

LEBANESE AMERICAN UNIVERSITY

Graduate Education Students' Perceptions: Translanguaging in Online Teaching &
Learning

By

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A thesis submitted in partial fulfillment of the requirements for the degree of Master
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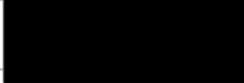
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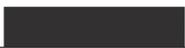
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Dedication

In loving memory of M.A., the silent voice of confidence behind every achievement,
every milestone.

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Graduate Education Students' Perceptions: Translanguaging in Online Teaching & Learning

Rasha Ali Nouredine

ABSTRACT

Globally, educational institutes of all levels face challenges in equitable education delivery due to the global Coronavirus (COVID-19) pandemic forcing institutions online. A particular entity in the establishment of quality and equitable education is ensuring that linguistic approaches to teaching and learning are optimized. It is well established that translanguaging pedagogy supersedes monolithic language pedagogies in terms of best approach within multilingual linguistic landscapes. Despite the prevalence of literature attesting to the benefits of translanguaging, and the shift in favor of translanguaging pedagogy in northern higher education institutes, educational institutes of varying levels remain hesitant to adopt it. This study aimed to identify graduate education students' perceptions of translanguaging within a multilingual and online educational context. To attain a holistic understanding of graduate education students' perceptions of translanguaging, a mixed-methods approach was utilized for data collection whereby observations, surveys and interviews were conducted. The results indicated that graduate education students perceive translanguaging as a natural and normative practice, acknowledge its beneficial role in education, and do not differentiate between online and on-site teaching and learning approaches. However, participants remain reluctant to incorporate it within their personal practice, and contradict their personal perceptions, as recorded during observations and interviews. These results suggest that graduate education students' perceptions align with principles defined within the literature, however, a need for translanguaging research awareness is required at the level of both the student and the teacher in the context of the study, and a better understanding of the implications of mode of delivery and its subsumed barriers is also needed.

Keywords: Translanguaging, Graduate Education Students, Perceptions, Higher Education, Online Teaching, Online Learning.

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Chapter One

Introduction

Due to the current global pandemic resulting from the COVID-19 Coronavirus outbreak, teachers and students of all academic tiers have been forced to use available technology to deliver and acquire material respectively (Lederman, 2020). As Greene (2020) states, “One of the most remarkable dimensions of this moment is that even as we move en masse to teach remotely, we are also for the first time beginning to move en masse to thinking about teaching collectively” (para. 12, cited in Lederman, 2020). Nationally, Lebanon has demonstrated the same shift to the digital, witnessing online teaching and learning encapsulating its educational scene, at all academic levels and across a variety of subjects (re: LAU, 2020, Khuri, 2020, and Tam & El-Azar, 2020). With the significant shift towards online learning, the predominant concern faced by educators, at all stages, and across all subjects, has been ensuring the delivery of a quality education, wherein language of instruction bears no exception.

Lebanon features linguistically diverse contexts (Esseili, 2017), giving rise to a predominant concern of educators in the country to ensure equity for their students, irrespective of their mother tongue. The fundamental role of language in all human aspects, and in education, is undisputable (Kokkini, 2019). Due, in part, to increased human movement and travel, blurring the lines of national borders, the linguistic borders across nations have come to blur as well (Creese & Blackledge, 2010). According to Garcia (2009), people often use the scope of their communicative repertoires to make meaning and communicate their messages effectively. However,

this process is neither a given, nor easy, when it comes to educational practices and policies. Difficulties and obstacles in this regard stem from monolingual language policies and the predominance of the Target-Language (TL) only policies within multilingual educational contexts. As monolingual language policies continue to take hold across the globe (Wang, 2016; Mazak & Carroll, 2017; Nuessel, 2017), the opportunity for individuals to learn and express themselves multilingually is increasingly suppressed (Makalela, 2015) and inhibited by feelings of inferiority or guilt (Wei, & Lin, 2019; Creese, & Blackledge, 2010). Formal education bears particular significance as multilingual practices are antagonized as being non-academic, disruptive of official school language acquisition, and credited to bilingual or multilingual students' low academic achievements (Helot, & Young, 2005). As a result, the integration of language repertoires in the educational context has been deemed by a number of educational specialists as being inappropriate and a practice to be avoided (Kokkini, 2019). As such, the impact of monolingual policies affects both students and teachers. From instilling a sense of guilt in teachers who permit student use of first language (L1) in the second language (L2) classroom, to a sense of violating the scholastic code – monolingual policies such as that of the “English-only” policy, have resulted in a spectrum of effects on both students and teachers (Moore 2013; Zulfikar, 2019).

On the other hand, contemporary research on bilingual and multilingual education appear to have moved passed the monolingual approaches to education by adopting more holistic perceptions of language. These holistic notions view language as a complex and fluid system by which individuals are able to communicate effectively in varying contexts and environments (Garcia & Kleyn, 2016). In particular, translanguaging allows for the reconceptualization of language as a whole, giving

rise to an integrated system that dispels of dichotomies derived from traditional named languages (Busch, 2012). Approaching language in this manner restructures the issue of language flexibility in education and sets the stage for more inclusive education (Herrera, 2017). More inclusive education would then allow for bilingual and multilingual individuals to overcome conventional barriers imposed upon their communication, and thus, learning, paving the way for equity for all participating students (Herrera, 2017). Research indicates that the natural process of translanguaging, or use of all linguistic resources to convey meaning and communicate effectively, is not only beneficial in the context of student wellbeing, but in education and learning as well (Garcia et al. 2017; Garcia & Lin, 2016).

1.1 Research Problem

In spite of the numerous benefits of translanguaging (see *Translanguaging Pedagogy and its benefits*), and despite the latest in translanguaging educational research, many educators and institutions alike, remain resistant to adopting more contemporary approaches to language in their classrooms and institutional policies, instead holding on to monolingual ideologies and practices (Moody et al. 2019; Kokkini, 2019). Research suggests that even though translanguaging is accepted as a naturally occurring phenomenon, accepting it within the professional realm, or intentional instruction, is a mutually exclusive caveat (Anderson & Verena, 2017). Though a number of studies have been conducted on student perceptions of translanguaging (Moody et al., 2019), examining graduate students' perceptions with a multi-linguistic background on translanguaging in an online setting have yet to make manifest. This particular area of research posits significant interest given the recent shift from on-site teaching and learning to online, on such a global and wide level. Accordingly, the proposed study aims to fill this gap in the literature by investigating

graduate education students' perceptions of translanguaging in relation to the online classroom and online teaching and learning contexts.

1.2 Rationale and Significance of the Study

The rationale behind looking at these particular individuals is the unique advantage that at present they are either both students and teachers, or both students and future teachers. Thus, they too are being subjected to the shift in teaching context (from face to face to online) in one way or another. This is a unique avenue to investigate due to the implications it has, and will have, on translanguaging pedagogy, particularly in light of a newly dominating mode of teaching and learning. Teacher perceptions are often catalysts for a reflective process, and suggest areas for change in the process as a whole (Chia & Goh, 2016). In addition, teachers are instrumental in the process of achieving change in the educational practice. Accordingly, gauging future teachers' perceptions provides a snapshot of what teaching on the ground *will* look like (Chia & Goh, 2016) – as perceptions and beliefs inform practice, and if/where current education training may benefit from intervention (including the present program to which the participants subscribe). The inherent significance of the student in the education process posits the need for exploration given that student perceptions often determine student behavior (Chia & Goh, 2016). In addition, it has been found that student perceptions can be more predictive of learning outcomes than that of teacher's subjective perceptions (Maulana et al. 2015).

1.3 Research Context

The data collected corresponded to the perceptions of students of a leading graduate education program, in the region, offered at a university in Beirut, Lebanon. The Graduate Education Program at this university is offered exclusively in English implying English speaking students, however, given the linguistic diversity of

Lebanon (Eisseli, 2017), and Beirut in particular, all, research participants were bilingual at least. It was also anticipated that most, if not all, participants had some experience as a teacher, both prior to or at the time of the study. Beyond convenience facilitating the study, this university was chosen due to its high-standing ranking as the leading education university in the region.

1.4 Research Questions

The research aimed to answer the following questions:

1. How do bi-lingual and multilingual graduate education students perceive the practice of translanguaging?
2. How do bi-lingual and multilingual graduate education students perceive the use of translanguaging for online teaching and learning?
3. How do graduate education students translanguage in various contexts?

1.5 Summary

The online shift of 2020, that continues indefinitely, has posited a new barrier upon education, particularly in bi-lingual and multi-lingual contexts where monolingual policies and pedagogies continue to be upheld. In contexts where language equity, and subsequently educational equity and accessibility suggested challenges for students and teachers alike, the shift to online derived a newer challenge further aggravating the situation. Despite the myriad of benefits, schools, universities, and educational institutions continue to adhere to monolithic approaches to learning. As such, and in light of the gap in student perception exploration, understanding graduate education students' perceptions of translanguaging proves imperative.

Chapter Two

Literature review

The literature review is intended to provide a comprehensive view of translanguaging within the present literature. This section explores the role of language in education and draws links between the fields of linguistics, specifically sociolinguistics, and education. The history and subsequent theories of translanguaging research are presented. Benefits, key controversies, pedagogic approaches, and the functions and motivations for translanguaging are explored. Lastly, perceptions of translanguaging in light of the present research context are reviewed.

2.1 The Role of Language in Education

At the very basic level, language acts as a basis for all communication, within an educational context and beyond. The vitality of language as the very foundation upon which education is set up is particularly evident in the relaying of developmental thoughts harboring information, data, and most significantly, meaning. Commonality in language allows, not only for the effective development of an individual's linguistic skill, but it also allows for the expansion of one's cognitive ability (Creese & Blackledge, 2015). In turn, commonality in language, through practices such as translanguaging, allows for the "deepening understandings and sociopolitical engagement, developing critical thinking, and extending metalinguistic awareness and cross-linguistic flexibility" (Creese & Blackledge, 2015, p. 33).

2.2 History of Translanguaging Research

The principles of translanguaging emerged from the changes in multilingual approaches to teaching, particularly where (second) language acquisition was concerned (Wei, 2017). Though bilingual education is said to date 4000-5000 years back (Mackey, 1978; Wellisch, 1981), it wasn't until flaws in pedagogic approaches to language teaching and learning began to be systematically identified that translanguaging theory began to manifest in practice. For example, early bilingual education in the United States of America focused solely on speech production and neglected to teach or enhance written language (Raimes, 1991). Leading into the 1960s and 1970s, second language instruction saw significant emphasis on speech with writing taking a backseat (written tasks largely entailed repetition or mimetic writing) (Raimes, 1983). Exceptions included students with high priority status who received writing learning focused on sentence structure, form, syntax, and grammar (Raimes, 1983; 1991). Language use in its own right went unaddressed, giving rise to a gap in knowledge, and practice, of language for communicative and practical purposes.

The late 1970s and early 80s saw a shift in pedagogy, where communication and language use were emphasized in order to participate in certain speech communities (Raimes 1983). This approach led to further issues in language learning as learners were encouraged to replace their own respective language practices with ones corresponding to the intended community for participation and membership (Johns, 1990), as opposed to acquiring them in addition to their own. In large part, such pressures on students were the result of previously derogatory associations with the phenomenon of bilingualism, wherein monolingualism was considered superior (Lewis et al. 2012a).

Translanguaging as an area of research became manifold in the 1980s Welsh bilingual education (Lewis et al. 2012b). Originally ‘Trawsieithu,’ in Welsh, as coined by Cen Williams in 1994, and later translated to ‘translanguaging’ (Conteh, 2018; Garcia & Lin, 2016; Wei & Garcia, 2017), ‘Trawsieithu,’ referred to the deliberate “cross-curricular strategy,” (Conteh, p. 1), for the “planned and systematic use of two languages for teaching and learning inside the same lesson” (Lewis et al. p. 3). In the case of Williams, the term was first used in 1994 in reference to a pedagogical practice where students were deliberately asked to alternate between Welsh and English as part of their bilingual studies (Conteh; Garcia & Lin 2016; Li, 2018; Lewis et al.). The uniqueness of William’s approach rested in his shift away from traditional alignment with the notion of inferiority of bilingualism and separation of languages in pedagogic approaches (Garcia & Lin, 2016). Prior to Welsh scholars identifying bilingualism as an important instrument in learning and development of, and cognitive involvement required of, a bilingual education, language researchers had viewed bilingualism and bilingual education as merely the addition of one language to another (Garcia & Lin, 2016). Lewis et al. (2012b) explained that translanguaging in bilingual education refers to the use of one language as a reinforcement of another in order to increase one’s understanding and augment one’s ability to engage simultaneously in both languages. Translanguaging scholars maintain that modern translanguaging theory eliminates archaic pedagogies associated with second language acquisition of the previous century and provides multilingual students with an advantage within educational systems that allows for equity in learning (Lewis et al., 2012b).

2.3 Translanguaging Theory and its Foundations

According to Vogel and Garcia (2017), translanguaging theory is underpinned by three fundamental premises: (1) it proports that individuals communicate through a singular linguistic repertoire. From this repertoire, speakers select and utilize various features contingent upon their social context and its corresponding constraints for communication; (2) The theory firmly places the bilingual and multilingual speakers' linguistic and communicative practices above those of named languages of sovereign states; (3) Translanguaging theory continues to recognize the material impact of the social constructs derived from language categories and the ideologies associated with structuralist language. It also emphasizes this privilege where minoritized language speakers are concerned. (Vogel & Garcia, 2017, p. 3)

Altogether, these foundational elements attempt to challenge previously established models of bi- and multilingualism. Accordingly, language practices typically denigrated or discarded due to deviations from the standard, are effectively empowered.

2.3.1 *The 1st Premise*

The first premise, arguably the most crucial, maintains that all speech is the product of deploying select features of a singular linguistic repertoire that adhere to the given context (Otheguy et al. 2015). This is where previous theories conceptualizing bilingualism and multilingualism shift (Vogel & Garcia, 2017). Previously, the assumption was that bilingual speakers had two separate language systems in their minds that each corresponded to a given named language (Cummins, 1980); this traditional theory was known as the “Separate Underlying Proficiency” model (SUP). SUP essentially purported that proficiency in the L2 was only possible through the absolute exposure of the learner to the L2, without any

exposure, engagement, or integration with the learner's L1 (Cummins, 1980).

According to Vogel and Garcia (2017), this theory led to widespread misconception pertaining to bilinguals and their ability to share the limited language capacity of the brain between their two spoken languages. Accordingly, it was assumed that limited proficiency was attainable in each of the speaker's two languages (Vogel & Garcia, 2017). A further misconception arose in that SUP claimed that a bilingual with increasing proficiency in one of the two languages would result in a (physical) growth of proficiency effectively shrinking (physical capacity) proficiency of the other language (Cummins, 1980).

Some of the earliest exploration beyond the SUP model was that of Jim Cummins (1980) derivation of the "Common Underlying Proficiency" (CUP) which was modeled in iceberg form. Cummins (1980) argued that bilingualism resembled an iceberg in that on the surface it appeared that there were two distinct languages at play; however, beneath the surface there was a CUP through which the two languages would interact. For example, should a particular competency be acquired in one language, this interdependent language system would then posit the transference of this competency to the other language. Though this theory did away with the absolute confinement of each language within the brain, it continued to propagate the dual linguistic system in reference to the minds of bilinguals (Garcia & Kleyn, 2016).

Translanguaging theory posits that there is a singular semiotic system that integrates lexical, morphological, and grammatical features while accounting for social constraints, practices, and features embodied by individuals in addition to those "outside of themselves which through use become part of their bodily memory (e.g., computer technology)," (Garcia & Kleifgen, 2016, p. 93). These features are

then deployed in light of given contexts, dictated by communicative needs and ends (Garica & Li Wei, 2014). Vogel and Garcia (2017) maintain that these linguistic and communicative features are dynamically learned through an individual's empirical engagement in the socio-physical world. Translanguaging theory diverts from societal labels imposed upon individual use of traditionally denominated languages and the manner in which the speaker appropriates language features (Otheguy et al. 2015). The argument is essentially that traditional named languages, or concepts, such as Arabic, English, Latin, French and the L1, L2, "native speaker," respectively, are terms that are associated with the way society describes individual's language practices, but each of these nominations is a social construct in its own right and in conflict with linguistic realities (Duchene & Heller, 2010; Heller, 2007, Otheguy et al., 2015, Vogel & Garcia, 2017). In reality, individual speakers elect to adhere to the social constraints dictated by the context in which they are speaking and the purpose behind their speech (Vogel & Garcia, 2017). For instance, for bilingual communities in the United States, it becomes sometimes necessary to use features from what is called the English language; other times, features from what societies call the Spanish, Chinese, Haitian Creole, Korean, and other languages are more appropriate or purposeful. Often, because of the dynamism of language in use, the features people deploy cannot be described by any one particular external label—their practices go beyond such language categories and people *translanguage*.

It is important to note that distinguishing between internal and external within the theory of translanguaging allows for the effective description of bilingual language practices (Vogel & Garcia, 2017). The external perspective relates to the socially constructed categories of language; externally it would appear as though bilinguals utilize two distinct codes for communication or engage in code-switching (Vogel &

Garcia, 2017; Garcia & Li Wei, 2014). Whereas, from an internal perspective, bilinguals are translinguaging by flexibly and fluidly utilizing their linguistic repertoire beyond that of socially constructed boundaries such as named languages (Otheguy et al., 2015; Garcia & Li Wei, 2014).

Monolingual vs. Multilinguals

Translinguaging aims to do away with the traditional named language categories, ideologies propagating particular languages over others, and monolithic language practices' superiority over multilingual practices that extend beyond the boundaries of said named languages (Vogel & Garcia 2017). Translinguaging theory essentially recognizes that *all* individuals utilize a singular linguistic repertoire, be they monolingual, bilingual, or multilingual. This linguistic repertoire is acquired through "dynamic social interactions, and from which they select and deploy features to make meaning context," (Vogel & Garcia, 2017, p. 5). Thus, the selection process of linguistic features within a given context is essentially the same across monolinguals and multilinguals, with the exception of translinguaging recognizing that bilinguals and multilinguals differ from monolinguals in the degree of complexity associated with the socio-cultural constraints tied to a repertoire harboring more than one externally perceived named language. In addition, it is often the case that one or more of these named languages carry different statuses and thus impart differing social implications upon multilinguals making these selections. Accordingly, the aforementioned complexity is raised due to the increased features for selection in light of context, as, contrastively, monolinguals most often conform to the societal conventions corresponding to their personal contexts and where they live (Otheguy et al. 2015).

2.3.2 *Naming Languages and Named Languages*

Scholarly work regarding translanguaging continues to utilize terms such as bilingual and monolingual which in turn recognizes the external and social use of terms that concretize languages. Despite the seemingly contradictory nature of such practice, translanguaging theory accounts for the material effects imbued in the social construction of named languages and traditional languages by distinguishing between monolingual, bilingual and multilingual individuals in this manner. Many of these effects are underscored by traditional conceptualization of language purity and verbal hygiene (Cameron, 1995; Weinstein, 1989, Cameron, 2006) integrating with ideological concerns such as race, class, and gender superiority in support of colonialization across time and around the world (Makoni & Pennycook, 2007). Dominant societal language ideologies are still seen today (Mena & Garcia, 2020; Vogel & Garcia, 2017), and they continue to reinforce the racial status corresponding to their speakers (Mena & Garcia, 2020; Alim et al. 2016; Flores & Rosa, 2015), in addition to social markers such as class position and hierarchy (Mena & Garcia, 2020; Vogel & Garcia, 2017). Thus it becomes the struggle of translanguaging: aiming to dismantle the social construct of linguistic categories whilst simultaneously recognizing their tangible and substantial impacts (Vogel & Garcia, 2017).

2.4 *Translanguaging Pedagogy*

Translanguaging theory in education has seen great potential for growth while also proving to be quite controversial (Vogel & Garcia, 2017). This is due in large to the traditional adherence of structuralist approaches to language use in Education. Vogel and Garcia (2017) maintain that this is due to the “subtractive or additive prisms” through which bilingualism is viewed. However, as globalization

continues to spread, increased favor for translanguaging practices in the classroom is being identified globally (Vogel & Garcia, 2017; Moody et al. 2019).

In recent years, translanguaging theory has seen applications in varying educational contexts, including the development of teacher-directed pedagogical practices that capitalize off of translanguaging (See Garcia & Kleyn, 2016; Garcia & Sanchez, 2015). Mazak (2016) explored translanguaging pedagogy in higher education contexts. A number of approaches to trans-linguistic teaching and learning can be attributed within translanguaging pedagogy (see Fu, 2009; Leonet et al. 2017; and Escamilla et al. 2013). Ultimately, translanguaging pedagogy establishes the students' linguistic practices as the base upon which teachers are to build in the aim of expanding their linguistic repertoires to include features that encourage their development in all matters of subject knowledge and literacies within a given academic environment (Garcia & Li Wei, 2014). Where teachers are unfamiliar with their students' linguistic practices, an affordance "for students to engage in discursive and semiotic practices that respond to their cognitive and social intentions" may be made (Garcia & Li Wei, 2014, p. 93).

Garcia et al. (2017) identify and establish the main components of teachers' translanguaging pedagogy as being *Stance, Design and Shifts*. *Stance* refers to the essential belief that the value of students' diverse linguistic practices should be recognized and capitalized on to better enhance student education. *Design* refers to the judicious and systematic integration of students' language practices both within the classroom and beyond it. The design requires that adequate exposure to, and practice of, the language features that are associated with various academic tasks be met. Lastly, *shifts* refers to the ability to make on-the-spot changes and amendments to instructional plans contingent upon pertinent and immediate student feedback.

Accordingly, translanguaging pedagogy roots itself in strategic approaches that place the student in a co-learning space (Li, 2013), where their linguistic offering is valued, and the teacher is flexible and accommodating to the students' needs making it congruent with the aims of student-centric pedagogic models.

2.5 Benefits of Translanguaging

Though the benefits of translanguaging are often associated with language acquisition and language learning, they are not exclusive to the language learning classroom. By leveraging students' translanguaging practices to further contextualize and understand key concepts, students (and teachers) "develop their metalinguistic awareness, create socio-emotional bonds..., and also provide opportunities for students to challenge language hierarchies and inequalities," (Vogel & Garcia, 2017). Translanguaging pedagogy posits the prospective transformation of relationships amongst students, their teachers, and their curriculum by recognizing that students, too, have linguistic knowledge to contribute and their corresponding language practices are equally valued (Vogel & Garcia, 2017).

Garcia et al. (2017) report that there are four key purposes for translanguaging use: (1) in support of students as they make sense of complex material and texts, (2) in efforts to increase student afforded opportunities for evaluation, comprehension, extrapolation, synthesis and analysis within academic contexts, (3) for establishment of a space that permits students' multilingualism and their ways of knowing, and (4) for the reinforcement of students' linguistic identities while encouraging their socio-emotional development. However, teachers are seldom sanctioned to incorporate translanguaging into their teaching practices; they are instead instructed to adhere to traditional monolingual policies (Moody et al.

2019). As a result, educators are often led to the perception that translanguaging is harmful to students' linguistic development (Palmer et al. 2014).

Canagarajah (2011) argues that students need semi-structured environments where translanguaging is sanctioned and encouraged, thus bolstering competence and proficiency when communicating across academic contexts. Otherwise, suppression of translanguaging, an otherwise naturally occurring phenomenon, may lead to issues of competence and transfer in academic contexts due to students secretly translanguaging without directed pedagogical guidance (Canagarajah, 2011). When students are afforded an ideal environment for translanguaging practice, students are set up for success across academic and social contexts. This is due in part to the imbedded exercise of critical metacognitive awareness associated with the practice of translanguaging (Canagarajah, 2011; Song & Cho, 2019) and secondly to the expressive freedoms attributed to pro-translanguaging policies (Zulfikar, 2019; Kokini, 2019).

Despite the numerous benefits of translanguaging, as outlined by scholarly research, both educators and students alike are reluctant to incorporate and accept translanguaging in higher education coursework (Moody et al. 2019; Mazzak & Herbas-Donoso, 2014). A number of issues make the case for students' perceptions of translanguaging. Some of these factors include the statuses of the languages at play within the given context or subject under study (Moody et al. 2019, Rivera & Mazak, 2017; Vogel & Garcia, 2017). Otherwise, ideologies tied to languages may stem from the stigma surrounding their initial manner of teaching; if the use of more than one language in an academic context was stigmatized by teachers, then students are more likely to associate translanguaging practices with negative perceptions (Rivera & Mazak, 2017).

2.6 Key Debates and Controversies

Contention surrounding translanguaging has been seen in areas of translanguaging research, policies, and practices. Researchers have questioned the need for translanguaging in light of more familiar frameworks that account for multilingual language practices, such as code-mixing, code-meshing, and code-switching (Conteh, 2018; see *Code-switching & Translanguaging*). The primary issue with this perspective of translanguaging, as Blackledge and Creese (2014) suggest, is that it is limiting; this position creates false differentiation between those dubbed monolinguals, bilinguals, and multilinguals. Accordingly, these false distinctions give rise to inaccuracies such that all humans are multilingual given the plethora of ways in which a singular language may be deployed (Blackledge & Creese, 2014). Blackledge and Creese (2014) further challenge the ideological gaps surrounding multilingualism in education, suggesting that concepts such as translanguaging do away with concepts associated with traditional language learning and the social hierarchies ingrained within them. In addition, translanguaging provides an avenue to address social justice within education, among other notions, and to “uncover the ways in which linguistic resources are deployed in our societies and how this deployment of resources reproduces, negotiates and contests social difference and social inequality,” (Blackledge & Creese, 2014, p.193).

2.6.1 *Code-switching & Translanguaging*

Translanguaging theory’s accounting for code-switching has evolved with time (Vogel & Garcia, 2017), as previously with Garcia (2009) code-switching was considered a tool of translanguaging, or a practice that could be considered a part of translanguaging. However, more recent literature (Garcia & Kleyn, 2016; Otheguy et al. 2015; Garcia & Li wei, 2014) have found code-switching (and in turn, code-

mixing and code-meshing) and translanguaging to conflict epistemologically due to the preservation of traditional notions of named languages in the former and the elimination of such categories in the latter. Additionally, translanguaging emphasizes the internal perspective to describe bilingual and multilingual speakers' language (Vogel & Garcia, 2017), whereas code-switching highlights the external appearance of translanguaging practice.

2.7 Functions of Translanguaging.

Given the translanguaging act subsumed by code-switching and subsequently code-mixing, as well as all other named-language language phenomenon, by extension, the functions of code-switching and code-mixing conform as functions of translanguaging. Thus, in accordance with John Gumperz' (1982) unexhaustive list of code-switching functions, direct and indirect quoting, specification of addressee or interlocutor, interjection, reiteration, message qualification and "personalization versus objectivization" are among some of the defined functions accordingly. Direct and indirect quoting relates to the reiteration of a concept or idea as verbatim (direct) or paraphrased (indirect) (Gumperz, 1982). Specification of addressee or interlocutor does not refer to the explicit identification by way of calling out the interlocutor or addressee's title, rather, it denotes the process of specifying addressee by way of common form communication readily interpretable and picked up by the addressee/interlocutor. In other words, the addressee is specified according to the speech process that is intended for them. Interjection refers to the element that is switched and its overall syntactic function. Reiteration refers to two functional processes: referential function and emphatic function, as opposed to the quotation functions. Message qualification specifically denotes the metadiscursive function (what is beyond discourse, or "discourse about discourse"), however it is also

defined in terms of its corresponding sentence structure. As Gumperz explains (1982, p.79), “qualifying constructions such as sentence and verb complements or predicates following a copula”. Lastly, “personalization versus objectivization” refers to the metaphorical operation of a given switch, as opposed to local uses (Auer, 1995). Following the establishment of Gumperz’ proposed list, several lists outlining the functions of code-switching and therefore translanguaging have arisen. However, as is the case with Gumperz’ list, they remain incomprehensive, as is evident in further studies that cite the referential functions, social functions, in addition to the poetic need of varying genres (Bailey, 2000; Chan, 2009).

2.8 Motivations for Translanguaging.

Kettner (2013) categorizes motivations for code-mixing in the realm of pop-culture as being that of a need and demand to be more global, in addition to the cosmopolitan appeal of code-mixing. Accordingly, conformity becomes a systematically prevalent motivation for code-mixing, thus code-switching, and therefore, translanguaging. Further, Kettner suggests that in addition to deliberate code-switching and code-mixing as linked to social language prestige forms, affirmation of language identity in its own right is a predominant motivation for code-switching and thus, translanguaging.

In addition, comic relief presents itself as both function and motivation in music and pop-culture contexts such as music and film, as is the case in India with regards to Hindi music (Kachru, 2006). The same has been suggested in the Korean linguistic landscape with reference to popular culture as well (Jin & Ryoo, 2012). Regardless of generalized motivations that are specified for or designated to particular fields or components of societal interaction, identity consistently appears to be at the forefront of motivational factors leading to code-switching, code-mixing, code-blending and

any variants of the like (Moody, 2006). The significance of identifying the functions and motivations lies in their contribution to classification and categorization of use, understanding the speech phenomenon, and can act as predictive of language use in social and educational contexts. Further, the functions and motivations provide a premise or basis upon which unexplored elements of the language phenomenon may better be defined, or more specifically defined, as is the case with current research surrounding Translanguaging. Lastly, categorization of functions and motivations of translanguaging can establish a referential point for prescription or areas of potential implementation and the reasoning behind them.

2.8.1 Policies, Practices & Pedagogies

With respect to implementation on the levels of both policies and practices, translanguaging has received significant challenges within the educational research community (Conteh, 2018). These challenges, particularly in English Language Teaching (ELT), come from “entrenched monolingualism,” as dubbed by Hall and Cook (2012, p.297), within policy and practice. It is important to note that a rapid increase has been documented with respect to multilingualism in the global north, and other areas of distinct mobility, as a result of migration and human movement (Conteh, 2018; Kokkini, 2019; Creese & Blackledge, 2010). Despite this increase, many language classrooms continually elect to maintain Cummins’s ‘two solitudes’ (Cummins, 2008) whereby language exclusive language policies are maintained and home languages are disregarded (Conteh, 2008; Kokkini, 2019; Conteh, 2018). Further, policies surrounding language(s), curricula, and assessments remain established within national and standard languages (Conteh, 2018). Despite these challenges to translanguaging development and adoption, Conteh (2018) maintains that there is significant potential for reform. This reform rests upon teachers who

acknowledge and promote the importance of translanguaging, particularly with respect to strengthening relationships between teacher and learner and ensuring a nurturing environment that recognizes the empowerment of both the teacher and the student, as can be achieved through translanguaging (Conteh, 2018). Further, researchers who recognize the importance of this empowerment and accordingly pursue it within their research and investigations significantly contribute to the call and support for reform (Conteh, 2018). These two coinciding elements create the potential to develop practical translanguaging pedagogies, in the future, and therefore challenge the predominant traditional policies and practices currently in place (Conteh, 2018).

2.9 Perceptions of Translanguaging in University Contexts

In contrast with early school children, university students are more likely to have codified beliefs - derived both consciously and unconsciously, surrounding translanguaging due to their experiences with language in academic settings (Moody et al., 2019). To date, a limited number of studies have been conducted on translanguaging in university contexts with a handful focusing on university students' perceptions of translanguaging (Adamson & Coulson, 2015; Carstens, 2016; Rivera & Mazak, 2017). For example, Adamson and Coulson (2015), aimed to identify undergraduate Japanese university students' perceptions of translanguaging in English preparatory class. Using questionnaires and report cards, the researchers found that most students in the program perceived translanguaging as a useful tool for classroom management and task comprehension (Adamson & Coulson, 2015). For example, translingual writing was utilized by students with greater proficiency in English to compare and contrast resources from both languages at play: Japanese and English (Adamson & Coulson, 2015). On the other hand, students with weaker

proficiency in English utilized translingual writing to facilitate the completion of their written assignments (Adamson & Coulson, 2015). The researchers concluded that translanguaging was a beneficial practice within the preparatory class, albeit they did not provide any contextual or background information that may have imparted on the students' positive perceptions of translanguaging and translanguaging practices.

In a similar study conducted by Carstens (2016), a semi-structured questionnaire was used to evaluate South African university undergraduate construction majors' perceptions of the implementation of translanguaging pedagogy (Carstens, 2016). Carstens (2016) found that most students perceived translanguaging as being a facilitator of both holistic and broken-down comprehension of complex ideas, ultimately benefiting their acquisition of English. Contrastively, other students found that translanguaging complicated unfamiliar topics as a result of the interplay of numerous Afrikaans dialects rendering translanguaging ineffective (Carstens, 2016). Others maintained that Afrikaans should be avoided in an English dominated field such as that of engineering (Carstens, 2016). These findings raise a number of interesting issues within the field of translanguaging given that the pedagogy is explored beyond the language learning or language acquisition classroom. Further, the question of effective implementation of translanguaging within a multilingual context is brought to light, in addition to exploration of the depth of ingrained belief of English superiority within subjects like Science, Technology, Engineering, Mathematics (STEM).

Rivera and Mazak (2017) surveyed upper level psychology students' predisposition towards language and the corresponding influence on their perceptions of translanguaging. Data indicated that the majority of participants

considered translanguaging a legitimate and appropriate tool that can enhance classroom discussions, considered it normative practice, and deemed it socially acceptable amongst bilinguals (Rivera & Mazak, 2017). Contrastively, roughly half of the participants associated translanguaging with a lack of professionalism in practice, almost half of the participants associated translanguaging with disrespectful decorum, and over half believed that translanguaging did not aid in furthering understanding of course content (Rivera & Mazak, 2017). These findings indicate that despite the acceptance of translanguaging as a relatively natural practice, and indeed a tool, participants are hesitant to accept it within a professional capacity. As with the case of Adamson & Coulson's (2015) study, inspection of participant backgrounds pertaining to language learning experiences would be beneficial to understanding the development of these ideologies. In addition, findings deeming translanguaging as unhelpful to understanding course content warrants further investigation.

In a survey study conducted on graduate students' perceptions of translanguaging, Moody et al. (2019) found that graduate students' beliefs surrounding translanguaging were largely positive. Positive perceptions of translanguaging among participants extended beyond social settings and were deemed helpful in L2 learning (Moody et al. 2019). Overall, translanguaging was perceived in neutral or positive favor across participants, where positivity was associated with the natural practice among multilinguals (Moody et al. 2019). Despite the general neutrality or favor, results indicated an association of translanguaging with a lack of proficiency (Moody et al. 2019). Perceptions of translanguaging within higher education contexts were almost wholly positive with the singular exception of lack of professionalism on the part of instructors utilizing

translanguaging (Moody et al. 2019). It is interesting that students perceived translanguaging as an acceptable and a useful tool with respect to all areas of course related and university related contexts, and yet maintained translanguaging to be unprofessional of an instructor. These findings are similar to those of Rivera and Mazak (2017) where both studies found student perceptions of instructor translanguaging to be unprofessional.

2.10 Summary

Translanguaging has received more attention in terms of pedagogical approaches and strategies of communication (Canagarajah, 2011; Garcia, 2017; Sayer, 2013). Globally, higher education institutes have become more aware of translanguaging benefits and have accordingly begun sanctioning translingual practices (Carroll & van den Hoven, 2016). Despite these developments in translanguaging, there has been a sparsity of research focused on students' perceptions of translanguaging practices (Moody et al. 2019, Adamson & Coulson, 2015; Carstens, 2016; Rivera & Mazak, 2017). Further, though translanguaging pedagogy has seen an overall increase in higher education, both in terms of practice and research, there has yet to be cogent documentation of such reception within grade schools and across national curricula on a global level (Conteh, 2018; Kokkini, 2019). The proposed study adds to the preexisting literature by examining how multilingual graduate students in Beirut, Lebanon, view translanguaging across varied contexts, particularly that of the online realm. This paper will therefore contribute to filling Conteh's (2018) proposed gaps in education by exploring translanguaging on a level that examines both students and future teachers and policy makers, potentially lending further awareness to future educators on the importance of translanguaging theory and pedagogy.

2.11 Theoretical Framework

This study was guided by the translanguaging theory proposed by Garcia (2017) which maintained that as individuals we do not retain two or more distinctive language systems, rather, as a result of the rules governed by society, languages manifest as separate systems. Accordingly, bi/multilingualism is inherently dynamic and emphasizes how people use their language to “produce and interpret their social worlds,” (Garcia, 2017, p. 257). When translanguaging is implemented in pedagogical approaches and practices, students will be free from the social constraints encaging language use, allowing for an unlimited generation of knowledge (Garcia). Further, the student-teacher relationship, in the construction of knowledge, becomes a collaborative one (Garcia). This study will use Garcia’s theory of translanguaging to facilitate the interpretation of students’ perceptions with respect to online classroom translanguaging. It will also rely upon Garcia et al.’s (2017) fundamental purposes for translanguaging as a means, primarily, to interpret participant provided arguments for translanguaging. The fundamental purposes include those of supporting students’ abilities to make sense of complex texts and materials, increasing student afforded opportunities for evaluation, comprehension, extrapolation, synthesis and analysis, establishing a space of support for students’ ways of knowing, and reinforcing students’ linguistic identities (Garcia et al., 2017).

Chapter Three

Methodology

This study aimed to gauge graduate education students' perceptions of translanguaging in the online classroom in a leading educational university in Lebanon. Accordingly, a mixed methods approach was used for this study.

3.1 Research Design

The study collected data in the context of a multilingual demographic pursuant to graduate education students in a leading university in Lebanon. Given that most studies in translanguaging (whereby educators permit the mixing of multiple languages in an educational context) focus on ELT contexts, this study explored translanguaging in a less researched and broader context: in a multilingual and online environment, and did not account for language learning aims unless brought up by participants.

3.2 Rationale for Method Selection

A mixed methods approach was used for this study, whereby the method is defined as being a form of research that features the combined use of quantitative and qualitative “research techniques, methods, approaches, concepts, or language into a single study” (Johnson & Onwuegbuzie, 2004, p. 17). This approach has seen a rise in educational research due to the level of awareness it has garnered through the merging of both quantitative and qualitative approaches (Auguste-Walter, 2011). Additionally, the use of mixed methods in singular research has repeatedly been encouraged as it often gives rise to new perspectives or highlights key elements of the phenomenon at hand even giving “a more holistic understanding of it, and

resulting in better informed education policies” (Giannakaki, 2005, p.323). The mixed methods were applied in a sequential manner. Thus, the data for this study was collected through observations, survey, and interviews, respectively. As such, surveys were disseminated following a three-week head start of observational phase, and interviews conducted following the conclusion of phases one and two, summarized in the figure below:

3.3 Participants

Graduate (masters) education students were recruited for participation in the study. Participant selection was guided by the notion that graduate students’ perceptions of translanguaging are rooted in a combination of professional and academic experience that undergraduate students would have yet to attain. Further, the very premise that graduate education students are either future or presently teachers is a key motivating factor for their selection as participants.

Further information regarding participants is supplemented under each data collection subset, under findings, below, so as to avoid confusion across the various data methods and corresponding participants.

3.4 Instruments

This study incorporated elements of a previous study by Moody et al. (2019). The study by Moody et al. inquired as to graduate students’ perceptions of translanguaging. The current study collected similar data but with a specific focus on

graduate education students' perceptions of translanguaging in an online academic environment. In addition, semi-structured interviews intended for the elaboration and further exploration of survey answers were used to collect data, as was recommended by earlier studies lacking such information. Observations were also conducted by attending graduate classes and recording field notes.

3.4.1 Survey

The survey (see Appendix A for survey sample) was delivered via a link, electronically sent through university emails. The three main reasons for utilizing surveys as a means of data collection included: its common utilization for studies with similar purpose in the field, its ease of participation for graduate education students, and the automated anonymity it can offer participants. In addition, in light of the pandemic and subsequent restrictions on mobility, virtual methods of data collection proved to be ideal for the safety of everyone involved. The survey was modeled on a previous survey utilized by Moody et al. (2019) that effectively collected data pertaining to research questions that resemble those guiding this study; accordingly, survey was found to be an appropriate and applicable method of quantitative data collection for the proposed study.

3.4.2 Interviews

The interviews, were virtually recorded semi-structured interviews, featuring open-ended questions and prompts (see Appendix B for question list), featuring participants of both surveys and observations, where after, the recordings were transcribed verbatim. As prescribed by Baker and Edwards (2012), this study aimed to interview a minimum of 12 participants, with a maximum goal of 15. Interviewees were subjected to questions allowing for the dissolvment of observer's paradox. Accordingly, interviewees had a vague idea of the intended research topic, and the

questions were open-ended and personally engaging allowing for qualitative answers. The aim of such style of questioning was to encourage free speech and comfort in rhetoric in order to observe whether or not participants engage in translanguaging practices within the context of an interview, and simultaneously gauge their perceptions of translanguaging, expounding upon survey and observational data.

3.4.3 Observations

The observations were conducted by means of non-participant observer over the course of a fall semester of online graduate education sessions at the university in question. Non-participant observation in terms of data collection refers to the research conducted by way of researchers' uninvolved and unobtrusive placement, within a given social context, to observe both interactions and behaviors with the ultimate aim of gaining an intimate understanding of a naturally occurring phenomenon (Liu, & Maitlis, 2010; Williams, 2008). However, it is important to note that there are types of non-participant observations with respect to physical presence of the observer (Williams, 2008). Accordingly, for the purpose of this study, the researcher adopted the degree of non-participant observer whereby the observer was situated within the naturalistic setting and was co-present with the research participants. No direct interaction took place with the participants during the observation portion of the study. The primary strategy for data collection was fieldnotes, accordingly. This form of observation was ideal for the study as the researcher was able to observe with absolutely no involvement, relatively invisible from the classroom dynamic, thus potentially diffusing any likeliness of the observer's paradox. Additionally, given the online context of the study's observations, the observer was rendered inconspicuous due to inactivity as compared

to standard in-person observation; in other words, the observer was better able to blend into the background. This, in turn, minimized risks for hindering the reliability of the data collected. In addition, the concerned parties were informed of the nature of the study without receiving explicit indications as to the phenomenon under study. Keeping the explicit target of the research from the participants was particularly necessary where naturally occurring phenomenon is that which is being researched, as conveying such information would result in either unnatural speech occurrence, deliberate avoidance of the speech phenomenon, or deliberate production of the speech phenomenon. Non-participant observations were thus among the instruments of choice due to the convenience and readiness of online classroom pools for observation, and given that the speech phenomenon in question was to be naturally occurring.

A total of three of five possible classes were observed, with a total of 28 sessions observed, eight to ten each. Each session was observed at various intervals at a time. Given that the focus of this study was on that of student perceptions, intervals of teacher exclusive communication were not be accounted for, unless otherwise exclusively pertinent to the study at hand, or may have posed referentially relevant through the semi-structured interview portion of the study. As a non-participant, the researcher was muted and with the camera off at all times, while recording private field notes. The notes were intended to document the frequency and purpose of translanguaging within the given classrooms. The recorded notes largely accounted for student-student, teacher-student, and student-teacher interactions.

3.5 Validity, Reliability & Credibility

As per the standards of successful scholarly research outlined by Simon (2011), all studies must address validity and reliability. Accordingly, credibility, accuracy and dependability of a study rely upon the study's validity and reliability (Simon, 2011). Where quantitative research is concerned, reliability denotes the ability of a study's results to be replicated. Where qualitative research is concerned, an exception of replication is not made (Simon, 2011), and often terms referring to the quality, trustworthiness or rigor of a study as opposed to reliability in qualitative studies (Davies & Dodd, 2002; Mishler, 2000). A popular approach to ensuring validity and reliability in studies featuring qualitative data is that of triangulation (Simon, 2011).

3.5.1 Credibility

As per Gomm et al. (2000) studies featuring qualitative research are often attributed to a small number of participants and environments, rendering a representative sample as a means of ensuring credibility and reliability somewhat of a challenge. Accordingly, demonstrating transferability requires that the particularity of a small set of participants specific to a given environment be addressed with the same level of particularity in order to demonstrate transferability of findings; the importance of contextual factors that impart upon the study must be identified in detail (Gomm et al. 2000). This is to ensure that researchers in differing contexts are able to easily evaluate and compare the findings with their emerging situations and corresponding findings (Cope, 2014).

3.5.2 Triangulation

Triangulation has been defined as the use of both quantitative and qualitative methods to present coherent information regarding the topic of research (Cresswell, 2014). Essentially, triangulation, often interchanged and misconstrued with mixed-

methods (Fetters & Molina-Azorin, 2017) is the utilization of more than one (usually three) instruments to triangulate one's findings. Though triangulation has been utilized as a standalone term, the *Journal of Mixed Methods Research* has recommended that researchers divest from its use and instead rely upon the term mixed-methods exclusively (Fetters & Molina-Azorin, 2017). Nevertheless, triangulation allows researchers to combine qualitative and quantitative methods under a single phase allowing for a more comprehensive perspective of the topic under research (Mackey & Gass, 2005; Richards et al. 2019). Cohen and Manion (2000, p. 254) defined triangulation as the "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint." Cohen, Manion and Morrison (2009, p. 141) also defined triangulation as the "use of two or more methods of data collection in the study of some aspect of human behavior." The proposed study will thus utilize triangulation through findings from three instruments of data collection: survey, observations, and semi-structured interviews.

Jick (1979) and Johnson (1997), claim that triangulation reduces researcher bias, and therefore strengthen the reliability of the findings. Utilization of interviews and observations (qualitative) data to support the closed-ended survey (quantitative) data collected ensures that the researcher derives a more comprehensive understanding of perceptions of participating graduate students. The open-ended nature of interview questions provides participants with the opportunity to elaborate on their reasoning corresponding to responses to closed-ended prompts from the survey. This also allows participants to provide any information that did not arise in the closed-ended survey prompts. Additionally, observations serve to support or challenge various perceptions purported by participants within the contexts of surveys and interviews

that may have likely arisen due to observer's paradox, or the formal connotations often associated with these contexts. The cross-referencing of information thus allows the researcher to derive a fuller understanding of participant perceptions of translanguaging and allows for any clarification to responses where needed, and reduces any corresponding potential threats to credibility, validity, or reliability.

3.5.3 Ethical Considerations

All steps necessary to the safety and confidentiality of the participants within this study were taken. Such measures included obtaining the necessary approval of the original survey authors, obtaining necessary approval from the Institutional Review Board (IRB), issuing of IRB approved consent forms to participants at the start of survey, issuing and reading IRB approved consent forms and script to participants prior to the start of interviews, and issuing of consent forms to the concerned parties under observation following IRB approval of consent forms, and accordingly presenting the data obtained in a fashion that prevents the identification of any of the participants. Ensuring that all participants participate under informed consent, participants were informed of their right to withdraw from participation at any point prior to completion of data collection, with the understanding that withdrawal is permissible and an exercisable right. Further, participants were not subjected to any penalties should they have elected to exercise such a right. All participants were provided with a general understanding of the scope and aims of the study, however, explicit indication as to desired notions were withheld with the acknowledgement that the disclosure of such information did not impede nor impact participant safety and confidentiality.

3.6 Practical Considerations

Though the pool of participants needed to be representative, as a practical consideration, the allotted time for data collection/open response time was limited at the outset. Utilization of a third-party recipient for collection and processing of personal data coincided with University legal obligations. Google Forms was elected as the third-party data processor due to its pre-existing availability to the researcher. Further, individual consent of participants' volunteering of personal information was required during the survey process (see safety and confidentiality above for more details), prior to the interview process, and concerned party consent prior to the observations, noting that no personal information was, nor will be, disclosed or shared with any individual beyond the researcher.

3.7 Data Collection Process

All procedures were in compliance with the Institutional Review Board requirements. As such, the IRB required that the persons in charge of the concerned department be initially contacted for permission to forward the survey to the concerned participants, and ultimately to recruit participants for interview.

Accordingly, all forms of direct participation were completely voluntary and were designed to provide anonymity to their participants. Contact with the concerned department primarily took place by email. Contact information for the concerned person was acquired through public university directories. The researcher requested permission to invite participation of the graduate education students and included a link to the study in the initial email. The link to the survey was thus shared directly with potential participants within the department, and, to reduce the burden of effort, a draft message was sent for use by the university when contacting potential participants at their discretion. With respect to interview and survey recruitment, no

compensation was offered towards completion of the survey in this study, or for interview participation.

3.8 Summary

This study utilized the mixed-methods approach, whereby qualitative and quantitative methods of data collection were used. Quantitative data comprised of Likert-scale items derived from a distributed online survey. Qualitative data was derived using observations and interviews. Qualitative data was then quantified where relevant, and quantitative data was analyzed using descriptive statistics.

Chapter Four

Results

The results following data collection are presented as follows: Observational data, Survey Data, and Interview Data, noting that Interview Data has been presented in categorical form, and detailed transcripts may be found in Appendix L, and summary of interviews may be found under Supplemental Data.

4.1 Observational Results

Observational data was collected based on rotation entry into three courses offered at the graduate level. Each course was offered for a duration of 2.5 hours, on a weekly basis. Rotation was implemented at start, middle, and end, or the whole session, routinely. Observation occurred at a rate of one entry per session, with the exception of reentry due to internet or electrical cuts, per week, for a time frame ranging between a minimum of 30 minutes and a maximum of the comprehensive 2.5 hours, depending upon capability of internet connection and the nature of the session. The observations were carried out for a total of 8 weeks, amounting to a total of 26 sessions - following applied exceptions (see below) tabulated according to incidents of translanguaging. No incident of translanguaging was indicated by the term “none” corresponding to teachers or students. Specific examples of incidence were also recorded for reference. Exceptions to sessions were made when session dynamics did not permit student communication, such as lecture exclusive sessions, quiz/off sessions, or when internet connectivity did not allow for effective observation. In total, two sessions were eliminated for falling under the rules of exception. It is important to note that due to the online nature of the courses, student speech overall was observed to be significantly limited. As such, the threshold for student

translanguaging practice was significantly lower than that of the professors', with respect to frequency.

4.1.1 *Student-Student*

Commonality was measured based on frequency of documented use across all classrooms and in light of each session. Accordingly, Common, Moderate, and Uncommon were contingent upon evidence of use with common referring to evidence of use across all classrooms and an average of sessions exceeding six per class (>75%), moderate referring to evidence of use in at least two-three of the classrooms and an average of sessions of at least four and a maximum of six per class (50%-75%), and uncommon occurring in one of the classrooms, or an average of less than 4 sessions per class (<50%). Examples provided where documented. Mode of communication was indicated based on dominance of use is not mode exclusive.

Function/Motivation	Commonality	Example	Mode of Communication
Comedic Relief, affirmation of language identity	Common	"Lol, akid la2" "7lof" "tkheyaleh" "Honestly same law kent b hek position"	Chats
Interjection, Reiteration	Moderate	"3alla2.. exactly..eh!"	Both
Reiteration	Uncommon	"Mbala, if you have descriptions it's qualitative"	Verbal
Interjection	Uncommon	"La bas you can't...."	Verbal
Specification of addressee	Common	"Tab kif?" "Bas Leb?" "Tab Leh?"	Both

		“websites (trusted) mitil fda or who”	
Direct & indirect quoting	Moderate	“Ya3ne, eno the ...” “la azda you can’t...” “He’s saying eno”	Verbal

Table 1: Student-Student translanguaging

Translanguaging in student-student communication was observed in all classes, with the exception of sessions excluded based on exclusion rules defined above.

4.1.2 Professor-Student

Frequency of Professor-student translanguaging was measured based on reliance for purposeful use. Where professors relied heavily on translanguaging to achieve communication, for more than one purpose, a measure of “high” was attributed.

Where professors relied moderately or sporadically on translanguaging for one-two purposes, a measure of “moderate” was attributed. Lastly, where professors relied minimally for one purpose or less, a measure of “minimal” was attributed.

*Professor communication was observed as being exclusively verbal.

Online Class	Frequency	Example	Purpose/Motivation
1	Minimal	"We stopped at adaptive behavior.. social behavior.. holeh"	Direct and indirect quoting
2	Moderate	“Eno” “Ya3ne”	Affirmation of language identity, direct or indirect quoting
3	High	“Bel literature review..” “W el literature review b balish....” “If we have, and definitely fi studies 3an how el	Reiteration, Personalization vs objectivization, affirmation of language identity

		topics...ya3ne hal ana be7ki 3an X, and Y, and then I talk about the connections between them? Bkun daya3t el wa2t beyneton.”	
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Table 2: Professor-Student translanguaging

4.1.3 Student-Professor

Function/Motivation	Commonality	Example	Mode of Communication
Default	Uncommon	Full use of the Arabic language in a given communicative incident.	Verbal.
Conformity	Common	<p>“What about blackboard ya3ne shu b sir eza n2ata3 3aleye hekke”</p> <p>"Dr. Badde shuf eza ...”</p> <p>“B any assignment, ya3ne, mne7ke b X, ya3ne bezkor ism, ...”</p> <p>“Tab what if...”</p>	Verbal
Direct or indirect quoting	Common	“Ya3ne, eno”	Both
Reiteration	Common	<p>“She’s right doctor, she’s right, l2ano you never know what will happen if we disconnect ya3ne hekke.”</p> <p>“What about blackboard ya3ne shu b sir eza n2ata3 3aleye hekke”</p>	Verbal

		“ya3ne we don’t know it’s unpredictable” “Bas that’s incredible!” “Oof bas ktir hek”	
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Table 3: Student-Professor translanguaging

4.2 Survey Results

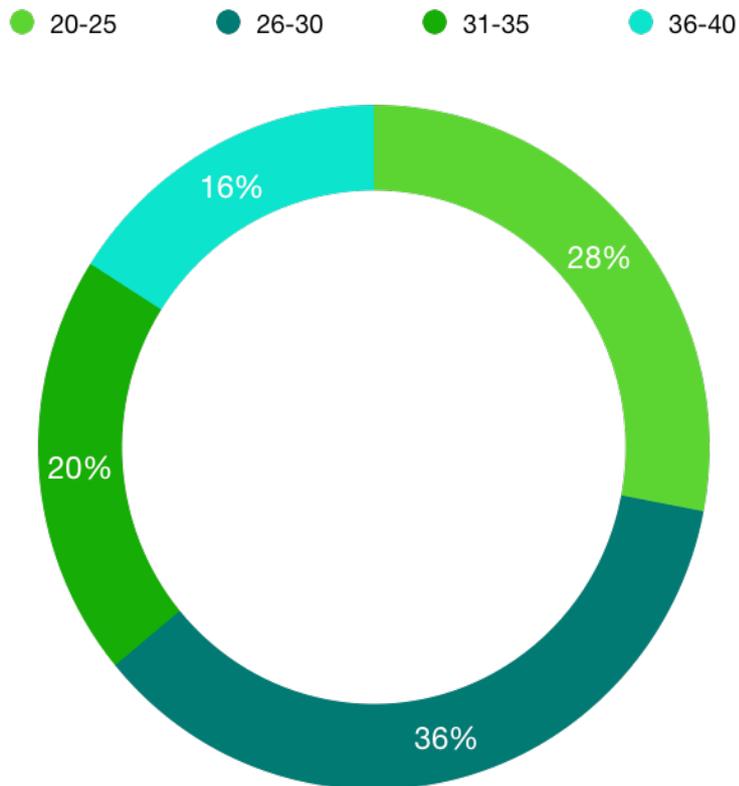


Figure 2: Participants’ Age

The survey results are intended to gauge students’ perceptions of translanguaging with respect to various purposes and contexts, particularly those of which relate to the study’s research questions.

Language	L1	L2	L3	L4
Arabic	20	2	1	1
Armenian	2			
English	2	19	2	1
French	1	3	5	

Table 4: Participants Spoken Languages

Emphasis	Number of Participants
Leadership & Management	8
TESOL	10
STEM	5
General	1
Cross track: STEM/Leadership	1

Table 5: Participants' Emphasis

The following is a presentation of the results of the survey intended to establish students' perceptions of translanguaging based on the prompted contexts. The results are organized according to the research questions as provided to the participants and as such present insight into students' perceptions of translanguaging with respect to communicative practice, in social settings, for learning, in higher education, in online environments and in teaching practices.

The mean score of each survey item is presented to derive an answer to two of the main research questions underpinning the present study: (1) how bilingual and multilingual graduate education students perceive the practice of translanguaging, and (2) how graduate education students perceive the use of translanguaging for online teaching and learning. The data compiled was approached in the same manner

as the study by Moody et al., 2019; to determine students' perceptions of translanguaging within the given prompt, survey items were categorized into three. As such, scoring within one standard deviation from the mean was documented as neutral. Scoring between 2.5-3.5 was documented as neutral perception, below 2.5 as negative perception, and above 3.5 as positive perception. The final section of the survey was based upon yes/no prompts, whereby "yes" responses were accounted for as % positive, and "no" responses were accounted for as % negative.

The concluding survey items are presented in percentage of yes/no responses to support an answer for the third research question under this study: (3) How do graduate education students translanguage in various contexts? Overall, the greatest mean ($M= 4.24$, $SD= 0.99$) was derived from the prompt "**Translanguaging is socially acceptable,**" with the smallest mean ($M= 1.72$, $SD= 1.11$) derived from the prompt "**Translanguaging is a disrespectful practice**". The range of variance within the data is **0.48 to 2.01**, suggesting significance in variability. The significant variability further posits difficulty in predictive outcomes, or generalizable inferences, however, the variability posits as support for the validity of the data, and the unbiased nature of the given variability.

	Mean	Standard Deviation	Variance
Translanguaging as a Practice			
Translanguaging should be avoided by bilinguals and multilinguals	2.64	1.13	1.2704
Instructors at my university engage in translanguaging.	3.32	1.05	1.0976
Translanguaging is a natural practice for bilinguals and multilinguals.	4.2	0.7	0.48

Translanguaging indicates a lack of linguistic proficiency in your second language.	2.12	1	0.9856
Translanguaging is a disrespectful practice.	1.72	1.12	1.2416
Translanguaging is confusing for me.	1.88	1.04	1.0656

Table 6: *Translanguaging As a Practice, Response Summary*

	Negative (<2.5)	Neutral (2.5-3.5)	Positive (>3.5)	Overall mean (4.02)
Translanguaging as a practice				3.65
Translanguaging should be avoided by bilinguals and multilinguals.			3.77	
Instructors at my university engage in translanguaging.			4.37	
Translanguaging is a natural practice for bilinguals and multilinguals.			4.9	
Translanguaging indicates a lack of linguistic proficiency in your second language.	3.12			
Translanguaging is a disrespectful practice.	2.84			
Translanguaging is confusing for me.	2.92			

Table 7: *Translanguaging as a Practice, Scoring*

4.2.1 Perceptions of Translanguaging as a Practice

With respect to the first research question, *how do bi-lingual and multilingual graduate education students perceive the practice of translanguaging?* the majority of responses were found to be neutral or positive for the practice of translanguaging (overall M=4.01). Positive perceptions were determined of translanguaging as a naturalistic phenomenon associated with bi and multilingual speakers (M=4.9). Participants' perceptions were found to be neutral with respect to translanguaging's indications of a lack of linguistic proficiency in the L2 (M=3.11), its associations with disrespect (M=2.83, and its cause for confusion (M=2.93). Altogether, the findings suggest a perception of translanguaging in line with that of a normal linguistic process that does not necessitate inhibition of successful communicative

practices (Table 7). Despite the largely positive and neutral perceptions of translanguaging as practice, participants were found to have positive perceptions (M=3.8) of the notion that bi and multilinguals' should avoid the practice of translanguaging. The specific descriptive statistics for this section can be found in Table 7.

	Mean	Standard Deviation	Variance
Translanguaging for Learning			
Translanguaging helped me learn a complex concept.	3.4	1.1	1.2
Translanguaging is only acceptable if you need repeated elaboration of a new concept.	2.64	1.2	1.4304
Translanguaging is essential for learning a new concept.	2.72	1.08	1.1616
Translanguaging has assisted me in learning a new concept.	3.2	1.17	1.36
Instructors should avoid translanguaging because it will prevent effective learning.	2.56	1.17	1.3664
Translanguaging helped me learn a new language.	2.88	1.31	1.7056
Translanguaging is only acceptable when you are learning a new language.	2.12	1.18	1.3856
Translanguaging is essential for learning a new language.	3.2	1.1	1.2

Table 8: Translanguaging for Learning, Response Summary

	Negative (<2.5)	Neutral (2.5-3.5)	Positive (>3.5)	Overall mean (4.02)
Translanguaging for learning				4.01
Translanguaging helped me learn a complex concept.			4.5	
Translanguaging is only acceptable if you need repeated elaboration of a new concept.			3.84	
Translanguaging is essential for learning a new concept.			3.8	

Translanguaging has assisted me in learning a new concept.	4.37
Instructors should avoid translanguaging because it will prevent effective learning.	3.73
Translanguaging helped me learn a new language.	4.19
Translanguaging is only acceptable when you are learning a new language.	3.3
Translanguaging is essential for learning a new language.	4.3

Table 9: Translanguage for Learning, Scoring

4.2.2 Perceptions of Translanguaging for Learning

For the second research question, how do bi-lingual and multilingual graduate education students perceive the use of translanguaging for online teaching and learning? The related findings were found to be predominantly positive (overall $M=4.01$). The only neutral perception identified in this section was that participants indicated neutral perceptions with respect to the condition that it is only acceptable to translanguage when learning a new language ($M=3.3$). Otherwise, positive perceptions were displayed for translanguaging with regard to learning new concepts in particular. Perceptions of translanguaging were found to be positive with respect to Translanguaging's suggested assistance in learning a new concept ($M=4.5$), its acceptability when repeated elaboration for a new concept is needed ($M=3.84$), its essentiality when learning a new concept ($M=3.8$), its assisting in participants' personal experience with learning a new concept ($M=4.37$), its assisting in participants' personal new language learning experience ($M=4.19$), and translanguaging's essentiality when learning a new language ($M=4.3$). Despite these overwhelmingly positive perceptions of translanguaging, participants nonetheless displayed positive perceptions towards the notion that instructors should avoid translanguaging because it will prevent effective learning, ($M=3.73$) demonstrating a contradiction in participants' experiences with that of their overall perceptions.

	Mean	Standard Deviation	Variance
Translanguaging in social settings			
It is okay to engage in translanguaging in social settings.	3.8	1.02	1.04
I use translanguaging in social settings.	4	0.98	0.96
Translanguaging is socially acceptable.	4.24	0.77	0.5824

Table 10: Translanguaging in Social Settings, Response Summary

	Negative (<2.5)	Neutral (2.5-3.5)	Positive (>3.5)	Overall mean (4.02)
Translanguaging in social settings				4.94
It is okay to engage in translanguaging in social settings.			4.82	
I use translanguaging in social settings.			4.98	
Translanguaging is socially acceptable.			5.01	

Table 11: Translanguaging in Social Settings, Scoring

4.2.3 Perceptions of Translanguaging in Social Settings

With respect to perceptions of translanguaging in social settings, participants displayed positive perceptions overall (overall M=4.94). The specific information related to this section can be found in Table 11.

	Mean	Standard Deviation	Variance
Translanguaging in online higher education			
It is okay to engage in translanguaging in higher education online settings.	2.76	1.28	1.6224
Bilinguals and multilinguals should be able to engage in translanguaging to complete online university assignments.	2.24	1	0.9824
Translanguaging is acceptable to use within university- level online assessments.	1.96	0.96	0.9184
It is appropriate for university instructors to engage in translanguaging in the online classroom.	2.68	1.13	1.2576

Translanguaging by an online university instructor is unprofessional.	2.6	1.42	2
I would feel upset if a university instructor engaged in translanguaging during an online class.	2.36	1.3	1.6704
If an instructor used translanguaging in an online class, it would be helpful for the bilingual and multilingual students.	3.12	0.91	0.8256
Translanguaging helps me engage in online conversations with my colleagues.	2.8	1.14	1.28
Translanguaging helps me understand online conversations with my colleagues.	2.64	1.06	1.1104

Table 12: Translanguaging in Online Higher Education, Response Summary

	Negative (<2.5)	Neutral (2.5-3.5)	Positive (>3.5)	Overall mean (4.02)
Translanguaging in online higher education				3.71
It is okay to engage in translanguaging in higher education online settings.			4.04	
Bilinguals and multilinguals should be able to engage in translanguaging to complete online university assignments.		3.24		
Translanguaging is acceptable to use within university- level online assessments.		2.92		
It is appropriate for university instructors to engage in translanguaging in the online classroom.			3.81	
Translanguaging by an online university instructor is unprofessional.			4.02	
I would feel upset if a university instructor engaged in translanguaging during an online class.			3.66	
If an instructor used translanguaging in an online class, it would be helpful for the bilingual and multilingual students.			4.03	
Translanguaging helps me engage in online conversations with my colleagues.			3.94	
Translanguaging helps me understand online conversations with my colleagues.			3.7	

Table 13: Translanguaging in Online Higher Education, Scoring

4.2.4 Perceptions of Translanguaging in Online Higher Education

Overall, the perceptions of translanguaging in online higher education were found to be both positive and neutral (Overall M=3.7). Positive perceptions of translanguaging were displayed with respect to its general acceptability (M=4), its appropriateness for university instructors to utilize (M=3.8), its helpfulness as a tool for bilingual and multilinguals' learning (M=4.03), its role in students' personal encouragement for online conversation (M=3.93), and its helpfulness in facilitating understanding of online conversations with colleagues (M=3.7). Even though these findings subscribe to positive perceptions of translanguaging in online higher education contexts, students nevertheless indicated positive perceptions with respect to the notions that translanguaging by a university instructor is unprofessional (M=4), and that they would feel upset if a university instructor engaged in translanguaging during an online class (M=3.65). Otherwise, neutral perceptions were displayed with respect to the notions that bilinguals and multilinguals should be able to engage in translanguaging to complete an online university assessment (M=3.23), and its overall acceptability to be used within online university-level assessments (M=2.92).

	Mean	Standard Deviation	Variance
Translanguaging in on-site higher education			
It is okay to engage in translanguaging in higher education settings.	2.88	1.25	1.5456
Bilinguals and multilinguals should be able to engage in translanguaging to complete university assignments.	2.32	1.05	1.0976
Translanguaging is acceptable to use within university- level assessments.	1.92	0.94	0.8736
It is appropriate for university instructors to engage in translanguaging.	2.68	1.2	1.4176

Translanguaging by a university instructor is unprofessional.	2.48	1.42	2.0096
I would feel upset if a university instructor engaged in translanguaging during class.	2.28	1.32	1.7216
If an instructor used translanguaging in class, it would be helpful for the bilingual and multilingual students.	3.48	0.86	0.7296
Translanguaging helps me engage in conversations with my colleagues.	3.08	1.17	1.3536
Translanguaging helps me understand conversations with my colleagues.	2.92	1.2	1.4336

Table 14: Translanguaging in On-Site Higher Education, Response Summary

	Negative (<2.5)	Neutral (2.5-3.5)	Positive (>3.5)	Overall mean (4.02)
Translanguaging in on-site higher education				3.83
It is okay to engage in translanguaging in higher education settings.			4.13	
Bilinguals and multilinguals should be able to engage in translanguaging to complete university assignments.		3.37		
Translanguaging is acceptable to use within university- level assessments.		2.86		
It is appropriate for university instructors to engage in translanguaging.			3.88	
Translanguaging by a university instructor is unprofessional.			3.9	
I would feel upset if a university instructor engaged in translanguaging during class.			3.6	
If an instructor used translanguaging in class, it would be helpful for the bilingual and multilingual students.			4.34	
Translanguaging helps me engage in conversations with my colleagues.			4.25	
Translanguaging helps me understand conversations with my colleagues.			4.12	

Table 15: Translanguaging in On-Site Higher Education, Scoring

4.2.5 *Perceptions of Translanguaging in On-site Higher Education*

Overall perceptions pursuant to the on-site higher education section were found to be both positive (overall $M=3.82$) and neutral. The perceptions of translanguaging's acceptability in terms of engagement ($M=4.12$), its appropriateness for university instructors to engage in (3.87), its helpfulness for bilingual and multilingual students ($M=4.33$), its assistiveness in conversation engagement among colleagues ($M=4.24$), and its facilitation of understanding of conversations among colleagues ($M=4.12$), in an on-site higher education context, were found to be positive. However, students also displayed positive perceptions with respect to the notion that translanguaging by a university professor is unprofessional ($M=3.7$), and that translanguaging by a university instructor during class would be received with upset feelings ($M=3.6$). Neutral perceptions of translanguaging were found with respect to the notions that bilinguals and multilinguals should be able to engage in translanguaging to complete an online university assessment ($M=3.37$), and its overall acceptability to be used within online university-level assessments ($M=2.86$).

Prompt	% Yes	% No
Will you permit your students to use translanguaging in your classroom?	48%	52%
Will you use translanguaging in your classroom?	44%	56%
Will you use translanguaging in your online classroom?	40%	60%
Will you allow your students to use translanguaging in your online classroom?	48%	52%
Will you permit students to use translanguaging in your online assignments?	20%	80%

Will you permit students to use translanguaging in your online assessments?	24%	76%
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Table 16: Anticipated Personal Practice

4.2.6 Anticipated Personal Practice

Overall, students’ responses to anticipated personal practice were substantially negative (overall % negative = 63). Each prompt was found to have a dominating negative percentage to that of positive: 52% of participants indicated that they will not permit their students to translanguage in class, 56% indicated that they will not use translanguaging in their classrooms, 60% indicated that they will not use translanguaging in their online classrooms, 52% indicated that they will not permit their students to translanguage in their online classrooms, 80% indicated that they will not permit their students to translanguage in online assignments, and 76% indicated that they will not permit their students to translanguage in online assessments. The remaining percentages indicated a positive response to each of the given prompts respectively. A detailed breakdown of this section is provided in Table 16.

4.3 Interview Data

Interview data was collected based upon a series of 15 questions, with the first set intended to gather demographic information. The purpose of collecting such information was to address previously indicated gaps within similar research, as indicated by Moody et al.’s (2019) research. Accordingly, the demographic information was collected to determine whether or not there exists a connection between one’s perceptions of translanguaging and their prior experiences with language, namely language, instruction, and language and education. As such, the following graphs document the gathered information.

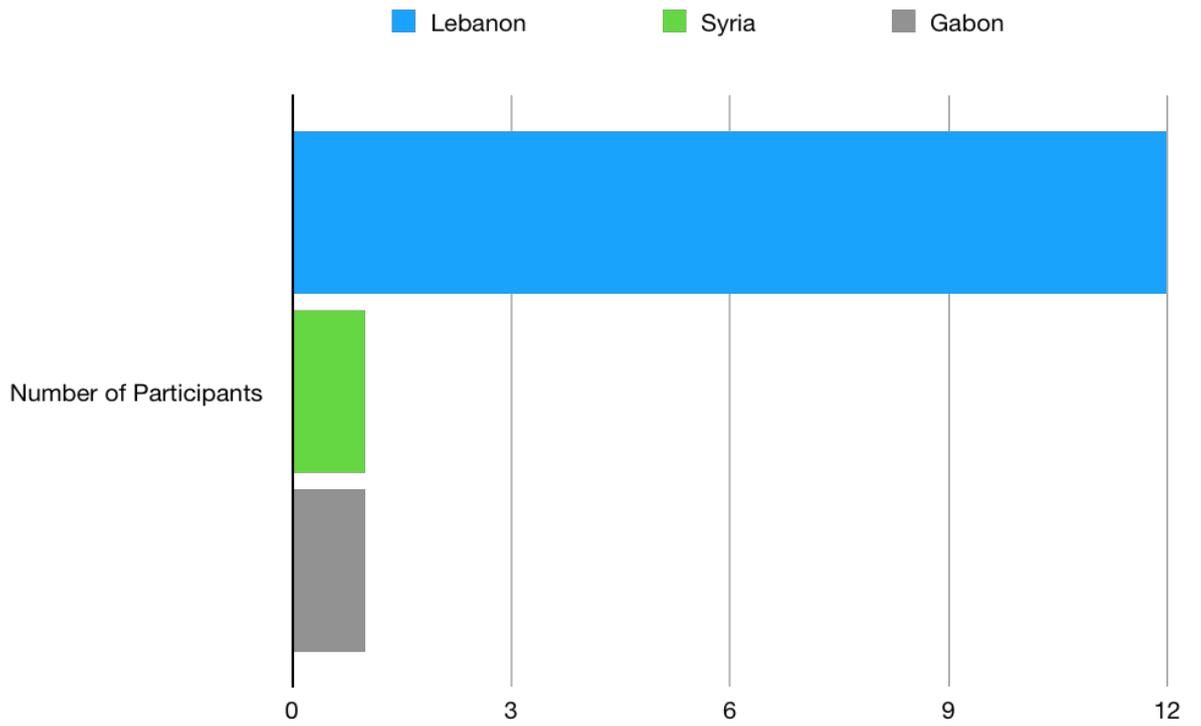


Figure 3: Participants' country of origin

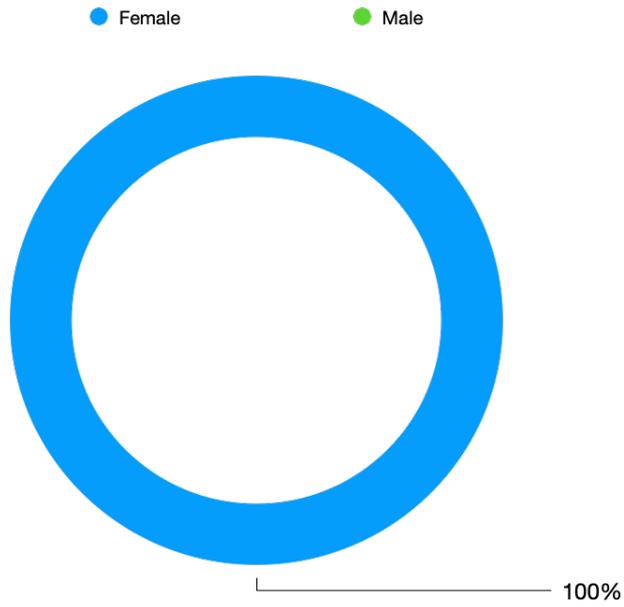


Figure 4: Participants' Gender

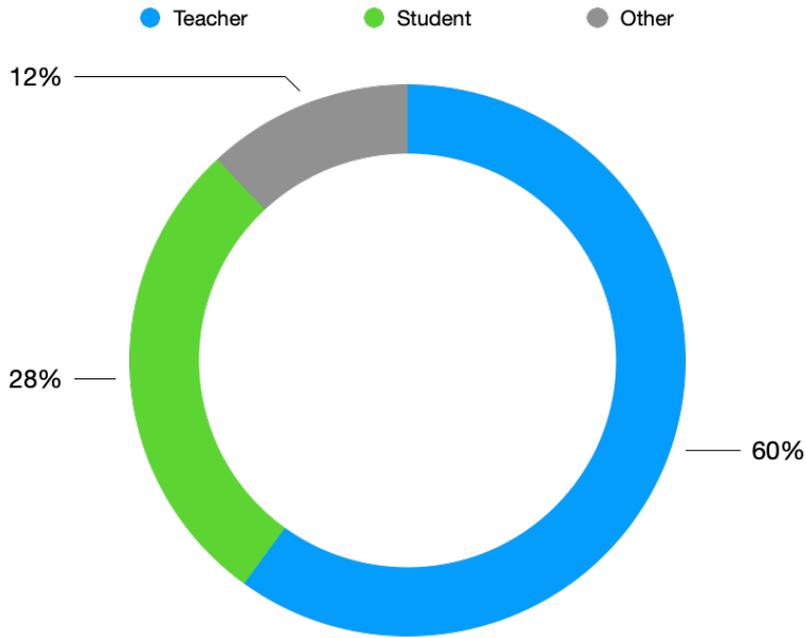


Figure 5: Participants' Occupation

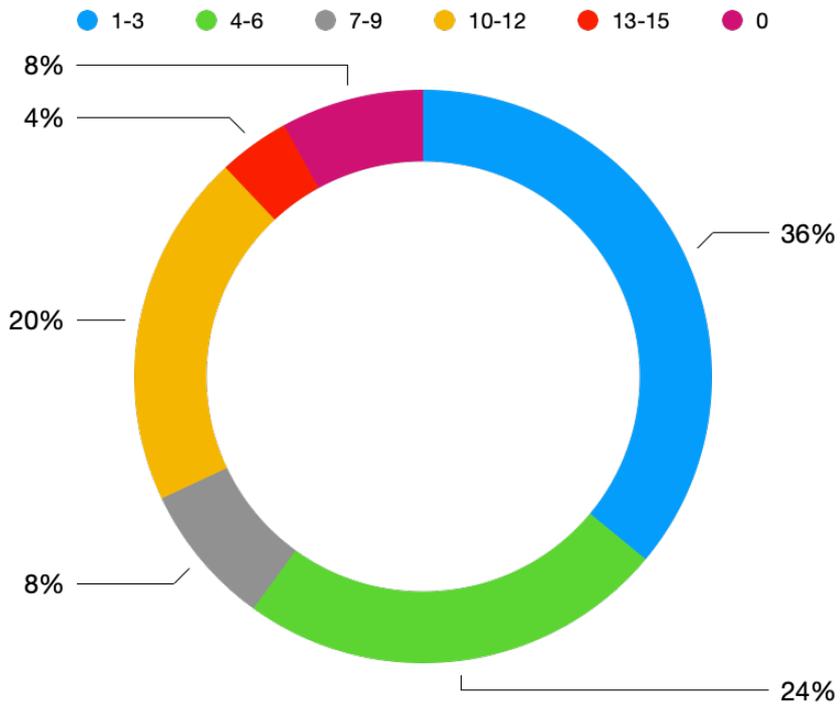


Figure 6: Participants' Years of Teaching Experience

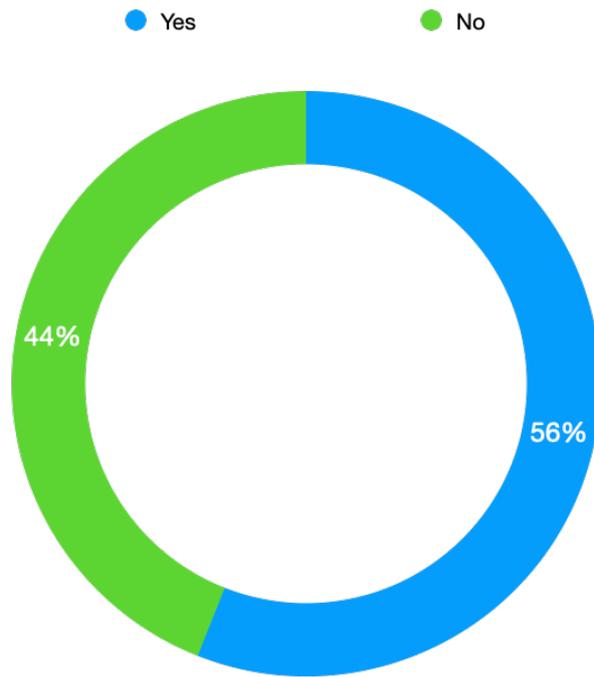


Figure 7: Participants Teaching at time of study

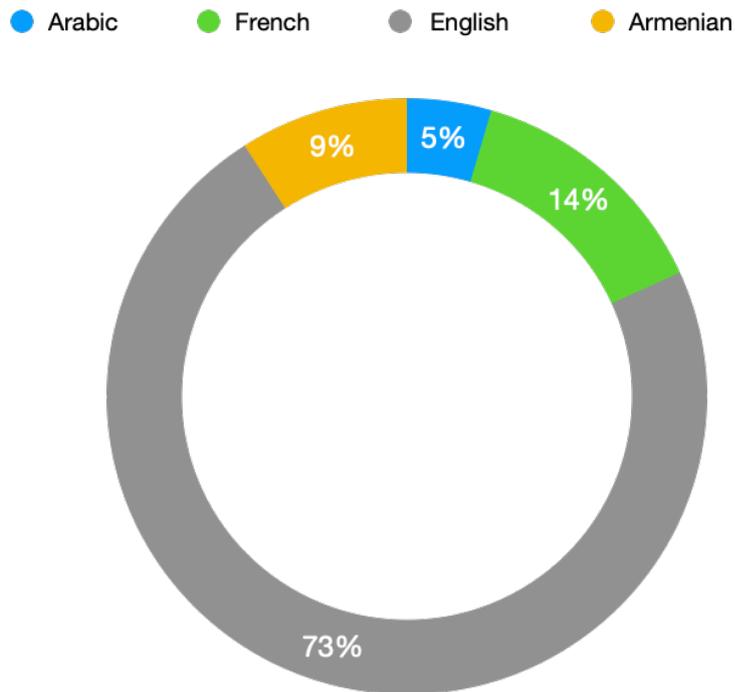


Figure 8: Participants' L1

With respect to perceptions of translanguaging, specifically, perceptions surrounding translanguaging practices fell under the following categories: arguments in favor of translanguaging, and the subsequent conditions of (if any), and arguments

against translanguaging, and the subsequent exceptions of (if any). Within each category, thematic subsets adhered to the categories in question: Social Contexts, Teaching, Learning, Higher Education (HE), HE online. Participants were found to be in favor of translanguaging as their predominant perception based on overt positive notions or sentiments of translanguaging practices, and based on arguments in favor of translanguaging. Participants were found to be against translanguaging based on overt notions or sentiments in opposition, or arguments against translanguaging. Participants were found to be neutral, conflicted, or contradictory, when providing significantly neutral, or contradictory perceptions with respect to the given prompts. The threshold for consideration of contradiction was arguably higher than that of arguments in favor, given that an argument against translanguaging may prove to be an extension of a condition, and not rule out the practice as a whole, whereas the opposite was not found to be true. Overall, 43% of participants were found to be with translanguaging practices, 36% were found to be against, and 21% were found to be neutral.

4.4 Arguments in Favor of Translanguaging

Upon interviewing participants for the purpose of identifying perceptions surrounding translanguaging in contexts including social, educational (online & offline), and higher educational (online & offline), various arguments in favor of translanguaging were posited by the participants. “Educational contexts” here-on refer to higher education and grade level education contexts, unless otherwise explicitly stated. These arguments comprehensively included: Normal/Natural, As a Tool, Importance of Origin/Preservation, Relatability/Authenticity/Familiarity, Rapport Building, Facilitation of Expression/Authentic Sharing of Experience, Motivation, Brain Development, and Identity. Normal/Natural denoted the natural or

normative practice of translanguaging, in both social and educational contexts, both online and offline. As a tool denoted the positive or favorable use of translanguaging as a legitimate tool for instruction and for learning in educational contexts both online and offline. Importance of Origin/Preservation denoted the positive promotion of translanguaging in order to preserve the mother tongue, or to signify the importance of the country of origin in social and educational contexts both online and offline. Relatability/Authenticity/Familiarity related to the practice of translanguaging for the purposes of lending authenticity or familiarizing concepts for teachers and students in social and educational contexts both online and offline. Rapport Building referred to the use of translanguaging for building rapport with students in educational contexts both online and offline. Facilitate Expression/Authentic Sharing denoted the use of translanguaging to authentically or accurately convey meaning for both students and teachers in educational contexts both online and offline. Motivation related to the notion that translanguaging may motivate student contribution, particularly in an online educational context. Brain Development referred to the increase in neuro-pathways due to the use of translanguaging when teaching children both online and offline. Finally, identity referred to the use of translanguaging for the purpose of aligning with one's identity in social and educational contexts, both online and offline.

Overall, 50% of participants made at least one argument in favor of translanguaging, irrespective of their overall perception, despite there being a neutral member among this data set. The most commonly cited argument in favor of translanguaging was that of "As a Tool," (100%). Relatability/Authenticity/Familiarity were cited by 71% of participants in this category. Facilitation of Expression/Authentic Sharing of Experience were cited by four 57% of participants in this category. Rapport

Building, and Normal/Natural were cited by 29% of participants in this category, respectively. Importance of Origin, Motivation, Brain Development, and Identity were each referenced by 14% of participants in this category.

4.5 Conditions

Despite the seemingly positive cases for translanguaging, 100% of participants who made arguments in favor of translanguaging also prescribed conditions. These conditions included: purposeful use (71% of participants), inclusivity (57% of participants), not in the language classroom (43% of participants), not on assessments or assignments (29% participants), under systematic or rule-based constraints (29% of participants), if policy allows it (29% of participants), if it promotes accessibility (14% of participant), if it is naturally arising (14% of participants), and if it does not dominate over TL in the TL classroom (14% of participants).

Purposeful use referred to the intentional use of translanguaging to achieve a (predefined) particular outcome. Inclusivity referred to the condition of ensuring all recipients or interlocutors were familiar with the language, and thus included within the communicative exchange. Not in the language classroom denoted the absolute avoidance of translanguaging in the language classroom. Not on assessments or assignments denoted the absolute exclusion of assessments or assignments from any translanguaging practices. If policy allows it indicated a need for policy to permit the use of translanguaging in order for it to occur. If it promotes accessibility referred to the notion that translanguaging be used with the intention of making material more accessible to individuals. If it is naturally arising indicated the condition that translanguaging be solely naturally occurring. Lastly, if it does not dominate over the

TL in the TL classroom referred to the condition that the language of instruction in the language classroom must not be overpowered by translanguaging use.

4.6 Arguments Against Translanguaging

Overall, 57% of interviewees made at least one argument against translanguaging, with 21% representing neutral or conflicted individuals, and 36% representing those against translanguaging. The arguments presented, against translanguaging, included: monolingual is best/Unification/Universal Language (63%), Inappropriate (13%), Unprofessional (38%), Policy of institutional Choice (38%), Distracts from content (13%), Language classes (38%), Loss of Proficiency (13%), Purity (38%), Monolithic Brain Ideal (25%).

Monolingual is best/Unification/Universal Language referred to the notion that monolingual practices and universal or the unification of language on a generalized scale was best practice. Inappropriate referred to the inappropriateness of translanguaging in educational contexts. Policy of institutional choice referred to the notion that individuals should avoid translanguaging given that they chose to be at an institution with monolithic language policies, or with a given language of instruction. Distract from content refers to the notion that translanguaging leads to a deviation from classroom or educational content. Language classes refers to the notion that anti-translanguaging policy must be stricter in the language classroom, or otherwise forbidden, in both online and offline classrooms. Unprofessional referred to the lack of professionalism attributed to the use of translanguaging both in professional and educational contexts, both online and offline. Loss of proficiency refers to the argument that translanguaging leads to a loss of proficiency in the given languages, in all contexts. Purity referred to the notion that language purity (irrespective of the language) is the ideal in all teaching and learning contexts, online

and offline. Lastly, the monolithic brain referred to the notion that monolithic thinking is preferred, or better, to multilingual or bilingual thinking, and that engaging in translanguaging in any context would disrupt the ability to achieve a monolithic brain.

4.7 Exceptions

Exceptions to absolute opposing stances were identified with respect to some of the arguments presented. Namely, 50% of participants who argued against translanguaging provided at least one exception. Exceptions were considered as such when occurring in interviews with participants that clearly stated their opposition to translanguaging in a given context and as such their perceptions were not swayed when citing the exception. Exception cases were thus classified accordingly: Natural Environments, Intentional Tool, Oral Only, Inclusivity, Accessibility/Comfort, Higher Education.

Natural Environments, as referenced by 50% of those positing exceptions, referred to the notion that translanguaging may be permitted in any context when the environment naturally allows for it, and occurs naturally. 100% of those positing exceptions cited that of intentional use of translanguaging as a tool, as an exception to anti-translanguaging positions. 50% indicated that oral activities or practices may provide exceptions for translanguaging, including those in educational contexts. 75% of those citing exceptions indicated inclusivity as an exception for translanguaging in both social and educational contexts (online and offline). Accessibility/Comfort was referenced by 50% of participants indicating that the use of translanguaging should be offered exception of the intent is to bolster accessibility, or create a more comfortable atmosphere in both social and educational contexts. Lastly, 25% cited higher education, specifically graduate level, as an exception for translanguaging

given that the graduate level individual should already have a fluent command of the language of instruction.

4.8 Summary and Synthesis

In light of observations, surveys, and interviews implemented within this study, it was found that graduate education students' perceptions were predominantly positive of translanguaging practices. Provided the overall means of each categorical subset of the survey, positive perceptions were ultimately identified. In support of these results, interviews yielded a majority of positive perceptions overall, a minority of individuals in opposition and open to exceptions, and few individuals in resolute opposition. Further in support of said positive perception, observations indicated that students predominantly translanguage in most contexts including in the classroom (S-S and S-T), and during interviews, despite answers to prompts suggesting otherwise. However, conflicted perceptions were also consistently identified with respect to interview and survey prompts, the implications of which are explored in the following chapters.

Chapter Five

Discussion

Overall, the findings of this study revealed that 1) graduate education students perceive translinguaging as a natural linguistic phenomenon ($M=4.9$); 2) It is okay to engage in translinguaging in higher education online settings ($M=4.04$); and 3) graduate education students translanguage in a variety of contexts, for purposes and functions in line with those suggested by Gumperz (1982), Kettner (2013), Kachru (2006), Jin & Woongia, (2012), and Moody (2006). Though arguments and perceptions in opposition were identified in the findings, it nonetheless appears that, as with Moody et al.'s (2019) study, predominantly positive perceptions exist with respect to graduate education students in this study. As such, it appears that bilingual and multilingual individuals are outgrowing monolithic approaches to learning and overt ideologies (Carroll & Mazak, 2017), as universities globally begin to respond by accounting for translinguaging pedagogy (Doiz & Lasagabaster, 2016; Moody et al. 2019). Though resistance to the concept of translinguaging in education has been prevalent for some time, the findings of this study suggest that graduate education students are open to translinguaging practices, but perhaps lack the research underpinnings that support it. Furthermore, as posited by Moody et al. (2019), university students are more likely to harbor preestablished beliefs surrounding translinguaging. Following interviews and the acquisition of demographic information, a correlation between attitudes and perceptions of translinguaging perpetuated in childhood and grade school impacted perceptions in adulthood, both positively and negatively. This further affirms the notion that experiences with language in academic settings impose upon future

perceptions. The following section presents the findings in light of each research question posited at the onset of the study.

5.1 RQ1: How do bi-lingual and multilingual graduate education students perceive the practice of translanguaging?

In light of the data collected, it is evident that bi-lingual and multilingual graduate education students bear positive perceptions of translanguaging practices overall. This is evident in the overall positive and neutral perceptions with respect to data collected via survey, and subsequently supported through interviews. In both cases, positive perceptions were found to outweigh neutral and negative perceptions. Though negative perceptions were found to outweigh neutral perceptions in the interview portion of the data, it is important to note that any incidence of translanguaging observed during class observations was found to be received with indifference, even by those in opposition to its practice. In addition, individuals against translanguaging, routinely provided exceptions that mirrored those of favorable arguments for translanguaging. For example, the most common cited exception for translanguaging with respect to arguments against translanguaging was that of translanguaging *As A Tool* (for teaching and learning), resembling the most common condition placed on arguments in favor of translanguaging, *Purposeful Use*, and the argument *As a Tool* itself. As such, both perceptions appear to be congruent in nature, suggesting an overall positive perception, and an openness towards positive perceptions where none was recorded.

These findings are congruent with the literature surrounding graduate student perceptions, as outlined by Moody et al. (2019). In addition, perceptions surrounding the usefulness of translanguaging compared significantly with results found in Adamson and Coulson's 2015 study in similar context. As such this study found that

graduate education students, much like those in the aforementioned study, deem translanguaging as a beneficial practice in an educational context. As with the present findings, Carsten's (2016) study also found that most students perceived translanguaging as a helpful tool in macro and micro-level comprehension of complicated ideas, ultimately benefiting learning. However, as with the present findings, Carsten's (2016) too found that other students perceived translanguaging and a complicating entity when learning, while others also referenced language dominance. Similarly, Rivera and Mazak's 2017 study of upperclassmen's perceptions of translanguaging yielded very similar results to the present study in that both studies found that the majority of students perceive translanguaging as useful and overall natural, or normative, but roughly half of students perceived translanguaging in a negative light with respect to areas such as professionalism and social decorum. These findings indicate that there remains a hesitancy to accept translanguaging in both an official and a professional capacity.

In addition to a consensus with the research literature, the results suggest congruency with the theoretical frameworks underpinning this study. Primarily, the findings indicate that graduate education students perceive the practice of translanguaging as being natural. This perception directly aligns with Vogel and Garcia's (2017) premise(s) for translanguaging, in addition to Garcia's (2017) principals of translanguaging theory. In addition, participant interview responses of conditions and exceptions such as *As a Tool, Purposeful Use, and Accessibility* implicitly align with Garcia et al.'s (2017) fundamental purposes one, and two, whereby participants were highlighting the use of translanguaging for (one) the facilitation of understanding, and (two) increasing opportunities for comprehension, evaluation, extrapolation, synthesis, and analysis within an academic context.

Additionally, participant conditions and exceptions such as those pertaining to identity, comfort, and accessibility, bear relevance to Garcia et al.'s (2017) fundamental principles three and four: establishment of a space in support of students' multilingual ways of knowing, and the reinforcement of students' linguistic identities, respectively.

5.2 RQ2: How do bi-lingual and multilingual graduate education students perceive the use of translanguaging for online teaching and learning?

Overall, through both surveys and interviews, it was consistently found that graduate education students do not differentiate between on-site and online learning on a practical level. Despite the variation in modality, the majority of graduate education students maintained that approaches and practices to teaching and to learning are no different, and should be treated no differently in online vs. offline educational contexts, with translanguaging baring no exception. That being said, the overall majority of graduate education students were found to be in opposition to translanguaging practices as teachers within the classroom context, but were found to be more lenient when questioned as to their translanguaging perceptions of practice in the role of them being the student. Further, during interviews with two participants, acknowledgment of the different context, and subsequently demands, of online teaching and learning were made by the participants, who referenced the added "barrier" of being online, thus requiring more openness to translanguaging when online. The disparity in perceptions based on the role of the participants suggests a need for literary exposure to the benefits of translanguaging, and ultimately the pedagogic approaches encroached therein. With respect to their role as teachers, the study found that graduate students' beliefs and perceptions resemble those found in a study conducted by Doiz and Lasagabaster in 2016; there were

mixed perceptions overall, but it was found that teachers were more likely to avoid the L1 than utilize it, as is the case with the present data and findings of this study. An earlier study of teacher's attitudes towards monolingual policies in China, conducted by McMillan and Rivers (2011), found teachers more likely to avoid the L1 when teaching in the language classroom; a common condition and argument against translanguaging found in this study. Nevertheless, Garcia's (2017) theory of translanguaging accounts for such student centralism, in that the theory primarily accounts for student needs. Beyond this, the similarity in responses referring to online and on-sight learning accordingly align with results referring to on-sight learning, as indicated by Moody et al.'s (2019) study, accordingly align with Garcia's(2017) theory of translanguaging, and Garcia et al.'s (2017) principles of translanguaging.

5.3 RQ3: How do graduate education students translanguage in various contexts?

Despite the overall positive perceptions, phenomenon occurrence was found to be limited with respect to observational data. Though the majority of participants engaged in some level of translanguaging in the interview portion of the study, as was observed with respect to observational data, nevertheless, the modality in play yielded limited incidence of the phenomenon across all classrooms, ultimately forcing a reduction of the threshold for frequency. As such, it was found that graduate education students translanguage in online learning contexts, though not substantially, and without dominating over the language of instruction. Further, it was found that graduate education students translanguage more frequently when communicating with one another, than with professors. Most prominently, translanguaging when communicating with professors occurred when students

needed to clarify themselves or inquire further as to the topic at hand. In this regard, translanguaging was more evident or significant when used for these purposes. Additionally, overall, graduate education students translanguage in the context of a research interview, despite commonly indicating its inappropriateness with respect to “professional contexts”. Beyond the scope of observationally derived data, survey findings yielded that graduate education students *will not* translanguage in future contexts, including but not limited to, when teaching, and when learning both online and offline. Despite this, interview data indicated the opposite, where the majority of participants indicated that they would translanguage in such contexts, provided certain conditions apply (see *Conditions*, above).

With respect to observed uses, and references by example during participant interviews, the uses of translanguaging, or functions, were found to be in line with those proposed by Gumperz (1982). Observational data further indicated that Kettner’s (2013) and Kachru’s (2006) motivations for translanguaging occur in an online classroom context with respect to language identity, and comic relief. Otherwise, functions and motivations for translanguaging, as identified through interviews, were also found to account for Kettner’s (2013) and Kachru’s (2006) motivations for translanguaging both from the roles of participants as students and as teachers. In addition to those proposed by the literature, assertion of authority was found to a function and motivation of participants use of L1 when teaching, a common practice in the given regional context. As indicated by Moody’s 2006 study, identity, nevertheless, remains a prominent motivating factor for translanguaging. This was particularly evident in participants’ interview responses where origins, identity, and notions preservation were identified.

Otherwise, the resounding negative perceptions associated with anticipated personal use prompts indicated a significant hesitancy for how and when participants would translanguage. Additionally, the repeat mention of policy with respect to interview answers, and the negative perceptions associated with conditions, and arguments against translanguageing, can be attributed to permissibility of translanguageing with respect to participants professional and pre-established notions surrounding translanguageing. As Moody et al. (2019) explains, educators are rarely encouraged to translanguage, instead subjected to mono-lingual polices. Palmer (2014) argues that this leads them to the perception that translanguageing is harmful to students' linguistic developments, be it in the language classroom or otherwise. It can thus be argued that this perception is implicitly relayed back to students and imparts on their potential perceptions of translanguageing, deriving a paradoxical circle or loop that necessitates a knowledgeable break. This can account for why negative perceptions, contradictions, and overall conflicting perceptions were identified during the course of this study.

5.4 Further Findings and Links to Other Studies

A correlation between professor's degree of translanguageing and translanguageing frequency of students was observed in the given classrooms. In other words, it appeared as though the professor set this standard. Given the data it is evident that teachers set the boundaries for the classroom dynamic where higher education is concerned, as it was observed that the frequency of professors' use of translanguageing predicted student language phenomenon in this regard. Where there was minimal use on the professors' part, minimal use was observed across the respective student body. Further, where there was more frequent use, more common occurrence of translanguageing was observed with respect to the student body. Vogel

and Garcia (2017) indicated that speakers adhere to the constraints dictated by their given contexts, it is evident that this correlation falls under such logic. Additionally, Kettner's (2013) suggestions surrounding conformity also account for this dynamic of analogous frequency, accordingly suggesting that frequency may be considered a direct precursor of translanguaging motivation. A similar relationship between frequency of teacher translanguaging and frequency of student translanguaging was identified in a study of perspectives of tertiary learners and teachers in Japan (Turnball, 2018). Comparatively within the data set, where student translanguaging was most common, teacher translanguaging frequency was also most common (Turnball). Where teacher translanguaging was less frequent, student translanguaging was also least frequent, and so on (Turnball).

Additionally, Moody et al.'s (2019) study suggested a gap in the literature with respect to identifying if a connection exists between the attitudes, perceptions, and experiences of participants in the past with that of their perceptions surrounding translanguaging in the present. Accordingly, this study explored this potential relationship by inquiring into participant's background and experiences with translanguaging in basic years of education. As such, it was found that there indeed was a connection, whereby individuals who were exposed to copious amounts of translanguaging in their basic years of school education now frown upon this practice and consider it as an indication of incompetency. These individuals were also found to be in opposition to translanguaging at present. On the other hand, individuals who were exposed to translanguaging practices, albeit with neutral associations were found to be overall neutral in their current perceptions of translanguaging, with the consistent condition of avoiding translanguaging in the language classroom. Further, those having experiences or exposure to monolithic

language policies were found to favor translanguaging presently, with favorability increasing markedly when expressing stricter language policies from their past. This was especially evident where participants were taught in French, and later exposed to English as a language of instruction. The positive perception of translanguaging in educational contexts with respect to these particular participants was associated with senses of suppression of natural language behavior, which was later confirmed by their experiences with higher level education wherein their linguistic repertoire enabled or facilitated their ability to learn.

5.5 Summary

In sum, this study found that graduate education students perceive translanguaging as a natural linguistic phenomenon; it is acceptable to engage in translanguaging in higher education online settings; and graduate education students translanguage in a number of varying contexts, for a number of purposes and to achieve a variety of functions, all of which have been found to be in line with the literature, and particularly the theoretical frameworks underpinning this study.

Chapter Six

Conclusion, Limitations and Implications

Lately, due primarily to the online shift resulting from the COVID19 pandemic, and its subsequent impact on the educational infrastructure of nations around the world, online education has seen itself at the forefront of global scrutiny. As such, it has proven imperative to evaluate the elements that contribute to ensuring educational equity, and educational quality, online during this global crisis. Language, the carrier and conveyer of meaning, essential to the online process of teaching and learning, bears no exception in its fundamental role in ensuring educational equity and accessibility. As translanguaging has received increased attention as a pedagogical practice and a communicative strategy (Moody et al., 2019; Garcia, 2017; Canagarajah, 2011; Sayer, 2013), universities internationally, too, have responded in favor of accepting translanguaging practices (Carroll & van den Hoven, 2016). However, this has not been the predominant case globally as monolingual universities continue to outweigh multilingual policies, nor nationally in the context of Lebanon, as monolingual policies continue to be the norm in the leading universities and schools within the nation. Amidst the tug-of-war in favor and in opposition of adopting translanguaging pedagogies, and despite the volume of research citing the benefits of translanguaging in multilingual contexts, such as that of Lebanon, a gap in the research exists where students' perceptions of these practices are concerned (Moody et al. 2019; Adamson & Coulson, 2015; Carstens, 2016; Rivera & Mazak, 2017). This study adds to the existing literature by gauging Lebanese graduate education students' perceptions of translanguaging. The data from this study indicated that graduate education students' were not only engaging in

translanguaging in social, formal, and educational contexts, but were also primarily in favor of translanguaging for learning, provided it is purposeful or used as a tool, and that they view it as a natural bilingual and multilingual practice. In addition, the majority of participants indicated they were accepting of the notion of translanguaging as a practice in higher education, but largely demonstrated an inclination towards the perception that it indicated incompetence in a given language. This finding gives rise to various implications (explored below) given that research reveals that language users posit their linguistic repertoire, and subsequently resources, in a strategic manner for varying outcomes and purposes (Garcia et al. 2017). It was subsequently found that graduate education students bore this perception where limited knowledgeability of translanguaging and translanguaging research was attained.

6.1 Limitations

As in the case of any given study, this study was delimited by a number of limitations. Primarily, the findings were limited by a small pool of participants, rendering the data ungeneralizable to the national graduate education student demographic, despite data sets being representative of the case under study, and being congruent with data and findings from related studies. Furthermore, the variability within the data suggested a wide representation of perceptions, and cemented a lack of bias within the data, as such it is believed that an accurate overview of perceptions of graduate education students was attained. Additionally, the languages spoken by the participants were deemed representative of the multilingual context in question. Nevertheless, it is recommended that future researchers account for a wider pool of participants, potentially spanning across multiple universities with varied languages of instruction. Additionally, time posed

as a constraint in light of the COVID19 pandemic requiring an account of distanced data acquisition, and a graduate requirement to conclude within a delineated bout of time. Observations as a means of data collection also suggested an implication given that they were implemented during a seemingly otherwise unfamiliar time, and given that students and professors alike were forced online, resulting in a static online dynamic between professors and students. Though this is one of the precursors of the study, and critical to the study, it would thus suggest that this study be replicated in universities with a preestablished online entity, or those with a variety of teaching strategies utilized in their classrooms, as opposed to a new and newly exploring one. This is because it was found that students were less involved, they were timid, and the session dynamic was not centered around student production of language, which proved unideal to this study. An inherent limitation of the study was that of lack of familiarity with the term *translanguaging*, however this further emphasizes the need for a study of the like in this particular field. As future educators and educational leaders, knowledgeability and exposure to translanguaging pedagogy is fundamental in a global society where bilingualism and multilingualism are becoming the norm.

6.2 Implications

A number of implications on both practical and theoretical levels have come to posit from this study, including those imparting upon research, policy and practice.

Primarily, despite the consistent condition and argument in opposition to translanguaging in the language classroom, the majority of participants indicated that translanguaging had helped them in the process of acquiring a language, suggesting that Language Learning classrooms should consider permitting or encourage the use of translanguaging in their classes, as this largely coincides with existing translanguaging benefits literature. In addition, the categorical identification of the

language phenomenon occurrence and the corresponding functions and motivations of each imparts upon the literature in that new ways of manifestation were identified, and that it was found that translanguaging practices can often encompass more than one function in a singular speech act. In addition, revision of functions and motivations may be necessary in future research to more accurately describe the act in occurrence, while others may necessitate broadening. The findings of this study also serve to inform policy and make a case for concrete change in educational pedagogies. As such, policy makers in grade schools (K-12) and universities should refrain from maintaining linguistic ideologies of separation, instead exploring strategic means of translanguaging incorporation within instruction. The findings also suggest areas for curricular expansion with respect to the graduate program in question, given it is an educational field, and provides a language specific track. Individuals beyond this track indicated significantly limited, and often contradictory, knowledge or awareness of the subject. As such, the incorporation or exposure of this critical topic in education should be incorporated within the program itself to ensure that all education experts, both language-based and otherwise, are aware of translanguaging and have an accurate perception of its benefits and uses, ultimately ending the aforementioned paradoxical perception relay loop. Further, based on the interview data collected, it is recommended that future studies explore undergraduate education student perceptions as interview responses suggest that this is a good intervention stage (while accounting for the codified, and preestablished beliefs of students, or even lack thereof). Lastly, this study not only strengthens the theory or models in favor of translanguaging, but also creates a basis for future research in that current graduate student perceptions on translanguaging may be compared with future performative and behavioral practices in their classrooms. To this end, a better

understanding of the role of student perceptions in future professional decision making and behaving will be attained.

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Appendix A: IRB Approval Form



Institutional Review Board (IRB)

لجنة الأخلاقيات

NOTICE OF IRB APPROVAL

To: Ms. Rasha Noureddine
Advisor: Dr. Rima Bahous
Associate Professor
School of Arts and Sciences

APPROVAL ISSUED: 30 September 2020
EXPIRATION DATE: 30 September 2021
REVIEW TYPE: EXPEDITED – Initial

Date: September 30, 2020

RE: **IRB #:** LAU.SAS.RB3.30/Sep/2020

Protocol Title: Graduate Education Students' Perceptions: Translanguaging in Online Teaching and Learning

The above referenced research project has been approved by the Lebanese American University, Institutional Review Board (LAU IRB). This approval is limited to the activities described in the Approved Research Protocol and all submitted documents listed on page 2 of this letter. **Enclosed with this letter are the stamped approved documents that must be used.**

APPROVAL CONDITIONS FOR ALL LAU APPROVED HUMAN RESEARCH PROTOCOLS

LAU RESEARCH POLICIES: All individuals engaged in the research project must adhere to the approved protocol and all applicable LAU IRB Research Policies. PARTICIPANTS must NOT be involved in any research related activity prior to IRB approval date or after the expiration date.

PROTOCOL EXPIRATION: The LAU IRB approval expiry date is listed above. The IRB Office will send an email at least 45 days prior to protocol approval expiry - Request for Continuing Review - in order to avoid any temporary hold on the initial protocol approval. It is your responsibility to apply for continuing review and receive continuing approval for the duration of the research project. Failure to send Request for Continuation before the expiry date will result in suspension of the approval of this research project on the expiration date.

MODIFICATIONS AND AMENDMENTS: All protocol modifications must be approved by the IRB prior to implementation.

NOTIFICATION OF PROJECT COMPLETION: A notification of research project closure and a summary of findings must be sent to the IRB office upon completion. Study files must be retained for a period of 3 years from the date of notification of project completion.

IN THE EVENT OF NON-COMPLIANCE WITH ABOVE CONDITIONS, THE PRINCIPAL INVESTIGATOR SHOULD MEET WITH THE IRB ADMINISTRATORS IN ORDER TO RESOLVE SUCH CONDITIONS. IRB APPROVAL CANNOT BE GRANTED UNTIL NON-COMPLIANT ISSUES HAVE BEEN RESOLVED.

If you have any questions concerning this information, please contact the IRB office by email at irb@lau.edu.lb

BEIRUT CAMPUS	BYBLOS CAMPUS	NEW YORK OFFICE
P.O. Box: 13-5053 Chouran Beirut 1102 2801 Lebanon	P.O.Box: 36 Byblos Lebanon	475 Riverside Drive Suite 1846 New York, NY 10115
Tel: +961 1 78 64 56 +961 3 60 37 03 Fax: +961 1 86 70 98	Tel: +961 9 54 72 62 +961 3 79 13 14 Fax: +961 9 54 62 62	Tel: +1 212 870 2592 +1 212 870 2761 Fax: +1 212 870 2762

www.lau.edu.lb



The IRB operates in compliance with the national regulations pertaining to research under the Lebanese Minister of Public Health's Decision No.141 dated 27/1/2016 under LAU IRB Authorization reference 2016/3708, the international guidelines for Good Clinical Practice, the US Office of Human Research Protection (45CFR46) and the Food and Drug Administration (21CFR56). LAU IRB U.S. Identifier as an international institution: FWA00014723 and IRB Registration # IRB00006954 LAUIRB#1

Dr. Joseph Stephan
Chair, Institutional Review Board

DOCUMENTS SUBMITTED:

LAU IRB Initial Protocol Application	Received 24 September 2020
Research Protocol	Received 24 September 2020
Thesis proposal	Received 24 September 2020
Appendix A-Permission to Adapt and Use Survey From Dr. Moody	Received 24 September 2020
Appendix B-Translanguaging Survey - Google Forms	Received 24 September 2020
Appendix C-Semi Structured Interview Questions	Received 24 September 2020
Appendix D-K-Letters and forms of recruitment and Informed Consent	Received 24 September 2020, Amended 29 September 2020
IRB Comments sent: 28 September 2020	Received response: 29 September 2020
NIH Training – Rima Bahous	Cert.# 2058296 Dated (18 April 2016)
CITI Training – Rasha Nouredine & CV	Cert.# 30458460 Dated (10 February 2019)



Appendix B: Survey

1. Age
2. Gender
3. Occupation if any other than student
4. Are you currently a teacher?
5. If you have had any teaching experience, please indicate the number of years.
6. If you are or have been a teacher, please indicate the subject(s) that you teach or have taught.
7. If you are or have been a teacher, please indicate the age group which you teach or have taught.
8. If you are or have been a teacher, please indicate the language of instruction.
9. If you are or have been a teacher, was your school multilingual?
10. If you answered yes to the previous question, indicate your proficiency in each of the languages of instruction at your school.
11. What is your native language?
12. What other languages do you speak, and what is your proficiency in each?
13. What is your current emphasis?
14. Please list the language(s) that you speak
15. Translanguaging should be avoided by bilinguals and multilinguals.
16. Instructors at my university engage in translanguaging.
17. Translanguaging is a natural practice for bilinguals and multilinguals.
18. Translanguaging indicates a lack of linguistic proficiency in your second language.
19. Translanguaging is a disrespectful practice.
20. Translanguaging is confusing for me.
21. Translanguaging helped me learn a complex concept.
22. Translanguaging is only acceptable if you need repeated elaboration of a new concept.
23. Translanguaging is essential for learning a new concept.
24. Translanguaging has assisted me in learning a new concept.
25. Instructors should avoid translanguaging because it will prevent effective learning.
26. Translanguaging helped me learn a new language.
27. Translanguaging is only acceptable when you are learning a new language.
28. Translanguaging is essential for learning a new language.
29. It is okay to engage in translanguaging in social settings.
30. I use translanguaging in social settings.
31. Translanguaging is socially acceptable.
32. It is okay to engage in translanguaging in higher education online settings.
33. Bilinguals and multilinguals should be able to engage in translanguaging to complete online university assignments.
34. Translanguaging is acceptable to use within university- level online assessments.
35. It is appropriate for university instructors to engage in translanguaging in the online classroom.
36. Translanguaging by an online university instructor is unprofessional.
37. I would feel upset if a university instructor engaged in translanguaging during an online class.

38. If an instructor used translanguaging in an online class, it would be helpful for the bilingual and multilingual students.
39. Translanguaging helps me engage in online conversations with my colleagues.
40. Translanguaging helps me understand online conversations with my colleagues.
41. It is okay to engage in translanguaging in higher education settings.
42. Bilinguals and multilinguals should be able to engage in translanguaging to complete university assignments.
43. Translanguaging is acceptable to use within university- level assessments.
44. It is appropriate for university instructors to engage in translanguaging.
45. Translanguaging by a university instructor is unprofessional.
46. I would feel upset if a university instructor engaged in translanguaging during class.
47. If an instructor used translanguaging in class, it would be helpful for the bilingual and multilingual students.
48. Translanguaging helps me engage in conversations with my colleagues.
49. Translanguaging helps me understand conversations with my colleagues.
50. Will you permit your students to use translanguaging in your classroom?
51. Will you use translanguaging in your classroom?
52. Will you use translanguaging in your online classroom?
53. Will you allow your students to use translanguaging in your online classroom?
54. Will you permit students to use translanguaging in your online assignments?
55. Will you permit students to use translanguaging in your online assessments?

Appendix C: Interview Transcripts

Participant 1

Participant 1: I have been given sufficient information about this research project. I understand that my answers will not be released to anyone and my identity will remain anonymous. My name will not be written on the questionnaire nor be kept in any other records. When the results of the study are reported, I will not be identified by name or any other information that could be used to infer my identity. Only researchers will have access to view any data collected during this research. However, data cannot be, be linked to me. I understand that I may withdraw from this research anytime I wish, and that I have the right to skip any question I don't want to answer. I understand that my refusal to participate will not result in any penalty or loss of benefits to which I otherwise am entitled to.

I have been informed that the research abides by all commonly acknowledged ethical codes and that the research project that has been reviewed and approved by the institutional review board at the Lebanese American University. I understand that if I have any additional questions I can ask the research team, listed below.

I have read and understood all statements on this form. I voluntarily agree to take part in this research project by completing the following interview.

Interviewer: Okay, well, um, by continuing to participate in this interview, you recognize your right to stop at anytime as long as I haven't finished the interview. After I finished the interview, uh, the data is, now belongs to the study and you cannot terminate your participation. Um, and you have read and confirm that you know all your rights to confidentiality and privacy.

Okay?

Participant 1: Okay.

Interviewer: Alright. So let's begin. My first question is where did you attend grade school? Like what country?

Participant 1: Lebanon.

Interviewer: Okay. Um, where did you attain your bachelor's?

Participant 1: Uh, ***** ***** *****.

Interviewer: Okay. Can you-

English -- (unclear)

Aw, perfect. Can you describe your experiences with language instruction at school?

Participant 1: At school? What do you mean ya3ne, eno, how?

Interviewer: What language did they use to teach you? What was it like learning in that language?

Participant 1: Okay. They, uh, I took the two languages, English and French. Uh, English, it was, um, you mean, uh, el abel ya3ne oh (unclear) how, what do you mean?

Interviewer: I mean, um, like just what language did they teach you in and did they stick to these languages when they were teaching you? So like in the English classroom were they English only?

Participant 1: Um, no did they not stick to only to English. They used Arabic when they want to explain a word, for example, and definitions, vocabulary.

Interviewer: Mmm. Okay.

Participant 1: They sometimes used Arabic.

Interviewer: Okay.

Participant 1: For both.

Interviewer: Now, even though they did that, did they, when they talk about doing that, like using more than one language in a classroom, which is what we call translanguaging, um, did they talk about it, talk about doing this positively or did they talk about it negatively?

Participant 1: No, they did not talk about it, ya3ne, they just explain and sometimes we used Arabic word, but they did not talk about if it's positive or negative.

Interviewer: If students do it, was it okay?

Participant 1: No, it was not okay.

Interviewer: Okay.

Participant 1: You have to speak in English. You have to use the English language. We have English class, so it's only, they use -- (unclear) , but once she wants to tell us, to explain a word and a student not underachieve, she may use it.

Interviewer: Okay. Um, what is this experience like compared to university?

Participant 1: Uh, no, totally different. Uh, imbala, shu, la ***** used to use, Uh, same, same. La2, 3anjad, it was same.

Interviewer: Tab, can you give me an example of how language was used in university, like in higher education?

Participant 1: Okay, when, uh, giving explanation, um, uh, it was English. Okay. Pure English. When [they] want to explain a concept when she want to, and she wanted to explain anything, uh, sometimes she gave example in Arabic, right?

Interviewer: Yeah. Any other teachers who did this? You don't have to name them just yes or no.

Participant 1: Um, no, uh, Dr. ***** did not accept, uh, using the Arabic language. He even didn't use it. But I used the name. I stated the name.

Interviewer: No, it's okay, it's anonymous. It won't make it into the, the study. Don't worry.

Participant 1: Ma bede -- (unclear) ila il names.

Interviewer: No, no. It's okay. Um, any other courses like ***** ***** or, um, ***** *****?

Participant 1: Most of them use the both languages.

Interviewer: Okay, most of them. Okay. Um, w- do you think that translanguaging- so in the survey I asked you if you thought it was appropriate or inappropriate in certain contexts, why do you think it is that? Why do you think it's appropriate in some and inappropriate in others?

Participant 1: Not me, I, eno... It's not my opinion if it's appropriate or not, they used it and they do not. That's the point.

Interviewer: Okay. And does it, does, do you feel like it's acceptable?

Participant 1: Uh, no.

Interviewer: Can you explain?

Participant 1: Because, okay. Well, for example, we are taking, uh, um, an English language class. Okay. I don't think we must use the Arabic during our class.

Interviewer: Okay. What if, um, it's a social situation like you and me are talking. Is it acceptable?

Participant 1: Yes, of course.

Interviewer: Why do you think it's acceptable in a social situation, but not, um, in an educational-

Participant 1: Because it's not a formal language, learning formal language, -- (unclear) learning the concepts and it's a language class. So how come?

Interviewer: Okay. Okay. What if it's a class where you're not learning a language, but you are learning in a specific language, does it matter then?

Participant 1: Uh, le- **ya3ne masalan**, for example business.

Interviewer: Eh, okay.

Participant 1: Okay. And, it's uh, no, you can, they can. Yes they can. If it's not a language class.

Interviewer: Okay. Okay. Do you think that it's beneficial for learning?

Participant 1: Uh, um, beneficial, I think maybe -- (unclear) it could serve as a guiding concept.

Interviewer: Mmhm. So it c-, so can it be?

Participant 1: It's not strict, so you get me?

Interviewer: Yeah, I got you.

Participant 1: **Ya3ne heke**, eh.

Interviewer: Okay. Do you think it's appropriate in learning?

Participant 1: Sometimes, yes. If it's not a language class.

Interviewer: Okay. So can you give me, or describe a situation where translanguaging can be beneficial for the student or the teacher? And an example where it's not beneficial, it's actually detrimental.

Participant 1: Um, beneficial, for example, um... **3am fakir fiya**.

Interviewer: It's okay. Take your time.

Participant 1: But you mean-

Interviewer: So for the teacher or the students. In a situation where **ya3ne** using the other language might, might be helpful.

Participant 1: Um, **masalan**, maybe it helps to facilitate the transfer of ideas, uh, breaking independency among student's different linguistic resources or enabling flexibility. Um, uh, almost I mean, **ya3ne**.

Interviewer: Eh, absolutely. Okay. And any example or any situation that you can think of where it can actually do damage instead of help?

Participant 1: Uh, **ana 3ende** one point. The only translanguage- **ya3ne** when you are teaching language, for example, you are te-, you want to teach the students the pure language, you cannot mix with Arabic and other language. They have to take the formal language, **ya3ne**, you should teach **ya3ne**, uh, I do not accept, for example, for a grade three student, the teacher to explain the work for him in Arabic. And so he will- what will stick in his mind? He will start translating when he want to learn the word. That's my point.

Interviewer: I understand, yeah. **Tayeb**, why do you think translanguaging should or shouldn't be allowed in higher education? Like in master's program?

Participant 1: The same thing works for both, **ya3ne** for grade three it's the same. **Ya3ne**, it's, it's it's the idea of the concept, not, not for higher or lower.

Interviewer: Okay. Do you think online education, um, made it different in being acceptable or unacceptable to use translanguaging?

Participant 1: No, it's the same, it's the same. Learning is learning. **Ya3ne, ken** online or not online. The same. **Ya3ne**, it's not a matter of being far from the teacher or close to use the children to use translanguaging or not, it's the same.

Interviewer: Do you think you're going to translanguaging in your classes?

Participant 1: No, I don't think.

Interviewer: Even online-

Participant 1: Cause if I, if I'm a language teacher I prefer not.

Interviewer: Even online classes?

Participant 1: If you want to tell a joke, if we want to keep them with you, maybe sometimes the situation here about why explaining.

Interviewer: Right. Okay. Um, so for sure you are not going to translanguage when you teach, right?

Participant 1: No.

Interviewer: Okay, and when you are a student in the classroom, do you translanguage when you're asking the professor questions?

Participant 1: Sometimes, yes.

Interviewer: Okay. Um, why do you do it-

Participant 1: I, I, I'm I'm honest, ya3ne, I'm being honest.

Interviewer: No, of course, of course, but why do you do it?

Participant 1: Maybe I forget the word, maybe I find the, uh, the, the phrase masalan, easier to express myself.

Interviewer: Okay. Are you going to allow your students to translanguage?

Participant 1: Uh, ya3ne, if, ya3ne if iza-- (unclear)

If I feel that they are not able to express themselves or they need maybe to, to chop down a sentence. It's okay.

Interviewer: Okay. Um, and is there anything that you want to add that maybe can explain how, how you see translanguage as either a student or a teacher in the classroom or online context that you feel maybe in the survey, you didn't have the chance to explain, or, um, some kind of view that you want to clarify?

Participant 1: Hala2, eno, translanguage, ya3ne heye ktir it's spread (unclear) in Lebanon, especially in, uh, uh, our schools ya3ne, mitel, middle, social middle school. You got me?

Interviewer: Yeah, absolutely. Fa given this context-

Participant 1: So, I should, I, I ana I believe that ya3ne lezem yk- there should be training, more training for teachers to get rid of all these things.

Interviewer: Okay. So you think, ya3ne to be clear, you think that, um, teachers should get training for this context where people are using more than one language-

Participant 1: Yes, eno to know the, the disadvantage of using this translanguage, how does it affect students to think Arabic, to start translating? Not to think in English.

Interviewer: Hala2-

Participant 1: Especially if the -- (unclear)

Interviewer: You did say that in some situations there is a benefit, ya3ne, it could be helpful. Do you think that teachers need training in how to use it properly if they want?

Participant 1: Yes, when, yes that's the point, yes.

Interviewer: Okay, so not just for the negatives, but also for the positives, right?

Participant 1: Yes, yes.

Interviewer: So you believe that it can have a place in education or no place at all?

Participant 1: Yes it can.

Interviewer: It can. Okay. And for a specific context or in general.

Participant 1: I told you, ya3ne, for -- (unclear) for facilitate. For flexibility.

Interviewer: Okay, perfect. That's it.

Participant 2

Researcher: All right. So we're now recording. So by continuing with this online call, you agree to the following number one, you have sufficient information about this research project. You understand that your answers will not be released to

anyone and your identity will remain anonymous. Your name won't be written on the questionnaire.

It won't be kept in any other records. It won't be kept on the interview records. And when the study results are reported, you won't be identified by name or any other information that could be used to infer your identity. Only researchers will have access to view any of the data collected. And that is me.

Um, nothing will be linked back to you. You understand that you can withdraw from the research at any time that you want. As long as we have not completed the interview. Once the interview is complete, you're no longer privy to retracting your answers. Um, but you do have the option to skip any question that you don't want to answer.

So, um, you have the right to do that. You also have the right to exercise any of these, um, participation rights. There will be no penalty or loss of benefits to which, um, you are entitled to. And you agree [00:01:00] that you have been informed that the research abides by all commonly acknowledged ethical codes and that the research project has been reviewed and approved by the institutional review board at the Lebanese American University.

You understand that if you have any other questions you can ask at any time you, by reaching out to me, you have understood all the statements that I've just said, and that you voluntarily agreed to take part in this research company.

Participant 2: Yes, I do. Yes.

Researcher: Perfect. Awesome. Let's get started. So, um, I will be asking you a couple of background questions and then we'll jump into the more, um, subjects. All right. So where did you attend grade school?

Participant 2: Uh, where did you attend?

Researcher: Grade school? Like middle school. High school.

Participant 2: - (unclear) yeah, uh, *****./*****.

Researcher: /I'm sorry, one more time./

*****. Okay. Gotcha

Participant 2: ***** Yeah.

Researcher: Um what country?

Participant 2: Uh Lebanon.

Researcher: Okay. Where did you get your bachelor's degree?

Participant 2: Um, univer-, Beirut ***** *****, business and economics.

[00:02:00] **Researcher:** Okay. Can you describe your experience with language and instruction in grade school?

Participant 2: Um, um, it was okay. It was good. Uh, was teacher, she was Native American and, uh, it is one of the best schools ya3ne, it has a good language, yes. It was one of the best schools.

Researcher: Okay. Um, did your, did you have any experiences with translanguaging at grade school? I'll remind you that translanguaging is the use of multiple languages in a multilingual context.

Participant 2: Yeah. In university, in university. And not in schools,

Researcher: yes.

Okay. Um, so in school, did you, and while you were at school in *****, did you ever, uh, experience any translanguaging at school or none at all?

Participant 2: No, no, it's not allowed at all.

Researcher: Okay. And you're saying that in college, you did have that experience.

Participant 2: Yes, exactly. Yes.

Researcher: Specifically in the master's program, did you have that experience?

Participant 2: Um, maybe a little bit.

Researcher: Mmhm.

Participant 2: A little, little [00:03:00] bit [ya3ne].

Researcher: Okay. Okay. Do you think that translanguaging is appropriate or inappropriate in specific contexts?

Participant 2: Uh, from the perspective of the student? I think, um, he will be happy. It will be easier for him. Yes. Bas as a general strategy, I think, um, it's not, it's not a good strategy to you just, uh, to tie two languages.

Researcher: Okay. Do you think it's socially acceptable?

Uh, yes. Yes.

Researcher: Can you elaborate?

Participant 2: Um, it is because I, [ya3ne], just I can see teachers that they're using this type of strategy and it's fine.

Researcher: Okay.

Participant 2: It's normal. It's normal. Yeah. It's very normal.

Researcher: Can it be beneficial for learning?

Participant 2: Uh, sometimes yes, especially that, um, like universities like, *****, for example, we have, uh, from different backgrounds from different cultures sometimes, maybe.

Yes. It is.

Researcher: Okay. Do you think it's [00:04:00] appropriate though?

Participant 2: No. From the teacher's perspective, it's not. As a teacher-

Researcher: Mmhm

Participant 2: I think it's not supposed to, they not supposed to use this type of strategy.

Researcher: Mmhm

Participant 2: But from the student's persp- perspective, I think it's normal.

Researcher: Okay.

Participant 2: It's not a big deal. Hmm.

Researcher: Can you describe a situation in which it might be beneficial for a student to translanguaging?

Participant 2: Uh, for example, I remember in, um, I remember, in, um, *****, we have a course that we have a, um, student that she's from, um, Germany and the teacher, she was talking and she had problems in English. So they started just explaining, um, explaining in Spanish words or for example, using body language, for example, to explain something.

Yes, because she was just a German student.

Researcher: Mhmm. Okay. And do you, can you think of any situations in which it might be detrimental for a teacher or a student to [00:05:00] translanguaging?

Participant 2: Um, maybe, um, I think so, um, when you use it off- more often, it would be hard for the student just to grasp the concept or a certain terms, especially if the terminology is really hard terminology, it would be hard for the student to grasp it.

So it's easier for him or her to just take the, to understand again, in Arabic or any other language other than English.

Researcher: Okay, um, why do you think that translanguaging should or shouldn't be permitted in higher education?

Participant 2: Um, because I think that, um, it should be permitted because, uh, I think adults and in higher education they should have, or they should, uh, they

should have a skill to know, or from the, we have different types of, um, strategies, for example, uh, I don't remember that just a word, bas I just took it in *****. And so you can just, uh, know the information or the main idea from [00:06:00] the sentence itself. Okay. So from the sentence itself, it can describe what this word means.

Researcher: Mhmm, mhmm okay.

Participant 2: Comprehensive inputs or I don't really remember the, the word. Exactly.

Researcher: Okay.

Yeah.

Researcher: Um, does online education differ in its acceptibility of translanguaging practices?

Participant 2: Um, maybe because some online just, um, courses they are recorded. And I think by law, it is not acceptable to just use two different types of languages. So I think, uh, they don't use the strategy.

Researcher: Mhmm okay.

Participant 2: Yeah.

Researcher: Um, do you think that you're going to translanguage in your classes?

Participant 2: No, no, no, no, no. Not at all.

Researcher: Online or offline?

Participant 2: No, not at all. I won't.

Researcher: Okay. Will you allow your students to translanguage?

Participant 2: Uh, also no, no, because they will be lazy. They will say that, okay. This is much easier. It means like [00:07:00] this, which is not acceptable in my classes at all.

Researcher: Okay. Is there anything that you want to add regarding your perception or your use of translanguaging in a classroom or online context?

Participant 2: Uh, I think, uh, the medium of, the medium of just, uh, the medium of, uh, just uh-

Researcher: Instructing-

Participant 2: Teaching. Yes, exactly. It has to be, for example, just a, it has to be one for everything. It's English.

It means we have to just to abide by the English language, it's Spanish or whatever, even though if we are in Arabic class also, we have to abide for the time because some students, you know, that they don't like Arabic.

Researcher: Yeah, true.

Participant 2: So it's so funny that they also use English word. So also this is not allowed. So just medium.

Yes, we have just one language use in one class. That's it. Much better.

Researcher: What about in other subjects that aren't language subjects like math, science.

Participant 2: Okay. That's a very nice question. I already I just, I teach economics. I teach psychology. I use only English in my classes.

I just, maybe I just put [00:08:00] images or something that can help them understand the word or the concept, but I never use, uh, just the other than English. No way. In psychology and economics, also in social studies sometimes for example, they tell me, let's say, I'm talking about a certain country. "What does this mean miss"? For example, this country in Arabic, I say, I don't know, just see the map and you can detect it by yourself. I don't say it at all in Arabic.

Researcher: Okay. So not even for like translation or clarification.

Participant 2: [Abadan.] No, no, no, no.

Researcher: Okay. Can I ask an additional question?

Participant 2: Sure.

Researcher: Um, do you ever use Arabic or rely on another language for like discipline or for comedic relief in the question?

Participant 2: Um, maybe for discipline, because, um, for example, if I'm a little bit just, I want to shout or something, just, I say some words.

Okay. Some words like[ya Allah] or like [shu bek], that's it, it's not a concept or theme. No. Yeah. That's so funny. It's a nice question.

Researcher: Okay. That's it. That's the whole interview. Thank you so [00:09:00] much.

Participant 3

Interviewer: I'm going to, as, as soon as it starts. Okay, I'm going to be reading you, um, the consent terms, since we're doing this orally, I'm going to go ahead and go through them. So by continuing with this online call, you agree to the following that, um, first of all, you've been given sufficient information about this research project. You understand that your answers will not be released to anyone. Your identity will remain anonymous. Your name will not be written on the questionnaire. It won't be kept on any other records. When the results of the study are reported, you won't be identified by name or any other form of information that could in any way infer your identity.

Only researchers, and that is me, will have access to view any of the data collected during this research phase. Um, and then data will not be linked to you, even though it is stored. You understand that you can withdraw from this research at any time, as long as we have not completed the call. Once I, once you've answered the final question, um, the data has officially been considered collected, [00:01:00] but you have the right to skip any question that you don't want to answer, and you have the right to terminate your participation at any time.

You can refuse to participate also. And if you choose to exercise any of these rights, there's no penalty, there's no loss of benefits.

Um, you also acknowledge that this research abides by all the commonly acknowledged ethical codes, that the research project has also been reviewed and approved by the IRB at LAU, and that if you have any additional questions, you can contact me at any time. That you have understood all the statements I've just mentioned and that you are voluntarily agreeing to be part of this research project by continuing with this interview.

Participant 3: I agree.

Interviewer: Okay, fantastic. So let me go ahead and get started.

So the first five questions are just background information that, um, pertain to the study. The rest are the more focused topics. As I mentioned, the study, the study, the interview questions relate to the study survey. So first off, where did you attend grade school?

Participant 3: *****

Interviewer: All right. Um, where did you attain your bachelor's?

Participant 3: Sorry, could you repeat that?

Interviewer: Where did you attain your bachelor's?

Participant 3: *****

Interviewer: Okay. Could you describe, um, your experience with language and instruction in grade school?

Participant 3: Could you be a bit more specific?

Interviewer: Sure. So, um, what language were you taught in and what was your general experience with regards to students and teachers sticking to that language?

Participant 3: Uh, first of all, the language was English. Uh, second of all, we always had students, and uh, teachers actually, in other subjects that say, especially when it came to the sciences and mathematics, they would definitely use other languages during instruction. Not all of the time, but they would at times.

Interviewer: Okay. And this form of translanguaging, um, was it portrayed positively or negatively by the school?

Participant 3: Um, not negatively so long as the teachers who taught actual, um, let's say English, would not be using Arabic in class, or I don't know, uh, French in class. It was fine if they used Arabic in a math class, it was okay in a biology class. That was fine.

Interviewer: Mmhm. Okay. And how does that experience compare with your language experience in, um, higher education, particularly your master's program?

Participant 3: Um, I, the thing is in very few classes, did you have teachers during the master's program, use other languages in classrooms and classes. Um, maybe one or two courses. And not more than that. I didn't really have an issue with this in a master's program.

Interviewer: What about, um, the students?

Participant 3: Uh, some students did more than the teachers, definitely. Um, in most of the courses.

Interviewer: And was this, um, stigmatized in any way or portray- or, you know, addressed negatively or it was normal or standard?

Participant 3: No, not that I noticed, no.

Interviewer: Okay. Um, why do you think that, um, switching between languages or translanguaging is considered appropriate or inappropriate in certain contexts?

Participant 3: Uh, I mean, it depends. I'll give you an example. When we used to be at school, um, when teachers who were teaching a language, an actual language, would switch to another language, then the school would have an issue with this because they're supposed to focus on the language they are teaching. And sometimes, uh, schools believe that, uh, translating is not the best way to go about teaching a new language.

So, uh, they prefer that you stick to the language you're teaching and the student would understand sooner or later. Um, I think this is why sometimes there's a negative attitude towards it, but when it comes to other subjects so long as the students getting the concept, understanding the concepts, then I don't think it's much of an issue.

Interviewer: Okay. Um, do you think it's socially acceptable?

Participant 3: Mmm, in Lebanon it definitely is.

Interviewer: Okay. Do you want to elaborate?

Participant 3: I mean, most people in Lebanon are at least bilingual. They speak more than one language and they tend to mix these languages up at all times. Um, mostly most of them do. Um, I don't know for me personally, I'm a language teacher; when I'm in my classroom, it's um, I do not... I dunno for me, I don't speak Arabic in class when I'm teaching. I don't speak French. I don't speak another language. I don't know. Maybe it's just somewhere in the back of my head, it's there that I'm teaching English and I should stick to English. Um, I don't know.

Interviewer: Okay.

Participant 3: It's not okay for me. (unclear)

Interviewer: Can translanguaging be beneficial for learning?

Participant 3: It depends, I guess. It depends. It does, I'll accept the fact that it does at times. I'll give you an example. Um, when I was trying to learn Spanish, the fact that I do understand French well, and I do speak French, um, helped me a lot when it came to Spanish. Because there's a, I mean, both languages come from very similar backgrounds and it was much, much easier to understand Spanish because of the bits of French I knew previously.

So it does help at times. I mean, it depends on the situation. It's not something you can go about generalizing. So, it depends.

Interviewer: Do you think, um, allowing the mixing of languages is appropriate in, in a learning context?

Participant 3: It depends. I mean, if you're discussing something or you, if you have a discussion in the classroom or if it's something done orally, I mean, it's, it's acceptable, but when it comes to written work and assignments, and I don't know, uh, work actually done, I don't know how beneficial that is.

And I don't see, I don't, I don't see the use of it. I don't know.

Interviewer: Okay.

Participant 3: I don't think so.

Interviewer: Could you perhaps describe a situation where it might be beneficial for a student to use their linguistic repertoire?

Participant 3: Could you be a bit more specific with this one?

Interviewer: Um, okay. So can you describe a situation where it is absolutely beneficial for a student to rely on all the languages that they know?

Participant 3: Oh wow, um, repertoire? I don't know, uh, one situation in which it would be beneficial. Um, maybe if you're teaching a class where you have students from different backgrounds and the students cannot comprehend what you're saying, no matter what you tried to do, they don't understand what it is that you're saying. And you have to get the concept through to them.

I would understand your use of different languages in this, uh, set in such a setting. I don't know, maybe.

Interviewer: Okay and in what situation would it be absolutely beneficial for a teacher to translanguaging?

Participant 3: I think I mixed up the questions. I'm sorry.

Interviewer: No, I think you indirectly indicated the benefit to the student, but if you do want to elaborate, feel free.

Participant 3: This is also beneficial to this teach-, to the teacher, because I mean, you're getting the concept through to the students and, uh, in a way, which is which they can understand in a language they can understand. And at the same time, it's good for you because I mean, they're getting it, so you're, you're actually doing some teaching.

Interviewer: Okay. Fair enough. So, um, do you think that translanguaging should, or shouldn't be permitted in higher education?

Participant 3: I do not want to generalize, but I mean, if you look at it just quickly, if you take a quick look at it, I don't see how beneficial it is. Again, if it's a discussion or some oral, uh, I dunno, debate in class, I would understand. But when it comes to written work, I don't see why a person would be studying in an institution where the language is completely different from what that person knows and why that person would have to revert to his or her, uh, mother tongue.

If it, I don't know, I don't see how this is going to work. I mean, you're talking about higher education here. You're not talking about, let's say an ESL classroom in a school setting or.

Interviewer: What about if the context is exclusive to multilingual areas like Lib-Lebanon? Would it -- (unclear)

So, um, what if the higher education institutions such as LAU is in a multilingual context as is the case with other youth? Would your position change in any way?

Participant 3: No.

Interviewer: Okay. Do you think that, um, online education differs in its acceptability of translanguaging practices?

Participant 3: No.

Interviewer: Okay. Why not?

Participant 3: I don't really see the difference.

Interviewer: Okay.

Participant 3: I'm teaching online. I'm teaching most of my classes online. We're okay. Now we've reverted to blended learning, but I mean, I have more than half of my class at home. Um, I don't see how this changes anything.

Interviewer: Okay. That's interesting. Um, so do you think you're ever going to trans- translanguaging in your classes be they online or in person?

Participant 3: Uh-

Interviewer: Or now, since they're blended take-

Participant 3: If I'm going to do it in person, I'm going to do it online. And if I'm going to do it online, I'm going to do it in person. I mean, sometimes I teach theory of knowledge. Sometimes we have not, sometimes most of the time we have discussions and debates in the classroom.

Interviewer: Right.

Participant 3: And, um, sometimes students do revert to speaking Arabic in passive and I do sometimes. Not during my English language class.

Interviewer: Okay.

Participant 3: During my theory of knowledge class, it does happen. I mean, I slip in a word or two, especially when you find it extremely appropriate to describe whatever it is you're trying to say. Sometimes you just find the perfect word in, I dunno, sometimes it's French. Sometimes it's Arabic. It does work at times and I do use it in theory of knowledge at times.

Interviewer: Okay.

Participant 3: So again, I guess it depends on the subject you're teaching. In English, I do not find it appropriate at all.

Interviewer: Alright. Okay. So would you translanguaging in your classes or online classes as a student at like in college with your current master's program classes if you're taking any or as a student in general?

Participant 3: The current program I'm in, I don't think so. I'm almost done and I never have.

Interviewer: Okay.

Participant 3: Um, I mean, when it comes to oral discussions in class, or when we're speaking as students in the classroom, of course I have once or twice or even more, I guess it does happen, but I mean, again, written work and so on, never-

Interviewer: With exclusively oral, um, tasks or, you know, activities, why do you think you translanguaging?

Participant 3: Um, as I said before, when, uh, when I gave you the example about theory of knowledge, sometimes you're discussing something and you just find this perfect word in another language, which perfectly fits what you're trying to say. And you might just slip it in, use it unconsciously. So I guess this is it.

Interviewer: Okay. Um, lastly, will you ever reprimand your students for translanguaging or will you ever allow it?

Participant 3: I wouldn't say reprimand, no, never, but I do not speak. I mean, if they speak Arabic to me, the first time, second time, third time, I completely ignore the Arabic and I answer in English.

So the students do tend to understand that okay, fine, this is an English class. She's, she's not going to reply in Arabic. So they get used to it without me saying it, but reprimand them. No, I wouldn't. Encourage it, I definitely would not encourage it in my English classroom.

Interviewer: Okay. What about in TOK?

Participant 3: I don't mind when they do it.

And sometimes I do speak in Arabic in class. It's not such a big deal. It's, it's fine for me. Okay.

Interviewer: And to just kind of wrap everything up, is there anything that you want to add regarding your perception or your personal use of translanguaging, be it by student, teacher, by you personally, in a classroom or an online context?

Participant 3: Uh, as I said before, I don't see much difference between the online context and the classroom. For me, it's, it's the same. Okay. The way you go about it is different and things have changed, but I mean, when it comes to the language itself, I don't see why that should change. I don't see why you should start doing something you were not, you're not used to doing, or you did not do before.

Um, I dunno, that's about it. I, I don't like to generalize things so I'm guessing it depends on the situation again. And again, the class you're teaching and what it is you're doing. So I don't know that's about it. I guess.

Interviewer: That's it then. Thank you. I'm going to end the recording.

Participant 4

Interviewer: Okay. Alright. So by continuing with this online call, you agree to the following. Number one, you have sufficient information about the research project to understand that your answers are not going to be released to anyone and that your identity will remain completely anonymous, that you will not be written on the questionnaire, and it won't be kept on any other records.

When the results of the study are reported, you won't be identified by name or any other information that could be used to infer your identity. Only researchers, who is me, will have access to view any data collected during this research. Um, and even still, none of it will be linked back to you.

You understand that you can withdraw from the research at any time, as long as we're still doing the interview. Once the interview has concluded the data has been considered collected and you no longer have rights to it. Um, but you do have the rights skip any question that you don't want to answer, and you do have the right to refuse to participate altogether.

None of these, um, exercising of rights will result in any sort of penalty or [00:01:00] loss of benefits, um, to what you're entitled to. You have been informed that the research abides by all commonly acknowledged ethical codes, that the research project has been reviewed and approved by the IRB at LAU. And that you understand if any, um, if you have any additional questions, you can reach out to me

at any time and that you have understood all the statements that I've just said, and that you voluntarily agree to take part in this interview. Do you agree?

Participant 4: I do.

Interviewer: Okay. Perfect. Alright, let's get started. So some quick background questions, where did you attend grade school?

Participant 4: Uh, I attended grade school and, uh, French, uh, educated, uh, uh, in a French school called ***** in Lebanon.

Interviewer: Okay. Where did you get your bachelor's degree?

Participant 4: Uh, from the *****.

[00:02:00] **Interviewer:** Okay. Can you describe, um, your experience with language and instruction in school? You said it was a French, um, education. So did, did they stick to French? What was that like?

Participant 4: University in Lebanon. (unclear)

Uh, yes. So all subjects were taught in French, including sciences and, um, math. Uh, and we had Arabic. Um, of course, uh, we, uh, learned English, uh, I think starting grade five, but it was like a third language. So there was no real emphasis on English. Uh, most of the education, uh, was, or instruction was done, um, in Fran-, in French.

Okay. They, they mostly, they mostly stuck to French, uh, in French classes, but in math and sciences, I remember that, uh, there was a use of Arabic whenever the teacher was not like real comfortable with, with French.

Interviewer: Okay. Um, and was this frowned upon or it was okay in certain classes and not okay in other classes? How was it portrayed?

Participant 4: Um, I think it was okay. Like the percentage of users, of usage of Arabic was not, um, heavy. Like they used it for, um, uh, like switching, um, from one topic to another or um, in order to emphasize a certain word or concept, but it was not a whole session of Arabic instead of French, for example. So it was fine.

Interviewer: Okay. And how does that experience compare with your language experience in your master's program?

Participant 4: Uh, now, um, I, um, I learned, uh, French in school and my bachelor's and master's degree were in French from the *****. But, uh, my work experience was all in English. And my second master's degree, which is, which I'm working on now is in English. So, um, I feel like I still, um, lack the fluency in English, bas uh, but I feel like, um, it's, it's fun.

As long as my experience was in English, that gave me a boost and helped me to, uh, to use English.

Interviewer: Okay. And what about your professors? Do they stick to English?

Participant 4: Later on, um, most of them do, but there is still a use of Arabic sometimes.

Interviewer: Okay. Um, do you think that translanguaging is appropriate or inappropriate in certain contexts?

Participant 4: Um, I think that as long as it is not interfering with the session as a whole, it's fine.

Uh, and it depends also on the students themselves, like if you have people, have students who only, um, understand English, for example, you can't translanguage using Arabic or another language.

But if you feel like it's serving the purpose, then it's fine in, in certain percentages. And it depends on the policy of the school or the university too. So, I think, uh, it refers back to policies as well.

Interviewer: Okay. Um, do you think translanguaging is socially acceptable?

Participant 4: Uh, it is socially acceptable. I think in Lebanon it's acceptable, although, some people do criticize people who translanguage a lot. It's, it's um, seen as if the person wants to, um, show that they know more than one language. So there's two views.

Interviewer: And what's your personal view?

Participant 4: Um, I think that, um, it depends on the context. So if you're talking to somebody who, uh, you know knows those languages, it's fine to translanguage, but if you're doing it in front of somebody who may not understand the second language, then the purpose is-

-- (unclear)

Um, yeah, like showing off.

Interviewer: Okay. Do you think translanguageing can be beneficial for learning?

Participant 4: I think it can be, uh, especially I think if you're using it, um, with, um, like, um, native speakers and you're teaching them, **masalan**, another language. Uh, then you, you would use that in, in order to get them to understand the new language, for example, or get them, um, reproduce some sounds in case, um, they had a hard time, **masalan**, but uh, I think it's, it's-

Interviewer: Mmm? Can you hear me?

Participant 4: I can hear you now.

Interviewer: Okay. Yeah, it cut off. You were saying, I think it's, and then it cut off.

Participant 4: Uh, I think that using it in, um, in education is okay. As long as it's for the benefit of the student. Like if there's no other way to, to deliver a message or a concept, or, uh, it's used to make it easy for the students, then it's okay.

Interviewer: Okay. And do you think that it should be made appropriate in learning?

Participant 4: I think most schools and in Lebanon they, um, they have strict policies with regards to using, **masalan**, only English in class. Like the teacher is not allowed to say a word in Arabic, but, um, I think this, um, in English class applies maybe, but in other, uh, subjects, uh, sometimes the mother tongue, um, can deliver a message in a better way.

So I think it's okay if, if there was like regulations on how to translanguage and not leave it up to, uh, like the teacher. There could be some regulations on when you can translanguage and when you cannot.

Interviewer: Okay, okay. Um, so can you give me an example or describe a situation in which you think would be, um, beneficial for a student or a teacher to translanguage, and which could be detrimental; if there is any.

Participant 4: I think for the purpose of enhancing the, uh, verbal communication, uh, of students in, uh, English, for example, uh, there should be a use of English only in order for the student to, **ya3ne**, to rely on only the English vocab and try to implement it, um, because this is the purpose of, um, of this skill, communicating in English.

But, uh, if you want to deliver a concept- one second -- (unclear) - if you want to deliver a concept in science and you feel like the student is not able to grasp it, then you can give some hints in another language.

Interviewer: Okay. Um, do you think, or, does your experience online-

Participant 4: Which if you feel that it will serve the purpose of -- (unclear)

Interviewer: If online education differ in its acceptability of translanguageing practices?

Participant 4: Um, I think, uh, for, uh, for me it doesn't, but, um, I think a lot of parents in online learning are, um, observing classes and not helping their children ,

ya3ne they are using the online experience to observe what teachers are doing or are not doing. So I think that they would not accept it, especially, if, uh, they believe in, um, English only, um, instruction, but, uh, for me, I don't mind if the teacher used it.

Interviewer: Okay. And what about your experience with online, um, online classes due to COVID? Um, do you see, do you think that translanguaging in, um, an online master's course is acceptable?

Participant 4: Sorry, can you repeat the question?

Interviewer: Yeah, no problem. So do you think, um, so with respect to your experience with online classes, um, at *****, do you think, um, that your experience, or do you find that online education um, allows a more acceptable environment for translanguaging or not?

Participant 4: Um, I believe that teachers are more, um, frustrated and they are stressed because they are, they feel like they are observed by parents and they want to use only English. Um, but in my own experience, I, I, I only used English because this is also, um, the way I teach in, in school. And whenever I felt like there's a need to say like a word or to comment on something, I wouldn't hesitate as long as it's minimal as, as possible.

Interviewer: Okay. What about your professors and your classmates, um, in online classes? Do you see more translanguaging? Uh, and do you think it's acceptable?

Participant 4: I'm not sure about, uh, the amount, like if online drove this further or not. Uh, but there is, la2, translanguaging in both when we were on campus and in online, uh, and in online learnings, but the amount of which I'm, I'm not sure whether online learning drove this, um, further or not, but professors sometimes use Arabic and students do.

Interviewer: And do you think it's acceptable, um, in online master's classes?

Participant 4: Um, I think the, the discussions that are done in Arabic are not really relevant to the program like the- they are like just regular discussions and not things related to the topic, most of the time. Uh, so, yeah, I think eno, it's not appropriate to have it in master's class- classes because the way it is used, it's, it's not used for, for a purpose.

It's just used whenever somebody wants to tell something or to share, um, I dunno, an experience or something, but it's not related to the concept.

Interviewer: Okay. Um, so do you translanguage in your, um, classes online or not really?

Participant 4: Not really. I do participate through the chat a lot and whenever I want to participate like orally, uh, I ask my question in, in English.

Interviewer: Okay. Alright. So the next two questions you've already technically answered so I'm just going to skip. Um, are you going to allow your own students to translanguaging?

Participant 4: Um, now, um, it depends on the policy of the school I work in, um, because I believe that when you join the school, you have to be aware of all the policies regarding that. So if, ,uh, the school believes in [00:16:00] translanguaging or it believes in English only, I have to read the language policies and be aware of that and accordingly I can act.

So if they are, um, they are open to translanguaging in classes, then I would allow it. Uh, and if not, then I have to, uh, reinforce the, the policies because parents and students should, they are aware what they like -- (unclear) children in a school. This is what they want. And as a teacher in that school, I have to comply to, to that, you know.

Interviewer: Okay. Is there anything else you want to add regarding your perception or your personal use as either a teacher or a student of translanguaging in your classroom or online contexts?

Participant 4: Um, I do translanguaging a lot in real life. And I think the reason is that there were many languages in my background. So, I'm uh, I have the Arabic language as my mother tongue language, and then my whole education up to the master's degree was in French. And then my experience was in English and my second master's is in English.

So I believe that sometimes, uh, I do trans language, but not intentionally. Sometimes I lose the words in a certain language, and I think that my mind goes and finds it in another language. So when I'm stuck on something, I try to look for it in another, in another language. And this happens to me like in French, I used to be very fluent.

For example, now I feel like- it's gone. It's gone. It's gone. I can understand everything. But, uh, oral um, the oral, um, expression is like, it's all gone because of the use of English.

Interviewer: Okay. So do you think that translanguaging has been detrimental to your ability to communicate in other languages?

Participant 4: Um, I don't think it's about translanguaging. I think it's about the different con- contexts I was in and the lack of practice in some languages, like because English is something that I recently started with, I have a gapping there and because French, I stopped practicing it, I have a, a gap there, so that's when I, I get stuck sometimes.

Interviewer: Okay, perfect. That's it. That concludes the interview. Um, if there's nothing else you want to add, I'm going to stop the recording.

Participant 5

Interviewer: Alright. So by continuing with this online call, you agree to the following that you have sufficient information about this research project, that you understand that your answers will not be released to anyone and that your identity will remain anonymous. Your name will not be written on any of the questions, on any of the interview answers or any other records.

When the results of the study are reported, you won't be identified by name or any other information that can be used to infer your identity. Only researchers will have access to view any data collected during this research, but only that, um, uh researcher is me. You understand that you may withdraw from this research at any time, as long as we're still in the interview process.

Once the interview has concluded, you are no longer privy to the data, but you can skip any question that you don't want to answer. If you don't want to terminate your participation altogether, you understand that you can refuse to participate and this won't count against you. There will be no penalty.

You won't lose any sort of benefits. You also have been, uh, you also acknowledged that you've been informed that the research abides by [00:01:00] all commonly, um, acknowledged ethical codes and that the research project has been reviewed and approved by the IRB at LAU. You understand that if you have any extra questions you can raise, uh, you can reach out to me at any time that you understand all the statements I've just said, and that you voluntarily agree to continue with this interview and that you, um, basically are indicating your consent by participating. Do you agree?

Participant 5: Yes, I agree. I do.

Interviewer: Perfect. Alright. So to start us off, where did you attend um, grade school, like middle school and high school?

Participant 5: I, in middle school, I was in ***** **, it's in Mount Lebanon and in high school, I went to ***** School in downtown.

Interviewer: Okay. Where did you get your bachelor's?

Participant 5: Uh, from ***** **.

Interviewer: Okay. And, um, can you describe what your experience with language and instruction was in grade school?

Participant 5: Um, in high school, um, the focus was not mainly about on, um, on, uh, on the spoken English or oh, how can I say it or the purpose of language and how language should be, should be used, but rather the focus was just on just filling in those, uh, uh, drill and kill exercises in grammar, uh, answering those, um, comprehension questions to a text that was beyond our, uh, our level, without even getting to have those text to text, um, uh, responses or texts to sell (unclear) for responses that are meaningful or like, uh, they just make sense to us. So the whole focus was just about just on completing what the teacher had to give us and, and getting ready for the official exams.

Interviewer: Okay. Um, and what, what was your experience with language in other classrooms? Like in science, uh, math? Whatever other courses you took.

Participant 5: Um, yes. In middle, in middle school, actually, what caught my attention is the fact that only English teachers or language teachers were the ones who, uh, showed proficiency in language, but other subjects that matter teachers like math or science or any other sessions, uh, teachers were not that, um, that the proficient in English and mainly Arabic was used from time to time in explanation. Um, in high school, uh, because I moved to a different school, uh, teachers were more proficient in English. However, Arabic was still used in class, uh, during explanation.

Interviewer: Was this, um, so we call this translanguaging, right? When you shift from one language to the other, in a single context, was this portrayed positively or negatively in school or neutral?

Participant 5: Um, it was neutral at that time maybe, but by the time I moved to college, I started realizing that it was much easier for me to express myself in writing and written tasks when my instructors at university used only English. So the fact that I was able to see progress in my writing at college level made me realize that back then when I was at school, maybe using just one language, which is the instruction language, English, would have made much more difference in terms of me thinking in English, rather than thinking in Arabic and translating my, my ideas to English to write.

Interviewer: Okay. Um, So, what about your professors in higher education, especially in your master's program? What was your experience with their language use?

Participant 5: Yeah, they, they mainly focus on using English at all times. Not all of them, but, um, um, English is mainly used, uh, also during discussions. Um, in some sessions, we tend to speak Arabic, uh, when we get to speak about, um, uh, let's say, daily life experiences or experiences from our, from our job. So just our culture that dominates the language sometimes.

So we get to shift to Arabic yet, the instructor sometimes just reminds us that we have to use English again. And mainly this is, uh, stressed when we have a foreigner in class who doesn't understand English. Oh, sorry. Arabic.

Interviewer: Do you think, um, that translanguaging is appropriate or inappropriate in specific contexts?

Participant 5: Uh, in specific contexts, as I mentioned before, it is appropriate, maybe so that we just, um, contextualize and, uh, contextualize the discussion and make it more authentic. I think if I want to speak about something that relates to me as a citizen or to me as someone whose mother, mother, mother, mother language is Arabic, I would say maybe expressing it in Arabic or, or using Arabic would be much more appropriate than using English.

Interviewer: Okay. Do you think that it's, um, acceptable on a social level exclusively?

Participant 5: Um, can you elaborate?

Interviewer: So would you say that, um, translanguaging is socially acceptable?

Participant 5: Yeah, definitely. Especially nowadays, uh, that we all think that it's cool to use different languages as we speak.

Interviewer: Okay. Do you think it can be beneficial for learning?

Participant 5: Um, I used to think it is previously, but now I believe that no, I think if I just stick to one language, I would help the brain of the learner just focus on one language and one way of thinking about concepts to grasp.

Interviewer: Okay. Do you think it's appropriate in learning though?

Participant 5: I would say at some, in some cases, yes. Maybe, maybe if the learner has a different background or the learner desperately needs a different language to, uh, to understand or grasp a concept, I would say okay. But I, I would go for no, just sticking to one language.

Interviewer: Okay. Can you describe a situation where maybe it's beneficial for a teacher to translanguaging?

Participant 5: Um, I'd say maybe if, a student, um, mmm, I think my previous, my previous answer, it was targeting this, but I'm still, I'm still trying to-

Interviewer: If you can think of a different one that benefits both student and teacher, or just [00:08:00] student, or just teacher, feel free.

Participant 5: Yeah. I'm just thinking maybe if the student has a different mother language, but, but still it's- I would not go for translating or just saying something, in, in the, in the mother language of the other person. I would give you an example from the time I was, I was teaching English for Russian kids.

Um, they came to Lebanon and they had no idea what English was. They just, they would just say, hello? Yes, I'm fine. How are you? That's that's that's how much they knew English. And I had to teach them everything from scratch. Um, and in few months, with no translation, so I would not say a single word in Russian, definitely because I didn't know Russian, um, and, and few months they were able to use the language and express themselves.

So I think this experience made me change my mind about translating and maybe using different languages to teach.

Interviewer: Okay. Can I ask you a slightly different question?

Participant 5: Definitely.

Interviewer: Um, so what if the context was different? So in Lebanon we have a pre-existing multilingual context where most people are at least bilingual, often trilingual, right? So they already speak both languages. In that scenario, is it okay to trans language when you're teaching or learning? You could be -- (unclear)

Participant 5: I believe if learning happens in a different context where just one language is used, uh, and it works, I think. Um, I think that the- I mean, the fact that it works somewhere else, it should work with us.

So, so we, we, we should remove that, um, that, those concepts we have in mind that, oh I need to translate to him so that he understands. So just sticking to what works and, and teaching this way, I think, I think is the better, better option.

Interviewer: Okay. Um, do you think it should be permitted for translanguaging to occur in higher education specifically in master's programs?

Participant 5: Uh, permitted-

Interviewer: Ya3ne allowed-

Participant 5: I'm not sure it should be permitted or, I mean, I think it depends on, on what the instructor, uh, how the instructor feels about it and whether the instructor, uh, believes in it or not. And again, I mean, it goes back to the philosophy of each institution. So if the university does not want to allow all, all instructors to use different languages, then, I mean, it's their philosophy.

But I would say let's keep it open. So, it's, I would not permit or I would not just say that no, you cannot do it.

Interviewer: Okay. Okay. Um, do you think that online education differs in its acceptability of translanguaging practices?

Participant 5: Uh, yes. Yes.

Interviewer: Explain. (unclear)

Participant 5: Um, so, uh, if, if we take the example, the example of ***** French languages.

Interviewer: I'm sorry, it cut off, can you repeat?

Participant 5: It cut? Yes, yalla, I'll go back. So I was saying, if we take the example of ***** , instructors are comfortable using English solely, um, but maybe different, different universities where instructors are- say universities that are not American affiliated the universities, not all instructors are, uh, are comfortable using English as, uh, as a language that helps them, helps them express themselves, um, well.

But definitely I believe that our higher education English or the language of instruction, maybe in other universities, it's French, English should be, should be used without any other language to support.

Interviewer: Okay. Um, do you think that you're going to translanguage in your classes on online or offline?

Participant 5: Um, because I had that experience, I now refrain from using any other language, um, regardless whether, regardless whether I have, uh students who are bilingual in class, I sometimes have Spanish and German kids. Whether I'm online or face-to-face, I just stick to English and I try to explain a word or whatever concept that students did not get using simpler words, simpler, simpler language to have it go through.

Interviewer: Okay. What if you're the student in the situation like in your master's program, you were a student who wanted to ask-

Participant 5: I-

Interviewer: something. Do you ever translanguage or, or will you translanguage?

Participant 5: Uh, it depends on the medium actually. So when, when Arabic is used sometimes unintentionally, yes, I use the Arabic to ask or to answer.

Interviewer: Okay. Um, are you going to ever allow your students to translanguage?

Participant 5: Um, this really matters, matters to me because I am a language teacher. So every time they try to use Arabic or they tell me ah, does, this means blah, blah, blah, and they say it in Arabic, I, I'd, I'd asked them to reframe their question or whatever sentence they're saying to rephrase it and say it in English.

So I would say, if you're trying to talk, to speak to someone later on who doesn't even know Arabic, you would need to dig deep into your vocabulary bank and get a simpler words that the other person would understand. So I just encourage using English only in my class.

Interviewer: Okay. But will you allow it, like even to a small degree, , uh, a minimal degree?

Participant 5: Yes.

Interviewer: Okay. Why, why would you allow it? Given that you're so set against it.

Participant 5: Yes, I am against it. But at some point it's just like, it's this way or no other way. So I would say, okay, say it in Arabic and then I'll go back. And say what they said in English. So I would rephrase their sentence, omitting that Arabic word and saying it in English, or maybe trying, trying to explain it in English.

I mean, sometimes there are words that we say in English that mean, oh sorry in Arabic, that mean a whole sentence in English and kids, kids just don't have enough, um, enough words or phrases that they know at certain ages. So I would go and rephrase it or say it in English.

Interviewer: Okay, perfect. Um, so this is the last question. Is there anything that you want to add regarding your personal perception or your personal use as a teacher or as a student of translanguaging in a classroom online? Or offline?

Participant 5: Online or offline? I mean, whether we're online or offline, I don't think the, the philosophy or what we have in mind should change about our teaching. Um, the tool changed, but what we believe in is still there. So regardless where they are, if I believe that I should stick to one language, I would do that. Um, that's it, mainly.

Interviewer: Okay. I'm going to go ahead and under recording.

Participant 6

Interviewer: Now, and I will go ahead and read you the, uh, disclaimer for consent. So by continuing with this online call, you agree to the following. You have been given sufficient information about this research project and its topic. You understand that your answers will not be released to anyone and that your identity will remain anonymous.

Your name will not be written on the questionnaire. It won't be kept in any other records. When the results of this study are reported, you won't be identified by name or any other information that could be used infer your identity. Only researchers, who is me, will have access to you- any of the data collected during the research. None of it can be linked back to you. You understand that you may withdraw from the research at any time that you want, that you have the right to skip any question you don't want to answer, um, on the condition that you do so during the interview process. Once the interview is complete, the data will be considered as collected. You understand that you can refuse to participate at any point. This won't affect you in any way. You won't have any penalty or loss of benefits. You, you also recognize that you've been informed with the research abides by all commonly [00:01:00] acknowledged ethical codes that the research project has been reviewed and approved by the institutional review board at the Lebanese American University. You understand that having that you have, if you have any additional questions you can ask the research team who is me basically, and that you have read, and you understood basically everything that I've just said, and that you voluntarily agreed to partake in this research project by completing the interview.

Participant 6: I agree.

Interviewer: Alright. Awesome. Let's get started. So to start us off, I just have a few background questions. The first of which is where did you attend grade school?

Participant 6: Where did I attend school?

Interviewer: Yeah, like grade school.

Participant 6: Um, where, like a, you mean like-

Interviewer: Country-

Participant 6: Uh, what area in Lebanon?

Interviewer: Um, if it's just in Lebanon. Yeah. That area would help.

Participant 6: Ah, okay. So it's Tyre.

Interviewer: Okay. Um, where did you get your bachelor's degree?

Participant 6: Um, BA degree in ***** ***** *****.

Interviewer: Alright. Can you describe your experiences with language and the language of instruction that you had in school?

Participant 6: Hm, I, you, you're asking for English language, right?

Interviewer: Doesn't have to be English. It can be any language, whatever your language of instruction was. Um, whatever your experiences were with that language.

Participant 6: Okay. Do you want me, do you want me to focus solely on, um, on language, uh, courses or classes or, uh, all, all classes?

Interviewer: No, all classes.

Participant 6: Uh, huh. Okay. Um, Well, ya3ne as, uh, as a, as a first language, which is Arabic, uh, it was, it was fine.

It was great. It was, you know, because we, we would all, uh, or we could all talk, uh, in Arabic, but, uh, as the use of English language, now, I, I compare, you know, I compare the, the past experiences as a student with, uh, with, with the kind of experience as a, as a teacher or as a, as a student, as a, as a graduate student. Yes. It, it, there's, there's no variance, uh, regarding the, the grammar or the, uh, fluency or the different aspects of using language and in, uh, the English language, uh, session or the scientific sessions that, uh, that use the English language as a way of instruction.

Interviewer: Mmm, did they stick to, um, the language of instruction or did they like fluctuate between different languages?

Participant 6: Uh, they, they, they fluctuated so badly.

Interviewer: Okay. By badly. I'm going to interpret that as very much. Yeah?

Participant 6: Yeah, yeah. It's very much and you know, I, I you're you're you're now, um, getting me back to, to you, you're letting me remember, uh, certain incidents, um, uh, we, we, we, we suffered from that. Actually we suffered because, uh, uh, because at that time teachers, who taught us, uh, especially scientific subjects were not that good at English language. So we, we suffer doing these scientific terms with the use of scientific terms with interpreting, uh, text, because, you know, for example, like in biology or in, I dunno in math also, there's, there's the comprehension part where you have to comprehend what the problem is, you know? So, uh, yes, now you're, you're, you're letting me remember all of this.

Interviewer: Wow. Okay. Um, and did they compensate in Arabic? Like if they used Arabic or French to supplement their language, did they compensate effectively or was it just, you know, haphazard?

Participant 6: Well, okay, well, you know, that we, we could, we could understand what's, what's, uh, what's requested from us in, in the classroom, but whenever we face new problems or new situations, and the matter was difficult early, because you

know, there, there, there were new problems, new situations that we were put in, so it [00:05:00] was difficult.

Um, I would prefer now, now as a teacher, uh, I would prefer that, um, uh, and I highly recommend that, uh, scientific subjects, uh, their teachers have to be so good at, um, translating in the same and the same, uh, language that th- that is, that has to be primarily used, you know?

Interviewer: So perhaps if I can just clarify, you would suggest that they have, um, a more concrete understanding or command of both languages that they're using so that they can be more effective when they do translate or, um-

Participant 6: Most definitely.

Interviewer: Okay. Okay. Um, so how does your experience with this sort of, uh, language dynamic compare with your master's program or even in your bachelor's program?

Participant 6: Hmm. Well, um, regarding BA uh, I think it was more or less the same to my school education. Um, you know, I, I come from an engineering background, so, um, so the whole, the whole focus was on the, the scientific part, not on the language part. So whenever, you know, whenever, whenever someone has a, has a problem or has difficulty comprehending something, so they would, I'd actually go into Arabic, you know, and, uh, hayde hek w hayde hek, and you know. So it's, it's more or less the same, but, uh, as I'm a student, uh, no, no, it's not, it's not the case.

Uh, Arabic was only if, if it's, it's used, it's only used to while, you know, while chatting or while certain instances where, where there was no explanation or where there's no, you know, um, instruction it's just for daily chat, you know?

Interviewer: Right. What about, um, online, like now that we're online, did it differ from in the classroom dynamic?

Participant 5: No, no. No, no, no, no. Not really.

Interviewer: Okay. So same use. Alright. Awesome. So, um, do you think that translanguaging is appropriate or inappropriate in specific contexts?

Participant 5: Well, um, maybe yesterday, before yesterday, I was, I was discussing this um, and, in, in, in scientific where you, where the teacher gets to, or has to, um, explain a certain, um, exercise, a certain problem situation, a certain, um, um, any exercise that has, or incorporates specific terminology and scientific terminology, uh, he or she, um, would would, you know, would, um, decrease or would, yeah, or would decrease the chances that students would understand more if he or she translates them into Arabic language. Because, uh, because in Arabic, uh, as I, as I know to my best knowledge, um, the, the terminology itself differs way more than it's in English, ya3ne, the terminology that we use in scientific subjects is not, of course it's not, the interpretations of these terms is not the interpretations of an Arabic language. And this is one.

Two, whenever you train your students on, um, on using the, the, the Arabic terminology, they would, uh, they would reflect, or they would answer in Arabic, they ya3ne, they're thinking, their brain would would work in the way that the Arabic language works, not in English language. And we did, we do not want this. We do not want their output to be uh, to be as in the Arabic language, no, we want it to be in, uh, in English. So I think that translanguaging would work only, as, from mine, from my experience as a teacher, um, instances where you, you want to relate the, the, um, the content to their real life, you know. We could in English language, but whenever the get to listen or get to hear your dialect or your Arabic words, they get more hekeh, you know, they, they sense that, eno, it's more, mm intimate-- more

intimate (unclear) , you know. So this is only the very, very, very, very specific part that I, I can say that translanguaging, translanguaging would have, uh, had a good effect. You know?

Interviewer: Okay. I got you. Um, so do you think that it's socially acceptable?

Participant 6: Socially acceptable? Well, if, if all of the, the, um, my, my classroom, for example, students. Or, uh-

Participant 6: Hello?

Interviewer: Hi.

Participant 6: So sorry, I had a power cut.

Interviewer: No, it's okay, I figured. Don't even worry about it. Would you like to continue?

Participant 6: Don't you tell me that you have to repeat all of that long part,

Interviewer: No, no. It was recorded. Don't worry.

Participant 6: Okay.

Interviewer: So we were discussing-

Participant 6: So you asked me, you asked me if it was, if it is socially acceptable. I, I wanted to tell you, I wanted to answer by **eno** not if, if they all, uh, can understand my language and there is no barrier for certain understanding, and there were, and my, my language or my, my, um, my, uh, my content, uh, is, is, uh, is ethically, uh, socially acceptable. There, there, there would be no cultural variance. They would all understand what I say and why not?

Interviewer: Okay. Okay. Perfect. Um, do you think that translanguaging, so you kind of mentioned this or alluded to it a little bit earlier, but I want to speak explicitly. Do you think it's beneficial for learning or it can be?

Participant 6: Beneficial for learning.

Interviewer: It doesn't have to be just in the language room, like in any subject.

Participant 6: Hmm, well, as as I told you before, it's, it's good that the teacher gets to, you know, gets to chat with, with, uh, with using another language or with a language that, uh, students might, uh, or students, uh, um, chat daily with their, their first language, which is Arabic in our case.

So, uh, it's good, you know, uh, to have those moments, because as, as a teacher, you have to always, um, set like five minutes or ten minutes of your classroom, let me say five minutes, because ten minutes would be long, uh, for, for, you know, this, this intimate chat, this, this, uh, daily, you know, daily talk. Uh, so when we can do this, in the, in the, in the, in the main language and the basic language for, for a certain subject, but it would be good.

You know, you know, if we, if we say it in our, uh, main, main uh- (unclear) but when you, when it comes to the subject itself, no, I would not favor it.

Interviewer: Okay. What about your experience as a learner, um, in the, uh, in your master's program, for example, has translanguaging ever been beneficial for you?

Participant 6: As a master's student, I don't think it was, there was, there was much translanguaging in my classes.

Interviewer: Mmhm. Okay. Um, do you think that it, it should be appropriate in learning?

Participant 6: What do you mean by that?

Interviewer: So, um, essentially acceptable. Do you think that translanguaging should be, or is it even acceptable in learning in a learning environment irrespective of the subject matter?

Participant 6: Wow, those are big questions.

Interviewer: Yes.

Participant 6: Do you think it should be like legitimized, you know?

Interviewer: Yes, essentially.

Participant 6: Um, well, um, very big question.

Interviewer: Yes. It's purposely vague.

Participant 6: Well, I, I look, everything you use in education, everything, it must be purposeful.

Interviewer: Very good.

Participant 6: So, but, if by research, if by research, because this is not my, my emphasis, you know, if by research, it is proved, it's proven that it yields a positive outcome or affects positively the student learning, then I'm not against, you know?

Interviewer: Okay, fair enough. Very diplomatic answer. So, um, you've already described a situation in which it could be beneficial for student, teachers. So I'm going to skip that. Um, do you think that it should, should, or shouldn't be permitted in higher education specifically?

Participant 6: It's this question is discipline specific. I think it's discipline specific, you know, um, you can't, we can't like assume, or we can't, um, generalize over all disciplines, um, because again, each discipline has its own, uh, you know, -- (unclear) specificities and particularities. So in some disciplines you, you rely heavily and largely on the language, on the usage of the language, you know. And other disciplines, if ya3ne, you can, you can hekeh, you know, you can incorporate in some instances again, not add the core of the subject again.

Interviewer: Right. Okay.

Participant 6: So, I think, I think we can generalize. We can't. Now in higher education, uh, as, um, as, as cycle, uh, as, uh, as a, as an educational cycle, um, in higher, in higher education, you mean like in, again, in college or in universities-

Interviewer: Yes-

Participant 6: Or what?

Interviewer: Yes, yes. Specifically in university. Or whatever you do post, post high school.

Participant 6: So yeah, so yeah, it's, it's discipline specific.

Interviewer: Okay. Got you. Um, do you think that it differs in whether or not, um, it's acceptable for, um, translanguaging practices to occur in an online education? Or is it no different from onsite?

Participant 6: Mmm. I do have the time to think right?

Interviewer: Yes, yes of course.

Participant 6: Now the question is why would the teacher translanguage translanguage as a verb, uh, in, uh, in, in a traditional classroom and uh, not translanguage in an online. So I think, eno if, if we take the, if we take the perfect case of perfect online learning, I think, uh, no, the, the only difference is the technology part and the presence part, but it has to be the same.

Interviewer: Okay. Um, do you think you as a student are going to translanguage in your classes and or online classes?

Participant 6: As a student?

Interviewer: As a student.

Participant 6: Again, uh, I would only translanguage if I, if I mention-, if I have to say some words that I either can't formulate in English language, this is one and two, these words, um, have nothing to do with the course content.

Interviewer: Okay.

Participant 6: They can be just, the, the the very routinely words that we use, like, ya3ne. You know? That, that the doctors, themselves use while chatting, you know?

Interviewer: Right. Okay, okay. Um, do you think that you might translanguage when you are teaching? I know you already mentioned your example where you think it might be positive.

Participant 6: Same answer.

Interviewer: Same answer, okay. Um, will you permit your students to translanguage?

Participant 6: Not really. No, no, no, no, no, no, no, no, no, no. Because, um, as a teacher, I highly, um, emphasize the communication in classroom. So the communication itself has to be scientific as well because I teach math. So, um, so the, the communication has to be in English language and mathematically accurate.

Interviewer: Gotcha. Okay. Is there anything you want to add at all regarding your perception or your use as a teacher or as a student of translanguage in a classroom or online?

Participant 6: Um, no.

Interviewer: No. Okay. Uh, that concludes the interview questions. I'm going to end the recording here.

Participant 6: Alright.

Participant 7

Interviewer: Could you please read the consent disclaimer provided to you?

Participant 7: Yes, sure, I go ahead now?

Interviewer: Yes, go ahead, we're recording.

Participant 7: Okay, yalla so by continuing with this By continuing with this VoIP or Online Platform Call, you – I mean I agree to the following I have been given sufficient information about this research project, I understand that my answers will not be released to anyone and my identity will remain anonymous, My name will not be written on the questionnaire nor be kept in any other records, When the results of the study are reported, I will not be identified by name or any other information that could be used to infer my identity.

Only researchers will have access to view any data collected during this research however data cannot be linked to me. I understand that I may withdraw from this research any time I wish and that I have the right to skip any question I don't want to answer, um I understand that my refusal to participate will not result in any penalty or loss of benefits to which I otherwise am entitled to, uh I have been informed that the research abides by all commonly acknowledged ethical codes and that the research project has been reviewed and approved by the Institutional Review Board at the Lebanese American University, I understand that if I have any additional questions, I can ask the research team listed below, I have read and understood all statements on this form, I voluntarily agree to take part in this research project by completing the following interview.

Interviewer: okay great! Let's start, so um where did you go to grade school?

Participant 7: In Beirut, Lebanon, um ya3ne a French school, in ***** *****
*****.

Interviewer: okay, and where did you attain your bachelors?

Participant 7: ***** *****.

Interviewer: Okay. Describe your experiences with language and instruction in grade school.

Participant 7: Uh French language for all the, all the subjects, uh, uh, for different system, like the main language, the science, the history, geography, et cetera. So if

you want, I was told the same way I'm teaching. Okay. Uh, **hala2, akeed**, the systems are a bit different between the Lebanese to the French, to the American. So if you want, I was taught in a Lebanese system.

Then I, uh, in the university, I was in a French system with ***** (unclear) and then, in ***** I was teaching in a pure (unclear) **lycee** French system. So it's really the French foreign language everywhere. But now I'm in an American system though. So these three systems are, uh, okay, using the same language, but the, the way we're teaching is a bit different.

Interviewer: Okay. And, um, when you were a student in, in middle school and high school, what language were you taught in?

Participant 7: Uh, the interesting part is that in the elementary we used to, uh, take, for example, math and two languages in the Arabic and the French. So we had two teachers, one for the Arabic, **7esab 3arabe** and one for the French, like the French system.

And then in, uh, the middle school and the secondary, like the, uh, upper class classes, it was only in French. And we used to even the content, it was France.

Ya3ne, the, the country as France. In the elementary, it was a bit like you felt it was a bit Lebanese, **ya3ne** it was a combination of both. Uh, you felt like you have the Lebanese part of your identity and you have the French language as used for your teaching and learning, but in the middle school and the secondary, even the content was related to France.

As, for example, in geography, we used to take it as the example history. We used to take France as example, so it was purely French system.

Interviewer: And how did they, or what was their attitude towards using other languages in class other than French?

Participant 7: Um, **ya3ne**, my, my school wasn't that strict about this, but, um, if I still remember, well, for example, my, uh, secondary teacher, she taught me like for at least the last two years, because I was in the philosophy section, uh, she was French already.

She was a French. Uh, so she had the language she doesn't use, um, Arabic because she doesn't know Arabic, so, um, but it wasn't that strict. **Ya3ne**, we, we could hear a teacher using another language to explain something. For example, like a term, like, **un terme**, for example, like in French, uh, oh okay, so here, how we say it in Arabic or here how we say it in English. We, we used to have this, but it wasn't a strict system, no.

Interviewer: And was there any negativity towards this, this use?

Participant 7: No, because you felt that the objective was to make the, make us understand what it, it means, **ya3ne**, this was the main objective of it.

Interviewer: Okay. How did this experience like as a student compare with you as a student in college? In higher education?

Participant 7: Uh, in college and in the university, it was more strict because it was *****.

So it's really, really strict about how to use the language and, and how to write well. And we used to write a lot and like presentations and everything used to be in French. But, uh, once I had Arabic, because I didn't choose yes- yet, if I will be a French teacher or an Arabic teacher. So we, we were still in the year of trying everything and then you chose to be in the French language teaching.

So, but, uh, most of the time it was really the French use of the language and the projects written and oral. And it's, it's the complicated, [00:04:00] uh, uh, language in French. **Ya3ne**, you had to know how to speak, how to write, how to present. Yes.

Interviewer: Okay.

Participant 7: So even, even, um, one of the remarks I used to have, like, imagine I was taught in a French system, but they used to tell me the *un*, you have to make it better because they know how it should be pronounced. Like in my school, they didn't like, **ya3ne**, they were not that strict about it or how you pronounce it. When I went to a pure, pure French system, they used to correct it for me. Like it's *un*. **Ya3ne**, you cannot say in, in another way, because you're teaching it later on.

Interviewer: Oof.

Participant 7: So you need to be careful. Yes.

Interviewer: Oh, wow.

Participant 7: **Eh**.

Interviewer: What about with your master's program?

Participant 7: Okay. What's an interesting, interesting in my master program, it's that when I moved to teaching in an American system, I couldn't go back to the French system for my master's degree. [00:05:00] Because it's another way of dealing with the, um, information, how you receive information, how you do the projects, et cetera.

I felt like I needed something new, another perspective. Okay. **Ya3ne** I understood how the French system functions in my uh, years as a student, in my years in the university and in eight years teaching and, uh, in a French school at *lycee* uh, so when I moved to ***** for, uh, as an American system, I couldn't go back to ***** for the master's degree.

I had to go to a masters that is American system, because I felt like all my mindset was different. I couldn't go back to that same, if you want, box.

Interviewer: Okay.

Participant 7: **Eh**.

Interviewer: And do you feel like, um, there's this constraint on language, um, currently at LAU or do you find that you're more comfortable or less comfortable compared to, um, [00:06:00] your previous university?

Participant 7: **Hala2, ana** I like the English language more than the French one. Although I'm teaching French, it's been like 15 years already and I was taught in university and the school in French language, but I used to love, even in school, I used to prefer the English language and I feel like, um, I, I feel myself comfortable using it and understanding it and like, uh, implement in my writing or in my oral presentation.

And I feel the resources in the English system, or the American system are like, **hekeh**, uh, there's a variety of resources and references and you feel that there's, um, it's rich in, in, uh, in finding things and finding people, talking about things in English more than in French. So that's why I, I, I **hekeh**, I choose more the, the English, the American part.

Interviewer: And at ***** , are you comfortable with, um, using various languages, um, in class or does that happen? What, what is that experience in general? So if you don't understand something in English, do you ever use Arabic or French?

Participant 7: **Hala2**, mostly between English and Arabic. French is not used in ***** , **ya3ne** it's not, uh, there's no need to use the French language because it's, if you don't understand English, the teacher can use Arabic too, to like lead a conversation, to make things clear. But, and it used to be a friendly conversation in Arabic just to make it, uh, clear in, uh, **ya3ne**, and when, when sharing an experience and when sharing a personal thing we've done, uh, we could use Arabic to make

things more friendly in the conversation, but when really talking about something professionally, it used to be in English, for sure.

Interviewer: Okay. So on that note, um, do you think that translanguaging or the use of more than one language in one particular context is appropriate in only specific scenarios and context?

Participant 7: Uh, for example, as a teacher, seeing some students struggling with the language, really struggling, I used to, uh, just have the chance to translate in Arabic.

And honestly, I'm doing it, this, late- ya3ne, lately, I'm using it because I know that this will really make things easier for them. Because at first, ya3ne when I, um, ya3ne, I, I used to not allow myself to use another language because I need to respect that I'm a French teacher, I'm in a school that doesn't allow us to use another language because it's a French class now.

So we cannot use another language, but because I'm a homeroom teacher and because I teach them, for example, science, history, et cetera, there are like vocabulary, uh, there's a vocabulary that means some to make it more friendly, uh, that, that I want them to feel like it's not that far off your, from your un-understanding, you can understand it, it's just that word in Arabic.

And then they have the, ah, okay. So this is my objective, really. Ya3ne-

Interviewer: To bring the concepts closer to them so they can relate more.

Participant 7: Exactly. Exactly.

Interviewer: Okay. So do you feel like it is appropriate then? Um, it doesn't matter if you're in a social context or in a classroom context? It's appropriate?

Participant 7: Hala2, it's really, it, you know, we need to really be careful because you cannot give the, uh, this, that flexibility to the students to use it themselves, because if they see their teacher using it, like every time, uh, to, to make things clear, they will use it as well. And then you cannot convince them again to use only the French language. So we need to be really careful when you really feel like there's a word or a, an expression that if I translate it, I will really make a difference in their understanding, I do that. But not that like, it's, it's a system that I can implement all the time.

Interviewer: Um, tab do you think it is, or isn't socially acceptable?

Participant 7: Socially. It's much easier, that's for sure.

Interviewer: Okay. Do you think that-

Participant 7: Cause socially, there is no, like you don't have someone who will tell you, why did you use these two languages because our system doesn't allow it, how did you allow it? So in social context, it's, it's really a choice. It's, it's fine.

Interviewer: Okay. Um, do you think that translanguaging can be, I mean, you gave me a couple of examples, but in general, do you think it could be beneficial for learning?

Participant 7: Yes. Yes.

Interviewer: Why do you say so?

Participant 7: Uh, because I can see, ya3ne I can even imagine some students now I can, even- ya3ne, last year I had a student, okay. He could, uh, understand everything in Arabic and he was very intelligent, but once we put the foreign language, it's struggling again. So, um, when, and when I tried with him that, uh, yes, eno just remember that this word is that in Arabic, it used to do to make really a huge difference in his understanding, especially in the math problems.

In the math problems, you have two objectives, understanding the language and then know how to do the math, uh, calculations. So for him last year, it used to make a

difference like, okay, this is what is meant as *annoncer* (unclear), *ya3ne*, the problem. This is the story behind the problem. Okay. Because you, you usually have in the problem, like some words that are not that easy to, even, *ya3ne* in the question, they don't understand, for example, what is needed as, *uh*, *ya3ne* what's the purpose of this problem? What is asked for me to do? Uh, so when you just take, explain some words in another language, or for example, it's not necessarily an Arabic I can use, for example, English, like the three languages, the three languages that they already have, okay, in their, uh, environment, they, I can use any of these two other languages, like Arabic and English to explain spontaneously. *Ya3ne*, it's not like I'm preparing for it in my planning, I'm really doing this because I felt in that moment, I need to make, make things easier for the student. And I'm really having this, uh, situation, um, *ya3ne*, *ya3ne*, I have it, I have it, *ya3ne*, really, I feel like, ah, okay, now I understood. So yes, it is a need sometimes to make things really more friendly for the students to proceed in the objective and do the work.

Interviewer: So given that you think it can be beneficial, do you think that it is appropriate in learning to translanguage?

Participant 7: Uh, the problem is that, uh, you need to really, um, put limits for this, and a clear expectations from teachers when applying this. *Le2eno*, when you give the chance for a teacher to do it, because you know that she will know how to use this, you cannot guarantee it to every teacher. Some teachers will feel like they are in their comfort zone and okay, I can even talk in Arabic, it's okay, because we can also see some teachers using Arabic in a French class, and this will ruin the system. This will have a bad impact or a negative impact, especially with the accreditation things that you have as international schools, for example, where we teach.

Interviewer: Right.

Participant 7: And so you need to respect the system you are in. So there shouldn't be a clear expectation. What is really the limit for using this, uh, this, uh, option.

Interviewer: Okay so-

Participant 7: Not to keep it open *ya3ne*-

Interviewer: You kind of already answered my next question, so I'm going to skip it. You made it clear that in some situations it can be beneficial and in others it can be detrimental. So I'm going to move on.

Do you think that it should be permitted for, um, uh, translanguageing to occur? Be it by the students or by the teacher or the professor in higher education?

Participant 7: It's even easier in higher education because you know that the student is aware that I'm using this now, because I really need to make sure I understood the concept we're talking about.

And they will automatically do this limit between when I can, uh, do this translation or use this option or not. They will help you in putting the limits for that. But for the students who will take you as an example, seeing you talking many languages and it's fine, they will take you an, as an example, as an example. For adults, it's much easier to put really the expectations clear in the first place.

Interviewer: Do you think that, um, online education and teaching online or being a student online has differed in like the range of acceptability of translanguageing?

Participant 7: Can you like, uh, elaborate, like uh-

Interviewer: Okay, if I were to rephrase, I would say, do you think that, um, online education and teaching online or learning online has differed in how much we allow for translanguageing?

Because you've made it clear that you're not, against, you believe that it can be beneficial, you believe that it has purposeful use. Um, so do you think that the

margin of how much we allow, um, and what is acceptable is larger or smaller when we're online or is it no different?

Participant 7: Um, I think the online is more focused. So usually you have the, really the session that is, uh, so focused that the time is so limited to have open conversations and spontaneous answers. And usually you have in a very systematic way that I don't see it as much as I see it in the classroom. In the classroom, we'll have these conversations and we'll have these interactions and it comes like spontaneously when talking with the students, students face to face. Um, while teaching online, uh, it used to be so focused that I, I use it less.

Interviewer: Okay.

Participant 7: If it's needed, if it's needed, I won't hesitate using it, but it's not like having the conversation face-to-face. It's different.

Interviewer: Okay. Um, so you've kind of already answered my other questions, but I'm just going to ask them for it to be clear for the record. Um, I asked you if you would translanguage in your classes, you said yes.

Um, in online classes, yes, but not as much. If you were the student, you said yes, if you want clarification, usually Arabic and English. Um, and do you think it would be different for you as a student, if you're online, do you think you would find it easier to- to speak in Arabic more often than English?

Participant 7: Ma, It depends on the teacher. It's the teacher who will really allow it, or say like it's not allowed.

Interviewer: Okay. Um, and the last one, would you permit your students to translanguage? You said yes. If it serves a purpose, essentially, right?

Participant 7: Exactly. Exactly.

Interviewer: Okay. Bas no, like haphazard consistent use of another language.

Participant 7: Because they can easily go to and use a language. They prefer Arabic and English than French, easily. So if I just give them the chance to use these other two languages, they won't hesitate using them and forget about the French. So I need to be careful about this.

Interviewer: Okay. Is there anything else that you want to add, um, about your perception, about your personal use of translanguage as a student or as a teacher online, offline? Anything you want to add?

Participant 7: Yes, uh, it's something that bothers me, honestly, because I used to feel like I really, um, have these limitations of not clarifying things the way I want to clarify things for the students. Ya3ne that's why I'm allowing it for myself this year. And really when I feel like I need to give them the word in English or in Arabic, I'm doing it because I know what's the impact on them and how they gain time while working, because they, khalas, they understood, okay, and not struggling anymore. Um, and especially that French it's really a complicated language and that some students don't like it, unfortunately, okay, and let's be clear about it and they know that they have to use it because they know that it's something very good for them for later.

And they are aware of this because we are all, um, in the Lebanese context, we know already that like having three languages is very enriching, et cetera. So sometimes I really want them to feel like it can be friendly. Not that's strict (unclear) that you have to understand, find a way to understand. Okay. And even sometimes when I give a synonym, tab, what does it mean still?

So sometimes really you need to make things a bit, hekeh closer to them, easier, friendly. And that's what I'm allowing myself to do this, for example, last time, I give you an example, okay, we have the word syndicat, na2abe.

Interviewer: Ah, okay.

Participant 7: Tab, Where -- (cut) understand what *syndicat* is If you don't tell them na2abe?

Na2abe ya3ne they -- (unclear) , 3rifteh? Ya3ne in Arabic it's na2abe

Ya3ne, for example, like, the, the teachers have na2abe, the engineers have na2abe.

Eno ok So they understood what's *syndicat*. Okay, so, because it's a word they won't find anywhere in their surrounding. So if I don't tell them something that is related to their surroundings, they won't understand what it is. Not even tomorrow, not even after tomorrow. So I need to make things really clear for them.

Interviewer: Eh Mazboot, Eh.

Participant 7: So that's an example –

Interviewer: Thank you.

Participant 7: of what I can face in the classroom.

Interviewer: Thank you. That's perfect. Is there anything else you want to add?

Participant 7: Um, I don't know to, to, to which, um, ya3ne, uh, I think that this is really difficult for an administrative team or administration, uh, to, to decide to give you this, uh, this option. I can, I cannot imagine them giving you the green light-

Interviewer: As a policy-

Participant 7: To do something like- yes, as a policy.

Interviewer: Alright. Okay.

Participant 7: But since I know that it won't be as a policy, I'm allowing myself to just get a bit of space in my classroom, but I know it will not be, uh, unless it's really, really, um, well, uh, organized and really the expectations are clear for all teachers, I don't see it really as a policy and something like we can do officially, ya3ne, because for accreditation that they have, uh, I'm imagining my school, they won't have any, if we do that.

Interviewer: I see. Tayeb. That's it. Thank you. Let me end the recording.

PART 2 – at the request of the participant

Participant 7: Bas, 3anjad, this is really, really important that I just remember in my grade seven, okay. Grade seven and grade eight in geometry, in math, geometry, um, I had the difficulty to understand some words in math and this put me in struggling as a student. Ya3ne, that's why I feel like I don't want students to live the same.

I feel like things can be less complicated. It's not worth it to make their life that miserable with foreign language. If we really want this language to be sustainable, honestly, if you want really this cold French system to be sustainable, you need to make things more friendly and they are trying with the baccalaureate now, they are changing to make it more like IB, et cetera. And they are really making the efforts to make it more friendly because they know that students are going to systems that are more like hekeh, if there is interaction, there is a say for the student. So I used to struggle with this and it would have made my life easier if teachers were a bit more flexible, but I can understand that they couldn't, because now I'm a teacher and I can that much do that, right? Yes. Yes.

Interviewer: Thank you.

Participant 8

Interviewer: Start the recording. All right. So by continuing with this online call, you agree to the following: you have been given sufficient information about this research project. You understand that your answers will not be released to anyone

and that your identity will remain anonymous. Your name will not be written on the questionnaire nor will it be kept in any other records.

When the results of the study are reported, you won't be identified by name or any other information that could be- infer your identity. Only researchers will have access to view any of the data collected during the research. However, data can not be linked back to you. You understand that you may withdraw from this research at any time that you wish and that you have the right to skip any question that you don't want to answer.

Um, noting that you may only withdraw if we are still uh, pursuing, uh, the interview. Once the interview has concluded, your data will be considered collected. You understand that you can refuse to participate at any time. It will not result in any sort of penalty or any loss of benefits to which that you are entitled to, that you have been informed that the research abides by all commonly acknowledged [00:01:00] ethical codes and that the research project has been reviewed and approved by the institutional review board at the Lebanese American University. You understand that if you have any additional questions, you can re- re- reach out to me at any time, that you have read and understood all the statements that I've just said, and that you voluntarily agree to take part in this research project by completing this interview.

Participant 8: Okay.

Interviewer: Alright.

Participant 8: Great. Yeah.

Interviewer: Perfect. Okay. Let's begin. So I'm going to start with a few background questions. Where did you go to grade school?

Participant 8: The school?

Interviewer: Grade school, like high school, middle school, et cetera.

Participant 8: Yeah, wait. I mean, you want the name of the school?

Interviewer: Um, no, you can just tell me the country or the location.

Participant 8: Uh, Lebanon.

Interviewer: Alright. Perfect. Um, what language of instruction did you have at the school?

Participant 8: Uh, it, it was English and Arabic.

Interviewer: Okay. Where did you get your bachelor's?

Participant 8: Uh, *****.

Interviewer: Okay.

Participant 8: Kamen Lebanon.

Interviewer: Alright, perfect. Can you describe your experiences with language and the language of instruction at school?

Participant 8: Um, since it was a mix between English and Arabic, uh, it w- it was pretty much, uh, fine. It was pretty much beneficial for me since, uh, uh, you know, when you're starting to learn a new language, it's good, sometimes when you code switch between two languages will help you acquire more the language.

Interviewer: And when you say it was mixed, do you mean that they mixed languages in classes or do you mean that, um, you took languages, like you took certain classes in one language and other classes in another language?

Participant 8: No, I mean, uh, no, I mean, when if let's say, uh, we, I'm not talking about English, I'm talking, let's say about you're in science or math sometimes, yes, they would be using Arabic to actually explain a concept or something.

Interviewer: Okay.

Participant 8: Yeah.

Interviewer: Alright. How does this compare to your experience with language in higher education, particularly your master's program?

Participant 8: Uh, so mainly it's mostly English. There's- if this is what you want me to talk about, ya3ne, there wasn't much code switching in master's. They usually, they usually ask you to stick to English since you're a graduate in graduate level.

Interviewer: Right. Did, did, did any, um, mixing ever happen though?

Participant 8: Yes. The instructors themselves, sometimes they might actually mix between the two languages although they ask you not to, but they do themselves. So, yeah.

Interviewer: Okay. Interesting. Okay, perfect. So, um, do you think that mixing or translanguaging, do you think that it's appropriate or inappropriate in certain contexts?

Participant 8: Um, it depends is they're saying a certain contexts, ya3ne, if you are, if the context is where you aren't dealing with people who only understand the language, let's say English, then you have to stick to English language. Bas, if you are uh, I, I personally, I don't feel it strong if you, uh, translanguage between English and Arabic.

I don't feel it. I don't think it's strong. To a certain extent, depending as well on the context.

Interviewer: Okay. Why do you think that certain contexts make it appropriate or inappropriate?

Participant 8: Because it depends, ya3ne, if I'm, if I'm teaching my students English, I'd rather not code switch. I prefer sticking to English.

And I know I can explain any concept in English by using maybe examples or so, but sometimes you might need to, uh, link it to their real life and to real examples. And sometimes you might need to use, uh, words that they are familiar with. So that's why sometimes you might actually use Arabic words.

Interviewer: So, um, do you think that translanguaging is socially acceptable?

Participant 8: Yes, definitely.

Interviewer: Okay. Why or why not?

Participant 8: Definitely.

Interviewer: Can you explain?

Participant 8: Because, beca- because, uh, I think, uh, ya3ne society wise, everything's now acceptable. You can just talk the way you want, as long as you're being, uh, understandable. I don't think it's strong at all.

Interviewer: Okay. Can translanguaging-

Participant 8: Kamen definitely, ya3ne, if you are in a family, you're with your friends, you're with, if you're with an instructor, let's say maybe you would be more professional by no sticking to one language, but otherwise, if you, I don't mind, yes.

Interviewer: Can translanguaging be beneficial for learning?

Participant 8: Yes. Just like I just told you about, ya3ne, sometimes it's good if you use some examples that might be relevant to students. Sometimes it's really hard to-ya3ne, I know from myself since I was, I think in grade 12 or so, and I think it was in sociology or, or, or philosophy, I really don't remember, but I remember that the words were so weird and they were so new.

And yet, even with examples, I wouldn't understand. It was easier when they, actually, the instructor communicated with me using Arabic. It was much easier for me to understand.

Interviewer: Mmm. Uh, well, do you think that, or is translanguaging appropriate in learning? Like appropriate? Not, not just beneficial.

Participant 8: Um, yes, I, I don't think it's inappropriate, yes. It is appropriate. I mean-

Interviewer: Okay, can you elaborate-

Participant 8: I'd go everything with certain extent, you know,? This is what I feel since I'm a teacher. I use, I use really sometimes code switch, but it's still, I don't, ya3ne, I don't do it over. I know there's something sometimes I need to, ya3ne if I think that my student would really know it immediately in Arabic, a word **dughre b2ulah** in Arabic, like this is kind of gal-- (Unclear)

chemistry got it, we got it, **khalas**, I don't need to elaborate, you know?

Interviewer: Mmhm.

Participant 8: Yeah.

Interviewer: Okay. Can you-

Participant 8: Everything to facilitate learning? I'm for it. So this would facilitate learning, then yes.

Interviewer: Alright. Awesome. So can you describe, um, which situations might be beneficial for a student or a teacher to translanguage and which might be detrimental if you can think of any?

Participant 8: So, which can be beneficial and which not?

Interviewer: Mmhm. Yeah. I mean, you've given me a few for beneficial. So if there's any situation where you think it's detrimental, um, you can go ahead and describe that.

Participant 8: Uh, maybe, in, I don't know, maybe in assessments, I prefer that it's only one language. Like in assessments, I don't think there should be a, there shouldn't be two languages mixed. Just one language.

Interviewer: Can you explain why you think so?

Participant 8: I mean that if you're assessing one on, on, I mean the whole, the whole, uh, instruction, and they've been teaching using English you're trying to- for me, as I'm saying, if this is what translanguaging is, I'm just using couple of words, or maybe a couple of **ya3ne, anja2** I'm using just to, uh, facilitate my learning and their learning and to facilitate my teaching.

Then I, it's not, the weight is not on the other language. It's on one language. So why would they be assessed on the other language?

Interviewer: Okay. Do you think, um, or does online education differ in its acceptability of translanguaging practices?

Participant 8: No, no, no, no. What I think what's acceptable and applicable in class it's same as it's online. I don't there's difference.

Interviewer: Alright. Um, as a, as a student, do you, or will you translanguage in your classes?

Participant 8: As a student?

Interviewer: Mmhm.

Participant 8: Uh, **mah** I didn't get your question.

Interviewer: So as a student in your like master's program, would you translanguage-

Participant 8: Ah okay-

Interviewer: In your classes?

Participant 8: Ah okay. Uh, well, I, I used to, yes, yes.

Interviewer: Okay, what about-

Participant 8: I tried not to but yes I used to.

Interviewer: Do you think it's different online?

Participant 8: Uh, **kamen**, no, it's the same. No. No.

Interviewer: Okay, um-

Participant 8: Ya3ne I, I translanguage when I just can't hekeh, I can't think of the word that I want to say. That's why I, I try to use, uh, I use, I go back to Arabic, but otherwise, no, I stick to English.

Interviewer: Mmhm. And when you're teaching, you already indicated that you do, will you continue to do-

Participant 8: Yeah-

Interviewer: this?

Participant 8: Uh, kamen, no, unless there's a necessity for my student to explain something to them then I do. Other than that, no, I also stick to English.

Interviewer: Will you allow your students to translanguage?

Participant 8: No, unless they're not able to express an idea or the word than I allow them. Otherwise they have to stick to English as well.

Interviewer: Okay. Um, is there anything else that you want to add regarding your perception or your use of translanguaging in a classroom or online?

Participant 8: Um, no, I just, I just don't feel that it's something that should, ya3ne, ya3ne it's not something that should, it's inappropriate, neither it's appropriate. It's something that depends on the context, it's something that depends on the situation. And then you go for what you think is right. It's not something either yes or no.

Interviewer: Mmhm. Okay.

Participant 8: Yeah.

Interviewer: Perfect. That's it. I'm going to stop the recording.

Participant 9

Interviewer: Okay, we are officially recording. Let me read you the disclaimer to you. So By continuing with this online call, you agree to the following: You have been given sufficient information about this research project. You understand that your answers will not be released to anyone and that your identity will remain anonymous.

Your name won't be written on the questionnaire, nor will it be kept in any other records. When the results of the study are reported, you won't be identified by name or any other information that could be used to infer your identity. Only researchers, who are me, will have access to view any data collected during this research, but the data will still not be linked back to you.

Um, you understand that you may withdraw from this research at any time you wish, so as long as we have not concluded the interview and that you have the right to skip any question that you don't want to answer. You understand that you can refuse to participate and this won't result in any penalty or loss of benefits to which that you are otherwise entitled to.

That you've been informed that the research of abide- abides by all commonly acknowledged ethical codes and that the research project has been reviewed and approved by the institutional review board at the Lebanese American University. You understand that if you have any additional questions, you can reach out to me at any time and that you have understood all the statements that I just said and that you voluntarily agree to take part in this research project by completing the interview.

Participant 9: I do agree.

Interviewer: Alright, perfect. Let's get started. Okay. So, um, where did you attend grade school?

Participant 9: Uh, shall I say the name of the school?

Interviewer: You don't have to, you can just tell me where, like the country.

Participant 9: It's in Beirut, Lebanon.

Interviewer: Alright.

Participant 9: In ***** Yeah.

Okay. Where did you get your bachelor's?

Participant 9: From *****.

Interviewer: Okay. Could you describe your experiences with language and instruction in grade school?

Participant 9: Okay, so the language of instruction in grade school was the English language. Um, my school was an international school and, uh, it was, uh, mandatory for, uh, our instructors to speak in the English language. Uh, some were even foreigners.

Um, So, yeah, we were supposed to speak English when we had English and even like other subject areas, like social studies, math and so on. But when we had Arabic, of course we speak in Arabic.

Interviewer: Okay. How, um, was tran- translanguaging portrayed in grade school?

Participant 9: Uh, I think it was, we didn't have much of a problem with translanguaging, I think, uh, because we spoke English from a very young age, you know, so the second language that we were learning, we were already exposed to it. So, uh-

Interviewer: Okay.

Participant 9: We didn't have much of it, but, uh, I like, I do recall that till now, we still do it, we have some words that pop up that are Arabic, you know, that are in our daily life.

Uh, so probably we had that in grade school as well.

Interviewer: Right. And, um, was this frowned upon by the school or encouraged?

Participant 9: I remember that, uh, they used to encourage us to speak in the English language. Always like, even like, if we speak in Arabic, like it was if it w- e- if it, if it even it was like an informal conversation with a classmate, they would say that we speak English here, you know?

Interviewer: Right. Um, so can you compare, or how does this experience compare with language experience in higher education, particularly in your master's?

Participant 9: Uh, I think it's frowned upon more in higher education institutes, you know, like you are supposed to speak with, uh, that like with the English language, okay, so I think it's professional and, um, I know that like, even in the evaluation, the course evaluations, we, we evaluate our instructors on them speaking, uh, the English language. Uh, so I, I think it is frowned upon to speak, uh, in another language or to have like translanguaging. So, yeah.

Interviewer: And was that your actual, like, tangible experience?

Participant 9: Uh...

Interviewer: When translanguaging would occur?

Participant 9: Not with all instructors, no.

Interviewer: Okay. Do you want to elaborate?

Participant 9: Uh, so some instructors, yeah, they use the English language as the, you know, the mode of instruction and, but other instructors like they do, I don't know, maybe they're unprofessional a little bit, they do use Arabic or like, not even just translanguaging, they use Arabic.

Interviewer: Okay.

Participant 9: Maybe they're trying to explain something more, like a concept.

They, they, I think maybe they would think that if they say it in Arabic, they would

be helping some classmates, you know, but I still think that it should, personally, I think that, for example, in our masters, I think we've all reached a level of proficiency in the English language, so we shouldn't be using any other language.

Interviewer: Mhm. Okay. Can you tell me why translanguaging is inappropriate in certain contexts?

Participant 9: Uh, so it depends on the context as we are saying. For example, if the context is formal and you are in a, you know, like professional context, it's better to use the English language as a universal language. I'm not just saying maybe in our country, it's the English language, but in another country, it may be another language or in another university, it may be like the French language, but whatever language they choose to use for professional purposes or formal purposes, we should go by that. We should abide by that.

Interviewer: Okay. Um, why is translanguaging socially acceptable then?

Participant 9: It's socially acceptable because we do it when we are in a social context.

Interviewer: Okay, can you elaborate-

Participant 9: So it's fine when we are- it's fine, when we are in a social context, but when we are in a professional context, it's like, we'd rather not use it because it's more professional not to. But in a social context, we do it all the time. It just because you are maybe because you are more comfortable. For example, I sometimes like translanguaging between Arabic, French, and English.

And I think a lot of Lebanese people do that when they are sitting with their friends and like just talking informally. But yeah, this is why like it's different in a social context. I think the context plays a huge role.

Interviewer: Okay. Can translanguaging be beneficial for learning?

Participant 9: Uh, yes, I do believe that translanguaging can be beneficial, uh, and from my personal experience, it wasn't with the English language, because as I told you, we were exposed from a very young age to the English language, but when I was learning French, uh, I was very frustrated and the French teacher, uh, it was frowned upon to speak Arabic in the French, uh, uh, course as well.

But, uh, there was another teacher who, who didn't frown upon translanguaging as much, you know, and she would actually like, for example, translate sometimes or use Arabic words and personally it's helped me a lot because I wasn't understanding anything. And then when she was translanguaging, I would understand at least something.

Interviewer: Okay. Um, is translanguaging appropriate in learning?

Participant 9: So it depend- it depends on the purpose. You know-

Interviewer: Okay-

Participant 9: Like, for example, if- or the context I think like for, uh, if you are translanguaging during a pre- presentation, no, it's not acceptable, but if you are translanguaging during, for example, a session just for, uh, explanation or clarification, I don't think it's wrong.

Interviewer: Okay. Could you describe a situation in which it might be beneficial for either a student or a teacher to translanguaging?

Participant 9: Yes. Uh, for example, if, uh, the students are not, uh, understanding a concept or a word or a certain, I don't know, idea, uh, then it would be okay for them to use another language to explain it, because in this case, the language might be a barrier to the learning.

Interviewer: Okay-

Participant 9: So if we translanguage and it would help further the learning, then it is a good idea. It wouldn't be wrong.

Interviewer: Okay. Can you think of a, or describe a situation in which it might be detrimental, if any? If you can't, it's fine.

Participant 9: Detrimental? Can you explain this word to me? I'm sorry.

Interviewer: So, um, in which in a, in, could you describe a situation in which it could be, have a negative impact on the learning of a, uh, student?

Participant 9: Would translanguage, I think-

Interviewer: Yeah.

Participant 9: Yeah. I think if we, if we, um, like allow the students to s- to translanguage, you know, and to use that, then they would get used to it and then they wouldn't even put an effort to use their second language or get proficient. And that's how they get proficient- is by practicing and talking with- through it, like through this language.

Interviewer: Okay.

Participant 9: So we shouldn't let our students know that it's okay, always, to speak with their second language because they won't be able to learn.

Interviewer: Okay. Um, why do you think that translanguageing should or shouldn't be permitted in higher education?

Participant 9: Uh, I do not think it should be permitted in higher education because when we get to our higher education, we should be proficient in whatever the, the language is adopted, you know, in the university. I don't think you would apply to a uni, uh, or a university that for example, uh, gives its courses in a language that you don't know. And by that, you know, age or level, you should be proficient in that language.

Interviewer: Right. Do you think, or, does online education differ and its acceptability of translanguageing practices?

Participant 9: Uh, yeah, because I think like, s- I don't know, maybe because if the mode of instruction is different and it might, maybe not be like face to face interaction or it's, you know, like it might happen more often I think, because, I don't know, like it's, it's another barrier to learning in my opinion.

Interviewer: Okay. Um, will you translanguage in your classes (when you're a student)?

Participant 9: Uh, I don't do it because I know it's frowned upon, especially- I work at an American school. So the, the language of instruction is English. And it's been very clear from our administrators that this is the language we are, we should use. Like we don't have an option. So we don't translanguage, no.

Interviewer: Okay what abo-

Participant 9: I do use sometimes words like yalla.

Interviewer: Mmhm. Okay.

Participant 9: Yeah, I think that's mostly it. I use yalla, but other than that, like, no, I don't use another language.

Interviewer: Mmhm. What about when you are the student? In your master's classes?

Participant 9: When I am the student in my, no, I speak English.

I know that this is the language of instruction and it's the language that we were supposed to be- At this level, I repeat, at this level, we should be able to proficiently speak this language and fluently speak this language.

Interviewer: Do you w- do you think it would be different, um, when you're a student in an online class?

Participant 9: Uh, maybe, but I don't agree with it. So in my online classes, personally, I, I still speak the English language. But I do-

Interviewer: Okay-

Participant 9: see that others may like, um, feel otherwise, you know, they might actually u- translanguaging, because they feel like they're more comfortable or I don't know.

Interviewer: Mmhm. Will you permit your own students to translanguaging?

Participant 9: Uh, that's a hard one. Uh, I wouldn't want them to, but I feel like if it's in the benefit, it would benefit them to learn, then they can do it a couple of times, but it's not okay all the time.

Interviewer: Mmhm Okay. Is there anything that you want to add regarding your perception or your use as either you, the teacher or you, the student of translanguaging in a classroom or an online context?

Participant 9: Uh, I think, in conclusion, like with the experience that I've had as a student and as a teacher, that we should abide by the language of instruction that the institution, uh, you know, like goes by. So for higher education, I'm totally against translanguaging because at this level we should be fluent and proficient in whatever language, uh, they use in the institution.

Uh, now for younger, cause like if we're teaching them as a second language, maybe a couple of times, or like rarely, if you feel like the message is not going through and that language is a barrier to the learning then yes, I believe in translanguaging. But other than that, no.

Interviewer: Okay. All right. That's it. I'm going to terminate the recording here if you have nothing else to add.
Yeah.

Participant 10

Participant 10: I have been given sufficient information about this research project. I understand that my answers will not be released to anyone and my identity will remain anonymous. My name will not be written on the questionnaire nor be kept in any other records. When the results of the study are reported, I will not be identified by name or any other information that could be used to infer my identity. Only researchers will have access to view any data collected during this research.

However, data cannot be, be linked to me. I understand that I may withdraw from this research anytime I wish, and that I have the right to skip any question I don't want to answer. I understand that my refusal to participate will not result in any penalty or loss of benefits to which I otherwise am entitled to.

I have been informed that the research abides by all commonly acknowledged ethical codes and that the research project that has been reviewed and approved by the institutional review board at the Lebanese American University. I understand that if I have any additional questions I can ask the research team, listed below.

I have read and understood, understood all statements on this form. I voluntarily agree to take part in this research project by completing the following interview.

Interviewer: So the first, um, couple of questions are background questions. I'm going to go ahead and ask you the first three. Um, where did you attend grade school? Where did you attain your bachelor's? And could you describe your experiences with language and instruction in grade school and perhaps if translanguaging occurred, how was translanguaging portrayed in grade school?

Participant 10: So I attended, um, grade school in *****, in ***** uh, *****, *****. I attained my bachelor's, uh, at ***** and, um... So before answering the

question about translanguaging, um, I just wanted to make sure that, um, it's, it's the, the ability to shuttle between, uh, two or more languages. So back in ****, we used to, well, you know, in class we used to speak in Arabic sometimes, but, uh, but the teacher wasn't really with, with the idea of speaking Arabic, even though we'd understand the concept or the, the questions asked by the teacher.

Interviewer: And how was, um, misbehavior with language portrayed by the school or what was the school's position?

Participant 10: The school strictly, um, advised teachers and students to use English, uh, at all times, except when we had Arabic or French classes. Oh, we used to have some weak students and we used to help them out with English. So they'd, um, understand the concept when the teacher used to explain it. But when they want to answer, they'd get our help. So as colleagues or as, um, their friends in class, we used to help them out by, um, they used to tell us what they wanted to say in Arabic and we used to like tell them, okay, this is the term or the, the meaning of English.

Interviewer: How does that experience compare with language experience in higher education, particularly your master's degree program? And could you describe what your experiences with language and instruction in your master's were like?

Participant 10: I think translanguaging happens every day. We use it every day. Um, because it's its communication. It's not just communication. We use when we write so, um, sometimes when we want to, uh, write our journals, write in English, but some- our thoughts are in the Arabic. Uh, I had some professors that would ask us to use English. Um, other professors wouldn't mind, if we we'd use, um, Arabic, if we, if we wanted to convey a message or, um, share an idea and we didn't find, the, the right words. Some professors wouldn't mind. I also remember that we had some students that used to be, uh, French speakers or Armenian speakers and, uh, when they wanted to understand a concept or, or if they didn't really get a concept, the professor would explain in French or in Armenian. So they'd understand... the concept more. And when it came to group work or peer work, we definitely used to shuttle between, uh, languages, English, and Arabic. And then when we'd present, we'd present in English.

Interviewer: Okay. Do you think that translanguaging is appropriate or inappropriate in particular contexts? And if so, could you name them or identify them?

Participant 10: For sure. I think it depends on the situation. Um, sometimes when the whole class don't understand the meaning, uh, of, of something I'm trying to explain, I'd maybe use Arabic. Um, we also had a similar case back in school, when I was teaching, we had two students. The first student was German. She used to speak German, English, and Turkish, and we had another student that used to speak Turkish. And he, he was, he wa-, he wasn't really good at English, so they'd always sit next to each other and every time the German, the German student would understand the concept, she'd explain that concept to the other student. Uh, if, if he didn't understand.

Yes. Once we explained the concept using another language, they'd, they'd understand more. They'd be motivated. Uh, they'd participate more in class. So they'd have a fuller understanding of what I'm trying to say.

Interviewer: Why do you think that translanguaging is, or isn't socially acceptable and please elaborate?

Participant 10: Well, based on my experience and, um, the places I've lived in, uh, **bih** basically the Middle East, I've noticed that teachers, parents, uh, administrators would rather have teachers that would speak English fluently and to be more specific, they'd rather have them speak using the American accent. They'd rather have them, um, use that accent, um, or use English at all times because many students don't have English speaking parents at home.

They'd, uh, they'd rather focus, uh, on English at school, uh, and Arabic at home. Um, so yeah, that's what I think.

To be clear, I think it's socially unacceptable because of what other, um, parents, teachers, administrators think.

Interviewer: Do you think that translanguaging can be beneficial for learning why or why not?

Participant 10: I think it can be beneficial, but teachers need to know how and when to use it in class. Um, so many students have different backgrounds, experiences, uh, they have different cultures, history, um, and it can uh, activate their, their existing skills, their reading, writing, listening, speaking skills. Um, they can help each other out in cla- in, in classes, group work, pair work.

Um, um, students can make connections between words. Um, they can brainstorm more ideas. Um, and so on.

Interviewer: Do you think that translanguaging is appropriate in learning why or why not? And I'm going to go ahead and give you the next question. Um, and then can you describe a situation in which it might be beneficial for either the student or the teacher, um, to translanguage and a situation in which it might be detrimental?

Participant 10: Sorry Rasha, **bas** the darn (inaudible), the fire alarm just went on. Uh, I'll answer as soon as we're back. Okay.

It depends on the students you have. It depends on, uh, where you live, for example, and in Lebanon we use Arabic a lot. Um, so if students don't understand a certain concept in English, we'd, we'd might switch to Arabic.

If we had many international students, um, then yes, uh, why not? Um, it's just like the example I give up, I, give above about the, the student that knows how to speak German, English, and Turkish, uh, and the other student that knows how to speak Turkish and very limited English. So yes, um, it depends on the situation.

For example here in the *****, um, most international schools have students coming from different backgrounds. So you might have, you might find the teacher, uh, speaking more than two languages. So it might be Arabic, English, French. It might be Arabic, English, Spanish. So it depends on the st-, the teacher, the students. The situation where it might be detrimental might be if a student has very basic English. So, um, they'd have to use translanguaging.

Interviewer: Okay. Um, do you think that translanguaging should, or shouldn't be permitted in a higher education context? Why or why not?

Participant 10: Well, it depends on the university's mission, goals, vision. Um, and it depends on the, the professor and the students. Uh, if students have, uh, difficulty, understanding the language, then yes, why not?

Interviewer: Does online education or online learning differ in its acceptability or, um, appropriateness for translanguaging? Why or why not?

Participant 10: In terms of online education? I, I think it would be rather difficult for teachers and students. Uh, it depends, I mean, uh, based on what I've seen so far, I haven't seen any, um, collaborative work or, you know, group work, pair work. Um, so, um, based on what I've been hearing from my peers from, um, from people I know it's more of, uh, online education right now is more of lecturing.

Interviewer: Will you translanguage in your classes, either online or offline as a teacher, or as a student?

Participant 10: If I were in a regular classroom setting right now, then yes, I would use translanguaging. Um, but I'm sure there are many things I should beware about.

Interviewer: Lastly, will you allow your own students, um, to translanguage in the classroom, why or why not?

Participant 10: Right now, I'm not working but, um, if I do have the time, then yes, why not?

Interviewer: Of course, if there's anything you want to add regarding your perception of translanguaging, feel free to let me know.

Participant 10: Um, I think it nee-, uh, I think teachers need more training, um, and more information about translanguaging.

Participant 11

Interviewer: Okay. The recording has begun. So I'll be reading you your disclaimer. So by continuing with this, um, voiceover IP or online platform call you agree to the following. That you've been given sufficient information about this research project. That you understand that your answers will not be released to anyone and that your identity will remain anonymous.

That your name will not be written on the questionnaire, nor will it be kept anywhere in the other records for this interview, when the results of the study are reported, you won't be identified by name or any other information that could be used to infer your identity. Only the researchers, who is me, will have access to view any of the data collected during this research.

Um, And in any case, the data won't be linked back to you. You understand that you may withdraw from this research at any time that you wish so long as we have not concluded the interview and that you have the right to skip any question that you don't want to answer. You understand that your refusal to participate will not result in any penalty or loss of benefits to which you're otherwise entitled to. That you have been informed that the research abides by all commonly acknowledged [00:01:00] ethical codes and that the research project has been reviewed and approved by the institutional review board at the Lebanese American University.

You understand that if you have any additional questions, you can reach out to me at any time and that you have understood all the statements I've just made and you voluntarily agree to take part in this research project by completing this interview.

Participant 11: Okay.

Interviewer: Alright. Great. So I'm going to start with the background questions. Um, where did you attend grade school?

Participant 11: Uh, ***** *****.

Interviewer: Is that in-

Participant 11: ***** *****.

Interviewer: Okay. In Lebanon, right?

Participant 11: Beirut.

Interviewer: Okay. Um, where did you get your bachelor's?

Participant 11: *****.

Interviewer: Alright. Could you describe your experiences with language and instruction in grade school?

Participant 11: Uh, it wasn't a very pleasant experience at grade school because, uh, we were mostly taught French by French teachers, by native speakers who were very, um, uh, very Orthodox about language learning.

Uh, they were, ya3ne they, they never let us, uh, uh, code switch and it was something frustrating to most of us, especially to those who don't speak French at home. Um, so basically it wasn't really pleasant.

Interviewer: Okay. And how was translanguaging portrayed in grade school?

Participant 11: Uh, it was- wasn't accepted at all.

Interviewer: So negatively?

Participant 11: Mmm. Yeah.

Interviewer: And how does that experience compare with language experience in higher education?

Participant 11: Uh, honestly in higher education, because we were using English, it wasn't, uh, that much of a problem for me. Uh, English was, was, uh, a language that I was much more at ease with. Um, and I, I guess when we used to, uh, to, uh, to speak in Arabic, if we ever needed to it, wasn't that big of a deal.

Ya3ne maybe we would, um, get remarks from the teacher, like eno, eno please, we have to speak in English. Bas the reaction of teachers was not as harsh as in grade school.

Interviewer: Okay.

Participant 11: Mmm.

Interviewer: So why do you think, or why is translanguaging appropriate or inappropriate in certain contexts?

Participant 11: Ana, I think, uh, in certain contexts it is because, uh, because when you're learning in a different language than your mother tongue, so it's only a normal for, uh, for you to have some kind of difficulty, uh, in learning. So you need to sometimes use the mother tongue.

Um, and also in, in, in my domain ya3ne, it's something that, that is very natural and, uh, ya3ne, uh, since I teach in kindergarten so it's something very natural and, uh, very acceptable.

Interviewer: Okay. Um, why is translanguaging socially acceptable?

Participant 11: Uh, you mean, in my, in the context where, uh...

Interviewer: In the context of where you live, why do you think it's socially acceptable?

Participant 11: Here, you mean in Lebanon?

Interviewer: Yeah.

Participant 11: Uh, Because it's it's a multilingual country. So it's something normally, ya3ne it's comes with the dialect, with the way we speak. We already use three languages, two to three languages while we're talking. It comes naturally so it's... mmm.

Interviewer: Can translanguaging be beneficial for learning?

Participant 11: Yes, I believe so. Especially, um, from, from my experience, I think it's very beneficial when teaching kindergarten. Um, kids can relate more and can, um, I don't know, they ca-, they feel, uh, much more, uh, comfortable and, um, uh, they feel that they can communicate with a, with a teacher much better when, when they are given the freedom to talk, to speak in the language they please.

And honestly, it's something that, uh, that as part of the curriculum that we, uh, uh, that we use at our school.

Interviewer: Right.

Participant 11: So it's... Mmm.

Interviewer: Is translanguaging appropriate in learning?

Participant 11: I find it very appropriate in learning.

Interviewer: Mmhm. Can you elaborate?

Participant 11: Because sometimes, eh, because sometimes when, um, let's say you, you, uh, oof, uh, let's say someone is teaching you about a new concept and, uh, there are a few words that you don't understand.

Uh, this can create misconceptions.

Interviewer: How so-

Participant 11: So- mmm, because maybe you, you didn't really understand the word. You can understand it differently and it can create misconceptions.

Interviewer: Right. Could you describe-

Participant 11: Bas when you are able to-

Interviewer: Yeah-

Participant 11: Yes?

Interviewer: No, go ahead-

Participant 11: When you are able to use, uh, other languages, uh, they can, uh, help you construct the meaning.

Interviewer: Right. Okay. Um, can you describe a situation that might be beneficial for a student or even a teacher to translanguage? And then if you can, one that might be detrimental or negative.

Participant 11: Does it-

Interviewer: If any-

Participant 11: have to be uh, at uh-

Interviewer: It can be any level.

--- (unclear)

Any level that you can think of.

Participant 11: At, ya3ne, honestly, the first thing I can think of is the, is from my experience, as a teacher. Uh, basically what I'm, what I'm doing now with, uh, Arabic speakers, who don't understand a word of French because I teach in French, uh, whenever I code switch, I get their attention much easier. And they are actually learning a lot more, uh, words, uh, in French. So when I repeat what I wanted, w- what I want, what I want to say to that, uh, student, uh, I, I say it in Arabic, and then I say it in French.

Interviewer: Okay.

Participant 11: Uh, this, uh, eh, so, uh, so this, uh, ya3ne they, they, they are more attentive when I address them, bas I address them personally, not to the whole class. I repeat the instruction, let's say, and I say it in Arabic and then I say it in French.

Interviewer: Okay.

Participant 11: And automatically when kids know that I un-, I can understand, uh, Arabic, uh, they uh, they feel much, much more comfortable, uh, talking to me. They don't feel threatened.

Interviewer: Right.

Participant 11: Mmm.

Interviewer: Can you describe a situation, if any, in which it might be detrimental or negative for a student or teacher to translanguage?

Participant 11: Oof, hala2 if, if the teacher is not using the language of instruction at all and, uh, and, uh, it's a language course let's say.

Okay. This could-

Interviewer: Okay.

Participant 11: This affects learning.

Ya3ne this is the only example I can think of.

Interviewer: Okay. Fair enough. Why do you think translanguageing should or shouldn't be permitted in higher education?

Participant 11: Of course, it should be permitted, especially when you have students coming from, let's say French schools and they, uh, they go to American universities. Um, okay, maybe they need to have a minimum level of, uh, of English, uh, *shu b 2ulo?*, proficiency.

Bas kamen, they, they, they would probably need support in that.

Interviewer: Right.

Participant 11: Um, so this is one thing. *Ma ba3ref*, other than that.

Interviewer: Does online education differ in its acceptability of translanguaging practices?

Participant 11: Oof, I don't think it should, why should it. I don't think it should affect anything, *eno* online learning is...

Interviewer: Will you ever as a student translanguage in your classes online or offline?

Participant 11: I always did, even at school. Even when it wasn't accepted, I always did it anyway.

Interviewer: Okay. Can you tell me why?

Participant 11: Uh, honestly, because, uh, because I didn't want to feel frustrated to the extent, *eno, eno*, the, the teacher cannot, will not get my idea, for example. If I had a question or if I wanted to share something like an idea or something, uh, I couldn't just stay there and not talking.

Interviewer: Right, right. Will you translanguage when you're teaching?

Participant 11: I do it.

Interviewer: And you'll continue.

Participant 11: Eh, eh, I will continue as long as I'm, I'm getting all this, uh, positive, uh, uh, *shu b 2ulo, eno, eno...*

Interviewer: Respon-

Participant 11: *Eno* kids are learning the language.

Interviewer: Yeah. Mhm.

Participant 11: Eh. *Eno* why not, if it works, why not?

Interviewer: Will you permit your students to translanguage?

Participant 11: They, they do it. They do it all the time.

Interviewer: Why, why do you, why will you allow it?

Participant 11: Because I want them, uh, because like *eno* the most important thing at that point is for them to feel comfortable, uh, is for them to, *eh, eno*, to be motivated, to like school, uh, to be motivated, to learn.

So if we don't give them all this comfort zone, *la y7esso eno hineh* they are in their comfort zone, they won't be able to learn anything. They won't want to learn anything, *eno*.

Interviewer: Anything else that you want to add regarding your perception, your use of translanguaging in a classroom or online? Anything at all?

Participant 11: *La2, hala2, eh, ana* honestly, uh, because I was that brainwashed when I was at school *eno*, this is something that should not be done at all. Uh I, I, I did, uh, my, uh, in my ***** course, uh, I did, I started with code switching.

Interviewer: Right.

Participant 11: All this research, yeah, because I wanted to see what research says about it. Uh, well, honestly, *ya3ne*, from many sources from many countries, uh, *ktir*, the *ktir*, it was, uh, taken positively.

Interviewer: Right.

Participant 11: *Bas* why is it taken negatively here?

Interviewer: Well-

Participant 11: Although, we are a trilingual country.

Interviewer: Right. Why do you think, um, your teachers at school were so adamant about French? For example, maybe...

Participant 11: I don't want to be judgmental, wala shi, wala stereotypical, mitel ma b 2ulo. Bas, uh, what I noticed is, is that, uh, French people are ktir mit3asben. Keef b 2ulo mit3asben, racist? Shu b 3arifne.

Interviewer: Yeah. kind of.

Participant 11: Ktir, ya3ne, eh, eh. Bas ktir, ya3ne, uh even, even when, when you go to France, um, and you want to ask ya3ne, masalan, you're a tourist and you want to ask about a place or anything, if you don't speak in French, ktir eno, ma b re- ma b jawbuke, ya3ne.

Interviewer: So like-

Participant 11: So I think it's, yeah because it's something cultural w la2ano il madrase French, fa khalas. Yeah.

Interviewer: Okay- (ambiguous)

Participant 11: It's something cultural-

Interviewer: Is there anything else you want to add?

Participant 11: Uh, I just want to add one example.

Interviewer: Go ahead. Don't even worry about it.

Participant 11: Yeah. I was doing once like an l- in the graduate bil graduate course. One of the courses kent 3am ba3mol, uh, I had to do an interview with, with the two teachers from my school, okay. Uh, about language learning.

Interviewer: Right.

Participant 11: How language learning takes place in their classes.

So I chose a French teacher who is French, like a native French w, another one who is Lebanese. She's the homeroom teacher kamen heye. Ya3ne heydeke she's a homeroom teacher, w hayde heye she's a homeroom teacher. Bas hayde bet a3lem English, so 3anda il American mentality, bil shughul, bil ta3ate. w heydeke she's pure French. So I asked them both, both the same question. Uh, why did you choose to become a teacher? A language teacher? The French teacher answered me very bluntly and she was like, so proud of her answer, ana I'm like, huh? Eno, shu hey? She was like, she was like, um, I decided to become a teacher, and by the way, heye she's a lawyer.

Interviewer: Oh.

Participant 11: Ya3ne hala2 master's 3am tamul kenet, uh, teaching. Eh, she was like, uh, ana, I decided to become a teacher because, uh, I like kids and because I want to spread the French culture.

Interviewer: Yee. Interesting. Wow.

Participant 11: Baynama, the other one, she talked about the, the usual things that you say when you, when you answer this question, eshya eno ktir, eh...

Interviewer: Right, mmm typical answers. Wow.

Participant 11: Eh, Typical answers, eh.

Interviewer: That's really interesting.

Participant 11: Fa heke ya3ne.

Interviewer: Thank you for your example. Very insightful.

Participant 11: Eh.

Interviewer: Is there anything else that you want to add?

Participant 11: La2, bas heke.

Interviewer: Okay. I'm gonna go-

Participant 11: -- ba -- 2ul (unclear)

Interviewer: No, don't worry about it. I'm going to stop the recording.

Participant 12

Interviewer: Okay, we are officially recording. Could you please read the statement provided to you?

Participant 12: Okay. I have been given sufficient information about this research project. I understand that my, uh, my answer will not be released to anyone and my identity will remain, remain anonymous. My name will not be written on the questionnaire nor be kept in any other records.

When the results of the study are reported, I will not be identified by my, by name or any other information that could be used to infer my identity. Only researchers will have access to view any data collected during this research. However, data cannot be linked to me. I understand that I may withdraw from this research anytime I wish, and that I have the right to skip any question I don't want to answer.

I understand that my refusal to participate will not result in any penalty or loss of benefits to which I otherwise am entitled to. I have been informed that the research abides by all commonly acknowledged ethical codes and that the research project has been reviewed and approved, [00:01:00] by the, the, the IRB, uh, at the Lebanese American University. I understand that if I have any additional questions I can ask the research team listed below.

I have read and understood all statements on this form. I voluntarily agree to take part in this research project by completing the following interview.

Interviewer: Okay, perfect. So I'm going to begin with a couple of background questions.

First of all, where did you attend grade school?

Participant 12: At uh, ***** ***** ***** *****.

Interviewer: Um, and that is located where?

Participant 12: In Beirut.

Interviewer: Okay. Where did you get your bachelor's degree?

Participant 12: At ****.

Interviewer: Okay. Can you describe your experiences with language and instruction in grade school?

Participant 12: Language and instructions, do you mean, *ya3ne*, which language I, I, studied with? Or what?

Interviewer: Yeah. And your experience with it.

Participant 12: Okay. I am teach-, I taught, uh, actually, I, in the ***** *****
***** ***** , we, we speak French.

So I did the French *baccalaureate*, and I believe that the French *baccalaureate* is somehow, em- emphasizes on the critical thinking more than the, the memorizing and, uh, *ya3ne*, uh, retaining information. Um, the all, all my, uh, years it was good until *seconde brevet*, *seconde bac*, and *terminale*, it was, it wasn't that good. I felt really hard, especially with the, um, transition from *brevet* till this, to these three years.

Interviewer: And what was, um, your experience with the language and how it was taught?

Participant 12: Mmm, the French, do you mean? Or the English?

Interviewer: Yeah. You were taught in French, right?

Participant 12: In French, we used to take English and A-*3arabe*, Arabic.

Interviewer: Okay. And, um, did they stick to these languages when they were teaching you?

Participant 12: Did they, sorry? I didn't hear you well.

Interviewer: Did they stick to these languages when they were teaching? So they were teaching, you said French and Arabic.

Participant 12: Yes.

Interviewer: Did they stick to French and stick to Arabic?

Participant 12: Yes, but sometimes, uh, the, the English teacher, uh, used to talk Arabic somehow or French, but the French teacher always talks, Eng- uh, French.

Interviewer: Okay. And did they portray this sort of mixing or translanguaging negatively or positively in school?

Participant 12: Uh, positively actually, because we are used to use these three languages or different languages. So I didn't feel, uh, uh, **ya3ne** it wasn't that bad.

Interviewer: Okay. And how was, does the experience of translanguaging compare with your language experience in higher education?

Participant 12: Actually in higher education, uh, rarely the teachers were using, uh, Arabic, uh, especially in, um, the, the BS or BA. But in master's degree as I recall, uh, yes, there are some teachers were using Arabic while talking English.

Interviewer: Okay.

Participant 12: Well, um, actuall- you know, I don't feel, **ma byez3ejne**, I don't feel this really hard or by if, if a teacher uses many language because I'm used to it.

Interviewer: Right, um-

Participant 12: And even when I'm expressing, I can use different languages.

Interviewer: Okay. Why is translanguaging appropriate or inappropriate in certain contexts?

Participant 12: Mmhm, uh, appropriate because, um, uh, they, it increases the knowledge somehow, or it, it um, makes, uh, the, the instructions, uh, more clearer. So, uh, we can see that some teachers use an explain, something in a language and then emphasize on it using another language. So this is one of the appropriateness of something -- . (cut off)

But inappropriate because, um, especially for those who doesn't understand other languages. So, uh, maybe it's inappropriate for them to use different languages and those students are, I don't know, maybe for the, like for a, f- at *****, they are registered in English and they would like to learn in English. So it's inappropriate to, to, to talk or to teach other languages.

Interviewer: Okay. Um, I'd like to elaborate on this question for a moment.

Would you find it appropriate or inappropriate in let's say professional contexts?

Participant 12: Yes. Inappropriate for professional context.

Interviewer: Can you tell me why?

Participant 12: Uh, I think it's better to, when you're talking to someone to stick to one language and, uh, especially that English is the universal language. So to be more understood if you're talking in a professional way, you, and to tackle different culture or different background, it's better to stick and to talk one language, which is English mainly.

Interviewer: What about in social contexts?

Participant 12: Actually it depends on the culture. So here in Lebanon, you're talking. Okay. So here in Lebanon, we're used to it. So you're used to talk three languages at the same time. So it's not that inappropriate when you are talking friends or, or, uh, to someone not that professional, if you use different languages.

Interviewer: Okay.

Participant 12: But somehow, for elder people. It's it, it makes, they makes you feel **ya3ne**, it's inappropriate for them.

Interviewer: Why do you think that's the case?

Participant 12: Because, uh, I think they are used to one language or two **maximum**. The younger generation are more, are more familiar with three languages. Or mainly because **masalan** out of my experience, if I'm talking to my grandma, I talk only Arabic. If I need to, if by mistake I can talk other languages, **w masalan** I'll talk in two or three languages, uh, she makes me repeat the, the, the sentence in Arabic. So, I don't know, maybe it depends on the generation.

Interviewer: Okay. Um, can translanguageing be beneficial for learning?

Participant 12: Um, I don't think so, no.

Interviewer: Why not?

Participant 12: Uh, okay. In w- in learning in general, **wala** learning in, **masalan**, for schools or for university.

Interviewer: Um, why don't you tell me about both. Your perspective on both.

Participant 12: Okay for at school, it's not that bad to have different languages because it's good for the student to know the same concept, using different, **ya3ne**, terms in different languages.

But, um, uh, for universities, I think things will become more professional and more serious. So, uh, people they used, they need to get used to talk in one language and speci-, especially that those content are mainly in English. So they, I don't feel like it's, uh, we're obliged to know, to know **ya3ne** those terms or content in different languages.

So I think it's more beneficial to talk, to, to have one language for, for learning in upper level, and it's, it's not that bad to have it in, uh, lower level or for in, at school.

Interviewer: Okay. So do you think it's appropriate in learning?

Participant 12: Uh, no, it's not appropriate.

Interviewer: Can you tell me why?

Participant 12: Uh, I think because it's better to, to have... it's better to make students focused on the content using one language, rather than diversifying the languages and **ya3ne**, diverging, we're diverging the skills, **3rifteh**? So, I prefer if we're teaching math, let's talk one language and make them understand math, in the, in this language.

Interviewer: Okay. Could you describe a situation in which it may be beneficial for a student or teacher to translanguage and a situation in which it might be detrimental?

Participant 12: Okay. Uh, for example, in languages, in for in French or English, it's better to use only French and English while talking, or while teaching to emphasize on this language. And especially if we need to, um, or teachers need to, uh, um, define a, a term, it's better to define it using the same language other than translating it to other languages.

So, this is where it's appropriate. It's an example where it's appropriate to have one languages. However, um, we can have different languages if we're teaching, uh, for example, coding, because those terms, they can be used in English and they can be used in French. So more or less we are teaching the skills, rather than the -- (cut off) out of it. So it depends on the content.

Interviewer: Interesting. So why do you think translanguageing should, or shouldn't be permitted in higher education?

Participant 12: How your education is, more or less, it's, it's preparing for the, for the professional uh, future, **ya3ne**, they would, they're preparing students to become more professional and to become more professional, it's better to have one language.

So in higher education it's better to have only one language rather than translanguages.

Interviewer: Okay. Do you think online education differs in its acceptability of translanguaging practices?

Participant 12: Can you rephrase it, please?

Interviewer: Sure. So we've been teaching online recently and learning online because of the recent pandemic, right? Do you think that the fact that we're in an online context, but still education, do you think that differs in its acceptability of us translanguaging, particularly in a higher education context?

Participant 12: Uh, no, I don't think so because, uh, the w- I'm going to give you an example, for, for example, teaching (cut off and roughly inaudible) of French or English, whether it can face-to-face or online, uh, teachers, uh, language teachers should always, um, stick to one language. So, whether online or face-to-face. So I don't think, uh, online has to abide by this.

Interviewer: Will you ever translanguage in your classes or have you ever translanguaged in your classes, when you were a student-

Participant 12: Yes. When I'm teaching and when I was a, used to be a student.

Interviewer: Okay. Online even? Would you?

Participant 12: Yes.

Interviewer: So it wouldn't make a- okay. Why is that?

Participant 12: Uh, it feels, uh, sometimes it's, uh, unconsciously.

Interviewer: Okay.

Participant 12: Sometimes, uh, if I want to, um, to, to explain something, I, of course I start explaining it using French or English. It depends on the language that I'm teaching, but, uh, when I need to emphasize, or if someone asks me several, same question several time. Um, unconsciously, I start talking on Arabic or I can, uh, talk two or three words, ya3ne, mari2 two or three words, Arabic, but not the entire session in other language, definitely.

Interviewer: Okay. So-

Participant 12: Actually I'm sorry, because-

Interviewer: No, no, please repeat.

Participant 12: Because sometimes I teach in both languages. I actually teach math in French and in English. So teaching, this lang- this subject in two languages, uh, makes me somehow, uh, uh, have a language conflict. So sometimes I, I, I by, ya3ne, I pass some words in English, French section.

And sometimes I, uh, I, I say some English words in the- French words in the English section.

Interviewer: Mm. Okay. Can you tell me why you do that?

Participant 12: Unconsciously it does. It happens. It's not ya3ne by intention.

Interviewer: Okay. Okay. And you'll continue to do that, right?

Participant 12: Yes.

Interviewer: Okay. Will you allow your students to do this?

Participant 12: No. When they want to talk to me, they need to talk to me in French or in English.

Interviewer: Can you tell me why?

Participant 12: Uh, because I want to practice, they, I want them to practice this language. So it's better to communicate using that language. Even sometimes do not quit, but I know for a fact that I know very much this languages and I know the terms of math, for example, in that language. So I want to answer it, to make sure

they know these terms as well, or they can -- themselves using math, vocabs and that on using that language. (Disruptions during within section)

Interviewer: Okay. Is there anything else that you want to add regarding your perception or your use as a teacher or as a student of translanguaging in a classroom or even online?

Participant 12: Uh, I can say in general that, um, translanguaging, mainly as teachers, um, we, and as a personal, uh, experience, um, teaching or learning in such an environment, make we- it **ya3ne**, it makes them, make us talk and express ourselves in different languages.

And this will make, um, well, we ha- we will face difficulties later on if we want to, uh, teach or learn in other countries that they do not talk three languages. So this is it.

Interviewer: Okay. Perfect. Thank you. That's all. If there's nothing to add, I'm going to end the recording.

Participant 12: Yes, that's it, thank you.

Interviewer: You're welcome.

Participant 13

Interviewer: Alright. So by continuing with this call, you agree to the following: That you've been, um, that you know the, the information about this research project, that you understand that your answers are not going to be released to anyone. Your identity is completely anonymous. Your name will not be written on the questionnaire and it won't be kept on any other records.

And then when the study is reported, you're not going to be identified by name or any other information that can in any way, shape or form indicate who you are. The only person who will have access and know who you are in this data is me. And that's only me. Not even my advisor will have access to that information.

You understand that you can withdraw from this research at any time, as long as we haven't finished the call. Once I finish the call and asked you all the questions, um, the information, the data stays with me. And, um, you can actually choose not to participate even halfway, if you feel like it. There's absolutely no risk on you.

You won't, you won't have any sort of penalty or loss of benefits if you choose to withdraw. Um, [00:01:00] and that all of the research abides by the codes of conduct and is approved by the IRB at LAU. And that if you have any extra questions, you can contact me anytime. That you understand everything I'm telling you and that you voluntarily agree to be part of this research process.

Participant 13: I do agree.

Interviewer: Okay perfect.

Participant 13: Okay.

Interviewer: Alright, fantastic. So, um, our first question is where did you attend, um, grade school?

Participant 13: Grade school -- (unclear)

Interviewer: Yeah, like Lebanon, where did you go to school? Like high school?

Participant 13: Ah badna, you said -- (unclear)

Interviewer: Yeah, yeah, yeah.

Participant 13: Uh, high school, uh, Africa, Gabon, uh, before Canada.

Interviewer: Okay. Um, where did you get your bachelor's degree?

Participant 13: Africa, Gabon.

Interviewer: Okay.

Participant 13: Uh, bachel-, bachelor's degree, sorry, sorry, sorry, *****.

Uh, okay.

Participant 13: Sorry.

Um, alright,

Interviewer: so at school, in Africa or in Canada, what was the language that you were taught in?

Participant 13: French.

Interviewer: Okay. And did your experiences ever indicate more than or did more than one language arise while you were being taught?

Participant 13: At school, no. Only French.

Interviewer: Only French abs- completely French exclusive.

Participant 13: Completely French.

Interviewer: Okay and did the idea of using other languages at school, did it resonate positively or negatively with your school?

Participant 13: Hala2, they were using only French, so, I don't know. But, um, in grade eight I was in Lebanon and they were speaking in English and not English, French and Arabic, sorry.

Interviewer: Okay. And, um, when you were in the French only schools, if a student spoke in another language in class, let's say, would the, um, teachers like look down on this or no, no issues?

Participant 13: No, they will ask, uh, the student to speak only in French.

Interviewer: Okay. And comparing this experience with language in school, is it the same in your master's program?

Participant 13: La2, la2, no la2, la2. In Lebanon, here, bil ***** we speak usually English and Arabic at the same time.

Interviewer: Okay. So you mix?

Participant 13: Yes, we mix.

Interviewer: And what about your professors?

Participant 13: Uh, maybe English.

Interviewer: Do any of them mix?

Participant 13: La2, ktir aleel.

Interviewer: Okay, um-

Participant 13: Like one word, maybe, but, usually, no.

Interviewer: Okay. Do you think-

Participant 13: Hala2, jeet online session, they speak only English, but when I speak with them, they...

Interviewer: Okay, okay.

Participant 13: -- (unclear) Only me and them, you know? Me and the teacher.

Interviewer: Right. Um, do you think that translanguaging is appropriate or inappropriate in certain contexts?

Participant 13: I think it is appropriate, ya3ne, usually this is what we use when you sp-, like, when we speak with our friends or, you know, family members or even teachers, but I think it's more professional if we only speak English, masalan, (unclear) in the university, you know?

Interviewer: Okay.

Participant 13: If the online or...

Interviewer: Okay. So you basically just answered two questions in one. Fantastic. I'm going to move on to the next question. Do you think that translanguaging can be beneficial for learning?

Participant 13: Yes. Le2ano sometimes if you don't know the meaning of a word, or if you need more, um, like I dunno, affirmation or something, it's easier if you're using another language.

Interviewer: Do you think it's-

Participant 13: -- own language. (unclear)

Interviewer: Yeah, I, great. Okay. Do you think that it's appropriate in learning?

Participant 13: Appropriate in learning. Eno saraha I don't think that it's bad.

Interviewer: Okay.

Participant 13: To be honest, eno, as I told you, during masalan online sessions, you can't speak English and then Arabic. But, I mean, if because I saw a question like during assessments or homework. I think it's better to stick to one language.

Interviewer: Okay. Can you describe, so you've described most of your situations as being beneficial for a student, right? To understand more and so on. What about from a teacher's perspective? What, what situation might be beneficial for a teacher to translanguage?

Participant 13: Teacher to translanguage. To the, to the students you mean?

Interviewer: Yeah.

Participant 13: Is it the same, like, uh, to explain something.

Interviewer: It could be. What do you think is beneficial, like, for the teacher's practice?

Participant 13: Hala2, I don't know, maybe if I'm teaching English and I have the students who only speak, I don't know, French or Arabic, if, if I mixed the language to be easier for him and he would feel comfortable.

Interviewer: Okay. Do you think there's any situation in which, um, it could be detrimental to the student?

Participant 13: No. Except if she doesn't understand the language yes, but other than this.

Interviewer: Okay. Alright. Okay. Um, why do you think translanguageing should or shouldn't be allowed in higher education?

Participant 13: Should or shouldn't be. In higher?

Interviewer: So in master's degree. Why do you think it should, or shouldn't be?

Participant 13: Hala2, as I told you, I think during the online it's fine le2ano discussing (unclear) so you can ask questions, you can understand it that, better. But, again, I believe that, uh, if you're writing something, a paper or completing, I dunno, an assessment or anything else, it's better to stick to one language. Otherwise it will be a bit uh, weird, maybe?

----- (unclear) When you talk, fine. This is how I see it.

Interviewer: Okay, fair enough.

Participant 13: Am I answering your questions?

Interviewer: Yes, you are, no, you actually answered the next one too. So I'm just gonna move on. So, um, do you think that you are going to translate or are you translanguageing in your classes, both online, or offline?

Participant 13: Translate the language?

Interviewer: Do you translanguage, like, do you change like yeah-

Participant 13: Sometimes yes.

Interviewer: Why do you do it personally?

Participant 13: If they don't know the meaning of the word, aw el- speak in Arabic. And sometimes, I have a student masalan, he doesn't know how to speak English. So, I speak Arabic.

Interviewer: Okay.

Participant 13: -- (unclear)

Interviewer: Okay. And as, so, as a teacher also, you're, you're probably going to translanguage, right?

Participant 13: Yes.

Interviewer: Okay. Do you think, ar-do you think you'll allow your students to do that?

Participant 13: During discussion, like if I ask them to work in groups sometimes, yes. I don't mind.

Interviewer: Okay. Why would-

Participant 13: I prefer eno bye7ko bas English.

Interviewer: Why for each scenario?

Participant 13: Why? Le2ano, again, uh, I believe that if they use different language they can understand better, uh, hala2 it's in our culture, kamen, eno, we're used to this, to mix language, and stuff like this. But I think when they're presenting or if they are completing an assignment, it's better to speak only to speak or to write in English only le2- because it's an English school, eno, they need to -- (unclear) this language may be for later on. I don't know.

Interviewer: Okay and last question. Is there anything at all that you feel like you want to add regarding your personal perception of the use of translanguageing? Either as a student or as a teacher in the classroom or online? Or anything you want to clarify? Something from the um, 7ata from the survey, if there's something that you felt like it was fixed, you want to explain a little bit, your position feel free.

Participant 13: Sara7a, la2, it was clear. Hala2, bas kinit -- (unclear) eno I didn't know if this is what you meant or not, but other than this, la2.

Interviewer: Okay.

Participant 13: Yeah.

Interviewer: That's it then. Thank you so much.

Participant 13: Thank you la elek. I hope I answer- answered your question.

Interviewer: Yes. Yes, you did.

Participant 14

Interviewer: I'm now recording. If you could please read the disclaimer.

Participant 14: Okay, I have been given sufficient information about this research project. I understand that my answers will not be released to anyone and my identity will remain anonymous. My name will not be written on the questionnaire nor be kept in any other records.

When the results of the study are reported, I will not be identified by name or any other information that could be used to infer my i-, my identity. Only researchers will have access to view any data collected during this research, however, data cannot be linked to me. I understand that I may withdraw from this research anytime I wish and that I have the right to skip any question I don't want to answer.

I understand that my refusal to, to participate will not result in any penalty or loss of benefits to which I otherwise am entitled to. I have been informed that, that the research abides by all commonly acknowledged the ethical codes and that the research project has been reviewed and approved by the institutional review board at the Lebanese American University.

I understand that if I have any additional questions I can ask the research team listed below. I have read and, and understood all statement on this form. I voluntarily agree to take part in this research project by completing the following interview.

Interviewer: Okay. Perfect. So I'm going to start off with some background questions.

Where did you attend to grade school?

Participant 14: Uh, in Lebanon.

Interviewer: Okay. Um, where did you attain your bachelors?

Participant 14: Uh, in Lebanon at ***** *****.

Interviewer: Okay. Could you describe your experiences with language and instruction in grade school?

Participant 14: Sure. Uh, my, uh, native language is Armenian. Uh, so I attended an Armenian school, uh, in Lebanon, which means that the primary language of instruction in that school is Armenian, uh, in kindergarten and also in the first, uh, grades of, uh, primary, uh, section, uh, elementary.

Uh, uh, I was introduced to both Arabic and French simultaneously when I was five in formal settings, the school. So both my parents are of Armenian origin. Uh, Arabic or any other foreign language was never spoken in the house. So French and Arabic, uh, was instructed in the school, uh, as languages only. Uh, everything else was done in Armenian, uh, math, science, everything until I wa- I was fifth, I was in the fifth grade.

Uh, then, um, in, in one year on in, uh, grade six, of, uh, English was introduced as the fourth language. Uh, and, um, science, math, history, geography, they switched to French because the school I attended followed the French baccalaureate. So I ended up, uh, after the Brevet, uh, I ended up following only the French curriculum. Uh, and I only went to the French baccalaureate. I had a choice. Uh, my other classmates went both to the Lebanese bac and the French one (unclear), but since they have, uh, it's equivalent to the Lebanese one and much more interesting, I didn't even bother to go to the Lebanese baccalaureate. Yeah.

Interviewer: Okay. And during your experiences in grade school, did you ever experience any sort of translanguaging where teachers might, um, switch up between the languages that they're speaking or even your classmates? And if so, how was it portrayed? Positively or negatively?

Participant 14: Um, yeah. Well, um, you want to see, you want to know in the school setting, yeah?

Interviewer: Yeah.

Participant 14: The translanguaging experiences. So I have to say that, um, Armenian, um, is approached in a very purist way in the diaspora. So everybody from parents, this is when I was back in school, things have changed now. It's not the same anymore. So, um, yeah, um, Armenian was, was portrayed as being this, um, very sacred thing that we need to preserve because of the heritage language. Uh, so, uh, not other, languages were never mixed with it. And if they were, it was considered a very, very bad thing. So, um, uh, later and plus, um, Arabic was, um, we learned, uh, **na7awe**, so, uh, we never made sense of it.

We never understood what's happening. So we, we live in a neighborhood which is densely populated by Armenians. This is during the civil war. Uh, and there's not much contact with a lot of people and outside of the neighborhood. So, you know, Arabic was, it could even have been Chinese, especially **na7awe**.

So, at school, we didn't understand what was happening. French of course was better, was more interesting, more fun. And, uh, and we knew that all our teachers were Armenian. They were. And that Lebanese -- really great (unclear). Uh, but they never spoke with us in, eh, in Armenian, the French teacher used only French. The Arabic teacher used only Armenian, sorry, uh, only Arabic. Um, and, um, and

that's one of the reasons that we never understood Arabic because that I remember, uh, one. Arabic language teacher who was a, a terrifying character. Uh, she was a woman, um, and she never spoke in Armenian. And, um, and I think that's one of the reasons that, uh, we were kind of, um, let's say repelled by the language. Because we were scared of her and we didn't understand what she's talking about. Uh, and it kind of, some of us, me included, we built walls towards that language, um, because it was clear to us that we don't understand it.

So, uh yeah. French, uh, um, French teachers, they were, they were more friendly, more lenient, but yes, it was separate languages in each classroom. No translanguaging, um, practice that I could remember, uh, at least not done for educational purposes. If there was even in recess, these teachers spoke to us in the language of their instruction, even if they were not, uh, they were not Arabs or French, so they were Armenians, all of them, but they never spoke to us in Armenian.

Interviewer: How did this experience, um, compare with language experience in higher education? Like your bachelor's or your master's?

Participant 14: Um, oof, well, the language of instruction in my BA was English. Uh, but, um, I, I, that was not long time ago. So my BA was not a long, long time ago. And, uh, of course, um, my, uh, memory of it, it's, it's more fresh.

And I have to say that, uh, uh, it was a more, um, flexible environment. I remember a lot of Arabic being spoken in the classrooms and we even had, uh, you know, since it's it's education and we talk about, um, power dynamics and globalization and all these topics we often spoke about, you know, why are we a bunch of Lebanese people sitting around the table, talking in English with each other. So, we, uh, there was a lot of mix of Arabic. Uh, although, uh, I had, uh, a couple of Armenian instructors, also professors at *****, who of course during instruction, never talked in Armenian, because that's not the language that everybody would understand.

Interviewer: Right.

Participant 14: But Arabic was used often by some teachers more than others, I have to say.

But I think all instructors at some point used Arabic, uh, um, during their classes, yes.

Interviewer: Even in your master's program?

Participant 14: Yes. Even in my master's program.

Interviewer: Okay. Okay. So, um, translanguaging as a practice, why do you think that translanguaging is appropriate or inappropriate in certain contexts?

Participant 14: You know, I've, uh, I've read a lot, a lot, I'm sure, not as much as you, about translanguaging because, that's, uh, also, also I'm doing, uh, TESOL and I'm very much interested in a -- (unclear) position in language teaching. So, um, I, after reading a lot and, and, um, thinking of how I use translanguaging, I find it something very natural. I do it more with the languages that are very organic to me. Uh, so, uh, I have to say, uh, right now my partner is American and I use a lot of English during the day and sometimes even with him, um, I, I use some Armenian words, uh, sometimes Turkish words, because he knows Turkish and, uh, Armenian and Turkish have some common words. Um, and that's my way of, you know, being more natural, uh, with my partner, uh, when I'm tired of using my second language, English.

So, um, uh, I think as, as a practice itself and, and social practice, I find it totally normal. Um, in educational settings, um, I have. I am not sure about how I feel about

it. Of course, uh, I wouldn't, I'm not the kind to see English as the language that everybody should use and, and to be proficient in.

Um, but, um, but institutions choose languages, uh, for, as you know, the, the official language, let's say, of instruction. Um, but, um, especially in, in education programs, I think, um, it is interesting when translanguaging is used, even if students are not aware of it, even if the students are not interested in translanguaging, uh, let's say even if they're in an ECE or special education. Maybe, you know, those practices, um, an-, and later approaching these metacognitively and thinking of how they affect our own learning, uh, as students, uh, will be beneficial.

Of course, of course it should be considered, one thing should be considered that everybody in the classroom should, should know all the languages being mixed together. So, for example, in my master's program, in one of the courses, we had a foreign student who didn't know Arabic and every time the professor used Arabic, uh, she apologized and then translated it in English.

Although she wanted to tell the story in Arabic, because, you know, the, the old, um taste of the story was in the language-

Interviewer: Right-

Participant 14: So, yeah, I think she was, she was nice enough to put her in the, you know, uh, in the complex. Uh, but I think if I was in her shoes, uh, I would feel a little bit of discomfort. Not that I would think it's something about me, but because I would like to share the experience and I won't be able to do it.

Interviewer: Okay. What about more professional contexts?

Participant 14: Um, you mean like, can you give an-

Interviewer: It's appropriateness essentially, like in a business meeting, an interview? Um, uh, I can't think of anything off the top of my head anymore.

Participant 14: I think it depends of the people around the table. Because, as I, as I said, if, if you, even if it's a very formal meeting, but, but you share some kind of background context with the people around the table that, you know, you ask, like, for example, using "yalla" or any kind of this little marks of, uh, cultural, uh, you know, um, I, I don't think they're inappropriate.

Uh, I actually never think anything in languages, inappropriate. Uh, I, I, I see it as a very natural thing. And, uh, and I'm someone who fights all the constipation of formality, uh, and, um, and yes. Yes. I mean, if it happened with me, I wouldn't mind if it's, if it's used, if it's not, um, if it's used in the right place for the right reason, because I, I grew up in a very purist environment and up till now, you know, using foreign, uh, mixing languages is considered, uh, ignorant, when I know that it's not, at all.

Right.

Uh, anything to do with not knowing the other language. Uh, so, uh, it's something more deeper in the way the brain functions when choosing, uh, words or sounds to, to express. Uh, I, I, even think the way we construct discourse is pretty much, um, uh, influenced by all the languages and, that we know.

So sometimes people are um, uh, upset if, uh, if, uh, if another language is mixed, but they do not realize that this person speaking in second language, maybe is using the structure of their native language. So why aren't they bothered by that? Is it just the wits (unclear) that it's bothering because they're, they come from another language? What about structure?

Interviewer: Okay. Very interesting. So you, um, already previously answered my next question, which was about social acceptability. So I'm going to move on to the

one after that. Um, can translanguaging be beneficial for learning and if you could specify why or why not?

Participant 14: Yes. Yes. I believe, uh, because, um, lately I, um, two years ago I had a little, um, um, experience in learning a new language. Um, Portuguese. Uh, and, um, uh, and it was, um, uh, the teacher, um, although she used theater to teach the language, it, this was a very informal setting. So, um, she, she used a little bit of, uh, foreign languages and sometimes languages that we also didn't understand. So this was a couple of people that, uh, shared only Armenian as a common language and everybody was from different countries.

So we had people who knew Greek, Arabic, Turkish, um, French, uh, and, this -- one person (unclear), but nobody knew Portuguese. So this one person was, uh, who was Portuguese, the teacher, she was using all kinds of expressions and, uh, uh, words from these other languages. So even if she was using, uh, Greek, uh, and I don't know, Greek, uh, it was interesting that when it was a package at somehow, it was making sense.

I don't know how to explain it.

Interviewer: Interesting.

Participant 14: ----- things (unclear), you know? Um so, um, yeah, I think, I think, I think it also depends, b- from the learner. From the learner. Some learners, they will be bothered by that, but you know, the ones that want to be by the book. Not to mix a lot information in their head.

Interviewer: Do you need a minute?

Participant 14: Yes, just a minute.

Interviewer: Take your time. Take your time.

Participant 14: Okay. I'm fine. Yes.

Interviewer: Good. Glad to hear it.

Participant 14: So I think I, I answered the question.

Interviewer: Yes, you did. I can move on. Alright, so is translanguaging appropriate in learning? Why or why not?

Participant 14: In learning language or in general?

Interviewer: In general.

Participant 14: Yeah. True. It's a tool-

Interviewer: Can you elaborate- okay.

Participant 14: It's a tool. I mean, some people use PowerPoints. Others can use translanguaging.

Interviewer: Interesting. Okay. Um, can you describe, well, I mean, you technically already did this, but for just question's sake, can you describe a situation in which it may be beneficial for you a student or a teacher to translanguaging, and if you can think of one, one where it may be detrimental. I know you already did this, so you may skip the question if you want, but if you have another example in mind.

Participant 14: Yes, I will tell about, um, one of my experiences when I was teaching, um, uh, I was doing my practicum in an Armenian school.

So I was, I was leading an, an Armenian language class in grades in second grade. So I use language even as a teacher in the classroom, very freely, uh, and in very creative ways. So we, uh, I was telling the story and I use the word **zaytoun**.

Interviewer: Interesting.

Participant 14: A-, in Arabic. And one of the students, second grade, okay. She raised her hand and she reprimanded me.

She told me, miss, this is not Armenian. And I said, miss, what do you call this at home? And she, she looked at my, in my eyes and waited for a few minutes. And

then she said **zaytoun**. So I said, let's not, you know, let's not, uh, trick each other, uh, let's, let's, let's be honest with each other. We call it **zaytoun**, okay. Because nobody uses the Armenian word for this.

So I'm not going to, you know, seem very, uh, smart or, or, or sophisticated by using that word, if you're not going to understand it.

Interviewer: Right.

Participant 14: So this was, uh, uh, uh something, uh, interesting coming from a student. It was not me as a teacher telling them, you know, use the proper word, word for it. It was the student telling me that I am, I'm doing a mistake and I'm not doing it right (unclear).

Interviewer: Interesting-

Participant 14: Yeah.

Interviewer: Wow. Okay, brilliant. Thank you. Um, so my next question is. Do you think that translanguaging should or shouldn't be permitted in higher education? Why or why not?

Participant 14: Well, if, y-, y-, you know, I, I can say that I don't care, to be honest, um, because it, it, it, it's, um, it's like anything else? Like for example, APA style, why do we need the same font. I mean, who decides that?

Or why should the be- the margins be one centimeter. So all these kind of, I think the use of language is exactly what APA is when it comes to formatting (unclear). It puts us in some complicated (unclear) format. Of course, of course, I'm handing in a paper for a teacher, for a professor who doesn't understand Armenian, I'm not going to use Arm- I'm not going to mix Armenian with English in my paper, but, but also let's be honest and say that English is uh, the second language of the Mid- in Lebanon, you know, English, how many people, uh, have English as their first language. Very few.

Interviewer: Right.

Participant 14: So we'll use, um, English, uh, our second or third language, to express our academic thinking.

Which might be jeopardized, be- because of the knowledge of the language. And, and, uh, I, I was working on my proposal today and I felt that, you know, some parts, the ideas are there, but the text is incoherent because I haven't been practicing writing for the past month. Okay.

Interviewer: Interesting.

Participant 14: So I, I think that, that, uh, because we, I personally, need constant practice in English to be able to, to produce good writing or even speaking (unclear), you know, it tires me.

I mean, with my partner, sometimes I tell him I don't want to speak because I don't want to speak in this, in another language right now.

Interviewer: Wow. That's so interesting-

Participant 14: I'm too tired to speak in another language (unclear).

Interviewer: Right.

Participant 14: So, uh, yes, I have to say that I, I, I don't care if in higher education, higher education has so many problems that I don't (assuming this word) think translanguaging is consider, is considered a core problem to that.

Interviewer: Right. But if you had to come up with a policy, a one for all policy, would you permit it or would you absolutely not permit it?

Participant 14: But, I mean, are we talking about this in, when, in, in speaking settings or in writing or, you know, it's so it's, it's the academic word, is very obsolete (unclear).

Interviewer: Okay. If you wanted to isolate it for each one of these, like in a communicative context, in the classroom, in a teaching context, as in professor to student and then student to professor, and then if you wanted to also isolate it as a third category where it was students submitting material, or even professor providing material, how would you for each of these, what would the policy be?

Participant 14: Well in a, in a classroom, if, if, as I mentioned earlier, if, if everybody let's say in Lebanon, for example, if everyone is Lebanese and everybody -- (unclear) some do ask some when, uh, before speaking Arabic for the first time in the classroom who ask if there is anyone who doesn't understand Arabic.

Interviewer: Right.

Participant 14: So if everybody does, uh, I find it natural, uh, and, and maybe even, uh, for Arabic in this case, important. Lebanon. Cause we, we barely know our, the, the, the language of the country. Nobody knew Arabic, so it's not only Armenian, I mean, I, I hardly met any Lebanese who, who could, you know, go up there and say I know Arabic.

Interviewer: Right.

Participant 14: So, yeah. Uh, in, in writing, I find it a little weird, uh, -- (unclear) Like for example, my research is in the Armenian context.

So sometimes I, I use keywords which have meaning in, in Armenian. Uh, I write them, um, so, um, I transcribed them, um, in like Latin letters, but the Armenian word for it, and then I put the Armenian word in, in parentheses. So this I do because, uh, when I have a professor who is Armenian, like for example, this, this semester working on my, um, uh, ***** paper, uh, my professor is *****. So I was able to use just words and, and uh, I didn't think of if he (unclear) be, he he'd understand or not, because I know that that's going on. Uh, I think it's also fine to use translanguaging when in like, um, one-on-one sessions, but it's hard to imagine it in during conferences when, when, when you have too many people who come from too different backgrounds.

So, I mean you cannot be sure that whatever you use could reach, um, everyone, I guess that's why English is used as a common language settings (unclear).

Interviewer: Okay. Um, does online education differ in its accessibility of translanguaging practices?

Participant 14: Um, I, I guess not, no. Um, the, the thing is that I haven't been, I have to be honest and say that the past year I, um, felt, um, the online experience as, um, a hundred percent, a learning experience.

So, sometimes I willingly, uh, disconnected myself from what's happening in the classroom, uh, because of too many reasons, and technology is one of them, the lack of, you know, personal contact, uh, atmosphere of a classroom. So I'm someone who, who appreciate all those things. Um, and, uh, um, and, and I cannot say that I, I have, um, a sane, uh, judgment of what online learning is at this point.

Um, so, um I think it- online learning, I mean, the, the more natural people are hearing the -- better (unclear), because it's it's-

Interviewer: I'm sorry. Did you say the better?

Participant 14: The better, yes.

Interviewer: Okay, perfect.

Participant 14: So because you know, everything else in online learning is fake (unclear), so if -- (unclear) the language used is natural, uh, it will be, you know, break the ice a little bit, or.

Interviewer: Right, mmhm.

Participant 14: Just reminds you that they are humans on the other side of the, yeah.

Interviewer: Okay. Will you, um, trans- translanguaging, or do you currently translanguaging w- in your classes when you are the student and how is this online as well?

Participant 14: Uh, as a student, I, I don't translanguaging much because my choice would be mixing Arabic, which I am not very proficient in.

Interviewer: Okay.

Participant 14: Yeah. Uh, I mean, of course I use words, like expressions, or, you know I welcome translanguaging, but, uh, I don't know when I'm speaking in Armenian.

Because then I don't think much when switching.

Interviewer: Right. Does this apply to online classes as well?

Participant 14: No, I'm very, uh, very rigid in online classes. I talk, uh, I don't talk much. I don't like talking to a screen much. Yes, I, um, I mean, and also I, I had a very bad semester, a lot of, um, mental problems. So, uh, I was pretty silent for the past semester.

Interviewer: Ah, I see. Okay. Will you translanguaging when you teach?

Participant 14: Oh, yes. Yes.

Interviewer: Even online?

Participant 14: Uh, well, if, if, I mean, I, I think I would be teaching, uh, in Armenian settings because I'm, I'm non-heritage language teaching and this kind of my interests are that, evolve around that. So if I end up teaching Armenian, uh, I will, because I, I am interested in studying the facts of why the language we use is endangered.

And one of the reasons it is endangered because of its lack of relevance with, with the life of students, uh, because it's very, uh, it's, it's seen as, as this, I told you as this sacred thing that you know, you don't play with it. And I think if you don't play with language, nothing good comes out of it.

Interviewer: So will you then permit your students to translanguaging?

Participant 14: Uh, yes. Uh, um, uh, unless it is done to avoid learning, you know, um, if it's in a language class, uh, it it's I think it will be a little bit different than if it's in a math class, for example. -- class (unclear), you know. In a language class, you want your students to learn the language.

Interviewer: Right.

Participant 14: So unless it is, they use it to avoid this learning process, uh, then, then it's, then it's fine if they, if they use it.

Interviewer: Okay. Could you elaborate on the positive of that? So why would you allow it?

Participant 14: Um, you know, language takes time to become yours. And, and if you, if you're in the process of learning a language, uh, you, you, you tried to, to use different strategies to do that. Um, also concepts. Um, so if it's not in a language classroom, it's concepts and I know that usually learning concepts in your mother tongue, uh, when you're, you're developing, it's very important.

Uh, and then bringing in second or third languages later when these concepts are built, because in the age of, in the stage of development, uh, when you don't, uh, you don't understand the language, the concepts are being taught. I mean, I mean, you have two problems on understanding, acquiring a concept and acquiring the language.

And, and I think one of them takes weight at the end.

Interviewer: Right.

Participant 14: So I think that's what happened with Arabic. With me for example, and, and the school, um, I went to, it was smart, you know, to introduce us scientific and mathematical concepts in our mother tongue, and then at fifth grade, when our development of French was in a stage that could, you know, facilitate, uh, working with it in math, sciences, they switched it.

This is a strategy that a lot of, um, um, schools in minority settings do. They just introduce the concept in mother, in the mother tongue and then introduce the second language and instruction.

Interviewer: Okay. Um, lastly, is there anything you would like to add regarding your perception or your use by either you, the teacher or you, the student of translanguaging in a classroom or an online context?

Participant 14: You know, I think, um, I mean, translanguaging has been a hit topic in the past maybe 10 years.

And, um, and, and I think we still need a lot of research, uh, concerning that in different settings. You know, because mostly it has been done in the States with, you know, the, all the example, -- (unclear) Spanish speaking minorities in English. So maybe, maybe it would be interesting, for example, not to have English as one of the languages in translanguaging, because all the examples, all the practices come have English as one of the languages. Uh, and English today is, is hard to avoid.

So that, it would interest me to come up, I mean, to come across research, which doesn't include English, but it's about, translanguaging. Um, yeah, that, that's I mean, I don't have any, I think there is a time for, you know, research to, to show us what it really is.

Interviewer: Okay, perfect. I'm going to end the recording if you have nothing else to add.

Participant 14: Yeah. Okay.

Interviewer: Okay.