study sought to find answers to the following research questions:

1. How do translanguaging practices in an EFL lesson influence the language perceptions of Turkish and refugee students in the classroom?
2. How do translanguaging practices in an EFL lesson influence Turkish students' perceptions of refugee students' academic and social skills?
3. How do translanguaging practices in an EFL lesson influence multilingual refugee students' engagement, self-expression, and absenteeism?

1.3. Significance of the Research

Turkey has become nationally, culturally, and linguistically diverse due to the impact of globalization and recent development in the world. Society needs to accept these differences not as threats but as values and resources that add meaning to society and enrich it. The school curricula and educational policies can be determined by considering these

resources (Ereş, 2015). Due to the limited educational policies that address these resources, multilingual refugee students struggle with unequal conditions at school. As a result, they failed to meet schools' cultural, linguistic, and social expectations of schools, and they often experienced considerable academic, social and linguistic problems (Heckmann, 2008).

This study investigated the impact of translanguaging strategy into an EFL class on refugee students integration, in general. Furthermore, it explored its effects on Turkish students' perception to multilingual refugee students in many aspects. Also, the study analyzed all students' language perceptions after the implementation of translanguaging pedagogy. Since there is only few studies on this topic in Turkey, this study can construct a milestone for English teachers working in schools with multilingual refugee students. Moreover, activities used in this study can be integrated into the curriculum and they can be used in other content lessons to overcome many problems related to refugee students' participation, school attendance, and adaptation problems. Furthermore, policy makers can take the findings of this study into consideration and the current language policies can be redesigned. Finally, this study can fill the gap in the literature by exploring the effects of translanguaging strategy on multilingual refugee students in EFL classes in the field.

1.4. Limitations

This qualitative research study was conducted at one classroom at one public school in a small city in Turkey. The participants of this study were limited to twenty one 3rd-grade primary school students and only 11 students were interviewed although the whole class were observed throughout the process. Lastly, the intervention lasted in four weeks. Thus, the findings of this study cannot be generalized to whole population, and specific to the context and the study's findings can be viewed as suggestive instead of definitive.

1.5. Definitions

Translanguaging pedagogy: A new pedagogy which transforms students' lives and perspectives.

Integration: The merging and cohesion between people who have just entered an environment and people who are already there.

Multilingual refugee students: Students who come from different countries and find themselves in a new language and education system.

CHAPTER 2

2. LITERATURE REVIEW

The exchange of products, ideas, cultures, and world views has increased in a gradually globalized world. Therefore, the number of multilingual people worldwide is increasing, and there are bilingual people in every country and every segment of society (Baker, 2011). Traditional understandings of bilingual and multilingual education have become outdated and questioned by scholars worldwide (Garcia et al., 2017). This situation has brought new perspectives and terms to bilingualism and the education of multilingual people. One of these terms is translanguaging. And this paper discusses how translanguaging emerged and took place in education. Firstly, bilingualism from different lenses is explained. Then, translanguaging is defined, and the pedagogical dimension of translanguaging is discussed. Afterward, translanguaging in English as a second language (ESL) and English as a foreign language (EFL) context is explained. Finally, the problems experienced by refugee students in public schools in Turkey are discussed, and the research questions related to the study to be carried out to eliminate the deficiencies in this regard are included.

2.1. Bilingualism From Different Theoretical Lenses

‘Bilingual is a cover term for people with a number of different language skills, having in common only that they are not monolingual’ (Garcia & Wei, 2014, p.11). Besides a general definition, the definition of bilingualism changes according to different ideologies. Bilingualism from monoglossic and heteroglossic ideological lenses were explained in this chapter.

The monoglossic ideological lens, also called ‘the fractional view of bilinguals’, evaluates the bilingual as ‘two monolinguals in one person’ (Baker, 2017, p.7). Likewise, Heller (1999) says it used to be thought that two autonomous linguistic systems (L1 and L2) are stored separately in bilingual brains. Moreover, abilities in the first languages could not be transferred to the second languages. It was believed that when using one language, the competence of the other language was switched off and overuse of one language results in losing the other.

The idea of diglossia predominated understanding of bilingualism throughout most of the 20th century (Garcia & Wei, 2014). ‘Diglossia refers to social arrangements in which one variety of language is associated with high prestige while the other is used for low

functions' (Garcia, 2013 cited in Yilmaz, 2021, p. 3). A low-status language was often associated with heart, home, and work for the low functions, and a high-status language was used in conjunction with religion, education, and other high culture features (Fishman, 2020). The described norm was monoglossic bilingualism with a functionally distributed High and Low status language (Garcia & Wei, 2014).

There are two approaches to evaluate bilingualism. These approaches are subtractive and additive bilingualism. Subtractive bilingualism asserts that home language is replaced with the standard language used in society (Flores & Schissel, 2014). The first language's linguistic characteristics are gradually lost in this bilingualism as the competence in the second language increases (Garcia, 2011). The other approach is additive bilingualism, which opposes subtraction, and offers addition of a second language. This approach still perpetuate monoglossic language ideologies by idealizing balanced bilingualism—equal abilities in two languages (Flores & Schissel, 2014).

“Cummins (1976) extended the theories of bilingualism proposed from a monoglossic ideology perspective” (Yilmaz, 2021, p.3). Cummins (1976) explained that languages were not stored in different places in the brain. They were strongly related to each other. Each language behaves interdependently. Cummins (1980) provided that even if some features of the two languages look different, transfer of linguistic practices is possible due to ‘linguistic interdependence’. The image of a dual iceberg is used to explain this theory explicitly. The iceberg's visible portion contains two distinct areas, yet at the bottom, there is a section where the two are connected.

Unlike the monoglossic language ideology, a heteroglossic language ideology, also called the “holistic view, argues that the bilingual is not the sum of two complete or incomplete monolinguals but that he or she has a unique linguistic profile” (Baker, 2017, p.7). Likewise, “Grosjean (1989) took a holistic view of bilingualism and argued that bilinguals’ linguistic resources in different named languages are parts of a whole, and they are dynamically used to fulfill bilinguals’ communicative needs” (cited in Yilmaz, 2021, p.4). In other words, bilingual people have only one linguistic repertoire and store all the linguistic resources there. Also, all the linguistic resources can be active and used according to the context fluidly. For instance, Turkish people use some words in their language like “stalk-lamak, update- etmek”. They dynamically use the two different languages’ systems

simultaneously to convey their messages clearly to others. Garcia is one of the scholars who define bilingualism from a heteroglossic perspectives.

According to Garcia (2009), bilingualism is complex and dynamic. A dynamic conceptualization of bilingualism extends beyond the idea of two autonomous languages, in contrast to the perspective of two distinct systems that are added (or subtracted). Given that there is only one linguistic system, dynamic bilingualism contends that bilinguals' language practices are intricate and interrelated; they do not develop sequentially or serve different purposes (Garcia & Wei, 2014). In contrast to autonomous systems, a dynamic bilingualism approach sees language as a unitary linguistic system (Yilmaz, 2021). Bilinguals always actively use resources from their unitary repertoire to communicate, and this practice is named translanguaging (Garcia, 2009).

2.2. Translanguaging as a Pedagogy

The term translanguaging is derived from the Welsh *trawsieithu* and was created by Cen Williams in 1994 (Garcia & Wei, 2014). It referred to a pedagogical approach in education that purposefully assigned dynamic language practices to the input and output (Garcia & Lin, 2017). Baker defines translanguaging as “the process of making meaning, shaping experiences, gaining understanding and knowledge using two language” (2011, p. 288). According to Garcia & Wei (2014), “translanguaging does not refer to two separate languages nor to a synthesis of different language practices or a hybrid mixture. Rather translanguaging refers to new language practices that make the complexity of language exchanges visible among people with different histories”(p. 20). Canagarajah (2011) also has a definition of translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p. 401). That is, the listening or reading of a lesson, a chapter from a book or completion of a task in different languages including first languages of users results in growth of the unitary linguistic system (Baker, 2011).

Translanguaging differs from and goes beyond the concept of code-switching. Code-switching regards languages as two different and discrete systems. Bilinguals shuttle between two separate linguistic systems to communicate (Otheguy et al., 2015). Nevertheless, translanguaging is not simply shuttling between two languages. Otheguy et al. (2015) define translanguaging as the use of a speaker's whole linguistic repertoire without adhering to the borders of languages. According to Garcia and Li Wei (2014), “translanguaging is an

approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages” (p. 2). Furthermore, translanguaging refers that “bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively” (Garcia, 2012, p.1).

As Li Wei (2011) says, it embraces the whole spectrum of linguistic performances of multilingual language users for reasons beyond structure combination, system alternation, the transmission of information, and the expression of values, identities, and relationships. The act of translanguaging is, therefore, transformative in nature; it gives the multilingual language user a social space by combining various aspects of their personal history, experience, and environment, as well as their attitude, belief, and ideology, their cognitive and physical capacity into a single coordinated and meaningful performance that becomes a lived experience. Li Wei (2011) called this social place ‘translanguaging space’. Multilingual people can combine social spaces previously conducted separately in different locations in a translanguaging space (Garcia & Wei, 2014). Translanguaging space is like yogurt with fruit. Yogurt with fruit contains different components in it. The new product emerging with those components goes between yogurt and fruit and beyond them. The taste of this product goes beyond the taste of its ingredients. As Li Wei (2011) says, “translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, singing, listening, reading, remembering) and going beyond them”(p. 2). Moreover, clear boundaries can not be seen between fruit and yoghurt. Translanguaging space where racial, social class, and gender concerns may all be addressed concurrently without favoring any of them more than the others (cited in Garcia&Wei, 2014). Considering all these, the importance of translanguaging for education can be understood. Creating this space in classrooms can move students beyond borders and their own boundaries.

Translanguaging can be observed in two forms in the classrooms: Pedagogical translanguaging is deliberate, in that, planned by the instructor as part of classroom activities to motivate learners to utilize their whole linguistic repertoire. However, spontaneous translanguaging is considered the most general kind of translanguaging since it can happen in and out of the classroom (Cenoz& Gorter, 2017). Garcia and Wei (2014) explain that

“teacher-directed translanguaging includes teachers’ planned and structured activity as a transformative pedagogy” (p. 92).

Translanguaging pedagogy fits well with linguistically and culturally diverse classrooms because it can give the multilingual students an opportunity to use their whole language repertoire and knowledge as well as strengthen their language practices (Toker & Olgun, 2022). Furthermore, it enhance multilingual learners’ critical thinking and creativity (Garcia, et al., 2017).

Since translanguaging pedagogy is flexible, it enables instructors and students to cover all subject and language requirements and objectives for all children, especially marginalized bi/multilingual kids that were frequently neglected in mainstream classes(Garcia et al., 2017). According to Toker and Olgun (2022), the main purpose of using translanguaging pedagogy in the classroom is to provide social justice and equal educational opportunities among students, especially those who are language minoritized.

For Garcia et al. (2017), translanguaging pedagogy can be used in multilingual classrooms; (1) to encourage students to engage with and understand difficult texts and information, (2) to provide students the chance to improve their language skills in academic settings, (3) to allow for students' bilingualism and methods of knowing, and (4) help students build their socioemotional skills and multilingual identities.

2.3. Background of Translanguaging Pedagogy

Pre-service English as a Foreign Language (EFL) teachers are often told to limit the use of the heritage languages in classrooms to facilitate target language learning and use target language only medium of instruction during their tertiary education (Chambers, 1991). However, they generally realize that target language only policies become a barrier for students’ learning, especially at early stages of language learning. That is why some of them change their attitude and start to make use of heritage language to facilitate comprehension in the classrooms (Rabbidge, 2019).

Researchers reevaluated the role of heritage languages in learning and found value in bilingual and multilingual language practices(Rabbidge, 2019). Thus, they proposed the language classrooms to be re-designated as multilingual communities where multilingual language users are no longer expected to adhere to monolingual standards and where teachers must position students as emergent bilinguals or multilinguals. Instructors must leverage

students' first language practices in the classroom to support their target language learning (Cook, 2005). Cook (2005) notes that the L1 should be 'deliberately and systematically used'(cited in Rabbidge, 2019). Garcia and Lin suggested translanguaging as a pedagogical approach in education that requires purposeful switches of the input and output of languages (2017).

William (2002) notes that "translanguaging entails using one language to reinforce the other to increase understanding and to augment the pupil's ability in both languages" (cited in Lewis, Jones, & Baker, 2012, p. 644). Colin Baker (2001) discusses multiple advantages of translanguaging, including helping the development of the weaker language and leveraging home-school relations and collaboration. In addition to Colin's advantages, Garcia and Wei explain that "translanguaging enables linguistically diverse students to co-construct their language expertise, recognize each other as resources and act on their knowledge and doing" (Garcia and Wei, 2014, p.75). The next section discussed the international studies that explored the effectiveness of translanguaging pedagogy in classrooms.

2.4. Translanguaging Classrooms: Good Practices

Garcia and colleagues (2014) found that translanguaging increased multilingual students' engagement and self-expression. Camila Leiva, the teacher of a newcomer program, used translanguaging pedagogy in her lessons. Camila began her lesson on literary conflicts by introducing the topic of racism and discrimination against immigrants using the Spanish rap song "Si Se Puede." She provided her students with a worksheet containing the lyrics of the Spanish song and asked them to translate it into English. Afterwards, she played an English song and gave them a worksheet containing the English lyrics, asking them to translate it into Spanish. Following the listening activities, a lively discussion ensued in the classroom, during which students use both English and Spanish (their first language). Camila encouraged her students to use their entire language repertoire to increase participation and self-expression and pace in the lesson, employing the strategy of translanguaging. In spite of the song being in Spanish, Camila noticed her students saying key words in English and expressed her delight at this with her students. Through this translanguaging practice, Camila enabled not only discourse but also social critique, which is crucial for immigrant students. She used this strategy as a way to incorporate social justice into the curriculum, giving voice to students who might not otherwise speak up, addressing a social issue, and highlighting tension between minority and majority groups in society.

Christan Fallas Escobar(2019) revealed that translanguaging created rapport, increased active participation and boosted confidence as well as broke the boundaries between school and community, students and teachers, and content and languages in EFL classrooms. In his research with senior EFL majors at a Costa Rican University, the researcher designed specific activities aimed at fostering ideological clarity and enabling students to make liberating judgments about their language practices. He provided images of Spanish graffiti and encouraged participants to utilize their entire linguistic repertoire. Dividing the students into groups of three, he employed an audio recorder to capture their discussions about the street graffiti images, focusing on moments when they engaged in translanguaging. According to the results of analyzed recorded audio, students utilized translanguaging with different purposes: Firstly, students used translanguaging strategy to successfully debated subjects as abstract and sophisticated as human rights. Then, they utilized it to express key content of the topic by bringing together community and school languages. That is why they did not need to leave their other halves (other languages) behind the door when they were in translanguaging spaces. Furthermore, they used translanguaging to transcend the language's boundaries they know for using their whole linguistic repertoire to build opinions. Lastly, they started their speech with English and they ended this speech in Spanish to protect fluency and spontaneousness of the speech. After that, Escobar interviewed with participants to learn their reactions to translanguaging by design activity. Escobar was surprised that students quickly started to translanguage despite the English-only policy in their department. He went on to clarify students' opinions about translanguaging. Mostly, students realized that translanguaging is a natural part of their lives, and they wanted to utilize translanguaging spaces as part of their EFL program. Furthermore, Escobar asserts that they could create rapport with some professors more quickly when they translanguage in class. Several students reported that they loved the activity and felt at ease with it as they have been translanguaging for a long time surreptitiously within the classroom or more freely outside of it. Finally, they claimed that when translanguaging, they felt freer to communicate and express themselves. The finding of this study shows that students generally felt comfortable utilizing translanguaging. According to Escobar, their positive reactions to translanguaging can be reinforced to promote discussions around its ideological roots. This has the potential to balance linguistic power dynamics and position students as both EFL students and professionals in a single environment.

Lastly, translanguaging pedagogy in the EFL was used as a resource to support learning and construct multilingual identities. For instance, Rui Zhang and Brian Hok-Shing Chan (2022) examined the translanguaging practice of two EFL teachers at a Xinjiang university. Although English and Mandarin Chinese predominate, Uyghur was a minority as a medium of instruction at this university. Instructor conversations and student-teacher interactions were recorded and analyzed, together with classroom observations (by the first author) and interviews with the instructors. During this study, translanguaging was used in two main contexts. These were teaching English vocabulary and explaining English grammar. Teachers utilized translanguaging to support students' English learning. Instructors used students' mother tongue (Uyghur), despite regulatory restrictions, as well as Mandarin Chinese, to include students in class activities and to provide culturally relevant examples. Two Uyghur teachers integrated the translanguaging strategy into their classroom to help students expand their vocabulary and better grasp grammar concepts. The teachers asked students to describe a picture from their textbook. When one student used the word "magazine" to describe the picture, instead of directly translating the word, the teacher prompted students to think of similar words in their own languages and make comparisons. By using translanguaging, the teachers provided an opportunity for students to comfortably communicate in three languages. Furthermore, the teachers guided students in organizing the cognitive process by encouraging them to compare similar words in different languages. To enhance vocabulary instruction, students were asked to express the opposites of size expression in different languages. They used Mandarin Chinese and Uyghur first, discussing the opposites, and then finally expressed the words in English. Through this process, the teachers utilized various languages, facilitating communication with students who spoke different languages. Additionally, students were encouraged to think beyond languages and compare size expressions in three languages with their opposites. The vocabulary teaching situation was expanded to serve the purpose of teaching grammar. When teaching imperative sentences, the teacher asked students how it was done in Uyghur and Mandarin Chinese, and they compared them. In addition to the aforementioned practices, throughout the study, the teachers emphasized the importance of Uyghur as a foundational language for learning English, often referring to it as "our mother tongue," and encouraged students to respond in Uyghur. Through this approach, they aimed to highlight the shared identities among students and foster increased participation. The teachers asserted that translanguaging, particularly when incorporating Uyghur, proved to be a highly effective teaching method with this group

of students. Furthermore, they underscored that utilizing whole languages served as an exceptionally valuable teaching resource.

In conclusion, the integration of translanguaging pedagogy into classes has had positive effects on students in many ways. Teachers can observe positive changes academically and socially after integrating translanguaging pedagogy into the classrooms. Students started to think critically. Moreover, students expressed themselves better and got more engaged in lessons. Lastly, students felt included and created connection with their peers and teachers. That is, translanguaging pedagogy has the potential to make classrooms better.

2.5. Refugee Students in Turkey

Although Turkey used to be a country that emigrated for different reasons, it has recently become a country that receives immigration due to the internal turmoil and war in its neighboring geography. When people first migrate, they assume that their fundamental needs such as food, shelter, and security will be satisfied. But later on, more complicated requirements including those related to education, integration, and social needs also arise (Ersoy & Turan, 2019). One of the issues most affected by migration is children's right to quality education and its process (Celik, et al., 2021). The fact that children constitute the majority of the arrivals (UNICEF, 2016) highlights how critical this issue is once more (Sarier, 2020). It is known that a quality education that refugee students receive have a significant impact on their life (Er & Bayındır, 2015). Therefore, schools have an important place to help refugee students overcome the difficulties arising from new living conditions and integrate into the new social system (Dogan, 2019). However, in the initial stages of migration, Turkey regarded this situation as temporary and did not formulate long-term policies for refugee students' educational needs (Sarier, 2020). Because of the current policies an situation, schools can not provide enough benefits to refugee students. It is known that refugee students experience many problems in terms of academic, social, and adaptation in schools. This section shared some findings related to the problems encountered by refugee students in Turkish public schools.

Studies revealed that multilingual refugee students experienced lots of problems in Turkish public schools. For instance, Celik and colleagues (2021) conducted a study to identify the problems faced by refugee students at schools in Turkey. They grouped the barriers refugees face at school as psychosocial, language-communication, adaptation,

systemic, and family barriers. According to the teachers, adaptation barriers were the biggest problem in refugee education. Adaptation barriers included racism, isolation, conflicts with local students, lack of a sense of belonging, and difficulty in integrating into the educational system. Both instructors and refugee parents mentioned low academic accomplishment among refugee students as another common problem. Headteachers and instructors highlighted a lack of efficient projections and programs to promote refugee children's integration into the present education system as a barrier. Furthermore, the teachers mentioned the negative impact of refugee students' previous experiences and their lack of self-confidence. Teachers emphasized that the system must develop and implement an inclusive curriculum for diverse student profiles.

Çelik and İçduygu's study points that refugee students' school experience effect them and their emotions in negative way (2019). In this study, interviews were conducted with teachers and parents of refugee students in a public school on how school shapes refugee students' lives. One of the participants said that her child felt that their language and culture were not given enough importance at school and were not welcomed at school. Another participant mentioned that monolingual and monocultural policies made them feel very bad. One of the refugee students suffered a lot, and she used to say to her parents, "I no longer want to go to school." She even said that one of her classmates, who lived in the same building, pushed her down the stairs to make her fall. She also added that her girlfriends in the class were very aggressive towards refugee students. Another mother confirmed her daughter's negative emotions and consequent reluctance to attend school. She said that someone in the class pointed at her daughter and said, "Why did you come here? We don't want you in our country; go back to your country," and that her daughter came home crying and didn't want to go to school anymore. Çelik and İçduygu(2019) found that refugee students experienced more disapproval and isolation in public schools. They routinely complained about bullying and unfavorable stereotypes perpetrated by their peers inside of school. While some students can solve their problems by seeking assistance from their teachers, many others feel depressed, dismissed, harassed, and isolated.

2.6. Problem Statement

The refugee students studying in Turkey experienced several difficulties in Turkish public schools. The most common difficulties included refugee children's adaptation to schools, academic failure and social problems. These difficulties influenced refugee students'

self-confidence, self-expression and even school attendance (Çelik & İçduygu, 2019). Students' perspective on their own language and culture is also impacted by this situation. In order to eliminate these problems, studies have yet to be conducted in Turkey in which translanguaging pedagogy is implemented. The aim of this study is to examine whether the integration of translanguaging pedagogy into the lessons can propose a solution to academic, social and cultural problems that refugee students experience in public schools in Turkey. In accordance with this goal, this study sought to respond to the following questions:

1. How do translanguaging practices in an EFL lesson influence the language perceptions of Turkish and refugee students in the classroom?
2. How do translanguaging practices in an EFL lesson influence Turkish students' perceptions of refugee students' academic and social skills?
3. How do translanguaging practices in an EFL lesson influence multilingual refugee students' engagement, self-expression, and absenteeism?

CHAPTER 3

3. METHODOLOGY

This chapter first discussed the research design, the participation of the study and the sampling process. Then, the data collection and data analysis procedures were explained.

3.1. Research Design

Research design is important to answer the research questions properly (Browne & Green, 2005). This case study aimed to implement translanguaging pedagogy into the English as a foreign language lesson and investigate Turkish students' perception about refugee students' academic and social skills. Also, it aimed to examine the translanguaging strategy's impacts on refugee students' self-expression, absenteeism and engagement. Lastly, it aimed to understand the changes in all students' perceptions about different languages. Thus, this study adopted a qualitative research design since it allowed researchers to understand the relationships between the people and their interpretation of the meaning they associate to their experiences (Merriam, 2009). As Green and Browne(2005) stated, qualitative research examines connections within data by examining patterns in account of attitudes, behaviors, and experiences although it does not seek statistical relationships. Moreover, qualitative research allows in-depth and holistic comprehension of the environment in which the participants acquired experiences (Punch, 2013).

3.2. Research Context and Participants

This research took place in a 3rd grade multilingual classroom in an elementary level public school in Karaman, Turkey during the fall the semester of the 2023-2024 academic year. The school was situated in the central district of the city, and it hosted the highest number of refugee students in the city center. The school had approximately 300 students, with around 60 of them being refugees. There were 20 teachers in the school, with only one of them being an English teacher. Despite the high number of refugee students in the school, the teachers did not receive any training in teaching refugee students. All students in this school took two hours of compulsory English as a foreign language (EFL) course per week starting from 2nd grade. Textbooks used in all courses were determined by the Ministry of National Education. The classroom this study took place included 21 students. Ten students were girls and 11 were boys. Four students were multilingual refugee students, and 17 students were monolingual Turkish speakers. 11 students (three multilingual refugee speakers and eight

monolingual Turkish speakers) were purposefully selected for the interviews. The three multilingual refugee students had poor performance in English. All of them spoke Turkish, but their proficiency levels varied, with one being proficient and the other two at lower proficiency levels. The students migrated to Turkey from Afghanistan or Uzbekistan. Additionally, based on their countries of origin, they spoke languages such as Farsi, Uzbek, and Pushti.

The refugee students involved in this study were frequently absent in the EFL lessons and, they were rarely engaged in the lessons when they attended. Moreover, they rarely completed their homework, and they were rarely prepared for the class. Thus, the refugee participants of this study were all low achieving students. Lastly, the three refugee students had very limited interaction with their teachers and peers. On the other hand, eight Turkish students were recruited as they had negative attitudes towards refugee students, and rarely socialized with the refugee students. Based on the informal discussions with their classroom teachers, they did not want to share the same desk, did not let refugee students play with them, and definitely did not want to be in the same group during the cooperative learning activities. They had biases about the refugee students and they performed violence both physically and verbally.

3.3. Implementation of the Translanguaging as a Pedagogy

During the first week of implementation, the educator, referred to as the Teacher Researcher (TR), commenced the session by incorporating an audio story sourced from YouTube. Entitled 'That's not my name', the story revolves around Mirha, who moved from her home country to a foreign country, and draws attention to cultural disparities. Following the initial listening session, the TR proceeded to introduce English vocabulary featured in the story via a presentation slide, accompanied by their corresponding translations in Turkish, Farsi, and Uzbek. TR utilized students' first languages strategically to encouraged them to use their whole linguistic repertoire. Subsequently, students engaged in discussions regarding these vocabulary in their first languages, the TR handed out the written version of the story to the students, along with a set of accompanying questions:

1. Why could not Mirha's classmates say her name correctly?
2. How did Mirha feel in this situation?
3. What did Mirha want to do with her name?
4. What did Mirha's mother tell her about this problem?

5. How did Mirha overcome the problem?

Students were allowed to freely utilize their entire language repertoire when discussing these questions. Consequently, all students expressed themselves comfortably. Subsequently, the class was divided into three groups of seven, with each group having a refugee student. Students were tasked with discussing and listing their answers in English “what other problems can Mirha, as a Arab refugee student, have in her new class?” In this process, the TR distributed cardboard to all groups, instructing them to draw a picture of a ship on it. They were then instructed to make a hole in the ship for each problem listed previously and write the problem in that hole. At the end of the lesson, students were assigned to generate solutions for each problem they had listed. They were given the freedom to use their entire language repertoire in this task.

In the second week, students transcribed their identified solutions onto sticky notes and stuck them onto the holes on the ship, thus repairing the ship using these solutions. Upon completion of their posters, each group sequentially presented their poster to the class. While presenting their presentations, students utilized their whole linguistic repertoire. They also shared their comments on each other's posters in English. During the remaining time, refugee students were asked to write a paragraph about the challenges they experienced in the classroom and with their classmates when they first arrived at school. Additionally, Turkish students were assigned with writing a paragraph about their feelings and behaviors towards their refugee classmates when they first joined the class. TR permitted the students freedom to utilize their entire linguistic repertoire while creating their paragraphs.

In the third week of the intervention, the class was once again subdivided into three groups, each comprising seven students with a varied composition of members from the previous group activity, ensuring inclusivity with at least one refugee student in each group. Assigning group members as surrogate family members of Mirha from the story they had previously listened to, students were requested to contemplate their actions and dialogue if they were to inhabit the roles of Mirha's family. The researcher encouraged them to construct a new story of their own creative ideas. Students discussed what to say to Mirha about the problems she experienced and how to approach her. Each student contributed two sentences to the collective story, with the author reading their respective segment aloud. During the collaborative storytelling process, groups were appointed with composing one sentence in English and the other in their mother languages. Subsequently, they shared their parts with the class, fostering linguistic diversity and cultural exchange within the classroom dynamic.

In the fourth week of the implementation, an activity centered on 'languages and

feelings' was implemented. Students were tasked with expressing and visually representing their emotions concerning the preceding week's activity. Utilizing emoji-style drawings, they depicted their feelings for each language they utilized or encountered during the intervention. Afterwards, they composed 3 or 4 sentences detailing their emotional responses to each language, employing all linguistic repertoire they were proficient in. Finally, they submitted their artefacts to the TR, facilitating a holistic examination of the emotional and linguistic dimensions of their learning experiences.

During the implementation process, students were free to utilize their entire linguistic repertoire in specific parts of the designed activities. Additionally, the TR actively promoted the use of translanguaging by strategically incorporating both the students' mother tongue and English in select parts of the lesson. Furthermore, throughout these activities, the teacher made observations of the entire class attentively, taking field notes to document their observations. Moreover, at the end of each lesson throughout the implementation phase, the teacher kept a journal, leveraging the assessment of student progress and the effectiveness of the activities.

3.3. Data Collection Tools and Process

This study employed interviews, observations and field notes, and artefacts as data collection tools.

3.3.1. Interviews

“Interviews have been found to be useful in getting a broader understanding of how and why certain things happen and what are the opinions, motivations, interests, feelings of the people involved”(Jain, 2021, p. 541). Moreover, it is considered that interviews give a 'deeper' understanding of social issues(Silverman, 2021), and individual participants' detailed perspectives are best obtained through interviews(Gill, et al., 2008). Students were interviewed in this research study before and after the intervention. The goal of the interviews was to gain a better and deeper understanding of Turkish students' perceptions of refugee students' academic and social skills in EFL lessons, and the use of different minoritized languages in class. Also, it aimed to explore refugee students' perceptions on different languages and how their relationships with Turkish students affect their academic and social integration.

11 students were selected purposefully among 21 students. Eight of them were Turkish students with negative perceptions of refugee students based on feedback received from the mainstream teacher and school counsellor. Three were refugee students with bad relations

with Turkish students and poor academic performance in EFL lesson. To minimize the risks of this study, the interview questions (see Appendix) were reviewed by school counsellor, the ethics committee at Necmettin Erbakan University and City Provincial Directorate of National Education. Parental consents were also obtained from the parents of the students that were interviewed. The interview questions were designed as semi-structured so that the researcher could use extra questions to gain deeper understanding of the responses. Interviews were conducted in Turkish upon participants' request. The pre-intervention interviews lasted approximately 6-10 minutes. Next, they participated English lessons with translanguaging pedagogy for four weeks. The post-intervention interviews employed the same interview questions, and they also lasted 6-10 minutes. During the interviews, the researcher audio recorded the interviews to be later transcribed for the analysis. Finally, their answers were analyzed and interpreted using translanguaging as theoretical lens.

3.3.2. Observations notes

Since an initial experience with the relevant phenomena is represented by observational data (Merriam, 2002), participants were closely observed throughout the intervention phase. Observations were conducted discreetly to ensure that students behaved as naturally as possible (Taylor-Powell & Steel, 1996). The goal of the observation notes was to understand the impact of translanguaging pedagogy on refugee students' self-expression skills, engagement and absenteeism during the EFL lessons. Moreover, observation notes supported examining the inter-group relationships between Turkish and refugee students. Finally, observation notes like teacher journals provided longitudinal insights about the phenomenon explored and helped the researcher to triangulate the results (Merriam, 2002). Thus, throughout the intervention, the TR took notes during the lessons and kept a journal at the end of the lessons.

3.3.3. Students' artefacts

As Wong, et al., (2012) states, learning was comprehended both inside and outside of our design using artifacts. Students' artefacts after each activity were photographed in this study to better understand of the participants' perceptions of the languages. Student artefacts included posters, drawings and writing samples.

3.4. Data Analysis

The content analysis method was employed to analyze the data of this qualitative study because content analysis can establish reproducible and valid conclusions from data to

their context (Krippendorff, 2018). Moreover, as Kerlinger (1973) states, content analysis examines the messages that individuals have created and asks questions about them. In this process, the content of students' responses to one-on-one interviews, TR's field notes and student artefacts were analyzed using translanguaging as a theoretical lens.

According to Stone (1966), content analysis refers to “any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document” (cited in Prasad, 2008, p. 2). According to Prasad(2008), using content analysis usually involve the following six steps:

1. Formulation of the research question or objectives
2. Selection of communication content and sample
3. Developing content categories
4. Finalizing units of analysis
5. Preparing a coding schedule, pilot testing and checking inter coder reliabilities
6. Analyzing the collected data(p.9)

Thus, after the collection of data, all data were transcribed and transferred to electronic format. Next, the researcher reviewed the data and coded by hand with research questions and key tenets of translanguaging lens in mind. Then, patterns and themes were identified from the codes. Finally, the findings were reported in relation to the research questions.

CHAPTER 4

4. RESULTS

This study explored the effects of translanguaging pedagogy on Turkish students' perceptions about refugee students' social skills and academic achievement. Additionally, it noted the changes in Turkish and refugee students' language perceptions of minority languages after the implementation of translanguaging pedagogy. Finally, it analyzed the impact of translanguaging pedagogy on refugee students' engagement, self-expressions, and absenteeism. This section reported the findings of the content analysis of the artefacts, teacher observations notes and the interviews with 11 students. It first explained the background of the students based on TR journals. Then, it presented pre-intervention interview results. Lastly, it presented post-intervention results. Throughout the chapter, pseudonyms were used to protect participants' identities.

4.1. Backgrounds of the Students Based on Teacher Journals

Tablo 4.1. Backgrounds of students

Students' pseudonyms	Gender	Age	Country of Origin	Languages spoken	Academic success in EFL course based on TR journal
Fawad	Male	9	Iran	Persian (HL) Turkish English Pushti	low
Sarfaraz	male	10	Afghanistan	Persian (HL) Turkish English	low
Asina	female	10	Uzbekistan	Uzbek (HL) Turkish English	low
Furkan	male	9	Turkey	Turkish (HL) English	high
Eren	male	9	Turkey	Turkish (HL) English	average
Rıfat	male	9	Turkey	Turkish (HL) English	low
Şeyma	female	10	Turkey	Turkish (HL) English	high
Esin	female	9	Turkey	Turkish (HL) English	high
Aslı	female	9	Turkey	Turkish (HL) English	high
İrem	female	9	Turkey	Turkish (HL) English	average
Müge	female	9	Turkey	Turkish (HL) English	average

Note: HL= students' home languages

4.2. Pre-intervention Interview Results

In the pre-intervention interviews, the Turkish students were asked questions about their opinions about the academic competences, social skills of refugee students and their

feelings about the refugee students' languages. On the other hand, the refugee students were asked questions about their self-evaluations about the lessons, their relationships with their Turkish peers and their feeling about using their home languages in class. The results were discussed under the headings of perceptions on refugee students' academic success, perceptions on refugee students' social integration and feelings on minority languages in class.

4.2.1. Perceptions on refugee students' academic success

Firstly, Turkish students (n=6) expressed that they did not want to be in the same project group with refugee students because they perceived them as academically incompetent. Various reasons underlied these perceptions. Firstly, some students believed that refugee students did not study enough and were not diligent in their academic pursuits. For instance, Müge expressed her reluctance to be in the same project group with refugee students because she believed they were not diligent. She proposed that her refugee classmates, such as Asina and Fawad, did not study at all. Moreover, some students thought that refugees did not perform well in classes or that Turkish students outperform them. For example, Aslı explained her reluctance to be in the same group with refugee students by pointing out that Turkish students performed better in classes compared to the refugees. They did not believe refugee students could contribute them academically in a group activity. Therefore, instead of being in the same group with refugee students during group activities, Turkish students preferred to be in the same group with other Turkish students.

Secondly, Turkish students(n=8) believed that refugee students could not actively participate in classes because of psychological, linguistic and social reasons, some students believed that refugee students felt high level of anxiety and this influenced their participation. For example, Furkan noted that his refugee peers, such as Fawad and Asina were very silent in classes. Another reason for low engagement was their fear of negative evaluations of Turkish peers. Müge, for instance, observed that Fawad and Asina were mostly silent because they avoided negative judgements of their Turkish peers, which affected their participation in class discussions. Lastly, some students pointed out that refugees encountered language barriers, which hindered their ability to express themselves. Rifat, a Turkish student, stated, "Actually, Fawad and Sarfaraz sit at the back and speak in their own language, but when teachers ask something, they do not respond." Some refugee students (n=2) provided responses that supported their Turkish peers' interviews. Fawad and Asina expressed feeling anxious about expressing themselves and participating in class due to their Turkish peers' negative judgements and fearing of make a mistake. Fawad and Asina said that their Turkish

peers would make fun of them if they made a mistake, because Asina was teased before by Rifat and Eren, when she tried to explain something and made a mistake.

Lastly, Turkish students believed that high levels of absenteeism influenced refugee students' academic performance. Most Turkish students (n=7) indicated that refugees frequently skipped classes, and this absenteeism occurred regularly. For instance, İrem mentioned that Fawad and Asina had a high rate of absenteeism, with Asina not even coming to school in the afternoons. Similarly, Aslı stated, "Sarfaraz skips classes a lot; there was even a time when he didn't come for 25 days straight, and we thought he had returned to his own country."

Refugee students explained their excessive absenteeism with two factors: 1) limited comprehension of the content, and 2) Turkish peers' attitudes. Although they had expressed a strong desire to come to school, they felt upset and bored when they came to school owing to the factors mentioned above.

4.2.2. Perceptions on refugee students' social skills

The analysis results indicated that most Turkish students (n=7) were reluctant to interact or socialize with refugee students. There were two reasons behind these attitudes. Firstly, Turkish students felt uncomfortable with refugee students' their first languages. For instance, Rifat stated, "I prefer to spend my breaktime with my Turkish peers because sometimes refugees use words in their first language that I do not understand. Also, I find it very wrong for them to use their own language at school." The second reason mentioned was the communication failures between two groups due to language barriers. Eren, a Turkish student, pointed out,

I prefer to share my desk with a Turkish peer, and I also want to play games with only my Turkish peers because they know how to play the games in comparison with the refugee peers. Refugees can not communicate much with us, so they are isolated.

This result implied that Turkish students' feelings about minority languages and refugee students' Turkish language proficiency and the lack of knowledge of the games' rules impacted Turkish students' perceptions about refugee students' social skills.

Moreover, some Turkish students (n=4) expressed their unwillingness to spend time with refugee peers and engage in close interaction with them because they perceived them to have certain bad behaviors and habits. For instance, Furkan stated that he preferred to share

his desk with a Turkish peer because he believed that many refugee peers were mischievous. Similarly, Ashi supported Furkan's statement by saying, "Some of them have very bad and silly behaviors; sometimes they fight and swear, and I do not want to communicate with them too much." Lastly, Esin noted that: "I cannot talk to Sarfaraz calmly; he gets angry immediately and shouts at me when I say something to him." In sum, refugee students' perceived aggressive attitudes influenced Turkish students' socialization with them.

On the other hand, all refugee students were aware of the negative evaluations of their Turkish peers. This situation led refugee students to feel excluded and upset. Refugee students expressed that they wanted to be accepted by their classmates and included in their Turkish peers' social environment. For instance, Fawad said that

I would like to sit with my Turkish peers or play games with them, but they do not want to. When I go next to them while they are playing, they say, "Why are you looking at us?" And when I ask if I can join them, they refuse.

Similarly, Asina stated that, "Once, I sat next to one of my Turkish peers. Then that peer started to move their desk away from mine, expressing that they did not want to sit with me. I started to wonder if there was something wrong with me."

Lastly, Sarfaraz said that he preferred to play games with his refugee peers because even if his Turkish peers included him in the game, they would remove him from the game whenever they wanted. As a result, Turkish students' negative attitudes and behaviors influenced their socialization with their refugee students and decreased refugee students' willingness to communicate with them.

4.2.3. Feelings on minoritized languages

It was found that Turkish students (n=6) did not value their refugee peers' first languages, did not want to learn these languages, and did not respect for refugee students using these languages in class. Most Turkish students stated that they did not consider it necessary to learn minoritized languages and that comprehending these languages was not significant to them. Some students exhibited a reactive attitude towards learning minority languages. For example, Esin said: "Besides English and Turkish, I want to learn Spanish, Italian, French and Russian. I am kind of dismissing the idea of diving into Persian, Uzbek and Pushti, thinking, "Eh, why bother? We are not exactly jet-setting across those regions." In

TR journal, in response, the teacher asked, “You are not going to other countries, but you still want to learn those languages. What is the difference between these languages I mentioned and the languages you want to learn even if you do not go?”, and Esin replied that “The languages you mentioned are not worth learning for me.”

Their negative feelings on minoritized languages impacted refugee students’ languaging practices at school. Most Turkish students(n=6) expressed that despite being in the same class with them for three years, they rarely heard their refugee peers’ languages(Persian, Uzbek and Pushti) before because they spoke in their first languages in private spaces. For example, Furkan said that he had only heard the names of languages such as Persian, Uzbek and Pushti but had never heard them in class before. Asli expressed that she heard a different language when her refugee peers spoke secretly between themselves and found it ridiculous. These statements pointed out that refugee students did not use their first languages in class, and even if they did, they did so secretly.

Refugee students confirmed Turkish students’ languaging practices. All refugee students stated that they did not use their first languages in class, only using them among themselves in a way that Turkish peers would not hear. Moreover, they feared receiving verbal and physical reactions from Turkish peers if they were heard speaking their first languages secretly in class. Lastly, they feared of being complained to the teacher and getting punished for speaking their home languages at school. For instance, Fawad stated:

I spoke Persian at class once, then some of my Turkish peers reported to the teacher and the teacher got angry with me. When they heard us talking secretly in our first languages, my friends got angry and tried to hit us, thus we made a secret plan and ran away from them. Then I realized that I should not use this language at school again. This is a little challenging because I speak Persian at home and Turkish or English at school.

As a result, they expressed that they used their first languages as little as possible in class and found this situation challenging.

Although they felt obliged to speak only Turkish or English at school, they spoke their home languages in their communities. For example, Sarfaraz explained her language practices at home and school as such: “I live with my grandfather, who only speaks Persian, thus I can only speak Persian at home. I use only Turkish and English at school due to the fact that it is

forbidden for us to use our first languages.” These restrictive languaging policies at school could be seen as impeding refugee students from feeling a sense of belonging, expressing themselves adequately and understanding lessons exactly.

4.3. Post-intervention Results

The students’ perceptions and feelings were asked after translanguaging strategy was implemented. It is found that translanguaging pedagogy had positive impacts on perceptions on refugee students’ academic success. Moreover, it also had positive impacts on perceptions on refugee students’ social skills. Finally, translanguaging pedagogy had positive impacts on feelings on minoritized languages.

4.3.1. Impacts on perceptions on refugee students’ academic success

Translanguaging procedure, which gives opportunity to the students to utilize their whole linguistic repertoire during the learning process had positive impacts on Turkish students’ perceptions on refugee students’ academic performance. This section discusses how Turkish and refugee students’ perceptions about refugee students’ academic success changed using post-intervention interviews and TR observation notes.

Increased learning

It is found that translanguaging pedagogy enhanced refugee students’ attention during the lessons. After the integration of translanguaging strategy into lessons, students started to listen the lesson more attentively. Rifat stated that, “Fawad and Sarfaraz talk among themselves in other classes, but they listen to English lessons recently.” Similarly, according to observation notes, TR noted that,

The lesson started with the audio story named as “That’s not my name” which was in English. Some refugee students were engaged with different things during this part of the lesson. TR proceeded the presentation that included explanation of unknown words utilizing the first languages of refugee and Turkish students. All students, especially refugee students, started to listen attentively, putting their interests aside.

Furthermore, translanguaging pedagogy increased refugee students’ make meaning and comprehension of the content. For example, Fawad, is a refugee student, stated that “I now understand the topics better.” Additionally, translanguaging pedagogy promoted students’ metalinguistic awareness as well as vocabulary acquisition and retention. For instance, in TR journal, during the presentation of vocabulary, when Turkish word for

“excited” was translated as “heyecanlı” and its Uzbek similitude as “hayajonli”, this drew attention of the students, guiding them to engage in discussion about it. They indicated the similarity between the word “hayajonli” and its Turkish correspondence and speculated about which language it originated from. Asina said that “hayajonli” is in our language. Then, as a class, students repeated “hayajonli”, equated it with “heyecanlı” or “excited”. Asina was one of the initial to recall the meaning of the word when class was reviewing the vocabulary in the next session.

Moreover, it is revealed that translanguaging had a positive effect on student’ completion of tasks and assignments and bringing lesson material to lesson. Students began to bring lesson materials that assisted and leverage the learning process to lesson. Additionally, students started to fulfill the given tasks and assignments. For example, Eren expressed that “Fawad consistently forgets his books previously, but recently, he not only started doing his homework but also never forgets to bring his lesson materials.” Similarly, according to TR journal, TR indicated that firstly,

When Fawad encountered with me, he would say he was doing his homework and ask if there was anything else he needed to do” and then, “one of the activities we did in the classroom needed to be continued at home, and students were assigned to do this. Asina, who had never done any homework before, came the following week with her homework.

That week, students were assigned with drawing emojis representing their feelings while listening and utilizing to different languages used in the lesson. Owing to being illiterate, Asina was unable to complete the written part of the task. Nevertheless, she completed by drawing the emojis and brought them to lesson. Asina’s homework was shared below (see Figure 4.1). Student’s real names were hidden for privacy.



Figure 4.1. Refugee student's homework.

Lastly, integrating translanguaging pedagogy into lessons facilitated refugee students' learning and promoted their potential. Turkish students also noticed new potential of refugee students and most Turkish students (n=7) expressed that they could participate in the same project group with refugee peers. Also, they expressed that refugee peers showed better performance in English lessons, and some refugee peers' English was good. As an example, Furkan stated that

I would like to add Fawad to our group in addition to my previous group mates. He will help us with Persian in our multilingual activities. He is the best Persian speaker in the class and he is also good at English.

Increased self-expression and active participation and improved self-confidence

It is found out that students' self-confidence was improved through translanguaging strategy. Refugee students became more self-confident individuals after integrating translanguaging strategy into lessons. Refugee students' self-confidence improved through an accepting and valuing learning environment. After translanguaging pedagogy integrated into lessons, refugee students felt included. Thus, translanguaging pedagogy gave refugee students a voice to express themselves and to share their ideas without hesitation. As an example, in observation notes, although Fawad was just leaning over to his peer next to him and saying his ideas falteringly, he began to say his ideas in a way that all his peers could hear later. Also, refugee students who were previously silent in class became individuals who expressed their opinions after the implementation of translanguaging pedagogy. Fawad, a refugee student, indicated that he sometimes felt challenged to express himself in lessons since he

forgot Turkish and English words, but now, he stated that he could express himself better since he was allowed to use his all-linguistic repertoire. All Turkish students (n=8) agreed that refugee peers could express themselves better. Esin noted that “After activities we did in English lesson, it become easier for refugee peers to express themselves. They came up with a lot of ideas in our group activities. Once, Fawad accomplished what I could not do in a task.” Refugee students who previously did not speak at all or spoke quietly began to speak in a normal manner. Furkan supported this finding and he indicated “Fawad who used to speak quietly, has recently started to express himself in a normal tone of voice and in a comfortable way. Also, he now raises his hand when he has something to ask.”

Furthermore, some Turkish students (n=4) mentioned that refugee peers could only express themselves better in English lessons. They expressed that in other lessons where translanguaging strategy was not integrated, refugee students still experienced difficulties in this regard. For instance, Rifat “In other lessons, refugee students stay silent or talk among themselves in the back and do not express their ideas much. However, in English lessons, Fawad express his ideas very well even though he stayed silent before.” Translanguaging enabled refugee students to feel in safe to express themselves and ask questions confidently. For instance, Fawad stated that “As I started to comprehend lessons better and participate more, I began to feel less embarrassed. I realized that I could express myself better.” Moreover, there were some notes about this topic in TR journal. TR noted that,

Fawad who was initially a student who struggled expressing himself, sharing his ideas with his peers and teachers. He also was described by his peers as someone who did not contribute anything to our group, just sat quietly. Nonetheless, after the integration of the translanguaging pedagogy into the lessons, throughout their group activities, one of his peers said, “Thanks to what Fawad said, I came up with something.” Fawad transformed into a student who sometimes was praised for doing something that other peers could not do.

Additionally, refugee students sometimes showed initiative and leadership with their enhanced self-confidence. They volunteered to take part in group activities, resolving the problems on a topic, demonstrating their confidence in their skills and abilities. For instance, in TR journal, Fawad was one of the first students to complete his alternative ending to the story. During the activity of the writing and sharing the alternative endings to the story, Fawad said his part wrote in Persian, then Sarfaraz interfered, saying, “Wait, let me translate you what he means,” and told Fawad’s words for his peers. The picture of the Fawad’s

alternative story ending were shared below (see Figure 4.2):

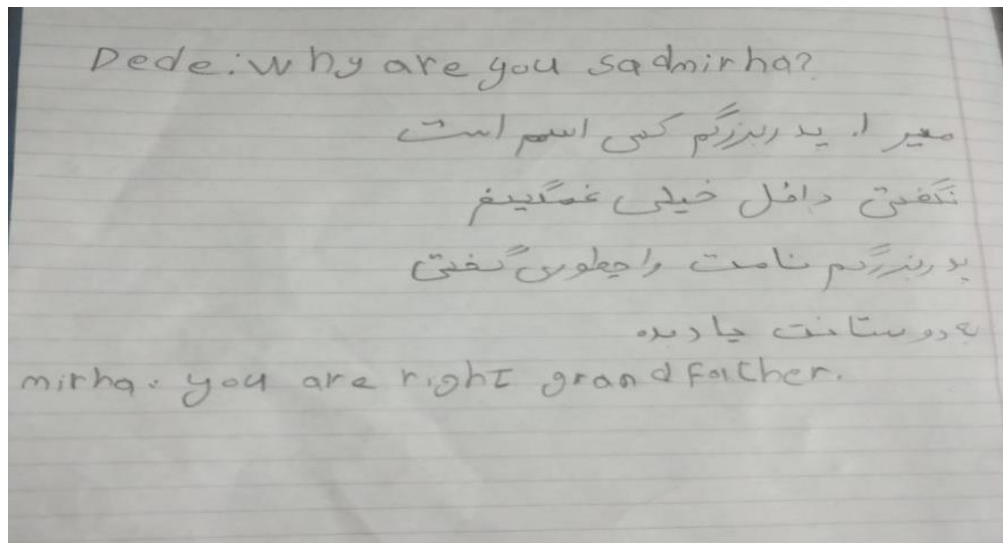


Figure 4.2. Picture of Fawad’s alternative story ending.

Translanguaging pedagogy promoted refugee students’ active participation in the English classroom. Refugee students started to raise their hands unwaveringly to share their opinions during the EFL lessons. All Turkish students (n=8) interviewed stated that compared to before, refugee peers were more actively engaged in lessons. For example, Asli stated that “Sarfraz, Fawad and Asina hardly participated the lessons before, but recently they started to participate well.” Similarly, İrem expressed that “Asina never participates in our other lessons, but she participates in English lessons recently.” Observational notes braced this finding. Refugee students had a great desire to involve in lessons. For example, while learning about feelings in class and repeating the words to reinforce the pronunciation of the words, Asina repeated the words loudly that teacher could distinguish her voice from the other students. Furthermore, Fawad, a refugee student, stated, “I used to never raise my hand to participate the lessons in class, but now I raise my hand a lot and involve in English lessons.” Additionally, according to the information in TR journal, the mainstream teacher confirmed increased participation in EFL lessons: “Fawad seems to be participating very well in your lesson, but not my lessons. He does not answer the questions I ask. However, his peers told me that Fawad participates very well in English lessons.” It is clear that some Turkish students’ perceptions changed about refugee students’ academic performance and they reported their observations about refugee students’ active participation to their mainstream teacher.

Decreased absenteeism

There was a noticeable impact of translanguaging pedagogy on refugee students' attendance issues. RT observed a decrease in refugee students' absences after the integration of translanguaging into EFL lessons. In fact, some refugee students became the most regular attendees in class. The interviews with the students align with this finding. They stated that attendance of refugee students greatly improved, with some even becoming the most constant attendees in EFL lessons. For instance, Asli mentioned that "Whereas Sarfaraz used to avoid coming to class, he now consistently comes to lesson." Likewise, Rıfat said that "Fawad currently is one of the most present students despite the fact that he used to constantly missing a lot of classes."

On the other hand, some Turkish students expressed that this situation was effective to English lessons, with students still being absent in other lessons. For instance, Furkan mentioned Sarfaraz and Asina attended lessons very rarely before. Recently, they began to attend classes more, especially English lessons. Nonetheless, they continued to be absent in other lessons.

According to the TR journal, there were no absentees among the refugee students after the integrating translanguaging pedagogy. Especially, there was a remarkable improvement of the absenteeism of Asina. When TR checked the attendance list, she noticed that although Asina did not attend other lessons, she came to English lessons. Even in the fourth week of November, Asina did not come to school on 20, 21, 22 November but came to school on 23 November, the day of the English lesson. Moreover, the teacher who taught other lessons to students shared TR that the refugee students in the class mostly absent in her own lessons, but they attended school more on the days when English lessons were held.

Promoted collaboration

It has been revealed that integrating translanguaging pedagogy into EFL lessons promoted collaboration along linguistically diverse students. Students sought ideas from each other during group activities. Since students were engaged in multilingual activities, Turkish students needed the refugee students' ideas and funds of knowledge to complete assignments. For example, Eren stated that, "Having Fawad in our group was very beneficial, we could not have been able to understand the Persian words spoken by the other group without him." Similarly, in observation notes, during the poster presentation, one of the Turkish students stated, "Fawad had some great ideas, and we designed some parts of the project based his ideas." Furthermore, they exchanged their ideas to come up with solution to the problems

experienced by Mirha who was a new student in another country and each group completed posters collaboratively. The pictures of posters were given below:



Figure 4.3. Picture of the first group’s poster.



Figure 4.4. Picture of the second group’s poster.

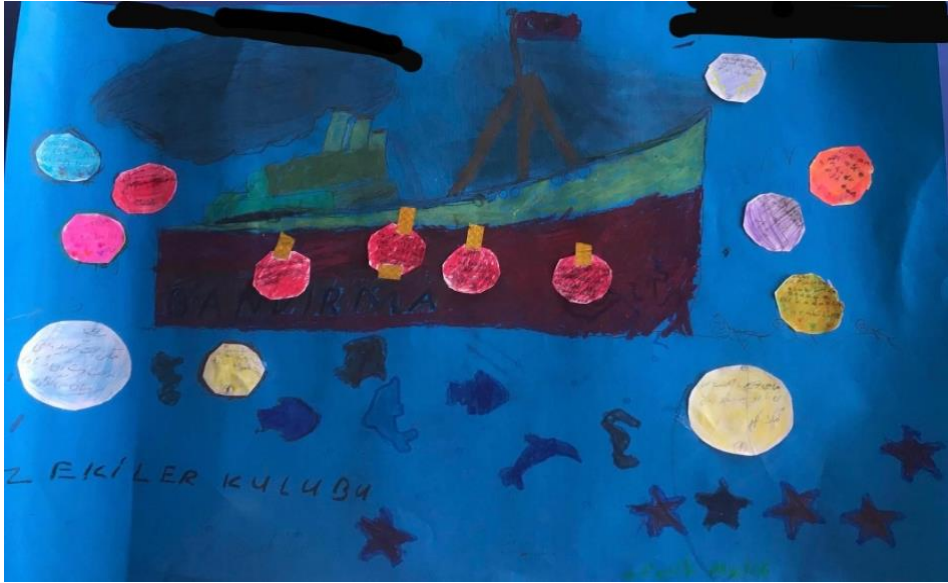


Figure 4.5. Picture of the third group's poster.

Moreover, translanguaging promoted peer scaffolding among Turkish and refugee students. Refugee students were allowed to use their first languages, they sometimes translated what their refugee peers said in their first languages for their Turkish friends. For instance, Aslı stated that, “Sarfaraz translated the part spoken in Persian during the activities for us.” Furthermore, it also increased peer scaffolding among refugee students. Previously, refugee students were not allowed to ask questions each other in their first languages when they did not comprehend them. However, they had the opportunity to do so with translanguaging pedagogy. According to the observation notes, when students answered the questions about the audio story, Sarfaraz did not understand one of the questions, then Fawad translated it into Persian. This enabled Sarfaraz to comment on the question.

Lastly, using whole linguistic repertoire increased peer correction and feedback among Turkish and refugee students, which supported each other to do better. Turkish students corrected refugee peers when they made mistakes, supported them and encouraged them to improve themselves. In TR journal, teacher noted that:

The students exchanged their ideas to ensure that everyone did the best job possible. Fawad was first tasked with cutting, but since he stated that he was not good at this, he started to paint with the guidance of his peers. While painting, Esin who was talented in painting, offered him advice on how to improve his painting.

4.3.2. Impacts on perceptions on refugee students' social skills

The obtained data showed that implementation of translanguaging pedagogy in EFL

lessons had effects on refugee students' social skills. Based on the analysis of various data sources, it is found that refugee students' communicative competence increased, empathy developed, self-confidence improved. Lastly, they created rapport with Turkish peers and teacher.

Increased communicative competence

It is found that translanguaging increased refugee students' communicative competence. During and after the group activities, some students admitted that it was the first time they had communicated with each other that much. For example, Fawad mentioned that "During our group activities, I spoke more than ever before and communicated with my Turkish peers to this extent for the first time."

The communicative skills of the refugee students improved along with their self-expression. Students who were previously unable to communicate with their Turkish peers in the class were able to communicate with them. Several Turkish students (n=6) indicated that they were willing to interact with their refugee peers. Some Turkish students even thought that some of refugee peers did not talk to them because they did not know how to speak English or Turkish. In some cases, refugee students made comments or shared something about themselves, which made their classmates notice that their speaking skills were not that bad. For instance, Eren stated that, "I did not know Sarfaraz could speak Turkish so well." Similarly, Esin stated that, "Fawad tells me funny things, actually he is quite fun." Leveraging communicative skills also enabled the Turkish students to learn about different aspects of their refugee friends. In the fourth week of the implementation process when talking about feelings in the classroom, refugee students started to talk about their own lives in their home countries and the events they experienced while coming to Turkey. Fawad said he had to leave his birds there and he was very upset. He also told that they had to walk for days while coming to Turkey. His Turkish peers were very sad and surprised to hear this and said it was the first time they had heard about it. Additionally, Sarfaraz told his peers that his family went abroad but he stayed with his grandfather in Turkey.

Developed empathy

It is found that integrating translanguaging pedagogy in EFL lessons developed empathy among the students. Initially, during the poster preparation and presentation activity, refugee students spoke or wrote in their first languages. When Turkish students could not understand them, they asked their refugee peers what they meant. TR took some notes on this

preparation and presentation process:

Most Turkish students were confused and asked questions like “How?”, “What does this mean?” or “Ne dediğini anlayan var mı?” meaning “Does anyone understand what he is saying?” For the first time at school, Turkish students found themselves in a situation that refugee peers often experienced.

This activity enabled them understand how their refugee peers experienced when they were challenged linguistically. Moreover, they got better understanding that it was usual for their refugee peers to sometimes spoke and communicated in their first languages to comprehend a topic better during the lessons or breaktimes. To sum up, Turkish students faced with the language barriers for the first time when their refugee peers utilized their first languages and this gave Turkish students insightful and empathetic perspective towards refugee students.

Additionally, since the communication among refugee and Turkish students increased, refugee students started to share more about their life experiences, backgrounds and challenges they faced. As Turkish students learned about refugee peers’ experiences, challenges and backgrounds, they developed empathy for them. For example, Esin thought that it was good that their refugee peers were in this country because war or other bad things could be dangerous for them in their own countries. Similarly, İrem stated that: “Some people may be different from us, but we should care about them and their needs .”

Lastly, Turkish students’ attitudes changed positively towards refugee peers’ behaviors and linguistic mistakes whereas they could not do so before. For instance, Furkan expressed that Sarfaraz sometimes could be aggressive, it might be due to not having a mother and father. Moreover, Ashi stated that, “When refugee friends make mistakes, we should not laugh at them because they may not yet have learned some words. We do not know many words in Persian.” Consequently, feeling understood and supported made refugee students more active individuals socially.

Creating rapport

It has been revealed that translanguaging pedagogy created rapport among refugee students and the TR. The teacher embraced the diversity of the students in the classroom by utilizing students’ first languages and cultures during the lessons. This made refugee students feel valued and respected, creating rapport among the refugee students and the teacher. In TR journal, teacher noted that:

I see improvements in refugee students' relationship with me. Fawad shared a secret with me that only his family knew. In addition, Asina left the classroom by saying goodbye to me for the first time. Then, on a day when we did not have lessons with her class, she came to English classroom and shared a problem she experienced with her peers. Then she cried and asked me for a hug.

Furthermore, utilizing translanguaging pedagogy in the classroom created the bridges between home and school. As students shared experiences, they found commonalities and it built the rapport between them. Crossing boundaries between home and school gave Turkish students a new perspective about their refugee peers. With this new perspective, most Turkish students shared more a willingness to socialize with refugee peers. For instance, İrem noted her willingness to engage in more conversations with refugee peers and expressed that she did not want to do anything to discomfort them. Furthermore, Rifat stated that "We started to play football with our refugee friends."

Lastly, during the multilingual activities the need for mutual assistance between students increased the rapport among them. For example, Esin indicated that, "I had a very good relationship with Fawad." Moreover, in the observation notes, it was expressed that Fawad called one of his Turkish peers in the class as "buddy".

4.3.3. The changes in students' perspectives on minoritized languages

The analysis of the collected data revealed that the implementation of translanguaging pedagogy had positive impacts on students' perspectives on minoritized languages. These impacts included overcoming language barriers, creating inclusive language environment and sense of belonging.

Overcoming language barriers

It is found that translanguaging pedagogy enabled students to overcome language barriers. Firstly, it promoted refugee students' awareness about their languaging practices at school and home. Since refugee students utilized their whole linguistic repertoire, they did not have to follow one-language policy in the classroom anymore, and it comforted them linguistically. For example, Sarfaraz said that "Since my family only know Persian and I only speak Persian at home, it is very nice to use my home language in English classroom." His statement implied that the value of Persian increased for him as he had opportunities to use it.

Secondly, translanguaging pedagogy enhanced Turkish students' critical thinking and

they started to perceive refugee peers' first languages as a resource rather than as a problem. After the intervention, some Turkish students(n=4) considered the use of minoritized languages in class as "normal". For example, İrem stated that, "I did not feel anything bad when refugee friends spoke their first languages and that it was a normal situation for them to utilize their whole linguistic repertoire."

Lastly, overcoming language barriers promoted the prestige of minoritized languages and refugee students as their speakers. Some Turkish students expressed that knowing minoritized languages was significant for them. Translanguaging created an environment in which needed refugee students' help to understand the content. For example, Aslı stated that "I was surprised when I heard refugee peers' first languages and I could not understand them, so I would like to learn Persian besides Turkish and English." Likewise, in TR journal, teacher indicated that "Sometimes Turkish students asked for help to refugee peers to understand different languages. Refugee students appeared proud and happy while helping their Turkish peers."

Inclusive language environment

Translanguaging pedagogy paved the way for an inclusive language environment. Turkish students respected and valued the refugee students' first languages. Both English teacher and Turkish students affirmed refugee students' multilingual identities. For instance, İrem reported that "It was nice to listen to my refugee peers using their first languages and I realized that their languages are also beautiful." As an indication of this respect and understanding, multilingual refugee students became less anxious about expressing themselves and using their first languages if needed. Fawad stated that,

I was a little anxious when I first use my home language in the classroom because I was afraid that my peers would tell our other teacher, but it was not what I thought it would be. Moreover, all my Turkish peers started to watch and listen to me carefully and I felt respected.

Sense of belongings

It is found that translanguaging pedagogy created sense of belonging for the refugee students. Refugee students felt sense of ownership and pride in their own diversity. Since Turkish students and teacher were advocates and supporters of diversity in the classroom, refugee students' sense of belonging strengthened. For example, TR noted that "I told all the

students that they could also use their first language when presenting a poster in the classroom. Fawad smiled and said it was very good.” Similarly, Sarfaraz stated that “I would love to speak Persian in class because it is my own country’s language.”

Moreover, students’ sense of belonging enabled them to communicate more openly about issues such as diversity, equity and inclusion. Both refugee students and Turkish students started to share their previous experiences. In TR journal, teacher indicated that:

Asina said that formerly my friends was saying and writing my name wrong, thus I wanted to change my name. However, now I never want to change my name because I told them how to pronounce it, and they pay close attention to how my name is said. Moreover, Esin noticed that Fawad’s name ended with the letter ‘d’ but they always wrote it with letter ‘t’.

CHAPTER 5

5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This study aimed to understand the effect of translanguaging pedagogy on Turkish students' perceptions about refugee students' social skills and academic achievement. Moreover, it investigated the changes in Turkish and refugee students' perceptions of minoritized languages after the implementation of translanguaging pedagogy. Lastly, it sought to comprehend the impacts of translanguaging pedagogy on refugee students' engagement with the content, self-confidence, and absenteeism. This chapter discussed the findings in relation to literature.

5.1. Discussion

This study aimed to answer three research questions. In addressing the first research question, the study revealed that translanguaging practices positively changed students' perspectives on minoritized languages. The second research question explored how translanguaging pedagogy positively impacted Turkish students' perceptions of academic achievement and social skills of refugee students. Thus, it enabled refugee students to integrate academically and socially. Finally, the third research question found that the translanguaging strategy significantly impacted multilingual refugee students' self-expression, engagement, and absenteeism.

5.1.1. The impact of translanguaging on students' perspectives on minoritized languages

The first research question revealed that translanguaging pedagogy positively changed students' perspectives on minoritized languages and enabled students to overcome language barriers. This finding is important because translanguaging changed how students defined and learned languages (Salaberry, 2020). It challenges the raciolinguistic framing of language and the socially constructed educational institutions, structures, and practices by utilizing various students' preexisting, multifaceted, and dynamic meaning-making systems, knowledge, and subjectivities (Wei, 2022). Students reevaluated the linguistic borders and became more hazy (Zhou, 2023). Translanguaging helped students to use all languages they know strategically (Garcia & Li, 2014). Utilizing different languages in the classroom improves language learning and increases cognitive flexibility (Canagarajah,

2011b). Thus, refugee students utilized their funds of knowledge and became more successful academically.

Translanguaging is recognized as a crucial tool for supporting academic performance, linguistic development, and cultural appreciation among multilingual students (Singh, 2023). Turkish students also appreciated their refugee peers' social and cultural identities, and they respected their values. Thus, students from different linguistic and cultural backgrounds may find classes more welcoming with the implementation of translanguaging (Singh, 2023). Since refugee students were challenged with the negative behaviors of Turkish peers in schools in Turkey (Gomleksiz & Aslan, 2018) and inadequate curriculum planning failed to provide high-quality education to refugee students (Aydin & Kaya, 2020), translanguaging may be used as a pedagogy to overcome these problems. Furthermore, translanguaging helped create an inclusive language environment where students utilized each others' language and background knowledge (Tai & Wong, 2023). It also allowed them to reflect on who they were in and outside the classroom.

5.1.2. The impact of translanguaging on Turkish students' perceptions on multilingual refugee students' academic success and social skills

The second research question showed that translanguaging pedagogy had a significant impact on Turkish students' perceptions of refugee students' academic achievement and social skills in a positive way. Translanguaging had a transformative effect on refugee students' academic success and social abilities. Firstly, translanguaging improved students' abilities to comprehend the content better, increased their preparedness and participation in the tasks, and engagement with the assignments. Moreover, it supported their vocabulary acquisition and retention, providing opportunities for an engaging learning environment and meaningful language practice (Galente, 2020). Additionally, when their funds of knowledge were built upon by allowing them to use their whole linguistic repertoire, their learning was enhanced students' metalinguistic awareness was increased (Cenoz & Gorter, 2017; Escamilla et al., 2013). As a result, translanguaging pedagogy facilitated refugee students' language learning and refugee students gained a deeper understanding during the EFL lessons. These findings are consistent with Yuzlu and Dikilitas' study (2022), which found that translanguaging was critical to facilitating EFL students' learning process, and students were able to make meaning and comprehend the topics better through translanguaging (Cui & Pacheco, 2023). Refugee students relied on their knowledge of other languages to make meaning and comprehend the topics discussed in the classroom (Madriñan, 2014). This finding is crucial because utilizing

refugee students' entire linguistic repertoire allowed them to show positive development in an academic context. Moreover, this finding supported Garcia and Wei's (2014) proposal that multilingual students are active; they can only demonstrate their expertise and knowledge when allowed to use their whole linguistic repertoire. In other words, one language policy is a barrier for multilingual refugee students to show their learnings to their teachers and peers (Aydin & Kaya, 2020). Translanguaging enables us to transcend this barrier by accepting different languages as resources. These findings implied that teachers should integrate translanguaging pedagogy into lessons for multilingual refugee students to exhibit their real potential. Teachers should position different languages not as a barrier but as a resource facilitating refugee students' learning (Yılmaz, 2024).

Moreover, integrating translanguaging strategy promoted collaboration among linguistically diverse group. Turkish and refugee students helped each other to comprehend the academic content and complete the tasks (Roselli, 2016). This finding showed that students can work and learn productively and conformably when they are allowed to integrate their first languages and thus all of their sources and cultures into the process (Mbirimi-Hungwe & McCabe, 2020). Translanguaging also provided refugee students with a safe environment to communicate in their first languages. It enhanced refugee students' confidence and developed their problem-solving skills (DelliCarpini, 2009). Lastly, Turkish students valued refugee students' multilingual identities more. This finding is important because translanguaging can facilitate cultural integration and mutual respect while also fostering a more enriched educational environment. Also, Turkish students had biases about refugee students' academic skills before their perceptions changed through translanguaging activities. Translanguaging facilitated students' learning through peer scaffolding. Students learned better through peer correction and feedback. This finding is supported by Gülveren's study (2023). She found that when students were urged to use their first languages strategically throughout conversations and group activities, they learned more from each other. Also, students noticed the value of solidarity despite the differences, spending time and creating moments together, reaching a shared goal, and composing a stunning piece while each person contributes their part, similar to an orchestra. The translanguaging strategy empowered refugee students by allowing them to give feedback to Turkish students. Refugee students felt happy and proud.

Translanguaging pedagogy leveraged multilingual refugee students' communication skills. With one language-only policy, refugee students suffered in expressing themselves,

especially with limited proficiency in the school language (Gomleksiz & Aslan, 2018). Refugee students rarely interacted with their teachers and peers due to the language barriers. However, when allowed to use their entire linguistic repertoire, refugee students did not hesitate to speak and express their ideas (Promnath & Tayjasant, 2016). This finding is crucial because increased communicative skills enabled refugee students to reflect on their learnings and build better relationships with Turkish peers. Even though Turkish students had biases about the social skills of their refugee peers beforehand, their perceptions have since transformed into positive ones. Also, translanguaging pedagogy helped refugee students exhibit their real potential. It also revealed and broadened refugee students' social identities. As Simpson (2020) stated, when people are allowed to use a rich range of communicative resources (including their expert languages) rather than being restricted to languages in which they are less proficient, they are more able to negotiate and potentially extend their social identities. Translanguaging pedagogy helped refugee students overcome language barriers and improve their communication skills. This finding is important because there is no program in Turkish mainstream schools to assist refugee students in overcoming their language barriers (Aydin & Kaya, 2020). As a solution, translanguaging pedagogy may be integrated into the curriculum to give refugee students opportunities to overcome language barriers and interact with others comfortably.

Translanguaging pedagogy also raised empathy. This finding is important because it allows accepting and appreciating refugee students for who they are- from their own lived experiences, identities, and languages rather than viewing multilingual learners through the lenses of external racial and linguistic categories (Wei, 2024). The translanguaging strategy has allowed all students to participate fully in class and learn from one another in new ways by utilizing language and bringing up significant discussions on culture (Woodley & Brown, 2016). Translanguaging pedagogy fostered students' critical thinking through exposure to diverse languages, ideas, customs, practices, beliefs, and new ways of thinking and acting (Wei, 2022). Students began to understand the challenges refugee students faced and they empathized with their experiences, backgrounds, cultures and perspectives. Thus, it reduced Turkish students' prejudices and stereotypes about refugee students. Decreased prejudices and stereotypes positively impacted the classroom climate and raised empathy among refugee and Turkish students. Since refugee students felt understood, translanguaging improved their sense of inclusion.

Lastly, using a first language strategically positively affected creating rapport among linguistically diverse students (Schweers, 1999). Translanguaging enabled the creation of bonds between students and teachers and among students themselves. In Bateman's (2008) study, he stated that teachers used first languages to create rapport with their students. According to Paker and Karaagac's (2015) research, mother tongue instruction is essential to teaching languages and serves various purposes, including "rapport building." Translanguaging pedagogy created opportunities for refugee students to bring home and life experiences into the classroom and share common experiences with Turkish students to build a bond with them. Moreover, when they felt their identities were valued, they openly expressed their ideas or problems with their teacher. Thus, the translanguaging strategy also created a sense of belonging for refugee students. A sense of belonging expresses the feeling of being a valued member of the learners' community in a classroom environment where students can access support (DeNicolo et al., 2017). During the translanguaged lessons, refugee students felt supported and valued by their Turkish peers and teachers since it enabled students to appreciate other cultures (Khan et al., 2020; Woodley & Brown, 2016). It promoted a sense of belonging for refugee students through valuing and respecting their home languages and cultures (DeNicolo, 2019). The positive relationship among refugee students, their peers, and teachers supported their sense of belonging (Gonzales et al., 2015). Translanguaging is a crucial practice for multilingual speakers because students construct new social and cultural identities (Hua, 2015) and overcome any negative beliefs they may have had about their languages and cultures (Tsokalidou, 2016). In other words, refugee students recognize and accept their identities, developing a sense of belonging and self-esteem (DeNicolo, 2019).

5.1.3. The impact of translanguaging on multilingual refugee students' engagement, self-expression and absenteeism

In addressing the third research question, it is found that translanguaging pedagogy positively impacted refugee students' engagement, self-expression, and absenteeism in this study. Translanguaging helped multilingual refugee students overcome absenteeism problems. Absenteeism has been a problem for students who speak different languages and the school language. Gokce and Acar (2018) found that absenteeism is one of the most important problems among refugee students in Turkey. Similarly, Saricam and Ozbey (2019) stated that refugee students had more absenteeism than Turkish students. In this study, translanguaging

in the classroom engaged students more and decreased absenteeism. This finding is crucial because no other study focused on translanguaging's impact on absenteeism. Therefore, this finding can contribute to the literature about teaching linguistically diverse students. Also, it may positively affect refugee students' academic progress in mainstream schools in Turkey.

The translanguaging strategy also made refugee students more confident (Menon & Pallavi, 2022; Nordin et al., 2013). It ensured refugee students felt more comfortable and secure since they used all linguistic repertoire (Yuzlu & Dikilitas, 2022). Thus, translanguaging pedagogy positively impacted students' self-confidence and self-expression (Back et al., 2020). A low level of confidence might negatively impact students' self-expression in the lesson, comprehension, and productivity (Chou, 2018; Cenoz et al., 2022). Translanguaging opened a space for refugee students to utilize their whole linguistic repertoire, facilitating their capacity to express, interpret, and justify new ideas (Cenoz & Gorter, 2020; Rivera & Mazak, 2019). Thus, their participation increased in the EFL lessons as they raised their hands to express their ideas and answer the questions more often. It also enabled refugee students to exhibit their potential by utilizing funds of knowledge in other languages. Similar results were found in Yılmaz and Yıldırım (2022) and Madriñan's (2014) studies; the students who had previously been passive in class showed a high level of participation in translanguaging lessons where their first languages were used. As a result, this finding is crucial because integrating translanguaging pedagogy enables refugee students to express themselves better and show active participation. It allows refugee students to demonstrate their full potential academically and socially, facilitating their adaptation and integration to the new school environment.

5.2. Conclusion

The study specifically addressed the following questions:

1. How do translanguaging practices in an EFL lesson influence the language perceptions of Turkish and refugee students in the classroom?
2. How do translanguaging practices in an EFL lesson influence Turkish students' perceptions of refugee students' academic and social skills?
3. How do translanguaging practices in an EFL lesson influence multilingual refugee students' engagement, self-expression, and absenteeism?

To address these research questions, the current study employed a qualitative approach. This study was conducted in a 3rd-grade classroom with 21 students (17 Turkish monolingual speakers and four multilingual refugee students). Translanguaging as a pedagogy was implemented in the classroom, having two hours of compulsory EFL lessons per week for four weeks. Eleven students were purposefully selected from the classroom (eight Turkish students and three refugee students). Refugee students were selected based on their academic achievement and social skills, and Turkish students were selected based on their relationships, perceptions, and attitudes about their refugee peers. One-on-one interviews were conducted with selected students before and after the implementation process. Each interview took 6-10 minutes. Moreover, the whole class was observed for four weeks, and the teacher took observation notes during the intervention. Students' artifacts and the TR journals were also used to collect data. Content analysis was used to analyze the collected data. All data were transcribed, and then codes and themes were formed.

The analysis results revealed that translanguaging pedagogy had a significant impact on Turkish students' perceptions about refugee students' academic achievement and social success. It was found that translanguaging facilitated learning, promoted collaboration. It also improved refugee students' social skills like communication, self-expression and, self-confidence. Moreover, translanguaging pedagogy had impacts on refugee students' engagement, self-expression and absenteeism. Refugee students showed more active participation in EFL lessons and they expressed themselves comfortably. Translanguaging decreased refugee students' absenteeism. Lastly, translanguaging strategy had impacts on students' perspectives on minoritized languages. It enabled students to overcome language barriers and raised empathy. In sum, translanguaging pedagogy increased refugee students' academic achievement and social skills and supported their integration.

5.3. Implications

The results of this study have some implications for policymakers and instructors who teach multilingual refugee students. This research is significant as it is one of the first studies in Turkey to address translanguaging pedagogy in the context of multilingual refugee students, an area that has been relatively understudied. The findings of this study show that translanguaging pedagogy enables refugee students to overcome language barriers. Given the fact that the lack of training programs about overcoming language barriers for refugee

students in Turkey, this pedagogy could be applied to the curriculum by policymakers to reduce this challenge.

This study also revealed that translanguaging pedagogy has transformative effects on multilingual refugee students. It transformed refugee students' confidence, expression, social skills and academic success in EFL lessons. Translanguaging strategy also changed negative perceptions about multilingual refugee students into positive. Thus, instructors can integrate translanguaging pedagogy into their lessons to empower refugee students and give them voices.

Moreover, this is the first study in Turkey to investigate the impact of translanguaging pedagogy on the multilingual refugee students' absenteeism. Given that absenteeism among refugee students is one of their major challenges in Turkey, the implications of this study are noteworthy. The findings demonstrated that translanguaging reduced absenteeism among refugee students. Thus, integrating translanguaging pedagogy into classroom practices and implementing it in the general curriculum could positively affect the school attendance of refugee students.

Finally, this study challenged monolingual ideologies. Translanguaging pedagogy enabled Turkish students and teacher embraced refugee students' linguistic and cultural diversity. It gave opportunities to refugee students to create rapport with Turkish peers and teacher. This created a positive learning climate in the classroom. Teachers could use translanguaging pedagogy to break down the negative atmosphere between students from different ethnic backgrounds in the classroom.

5.4. Limitations

There are some factors that should be taken into consideration for further research:

This study was conducted with one class and 21 students from the same class and school. In future studies, increasing the number of participants and conducting the implementation in different classes and schools could potentially led to more powerful and comprehensive results.

Additionally, the implementation of translanguaging was carried out in the classroom for a duration of 4 weeks; extending the duration of the intervention over a longer period could contribute to obtaining clearer results.

Furthermore, although a triangulation was formed to the reliability of the results by using interviews, observation notes, RT journal, and student artefacts as data collection tools, the study may have included subjectivity because it was based on human reports. Quantitative data may be included to reduce this.

This study was conducted in an EFL classroom that students take only two-hours a week. Since their mainstream teachers teach all other subjects, involving mainstream teachers in further studies and expanding the implementation of translanguaging to other subjects could provide a bigger picture about the effects of translanguaging pedagogy on the results.



GENİŞLETİLMİŞ TÜRKÇE ÖZET

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ÇOK DİLLİ MÜLTECİ ÖĞRENCİLERİN SOSYAL BECERİLERİNİ VE AKADEMİK BAŞARILARINI ARTTIRMAK VE ENTEGRASYONLARINI DESTEKLEMELİK İÇİN YABANCI DİL OLARAK İNGİLİZCE DERSLERİNDE DİLLERARASI PEDAGOJİ

Esmâ YILDIRIM

Bu araştırma, dillerarası pedagojinin Türk öğrencilerin mülteci öğrencilerin sosyal becerileri ve akademik başarıları hakkındaki algıları üzerindeki etkisini anlamayı amaçlamıştır. Ayrıca, dillerarası pedagojisinin uygulanmasıyla Türk ve mülteci öğrencilerin azınlık dillerine yönelik dil algılarındaki değişiklikleri araştırmıştır. Son olarak, dillerarası eğitimin mülteci öğrencilerin derse katılımı, kendilerini ifade etmeleri ve devamsızlıkları üzerindeki etkilerini anlamayı amaçlamıştır. Mevcut çalışmada nitel yaklaşım seçilmiştir. Bu çalışma, 21 öğrencinin (17 tek dilli Türkçe konuşan öğrenci ve 4 çok dilli mülteci öğrenci) yer aldığı bir sınıfta gerçekleştirilmiştir. Dillerarası pedagoji, dört hafta boyunca haftada iki saat zorunlu yabancı dil olarak İngilizce dersi olan sınıfta uygulanmıştır. Sınıftan kasıtlı olarak on bir öğrenci seçilmiştir (8 Türk öğrenci ve 3 mülteci öğrenci). Mülteci öğrenciler akademik başarıları ve sosyal becerilerine göre, Türk öğrenciler ise mülteci öğrencilere yönelik ilişkileri, algıları ve tutumlarına göre araştırmacı öğretmenin notlarından elde edilen bilgilere göre seçilmiştir. Uygulama sürecinden önce ve sonra kasıtlı olarak seçilen öğrencilerle bire bir görüşmeler yapılmıştır. Her bir görüşme 6-10 arasında dakika sürmüştür. Ayrıca, uygulama sürecinde tüm sınıf gözlemlenmiş ve öğretmen gözlem notları alınmıştır. Ayrıca, veri toplamak için öğrenci eserleri ve araştırmacı öğretmenin notları kullanılmıştır. Toplanan verileri analiz etmek için içerik analizi yaklaşımı kullanılmıştır. Tüm veriler yazıya dökülmüş

ve birim ya da tema oluşturularak kodlanmıştır. Bulgulara erişmek için kodlardan sonuçlar belirlenmiştir. Analiz sonuçları, dillerarası pedagojinin Türk öğrencilerin mülteci öğrencilerin akademik başarıları ve sosyal başarılarına ilişkin algıları üzerinde önemli bir etkisi olduğunu ortaya koymuştur. Dil ötesi eğitimin öğrenmeyi kolaylaştırdığı ve iş birliğini teşvik ettiği tespit edilmiştir. Ayrıca, mülteci öğrencilerin iletişim, kendini ifade etme, özgüven, yakınlık kurma gibi sosyal becerilerini de geliştirmektedir. Ayrıca, dillerarası pedagojinin mülteci öğrencilerin derse katılımı, kendini ifade etmesi ve devamsızlığı üzerinde etkileri olmuştur. Mülteci öğrenciler yabancı dil olarak İngilizce derslerine aktif katılım göstermiş ve kendilerini rahatça ifade etmişlerdir. Ayrıca, dillerarası strateji mülteci öğrencilerin devamsızlıklarını azaltmıştır. Son olarak, dillerarası stratejisinin öğrencilerin azınlık dillerine bakış açıları üzerinde etkileri olmuştur. Öğrencilerin dil engellerini aşmalarını sağlamış ve farklı dil ve kültürlere ayrıca birbirlerine karşı empatiyi artırmıştır. Ek olarak, dillerarası pedagojisi mülteci öğrencilerin akademik başarılarını ve sosyal becerilerini artırmış ve entegrasyonlarını desteklemiştir.

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APPENDICIES

APPENDIX-1

Interview Questions (for Turkish students)

1. How many languages can you speak and write? Where and when do you use these languages?
2. Which languages other than English and Turkish would you like to learn?
3. Have you ever heard Persian and Uzbek languages before? If you have, how did you feel while listening to these languages?
4. Is it important for you to know these languages (Persian-Uzbek)?
5. What do you think about the use of language in schools? What would you like to see done to better communicate with your refugee friends?
6. What do you think about your friends from other countries (refugee friends) in your class?
7. How does it make you feel to spend time with your refugee friends at breaktime or to share your desk?
8. If your teacher gives you a project where you will use different languages and you will get a grade at the end of this project, which five friends would you like to be in a group with? Why do you prefer these friends?
9. Which five friends from your class would you like to take to the picnic organized by your school? Why do you prefer these friends?
10. Do you think that your refugee friends in the class can express themselves confidently and share their ideas?
11. If you are asked to be in a group with your friends who attend classes the best or who have recently increased their attendance, which friends would you prefer?
12. If you are asked to tell the names of your friends in the class who come to school most regularly, which ones will you tell?

APPENDIX-2

Interview Questions (for refugee students)

1. How many languages can you speak and write? Where and when do you use these languages?
2. Which languages other than English and Turkish would you like to use at school?
3. Have you ever used Persian and Uzbek languages at school before? If you have, how did you feel while using these languages?
4. Is it important for you to know these languages (Persian-Uzbek)?
5. What do you think about the use of languages in schools? What would you like to see done to help you express yourself better?
6. What do you think about your Turkish friends in the class?
7. What kind of reactions do you get when you want to sit or play games with your Turkish friends?
8. Which of your friends would you like to spend time with at break time? Why?
9. What would you like your friends to do to make you feel better in class?
10. Can you express yourself comfortably in lessons? Do you raise your finger a lot to answer the questions asked by the teacher?
11. Do you want to come to school? How do you feel when you come to school? Why?

APPENDIX-3

Table: Themes of Interview Questions

Interview Questions	Themes	Student		Impact
		Number	t	
Turkish students'(Ts') answers		Pre-int	post-int	
Q7,9: Ts' feelings when interacting with the refugee	Willing	1	6	Social integration
	Reluctant	7	2	
Q6:Ts' attitude to refugee students	Empathetic	3	6	Social integration
	Nonemphatic	5	2	
Q7: Ts' feelings when sharing an environment or desk with a refugee	Satisfied	1	5	Social integration
	Made no difference	-	3	
	Disturbed	7	-	
Q3: Ts' feelings when they hear minority languages	Never heard	6	-	Perspectives on minoritized languages
	Ridiculous	1	-	
	Bewildering	-	4	
	Find it normal	1	4	
Q2,4,5: Ts' ideas about knowing minoritized languages	Significant	2	6	Perspectives on minoritized languages
	Insignificant	6	2	
Q8: Ts' opinions about being in the same project group with a refugee	Eager	2	7	Academic integration
	Unwilling	6	1	
Q10: Ts' views on refugees' engagement in class and self-expression	Qualified	-	8	Academic integration
	Limited	5	-	
	Not active at all	3	-	
Q11,12: Absenteism of refugees according to Turkish students	Perfect attendance	-	3	Academic integration
	Attendance	-	4	
	Absentee	7	-	
	No idea	1	1	
Refugee students'(Rs') answers				

Q6,7,8:Rs' feelings when interacting with the Tstudents	Willing	3	3	Social integration
	Reluctant	-	-	
Q7,8:Rs' feelings when sharing an environment or desk with Tstudents	Satisfied	-	3	Social integration
	Disturbed	3	-	
Q2,3,4,5:Rs' perspectives on minoritized languages (their own languages)	Used in school	-	3	Perspectives on minoritized languages
	Secretly used in school	3	-	
	Never used in school	-	-	
Q10:Rs' views on engagement in class and self-expression	Comfortable	1	3	Academic integration
	Nervous	-	-	
	Shy	2	-	
Q11:Rs' opinions on the class attendance	Happy	1	3	Academic integration
	Concerned	-	-	
	Bored	1	-	
	Sad	1	-	

APPENDIX-4



NECMETTİN ERBAKAN ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULUNA
SUNULACAK
BİLGİLENDİRİLMİŞ ONAM FORMU
(Bireylerden veri toplamaya dayalı her türlü araştırmada alınacaktır. Katılımcı Bilgisi Olmadan Doldurulmalıdır)

Bu çalışma, "çok dilli mülteci öğrencilerin sosyal becerilerini ve akademik başarılarını arttırmak ve entegrasyonlarını desteklemek için yabancı dil olarak İngilizce derslerinde dillerarası pedagoji" başlıklı bir araştırma çalışmasıdır. Çalışma, Yüksek Lisans Öğrencisi Esmâ YILDIRIM tarafından yürütülmekte ve sonuçları ile dillerarası pedagoji entegre edilerek işlenen İngilizce derslerinde Türk öğrencilerin mülteci öğrencilerin akademik başarılarına ve sosyal becerilerine bakışında nasıl değişiklikler olduğu, mülteci öğrencilerin okula devam durumları, derse katılımlarına ve kendilerini ifade edebilmelerine olan etkisini, ayrıca Türk ve mülteci öğrencilerin dillere bakışına olan değişimleri ortaya konacaktır / ve mültecilerin bulunduğu sınıflarda dil bazında ders anlatımını desteklemek için yeni uygulamaların kullanımının gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, sözlü görüşmeler, gözlemler, saha notları ve aktiviteler (araştırmanın türü/türleri) yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/tealep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Necmettin Erbakan Üniversitesi İngiliz Dili Eğitimi bölümünden Yüksek Lisans Öğrencisi Esmâ Yıldırım'a yöneltebilirsiniz.

Sorumlu Araştırmacı /Yardımcı Araştırmacı Unvan-
Adı-Soyadı: Yüksek Lisans Öğrencisi Esmâ Yıldırım

İmza :

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzalıdıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih: