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Translanguaging: The Instructor-Perceived Benefits of Use in the Adult English
Language Learner Classroom

by

Paul Jonas

A capstone thesis submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Teaching English to Speakers of Other Languages.

Hamline University

Saint Paul, Minnesota

November 2023

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CHAPTER ONE

Introduction

Background

There are over 7000 languages that exist in the world, all of which are complex and rich in their own way. To say that languages are complex structures would be an understatement, as there is so much that contributes to making a language a means for people to communicate. However, when one wants or needs to step out of their own language and into another, there is an unknown world of possibility, new people with whom a person can communicate, and new ideas that can be communicated.

But how one acquires that new language is another journey. Over the years people have found ways to communicate in languages that are not their first language, they have learned a second language. Whether it is a child who can speak one language at home and acquires a new language in school or the movement of people, where people can be immersed in a new language and learn as they go. No matter how a second language is acquired, all people learning a second language have one thing in common: they already know a first language. This first language knowledge has given the learners of other languages a powerful tool that can then be applied to future linguistic pursuits, either by choice or out of necessity.

Translanguaging is one of the many tools available to language learners. This is a process where, in this context, a learner of English can use all of their language expertise, whether it is their home language or additional languages, to help them learn English. Additionally, what about the teachers who are in the field and their use of translanguaging in the adult classroom? These educators work with their students

regularly and should have some perceived understanding of the effectiveness of translanguaging with adult learners. For educators who do leverage translanguaging in the classroom, there must be a perceived benefit, otherwise, they would not employ this teaching methodology.

My area of interest for this research will be based around the questions, *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?*

In this day and age, the movement of people is something that can not be ignored. The movement of people has long created a need to learn a second language, and that need has accelerated in recent years. But what is the best way to tap into the knowledge that exists in every student? These are questions I ask myself regularly as someone who grew up bilingual and is now multilingual.

In this chapter, I will walk you through my connection to this topic, my interest, and my history with translanguaging. I also define what translanguaging is, in the context of this paper, and review my observations on research that has already been done on this topic.

Personal Connection

As a child, I grew up hearing stories of how my mother and my grandparents came to the United States, and at that time, only my grandfather was required to attend classes to learn English. But my grandmother also spoke English (in addition to Polish),

so it seemed like a foreign concept to me. She learned English through listening to English, looking at my grandfather's notes that he had taken in his course, picking up written sources of language, such as newspapers and practicing reading, helping her children with their school work, and asking how to say a word or phrase from Polish in English. She had no "formal" education in English, but she acquired English as a second language, nonetheless.

Moving ahead from my younger years into my adult years I understood more about languages and learning them, and even learned more myself. I met other language learners, either students like myself, learning other languages, or people who were learning English. But it always left me with a question in the back of my head, how do my peers' older family members learn English? Or any other language for that matter? In school, we are told by our language instructors that the best time to learn a language is when you are young, that is when the majority of language learning happens. But could that truly be the case? I had already known someone in my own family that had learned a second language at a later age.

I got a certification in Teaching English as a Foreign Language (TEFL) in 2017. I knew I had a passion for languages and wanted to help others learn English. During that process, I had the opportunity to dive more in-depth into second language acquisition through the course work and readings as part of the course. This allowed me to explore more of the teaching world and all the methodologies and theories that exist in English acquisition. I started becoming more and more interested in the acquisition of language for learners and the tools and resources that the learners have at their disposal, including translanguaging, which is when a person uses their language abilities to engage with the

world, and code-switching, which is when speakers of multiple languages (or language varieties) switch between languages (or varieties) when interacting with others who have the same linguistic background, using both languages at once. Both are equally fascinating topics for different reasons. Code-switching is centered more around the learner: when is the learner code-switching, and what is the reason behind it. Where translanguaging is centered around using existing language knowledge and applying that existing knowledge to the language acquisition journey.

Thinking about the needs of older learners who may have never had a lot of schooling or never had an opportunity to complete higher education has been something that has been on my mind for the past few years. There is a gap in understanding ways to connect with adult language learners who have yet to have the opportunity to learn English or any other language outside of their first language. Exploring the methods that are already being used to assist adult learners in their language acquisition will help other educators. Especially in places like the US, many people are arriving from other nations who may have never thought they would need to learn English or any other language. But because of war, violence, and the pursuit of better economic circumstances are now finding themselves in a world that can be very isolating if you do not speak English. We need to address the ways we are assisting this adult population, who have a desire and a need to acquire English competency, to navigate everyday life. We should be using the skills that they already have by knowing one language to help them learn a language that they now need out of necessity.

Translanguaging

Translanguaging is defined as, “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (Garcia, 2009, p. 140).

As language acquisition continues to be a very necessary topic in the world of English as a Second Language (ESL) and English as a Foreign Language (EFL), it would be a disservice to adult language learners if we did not dedicate our attention to already acquired linguistic ability. There are many studies done concerning school-age children, adolescents, and young adults, such as Garcia et al. (2017) which looks at translanguaging in a 5th-grade bilingual class, an 11th-grade social studies class, and a 7th-grade ESL class. Carroll & Sambolin Morales (2016) studied the use of translanguaging in a college ESL classroom in Puerto Rico. While Daniel and Pacheco (2016) looks at four teenage students ranging from 14 years old to 18 years old (high school age). But there are few studies done with this population of adult learners and their instructors. The idea of translanguaging is not new, and there are a great many opinions for or against its use.

The methods of using translanguaging are also going to be varied and the perceived effectiveness of implementation is going to be different for each instructor. By exploring this topic further, there will be better understanding of the perceived increases in language output and comprehension. The implementation of translanguaging teaching methods with adult learners is something that is rarely looked at in the language community as it pertains to English acquisition. While the reason for this gap in research and this population being overlooked is not known, it is worth noting that this thesis will

provide an important contribution to the literature on the use of translanguaging with adult non-degree-seeking learners. If we are to understand this niche learning environment better we should be exploring what the instructors have implemented themselves. We need to understand how they are implementing this in their classroom and how they are measuring perceived successes. Additionally, we need to understand how instructors define the perceived success they are seeing. It would also be remiss to not consider the struggles in a translanguaging classroom. Equally, we should consider what challenges are presented to instructors or the perception of challenges that the instructors see for their students.

Understanding adult English instructor perception based on the use of translanguaging is important to the field of language acquisition because it can help to inform other educators and institutions of learning. If we better understand the effectiveness of translanguaging in the adult classroom, this could help improve or accelerate the acquisition process for the learners. If we are able to tap into and actively use language knowledge that already exists, the students may connect what they are learning with what they already know. Treating the first language as a resource rather than a separate outside force allows a teacher to tap into already learned language knowledge rather than looking at it as a deterrent in the acquisition of English. This could have a larger reach beyond each individual classroom and change the perception of translanguaging for institutions that do not currently use this method in their schools or available programs.

Summary

This capstone thesis has set out to explore the questions, *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?* My intent is to explore translanguaging in the adult language classroom by speaking with instructors of adult English learners to find out why they use translanguaging in their classrooms, how they implement this in their classroom, and in what ways they perceive this to be beneficial to the students' acquisition process. Through this interview process, I also hope to understand what perceived output and comprehension the students have, from the perspective of the instructor.

Geographically, translanguaging can take place anywhere a new language is being learned by someone who has an established home language or already knows one or more languages. For the context of this paper, the area of interest is with English acquisition, which can take place in an English as a Second Language (ESL) setting or in an English as a Foreign Language (EFL) setting. I would like to have perspectives from instructors based in the United States and living and teaching abroad, if there are willing participants in both settings.

Considering the research questions I have outlined above, the remainder of this thesis will walk you through my research, study, and findings. Chapter One has provided you with the background to the topic, providing my personal interest in the topic, my

reasoning for this importance, and the benefits it can provide for students and potentially institutions of English learning. In Chapter Two, I review works that have already been completed on the topic of translanguaging to provide further insights from previous studies or implemented works. Chapter Three outlines the research methods and the approach chosen, in more detail. In Chapter Four, the results of the study are presented, how it took place as well as what data was captured as a result. Chapter Five concludes the study, and is a reflection of the study and its findings, and what possible topics have arisen that might be an area of study in the years to come.

CHAPTER TWO

Literature Review

Introduction

Language learners use their first language (L1) or home language to understand their world even when using English. It is an anchor or reference point that is used as a tool to help them navigate in second language (L2) or target language English situations. They may use their L1 to fill in the gaps in their mind, write something out in their L1 and communicate their thoughts in English, or if speaking with another person who has the same L1 they may use a word or phrase in their L1 because they cannot think of the word in English at the moment or just speak with that other person in their home language completely. This is true for language learners at any age.

Instructors might perceive translanguaging as a beneficial tool because it relies on knowledge and abilities learners already possess. Instructors allowing students to connect their current understanding in their home languages to the English that they are learning might assist in an easier or expedited English acquisition process.

In this chapter, a review of works done for key components will help to answer the questions: *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?* The first section of this review defines what is meant when the word “translanguaging” is used, the second section focuses on the benefits and challenges of using translanguaging in the English

classroom, specifically focusing on instructor observation, while the third section focuses on age-related and non-age related research on language learning.

Translanguaging

In second language acquisition (SLA) the term translanguaging can be a broad term that is sometimes misunderstood. In this section, there is an in-depth review of what translanguaging is, better defining the process, and what is meant when the term is used. This section also addresses how it differs from another similar linguistic process called code-switching.

“Trawsieithu”, translated to English as “translanguaging” by Baker (2011), was a term first used by Cen Williams (1994) to describe the use of two languages (Welsh and English) during a lesson where both instructor and students switched between the languages depending on the context of the discussion during class (Conteh, 2018). This has served as a useful learning tool because it allows the full use of language knowledge, both L1 and L2 (and L3, etc.), to be utilized during a class (Wei, 2018a). Garcia et al. (2017) noted that it allows instructors to use the existing knowledge of their students while still being able to help learners develop existing and new language skills. Meanwhile, Wei (2018a) noted that translanguaging helps language learners navigate their current language abilities to further interact in the world around them without the barriers of certain social constraints that would typically be applied when in a monolingual setting. Going on to say that it allows learners to interact with the world in much the same way that they already do, just in a way that is validated by the academic community. Meaning that the language learners’ capabilities are no less valid or no less effective than their monolingual counterparts.

Van Dyke-Kao and Yanuaria (2017) referenced a similar point of view in their presentation, highlighting that the students' ability to be authentic to themselves is a benefit to their language acquisition, versus the current learning environment where students have to conform to a language learning model which restricts them and does not represent who they are or how they take part in the world. In other words, this is not how learners process or use language. Garcia (2017) reiterated a similar perspective, that speakers are able to use what they have and know already and apply it to situations that they find themselves in, regardless of the dominant language of the country they are in. This is something that interrupts the typical societal norms where a language learner should be adhering to the monolingual system of the country that they are in and allows them the autonomy to continue to interact with the world around them, much the same as they do when they are alone. Translanguaging is something that speakers of two or more languages do naturally, and to fully understand what that looks like we will review common applications of translanguaging. Both Garcia (2017) and Wei (2018b) observed that the role of translanguaging for the language learner impacts the currently held societal views of language learning and language use. It challenges the system currently in place for teaching languages. Van Dyke-Kao and Yanuaria (2017) also reiterated the importance of translanguaging in connecting learners' identity to language use and the previous language experience they have to their language learning journey, going beyond being only a pedagogy, but being a reflection of the learners and the capabilities that they already possess.

There are many ways that translanguaging can be used by language learners or used in a language classroom as a practical application. For example, an individual

learner of English can translanguage by taking notes in their home language or L1 while in the English classroom, allowing them to revisit the topic at a time when they are not in class, and have the ability to remind themselves of the information. It also allows an individual to process the information in their language during a class or while reading in or listening to English, allowing them to absorb the content they are learning, rather than focusing on what they might be missing (Van Dyke-Kao & Yanuaria, 2017). In the classroom, language instructors can create pairs or groups of speakers with the same L1 and provide them the opportunity to work on assignments or class projects in languages of which they have a more thorough understanding. This gives language learners the ability to problem solve when working through the exercise empowering the students to use known languages to demonstrate understanding of the exercise in the L2 (Garcia, 2017). Garcia further highlighted that the instructor can provide handouts in that learner's language, further encouraging the use of translanguaging by reading in their home language and responding in the target language. Mirroring the observations of the classroom exercise addressed by Williams (1994) where the instructor would address the class in Welsh and the students would respond in English or vice versa.

Now that a clear understanding of what translanguaging is has been established, it is important to address a similar concept that is sometimes used, or rather misused, interchangeably with translanguaging, that concept is code-switching.

Translanguaging versus Code-switching

Understanding the difference between translanguaging and a term that is sometimes used interchangeably, code-switching, is important because both are independent processes and, while code-switching might be used as a tool in

translanguaging, the two are not interchangeable. Code-switching is a practice of its own and has a defined method of use. This section briefly defines code-switching and addresses the differences between the two practices.

In linguistics, code-switching refers to the ability of people who speak more than one language or variety of languages and alternate use of these languages or varieties. Code-switching is most often used to stress the importance of what is being said, to communicate a certain message, or even to fill in gaps in understanding. This is highlighted in a description of code-switching by Gumperz, 1977:

By conversational code-switching, I refer to the juxtaposition of passages of speech belonging to two different grammatical systems or sub-systems, within the same exchange. Most frequently the alternations take the form of two subsequent sentences, as when a speaker uses a second language to either reiterate his message or to reply to someone else's statement. (p. 1)

Code-switching is a process by which a person or multiple persons will alternate from their L2 to their L1 or between varieties of language when speaking with others who share the same linguistic background (Wei, 2018a). Often there is a reason that is valid to the user of when to switch between a language or language variety. There is a time, meaning, and structure to its use and application. A simple example of this would be how a person speaks with a friend versus when a person is speaking to a teacher, the conversation with a friend will be more casual and the conversation with a teacher will be more formal. Or in the case of a shared language background, a speaker may use a specific word or phrase in their L1 to stress the importance of a topic. It is the situation or the perception of speaking a certain way that dictates when a language user chooses when

to switch codes (Wardhaugh & Fuller, 2015). Similarly, Wei (2018b) identified that there are multiple factors that a language user assesses to determine which code they should be using for a given circumstance. Gumpartz (1977) also supported this observation, that the speaker or user of language is aware of the context and situation in which they are having the discourse and are adjusting the code being used, going further to address that there is a structured grammar that is maintained in code-switching use during a dialogue.

It is important to recognize the differences between the two areas of study so as not to diminish the research already done on the topic of code-switching or the growing body of work regarding translanguaging, as a more recent area of study (Goodman & Tastanbek, 2020). One similarity between code-switching and translanguaging is that it involves speakers of two or more languages, the linguistic process cannot be completed if the speaker is monolingual. There also needs to be a relationship between people and the languages spoken, though this is a nuance that is both a common ground and a divergence in both of these practices (Wei, 2018b).

Code-switching and translanguaging differ because, unlike code-switching, translanguaging can be activated if only one person speaks the L1 in a discussion or a classroom, there is no need to have two people to complete the process, and that is because of how translanguaging works within bi- and multilingual people. Whereas code-switching is only successful when two people have the same linguistic background and understanding (Wei, 2018b). Garcia et al. (2017) reiterated that the act of code-switching is a jump between two socially defined languages or varieties of language that exist in their silos, independent of each other. That the user has capabilities in two languages, but that the knowledge of one never crosses to the knowledge of the other.

While translanguaging is an act that a learner of languages or a user of two or multiple languages calls on with no barrier between them. Using all of their language expertise concurrently to make sense of the situation they find themselves in at any given moment.

There is a reason translanguaging is used by both learners and instructors in the language classroom. It allows learners to bridge understanding, a way to make sense of the world around a learner, as a method for the instructor to connect with a learner and use their capabilities to build on their previous language success, and also value the learner's complete identity. The next section focuses on the perception of translanguaging from the perspective of the instructor, looking at both the benefits instructors see when using translanguaging in the classroom as well as the challenges that may also be associated with translanguaging.

Perception: Translanguaging Benefits and Detriments in the Classroom

The use of translanguaging in the classroom has gained traction in recent years. Wei (2018b) notes that only now is there a review of the importance of the L1 in the acquisition of additional languages. Allowing students to use their L1 or home language to help in the acquisition of their L2 provides students with the opportunity to leverage already-developed language skills. Garcia (2009) stated that many children grow up in environments where the people around them speak in many ways. The same is true for adults who are learning English as an L2: their children or grandchildren may have other languages or varieties of a language that they speak and bring into the home. However, historically the use of students' L1 was discouraged in the context of L2 learning. This section addresses works that have looked at the implementation and use of translanguaging in the classroom. The first part of this section addresses the perceived

benefits instructors identify in using translanguaging. The second part of this section addresses the challenges or perceived detriments instructors identify with translanguaging. While this topic has a plethora of studies that address young learners, from early school-age learners to university-age students, it should be noted that there is a gap in studies on adult (non-degree-seeking) learners and translanguaging in the classroom.

Teacher Perception: Benefits of Translanguaging in the Classroom

Learner understanding of what the outcomes of the class will be or what the learning objectives of class are is paramount to the students' success. Equally as important is that they are able to understand and comprehend the vocabulary and the topics being addressed during the class (Araujo et al., 2023). Translanguaging allows learners to be fully aware of what the expectations are while also assisting the students to build on the knowledge they already possess (Garcia et al., 2017).

It is the goal of the language instructor to ensure the students are able to comprehend the key points of a lesson. It is necessary for an instructor to ensure that students are able to appropriately apply subject matter, such as grammar or syntactic structure, both of which can be difficult for learners of English. One approach that language instructors can take, if they are able, is to actively take part in the translanguaging process itself. They can provide some level of instruction to their students in the students' home language to help explain a task or the topic being covered in class that day. Instructors can also have a student who has a better understanding explain to their peers if the instructor is unable to do it themselves. It can be especially helpful when topics are complex, such as grammar, and the instructor wants to ensure

that the students are able to comprehend what they are learning (Putri & Rifai, 2021). Similarly, Araujo et al. (2023) conducted a study among peers to understand how translanguaging was used in their classrooms. They found that some instructors responded to translanguaging, answering questions, and allowing learners to speak in their home language or a mixture of English and their home language during the course of the class, while some instructors go as far as building translanguaging into their class structure and curriculum. Translanguaging can also be effective when highlighting the plan for a day's lesson. Allowing learners to understand the topics that will be discussed during the course, and what the learning objectives are. This can be done in several different ways: through verbal communication, if the instructor has the ability to communicate with the students in their L1 or through written handouts outlining the day's objectives or the activity's outcome (Araujo et al., 2023).

Yavuz (2012) similarly noted as part of their research findings that most instructors who were interviewed thought there was a benefit to using the L1 when covering certain topics that require clarification or more complex themes, examples being theoretical or conceptual vocabulary, providing instructions when explaining classroom or group activities, as well as checking learner comprehension in the target language during or after the lesson. It was also noted that perspectives and perceptions of translanguaging can change when an instructor sees the practice in action. While it may not be something that all instructors will work into their lesson planning or take part in themselves, instructors can see the value of translanguaging to help bridge understanding when it is used among peers. While some instructors may be resistant to the use of translanguaging for professional or ideological reasons, they are able to see the benefit of

allowing the learners to translanguage among themselves to help fill the gaps in understanding vocabulary or activities taking place in a class (Fallas-Escobar, 2020).

Instructors who allow and encourage translanguageing in their classrooms, whether between peers or between themselves and their learners, must observe some increase in language use or comprehension or else they would not be encouraging translanguageing in their classrooms. They must perceive a benefit to the students' language output or comprehension by using their existing language knowledge to aid in learning an additional language.

The use of translanguageing in the classroom can result in instructors observing an increase in output or comprehension of English. Putri and Rifai (2021) observed that there were favorable outcomes when the instructors were able to actively engage in translanguageing in the classroom. For example, students were able to better understand concepts in the lessons thus increasing student test scores. Instructors in the study also noted that there was a better familiarity with the topics learned in class as well as increases in language output, specifically noted was student writing and reading abilities. Carroll and Sambolin (2016) observed in their study that translanguageing was an effective strategy for desired outcomes within a lesson. The ability for students to collaborate in their L1 did not diminish the output the students needed to produce in their exercise in class. Rather, the learners were able to collaborate and structure their ideas in Spanish but also worked together to later translate what they had previously constructed in Spanish. It was noted that the learners were using the vocabulary and engaging with the material in both their home language and in English. Llanes and Cots (2022) conducted a study of two groups, one was a group of English learners who maintained a

monolingual learning practice while the other group of participants was allowed to use translanguaging as part of their exercise for the study. What was found after the two groups were given an oral and written exercise to complete was that the group that was allowed to translanguage outperformed the group of students who adhered to the monolingual English process. In fact, in a comparison of pre and post-activity testing, the translanguaging students performed at a higher level in the post-activities test than those students who were in the monolingual English group.

The sense of belonging, inclusion, and self-expression are equally as important to contributing to a learners' success when acquiring another language (Van Dyke-Kao & Yanuaria, 2017). When a learner is comfortable in an environment they are more likely to push beyond their comfort zone to attempt to answer a question or respond to a teacher's prompt.

Translanguaging allows the students to have a greater sense of self-identity, self-accomplishment, and a validation of linguistic ability. It is necessary for the students to feel validated in their learning environment. It also empowers learners to recognize their own linguistic capabilities, that they are not lacking language ability, rather, they have language ability that can help them to learn and understand a new target language (Van Dyke-Kao & Yanuaria, 2017). This empowerment comes from instructors and is passed on to their students. Typically, students are familiar with the monolingual system that is currently in place, thus, it is the instructor's responsibility to encourage the use of the L1 or home language in the L2 or target language classroom.

However, the students need to be reminded of their own individualism and the experiences and knowledge they bring with them to the English classroom (Hasan et al.,

2020). A similar observation was made by Daniel and Pacheco (2016) after conducting their research study, they found that it was necessary for instructors to encourage learners to use their language expertise when acquiring another language. This is because the results of their research study found that the students were able to successfully use translanguaging to support their learning. Helping learners understand the resources they already have at their disposal before entering the language classroom will help to make them more competitive in the academic landscape. Similarly, it was concluded by Llanes and Cots (2022) that translanguaging can add to a student's self-esteem and confidence in their target language. By leveraging their L1 the learner can better absorb the content that they are learning while also showcasing their linguistic abilities in their home language. The student is able to use their L1 to help make meaning of vocabulary and make mental or written notes that can assist them at a later point in time. The learner can use their home language as a tool for success, rather than the perception that other languages interfere with the ability to learn their target language.

In recent years, there have been a growing number of discussions happening around translanguaging and its ability to deconstruct the current idea of language learning and the perception of first or home languages' influence when learning another language. Wei (2018b) stated that while the monolingual learning system when learning an additional language still dominates the teaching landscape, it is important to understand what role the home language plays in the learning process. The idea of learning an additional language is not to replace a language that has already been learned, rather than creating a monolingual in a new language, the goal of language learning is to add that language to your repertoire. Wei also concluded that the current way language is used and

perceived in society should be adapting to what we now understand about language and language users. While Garcia (2017) stated that language is something that is part of people, it is something they identify and interact with, therefore it is not the governments or places of learning that should be dictating what language is or is not. This shift in ideology is important because much of what we understand about language learning developed in a time when languages were treated as silos and the idea was that language use did not cross over when using one language or another (Garcia et al., 2017).

The use of translanguaging can also be empowering for the students and instructors to challenge themselves to think in a way that is unfamiliar to them and also challenge the traditional monolingual teaching perspective that is imposed by learning institutions (Fallas-Escobar, 2020). Translanguaging challenges many aspects of the current language-learning landscape that exists today. It also challenges societal viewpoints of language learning that have existed for many years. This was observed by Williams (1994) with the shift in the power dynamic in the language classroom: The teacher speaking in one language and the students responding back in another language or vice versa. In a classroom that follows the existing learning model, students would not have the autonomy to speak in a language that is not the language they were addressed in, it would be the expectation that the students respond or speak in a specific way.

Noted earlier in the chapter were Wei (2018b) and Garcia's (2017) observations that the language learning model is a societal construct with certain expectations associated with it. Garcia et al. (2017) noted that the current monolingual system dismisses any other language use other than English, and even when the current system acknowledges student possession of other language capabilities, classifies this knowledge

referenced by Garcia et al. as “double monolingualism” (p. 23). Translanguaging challenges that model of learning because it breaks down the barriers that have been created between the languages a learner knows and the target language that a student is learning. This shift in learning style is something that language teachers have to help learners to understand. Wei (2018a) articulated the use of translanguaging as a tool used to breakdown of barriers of language separation in the current teaching model:

...Translanguaging defines language as a multilingual, multimodal, and multisensory sense- and meaning-making resource. In doing so, it seeks to challenge boundaries: boundaries between named languages, boundaries between the so-called linguistic, paralinguistic and non-linguistic means of communication, and boundaries between language and other human cognitive capacities (Translanguaging, para. 1).

Translanguaging is a naturally occurring practice among speakers of more than one language, whether they are aware that they are doing it or not. Acknowledgement from participants in Fallas-Escobar (2020) showed that instructors, regardless of whether or not they use translanguaging themselves with students, or permit it among students in their classroom, recognize that translanguaging is a natural process that exists among people who speak more than one language. Which was similar to the observations made in Schissel, et al. (2018), where instructors recognize the existence and use of translanguaging, but similarly do not employ it in the classroom, because of the expectation of a monolingual language learning space.

Now that we have addressed the perceived benefits of translanguaging from the lens of instructors, it is important that we also address potential challenges. The

upcoming section addresses instructor perception regarding the challenges of using translanguaging in the language classroom.

Teacher Perception: Challenges to Translanguaging in the Classroom

As with any scenario where there are beneficial components, there can also be challenges within the scenario as well. This section addresses instructors' perceived challenges with translanguaging.

Currently, there is a monolingual learning model in place in institutions around the world, the long-held ideology that the home language has no place in the target language classroom. This way of thinking was described in Fallas-Escobar (2020), where the participants were interviewed and discussed their teaching styles. Over the course of several interviews, there were several occasions where participants noted the importance of immersing the students in the target language to ensure the students were getting the necessary exposure to English. Some participants even went so far as to use translanguaging as a sign that it was time to move the class onto a new topic or class assignment. This viewpoint on using English as the language of instruction is also highlighted in Galante (2020), where it was noted that instructors who were interviewed felt it necessary to use the target language as much as possible to familiarize the students with conversation and teaching in English. The main catalyst for this was standardized language testing that is only conducted in English and assessed only in English. Similarly, in Schissel et al. (2018) it was observed that a monolingual approach to teaching was taken because that is the expectation of the institution where the participating faculty work. Garcia and Wei (2014) made the same observation that understanding the effectiveness of translanguaging is difficult to assess because

standardized testing is conducted in one language and responses are only recorded in the primary language of an institutional body.

Similarly, instructors seem to struggle with the student expectation of language use in the language classroom, while some instances show positive feedback there is the concern that students have an expectation to be taught solely in English (Galante, 2020). Similarly, Garcia and Wei (2014) noted that the use of translanguaging may be difficult if the students do not know how to apply translanguaging since the current education model does not support this practice. Additionally, students may not be aware that the use of their home language can be a resource to them, as the current monolingual approach to language instruction devalues the home language in the target language classroom.

Vaish (2019) observed in their study of child-age language learners at their pilot school in Singapore, that both students and teachers had negative perceptions of the use of students' home language in the acquisition of English as a target language. Some students had a lower understanding of their home language than they did of English or the dominant language of Malay and one instructor provided feedback that translanguaging was not effective with students whose proficiency in their home language was not as strong as their understanding of English or Malay. Some students, it was observed, also did not see the benefit of using their home language and viewed it as a hindrance to their English learning, which created a unique challenge for the instructors. It was also recorded by Fallas-Escobar (2020) that their participants felt the use of translanguaging was appropriate with some class levels and not others.

The instructor proficiency in the students' home language was another challenge for instructors. In Vaish (2019) this was due to the diverse makeup of the class, with

multiple home languages being represented by the students and the instructor only having the knowledge of one home language at a given time, thus not being able to effectively translanguage with students who did not share that home language. While in Fallas-Escobar (2020) it was observed that the proficiency that instructors struggled with was not the home language of the student, *per se*, but rather the proficiency of use of translanguage with their students. This was similar to the concern addressed Schissel, et al. (2018), whose study took place in Oaxaca, where many Indigenous languages are commonly used to varying degrees. One of the concerns addressed in this study was the lack of instructor familiarity with linguistic diversity, which could be in reference to the knowledge or understanding of the Indigenous languages of the student population or in reference to the instructor proficiency regarding translanguage use with their learners.

An unfamiliarity with translanguage and its practices or a lack of resources or a structured methodology for translanguage use during class also proved to be a barrier for instructors. Additionally, it was observed that the cultural expectation of the instructor's role in the classroom environment was difficult to conceptualize. In certain cultures the instructor expects to be an authority figure in the classroom. However, translanguage can change the balance of power in a classroom so that the instructor's role is less of an authority figure and more of a facilitator. The instructors had difficulty relinquishing some power or authority over the students to allow for more fluid dialogue (Vaish, 2019). Galante (2020) observed that instructor discomfort resonated from a lack of understanding of translanguage and how to implement the strategy effectively into their lesson plans. Because instructors are teaching from a curriculum, the teachers in the study did not have enough time to adjust lessons to accommodate translanguage.

Which is also echoed in the observations of Schissel et al. (2018), who noted that language instructors were provided no resources by which to facilitate translanguaging in their classrooms with students. Galante (2020) observed that instructors were unsure what amount of time is appropriate to spend translanguaging. Similarly, something that both Fallas-Escobar (2020) and Galante (2020) noted is that teachers also struggle with when to encourage the use of translanguaging and when to use English during the class period. Based on the research of Galante (2020), Schissel et al. (2018), and Fallas-Escobar (2020), instructors are unfamiliar with the tools and resources they can provide to their students or how to effectively leverage translanguaging in the classroom to aid in the target language acquisition process.

Another challenge to using translanguaging in the classroom is instructor comfort level in using the home language of students in the language classroom for a couple of different reasons. The use of translanguaging in the home language during class can potentially be perceived as unprofessional, whether that is by colleagues or administrators in the school setting. Instructors felt that they should be setting an example to students through their use of English, interacting with students in class and in passing outside of class, only in English (Fallas-Escobar, 2020). Fallas-Escobar further outlined how the use of translanguaging could be seen as unprofessional because the institution's position on English instruction is that only the target language should be used. There was also the concern of students discussing the use of the home language during language instruction with peers, when an institution has an expectation that the language lessons are to be taught from the monolingual perspective (Fallas-Escobar, 2020). Instructors were concerned that students would talk amongst each other and it would become known that

home language resources (in this circumstance, Spanish) were being used when the institution had an English only input position. This compulsion to use English was rooted in the institutional expectations for the instructors. Lastly, Fallas-Escobar noted that instructors felt there is a level of status that was associated with an English only approach to their teaching, which was associated with the professionalism of an English teacher, as the goal of the instructor is to help the students learn English and also represented their abilities as an English instructor. Instructor comfort level was also impacted by the expectations of the institutions where they work (Fallas-Escobar, 2020).

Translanguaging comes with its own challenges and benefits, as we have reviewed in this section. There are perceived benefits to students by aiding in clarity for language rules or classroom instruction, the potential for increased comprehension and output in English, the validation of identity, and the potential to change societal views of language. There are also challenges, the understanding of balanced use between home versus target language, the knowledge of available resources, institutional expectations, and learner expectations that must all be taken into consideration when using translanguaging in the English language classroom. Now that the benefits and challenges have been addressed, the final section of this chapter focuses on the concept of language acquisition and the impacts of both age and non-age-related factors in the learning process.

Discussing Age and Other Factors in Language Learning

Age is a long-standing discussion in the context of language acquisition. Vygotsky (1978) posed the sociocultural theory which emphasized that learning is a social process, “The acquisition of language can provide a paradigm for the entire problem of the

relation between learning and development. Language arises initially as a means of communication between the child and the people in his environment” (p. 89). Vygotsky was speaking about the development of language in children, however, this can also be applied to the development of a second language in adult language learners. Adult language learners have the same need to communicate with the world around them. This section described theories on age and language acquisition. The latter part of this section will address factors that are not age-related in the acquisition of other languages.

Theories of Age and the Impact of Language Acquisition

Vygotsky (1978) outlined his theories of the development of language through a process called the Zone of Proximal Development. This is defined as the space between what a child or learner can do independently and what the learner cannot do. It is the space where a learner can achieve developmental results when guided by someone who does have those abilities that the learner does not. This concept is applied to child learners, hypothesizing that from the time a child is born, there is development and learning taking place, and these two do not develop at the same rate. The theory suggests that language development is something that children are able to achieve with the assistance of an adult or through interaction with their peers. Penfield and Roberts (1959) theorized that there is a critical age for language learning and development. Once a person, specifically a child, reaches a certain age the ability to develop further linguistic ability is more challenging or cannot occur at all.

However, one must consider learning and development does not end when a person has reached adulthood. Pfenninger and Singleton (2016) concluded that age had no impact on language learning capability. Learners who started their language

acquisition journey earlier than their peers were no more successful in learning English than their peers whose journey started later. In their study, they had a sample of 200 students, 100 of whom had started learning English at an earlier age than the second group of 100, who started learning English later. Rather, the students who started studying English later, it was found, had more drive or incentive to learn English. While Krashen et al. (1979) presented the idea that adult learners are better able to advance in certain second language abilities faster than children of any age, such as the acquisition and understanding of syntactic and morphological practices. They also proposed that children are not equal in second language acquisition, while older children who start learning a language later are still able to outperform young children who begin learning a second language at a younger age. However, Krashen et al. noted that very young children are able to develop their second language abilities over a greater period of time and thus eventually have abilities closer to that of a native speaker, due to the increased period of time spent exposed to, learning, and mastering the target language.

Munoz (2006) similarly concluded that age impacts the short and long-term abilities of the language learner. Older learners are able to develop their second language aptitude faster than child learners because of the developed use of their L1 or home language, which provides them a greater advantage than young learners. While older child learners do surpass younger learners, Munoz noted that young children still have the ability and time to develop language skills over a far greater period of time and the opportunity to surpass both adult and older children. Conversely, Munoz noted that even if young children learners have more time to develop their language skills, it does not necessarily mean that they will maintain a higher level of proficiency. Consistent

exposure to the language determines the learner's level of ability in the L2. Adults and older children have further developed abilities in some faculties that lead them to be more successful and Munoz proposed that young child learners need to reach that same stage in mental development to master some parts of the second language.

Grognon (1997) stated that there is nothing to suggest that older learners are not capable of learning and mastering an additional language later in life. In fact, Grognon stated that adults actually show higher ability in syntactic understanding, semantics, and grammatical understanding than child or adolescent learners. This is because the older learner, especially those with experiences studying in a formal environment, can build on what they have learned previously. Age should be acknowledged in the classroom, and that the lessons being taught ought to reflect the experience of the learners, so that new knowledge is built on top of, or leverages, the existing knowledge of the students (Grognon, 1997).

In this section, it is clear that arguments regarding age and learning differ with regard to language acquisition. While age is one factor that can contribute to the discussion on language acquisition, it is not the only contributing factor. The upcoming section addresses factors that are not related to age, which can affect a learner's ability to acquire additional languages.

Non-Age-Related Factors in Language Learning

Dornyei (2005) addressed the idea of language aptitude, which he defined as, “related to the broader concept of human abilities, covering a variety of cognitively-based learner differences” (p. 31). The idea that learning languages as a child or adult may come more easily to some than it does for others is a concept that many can recognize.

Dornyei suggested that there are a variety of factors that lead to a person's success in learning an additional language. These factors exist regardless of age, postulating that a learner at any age will be successful in acquiring another language, provided they possess the skills to do so.

Dornyei (2005) focused their attention not solely on age, but rather on the traits a person possesses that enable them to learn and master a second language. One of their focal points is the relationship between learning and personality. While Dornyei concluded that personality does not have a direct effect on the learning process, it was proposed that a person's extroversion or introversion could affect how a learner reacts in the classroom to the exercises and activities that take place, and can affect how language learners interact with peers in the classroom. Noting that extroverted children tend to fare better in the learning environment until a certain age when introverted people then have a greater advantage in the learning environment due to their ability to focus and absorb the content that is being taught to them. Ramirez-Esparza et al. (2012) also addressed this notion of introversion versus extroversion in relation to the quantity of education learners have received. Noting that adult learners who have less formal education experience tend to exhibit more introverted tendencies in the classroom, while their counterparts who have had more exposure to formal education, exhibit extroverted behaviors in the classroom. Thus, the idea of success and the idea of introversion and extroversion in the classroom, can be a result of a learner's personality, or due to the comfort of a formal classroom environment.

Also addressed by Dornyei (2005) was the idea of motivating factors for language learning, which are unique to each language learner. It was suggested that motivation

could be because English has become a *lingua franca*. But other factors exist such as the need to communicate due to relocation. Also addressed is the idea of how the learning is happening, and what methods are employed that are encouraging a student to learn. It was proposed that one cannot look only at the rationale behind the learning and not also address through what agency the students are learning a second or additional language.

Motivational factors may take the form of the perceived benefit the student is deriving from taking the course. The expectation of older learners for an instructor or a learning environment is that the lessons should be more challenging than it would be with younger learners, to meet the outcome the learners are expecting (Eguez, 2019). The concept of whether or not the language class is worth the time of an adult learner is something that needs to be taken into account. Especially with older adults, accommodations need to be made to ensure learners are able to learn in a meaningful way. This should include written, audio, and visual components to ensure that learners who may have auditory or visual impairments, or are illiterate, are able to benefit from the lessons. If adult learners do not feel that they are obtaining what they want from class, they have a higher likelihood to stop attending (Grognet, 1997). Which, tangentially, Eguez (2019) observed that there can be a lack of age-appropriate content for instructing adults, which can lead to lower proficiency in language development or conversational ability because the materials used are more appropriate for younger learners. A lack of appropriate level resources for adults could then be interpreted by adult learners as not being a valuable use of time, which could result in their decision to not continue with the language acquisition process.

How people like to learn is a factor in second language acquisition success. The idea is that information may or may not be presented in a way that resonates with the learner and the learner may or may not have the ability to categorize and internalize the information in a way that allows them to be successful when learning another language. For each individual, there is a style of learning that works best for them, similarly, there is a way a class is taught or structured that may also leave the student unable to learn successfully for a reason that is unique to them (Dornyei, 2005). Similarly, exposure to, and experience in, a formal learning environment plays a role in how students perform. A study by Ramirez-Esparza et al. (2012), which reviewed data collected by The Multimedia Adult English Learner Corpus (MAELC) on 20 learners based on their level of education, found that students who had less exposure to formal education had a tendency to underperform in the classroom compared to their peers who had a higher degree of schooling. The lower the level of education, or experience with a formal class setting, the more likely it was for the students to take on a “beginner” role when interacting with peers who had a higher level of classroom exposure. The lack of experience in the classroom setting also demonstrated that the learners with less exposure are less likely to divulge the need for assistance with peers or their instructor. This exhibits the need for students with less classroom exposure to gain skills that come from classroom settings (Ramirez-Esparza et al., 2012). What can be taken from the observation of Ramirez-Esparza et al. is that there may be circumstances where students aren’t aware of how they learn best, because that experience is not something that they have had prior to entering their language classroom.

Literacy is another non-age-related factor in language learning that must be taken into consideration when discussing adult language acquisition. Earlier in this section there was a brief mention that Grognet (1997) noted that there should be audio and visual components included in lessons to accommodate learners, including those who are illiterate. There are cultures that have a primarily oral tradition or societies where formal education is only available to a certain group of people. How an instructor approaches and structures their class is important to the language acquisition process of the learner, approaches need to be employed that also account for those learners with no or low literacy (Bigelow & Tarone, 2004). Ramierz-Esparza et al. (2012) notes that learners who have a low level of classroom exposure also tend to have a lower level of literacy, in contrast to their peers who have a higher level of classroom exposure. Which indicates the need for additional attention to be spent on resources that do not solely include a written format to assist with the language acquisition process.

This section reviewed non-age related factors to learning, such as language aptitude, introversion versus extroversion, preferred learning style, classroom exposure, and student literacy. These factors also play a role in language acquisition because they will be unique to each individual person. What has been addressed in this section is just a small sampling of non-age-related factors that contribute to additional language acquisition. Because learning is unique to each individual, it is important to remember that there will be a multitude of factors that contribute to the language learning experience for each student.

Summary

In this chapter we have reviewed translanguaging as a concept, its use, application, purpose, and potential impact on the way that speakers of multiple languages are perceived by society. We have also differentiated translanguaging from similar concepts of language use among bilingual and multilingual people. We have reviewed instructor viewpoints regarding the use of translanguaging, both the perceived benefits and the challenges that are associated with translanguaging in the language classroom. And finally, we have reviewed age-related theories on language learning and factors that are not age-related that can impact how a student learns a second or additional language. Now that a firm understanding of translanguaging, benefits, and challenges with translanguaging, and age and non-age-related learning factors have been established, the upcoming chapter addresses the methodology used to collect data on the research questions: *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?* In Chapter Three there is a review of the research method that was chosen and the justification for this choice, the setting of the project and an overview of the participants, the procedures for conducting the study as well as the tools that were used to conduct the interviews, and an outline of the data analysis process.

CHAPTER THREE

Methodology

Introduction

The goal of this research is to understand what improvement the instructors may see in their students' use or comprehension of English with the intentional use of translanguaging in the classroom. This chapter addresses the study done to answer the research questions: *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?*

As stated in Chapter One, the intent of this work is to explore the use of translanguaging with adults in the classroom from the lens of the instructor and understand their rationale for its use. Further, I would like to understand how the instructor perceives the benefit to the student through potential increases in English output as well as potential increases in student comprehension of English.

Chapter Three addresses the study itself. First, I begin by outlining the choice to use a qualitative research method and the scholarly justification for this decision. Secondly, I address where the interviews took place, and go into more detail about the participants in the interview process. Thirdly, I discuss the procedures used to conduct the interviews as well as the tools that I used with the participants. Lastly, I outline the process used for analyzing the data that was collected from the interviews.

Research Method, Participants, Procedures, and Data

The intent of this study was to provide clarity on the research question from the perspective of the language instructor. To clarify the instructor perception of translanguaging in the classroom and the benefits the instructors observe with its active use in the language learning environment. The first subsection of this chapter addresses the researcher positionality, while the following subsections look at all of the individual components that contributed to the building of the study and the collection of data.

Personal Positionality

Before reviewing the components of the research study, I would like to elucidate my positionality. I am a white man in his mid-30s, a first-generation American who grew up bilingual speaking both English and Polish. I have also learned Spanish and Russian, and use English, Polish, and Spanish regularly. I was fortunate to obtain an undergraduate degree in International Studies with a focus in Economics, because of my interest in global policies and citizenship, and later continue my education by obtaining a certification to Teach English as a Foreign Language (TEFL), because of my interest in languages and language acquisition. The opportunity to pursue higher education and learn additional languages beyond my own is something that has solidified my interest in this area of study. My interest in language and adult learning comes from childhood and adulthood experiences with languages, both my own experiences and those of my family and friends.

Research Method and Justification

In a research study, there are several methods that one can use to collect and report out data. These methods include quantitative, qualitative, and mixed methods

methodologies. This section outlines my decision to use a qualitative approach to collecting data through a survey and interview process.

Creswell and Creswell (2023) noted that qualitative research can collect data on a more profound or in-depth scale, helping the reader to understand viewpoints and perspectives that may be contributing to the research question. Also noted was that qualitative research can provide an “orienting lens” (p. 64) regarding the research question and provides a voice to those who have been marginalized and can be the catalyst for a shift in current teaching approaches or ways of thinking with regard to language acquisition. This is done by observing, interviewing, or recording participants who have a direct connection to the research question. This is why I chose a qualitative study, because the perceptions of the instructors and the benefits of translanguaging use is an over looked topic in context with non-degree-seeking adult learners of English. It also allows the researcher to provide suggestions on how a shift in regard to the research question could take place or direct attention to additional areas of study with regard to or related to the research study. Meaning, in the context of this thesis, that the data collected could be used to influence change in what tools, resources, or English only approach that might currently be used in English language institutions or programs for adult non-degree-seeking English language learners. Qualitative studies also allow the larger themes or patterns to present themselves through the data collected.

I have chosen a qualitative approach to this study because I am seeking the opinion of a group of people. I chose to use a qualitative method, through a survey and interview of willing participants. My rationale for using both a survey and an interview is that the survey would be the tool to collect basic demographic information and consent to

participate in the interview session. While the interview time could be spent collecting the instructor perception of the use of translanguaging. This would allow more time for any experiences and observations of translanguaging in the classroom to be shared during the 60 minute interview session. Because I was interested in the opinions of a group of instructors, this method allowed me to best capture their experiences and analyze common themes in the opinions of the interviewees.

Creswell and Creswell (2023) noted that a qualitative research study collects and organizes data into themes. Because this research study is about the instructor-perceived benefits of the use of translanguaging, using interviews to collect instructor opinion, the qualitative method allows me to collect the observations and opinions of the instructors and look for larger concepts as to why they leverage translanguaging in the classroom. Qualitative research analysis provides other opportunities for data collection such as allowing the researcher to have greater flexibility in interpreting the data, the ability to review and present the experience of multiple individuals regarding a single phenomenon, as well as the ability to review any behavioral patterns that take place across participants (Creswell & Creswell, 2023). This will enable me to review multiple aspects of the instructor responses, such as understanding instructor behaviors, the observation and opinion of translanguaging as a phenomenon that they are all experiencing in the classroom, and categorizing the data by similarities will be necessary to tie the commonalities back to the research questions and the works reviewed in Chapter Two.

Now that we have reviewed the rationale for the use of a qualitative approach to data collection in this work, the next section looks at the setting of the interview process and the participants involved.

Setting and Participants

The participants' observations are the core of this research study. Without their field observations in the classroom, working with students daily, it would be impossible to understand the importance of translanguaging to these participants and their students. This section reviews the participants of the study, who they are, how they were chosen, and the location where the interviews took place.

The interviews were conducted online via Zoom or Google Meets, individually. The interest of the researcher is less about the location of the study, but rather, about the use of translanguaging with adult learners in the English classroom. Translanguaging can take place in the language classroom anywhere in the world a student is learning English (or any other language). My goal was to capture a wide breadth of instructor feedback, regardless of geographic location. The researcher and the participant were the only two people present for the interview.

Participants of the study were instructors of English to adult non-degree-seeking language learners, both in the Twin Cities Metropolitan area of Minnesota, working at centers that teach adult language classes, as well as participants who work in other states. My working definition of an instructor of adult language learners is that the instructor is teaching learners of English who are non-degree-seeking students. The instructors have a background in Adult Basic Education (ABE), English as a Second Language (ESL),

English Language Learning (ELL), English as a Foreign Language (EFL), and, Teaching English as a Foreign Language (TEFL).

In this section I described where the interviews were conducted and the background of the participants involved in this research study. The upcoming section will review the interview process and the tools used to conduct the interviews.

Interview Procedures

In a research study it is important to document the procedures and tools that were used to conduct the study. This section reviews the procedures and tools employed by the researcher, to inform the reader and so studies can be replicated in the future by other researchers.

First, an email/social media template was created to send to participants who were provided through contacts asking if they are interested in participating in a brief survey for demographic information and to participate in an interview session to discuss translanguaging in their classrooms. I also utilized discussion forums, as well as the aforementioned university network, to canvas instructors who are currently living domestically in the U.S. and those who are teaching abroad to obtain a TEFL/EFL perspective of translanguaging in their classrooms. The template outlined the research that is being collected, the purpose, and the time commitment for the survey (Appendix A). Linked in the email/social media post was a link to my Google Survey, which was the first step to complete in the data collection (Appendix B). It collected basic demographic data and outlined the time commitment for the interview session. As part of the survey process, the survey also collected the participants' informed consent (Appendix C) agreeing to the interview process and also explaining that the interviews would be audio

recorded for reference at a later date. Once I received interest from participants (through the completion of my survey) I emailed them to confirm what days and times worked best for them to meet via Google Meets or Zoom, once I received a response I scheduled the interview session with the participant.

I chose to proceed with six participants who responded to my survey, this decision was based on a couple factors. One factor being that the quantity of respondents to my survey and the quantity of respondents who were willing to be interviewed. The other factor that I used to determine that six was a sufficient sample size is from the literature review in Chapter Two. I found that surveys and interviews that had fewer than five participants didn't provide enough information, and ultimately left me wanting to know more. The number of participants for this study was chosen because it provides a small enough sample size to manage the data analysis, while providing a large enough sample size to observe trends across instructors' responses. Demographic information with regards to the participants backgrounds will be addressed in Chapter Four.

The interview protocol included 12 interview questions (see Appendix D). Prior to starting the interview, an entrance statement was read asking if the participants had any questions and were notified that they could stop the interview session at any time. Audio recording of the interview then began and the interview commenced. The interview questions are about the participant's familiarity with translanguaging, their use of translanguaging, and around translanguaging use among the students, translanguaging use between instructor and learners, and finally the opinion of the instructor on their use of translanguaging in the classroom. A closing statement was then read and the recording was ended.

This structure of questioning helped to understand what external factors may influence the instructors' perception or use of translanguaging which are addressed in questions one through three, how instructors are encouraging peer-to-peer use in question four, if there is institutional support for translanguaging use in question five, how instructors are engaging in translanguaging with their students in questions six and seven, and finally their direct opinions on translanguaging use and student outcomes in the classroom in questions eight through twelve. It was important to to understand if participants were familiar with translanguaging, if they were actively translanguaging themselves, and how it was being used in their classrooms. Additionally, it was necessary to understand their opinions on its use and benefits, to help support the research questions.

Now that I have outlined the structure of the interview process as well as the tools that were used to conduct the interviews, the next section reviews the Institutional Review Board Process. And the final section addresses the processes involved for analysis of the data that was collected from the participants.

Institutional Review Board Process

The research of this study has been directed at understanding the perceived benefits of the use of translanguaging from the lens of the language instructor. The nature of this study is to further inform English language instructors of resources available to them, those which already exist within their students, while also contributing to the academic community to fill a gap in research regarding leveraging translanguaging with adult language learners. This study was conducted under the supervision of the

Institutional Review Board (IRB) at Hamline University, to ensure that all federal and ethical guidelines have been followed.

Participants have agreed to the interview process and understand the background of this research study. The identities of the participants will remain confidential and have been assigned pseudonyms when referenced in this document.

A copy of my email/social media template, my survey questions, a copy of my informed consent form, and the interview questions have been included for reference, see Appendices A through D.

Data Analysis Process

Finally, this section reviews the data analysis process for the interviews that were conducted. Looking at several aspects of trends that were observed across all participants in their interviews.

The main method for reviewing the data was organizing the responses into themes. The themes identified prior to data collection were determined using the interview questions as guides. The interview questions were designed to collect specific information I wanted to collect from my participants. Thus, they organically fell into categories of their own. It was theorized prior to data collection that there might be a correlation between demographic and interview responses. However, because there was no direct correlation to the demographic information provided in the survey to the interview responses, the demographic information serves only to provide insight to the participants' backgrounds.

The responses of the interviews were grouped by participant linguistic ability, participants' understanding of translanguageing and their own translanguageing use, teacher

encouragement of translanguaging use in their classroom, their institutions' position on it's use, and its application to the classroom, the perception of the use of translanguaging, the participants' opinions on the effectiveness of translanguaging, and the obstacles of using translanguaging in the classroom.

By audio recording responses I was able to relisten to the interviews and extract the responses and keep them grouped together when documenting for this body of work. Because the core of the data collection was done through interviews based primarily on opinion and perception of translanguaging, responses or examples provided by the participants may have overlapped with other questions or been answered unintentionally out of order, however, by having audio recordings I could place those responses for the relevant questions they answered.

In this section, I reviewed the analysis of the data, identifying which major trends were sought from the participant responses, how they were categorized as well as how the data was interpreted to provide a more holistic understanding of instructor perception of the use of translanguaging in the adult classroom.

Summary

In Chapter Three we have reviewed the type of research study that has been conducted and support regarding the qualitative research method. Also addressed was the setting of the research study and the participants who were interviewed. I outlined the procedures I followed and what tools were used so that this study can be replicated by researchers in the future. Additionally, I have outlined how the responses collected in this study were analyzed.

Chapter Four addresses the results of the study and what findings came from the interviews. The responses from the study have been analyzed and interpreted to provide a clear correlation between the instructor responses and their relationship to the research questions, *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?*

CHAPTER FOUR

Results

Introduction

This research study was conducted to understand the perceptions of translanguaging use in the English language classroom with adult non-degree-seeking learners. The intent was to collect the opinions of language instructors in the field and to understand the benefits and obstacles they face when actively using or allowing translanguaging during instruction. This chapter will focus on the opinions provided by the participants to help answer the research questions: *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?*

As stated in Chapter Three, the data collection involved surveys and interviews to collect the opinions of the language instructors who agreed to take part in the study. The survey questions collected basic demographic information about the participants and the interview questions focused on the background information on language use of the participants, their knowledge of translanguaging, and their observations of translanguaging use and how learners interacted with the course content.

Chapter Four will look at the survey responses of the participants to see if there is an observable pattern between the demographic information collected in the survey and the interview responses of the instructors and their opinions on the use of translanguaging

during course instruction. I will first provide an understanding of my participants as a group, and then analyze their responses to the interview questions. These responses will be grouped into categories based on the theme of the interview questions.

Participants

There were six participants in the data collection process, each of whom provided their demographic information— age, gender identity, home country and language, their current geographic location, credentials, length of time teaching, the level of learner they are teaching, and the level of learners they have taught previously— during the survey portion of the study (Appendix B).

Additionally, each participant answered interview questions that asked about their language background, their understanding of translanguaging, the use of translanguaging in their classrooms, their institutions' stance on using other languages in the English language classroom, increases in student interaction and connection with the course material when using their home language to learn English, their opinion concerning translanguaging taking place in their classroom, if it is an effective tool, and what obstacles they face with translanguaging in their classes.

Demographic Breakout

Of the six participants, three identified as female, two identified as male, and one identified as nonbinary. The age range of the participants was between 34 to 60. Teaching experience of the participants ranged between 3 years to 19 years. Geographically, the participants were located in Minnesota and Illinois, in the Midwest United States, and Washington, D.C. in the Eastern United States. Five participants identified their home country and language as the United States and their home language as English, and one

participant identified their home country as Greece and their home language as Greek. The participants have taught a spectrum of language abilities from preliteracy to advanced learners. One participant has a Master's degree in Adult Education, one participant has a BA in English and a Master's degree in History, one participant has a Master's degree in Educational Studies with additional teaching licensure, one participant has a BS in English Language Arts with teaching licensure and a Master's Degree in Teaching English to Speakers of Other Languages (TESOL), one participant has a Master's degree in English as a Second Language, and one participant has a Master's in TESOL.

Reviewing the demographic data in comparison with the responses of the interview questions, I found that there is no significant correlation between demographics and the responses provided during the interview portion of the study. This information serves as a background of the participants providing their age ranges, levels of education, and their geographic location.

Participant Language Ability

Language ability or language exposure might influence how some instructors feel about the use of translanguaging in the classroom. Having had previous exposure or experience with learning or being around other languages could potentially make an instructor more open to the use of translanguaging in their own classes. The understanding of how challenging it can be to learn a language that is not your home language might influence how a person feels about allowing that home language to be leveraged as a resource when learning a new language.

Looking at the results of language ability among the participants, four of the participants (Participant 1, Participant 2, Participant 4, and Participant 6) answered the first question of the interview identifying as monolingual. While one participant (Participant 3) identified as bilingual, with English being their second language, and one participant (Participant 5) stated that it is situationally dependent on the level of proficiency that is required for a given circumstance. They did not provide a clear and definitive answer if they are mono, bi, or multilingual. Of the four participants who identified themselves as monolingual, three had some formal language education (through school), home exposure, or learning out of personal interest. However, later in the interview, the participant who identified as only monolingual, did mention that they had exposure to very beginning levels of other languages, so there still was some early stage exposure to language learning.

For those participants who had earlier expressed that they had additional language exposure and for the participant who identified as bilingual, there were two follow-up questions regarding when they began learning their other language(s) and how often these languages are used. Participant 1 no longer uses their learned language, Participant 3 uses their home language frequently, while Participants 4 and 6 use their additional languages more frequently, and Participant 5 noted that the use of their other languages is infrequent.

Exposure to other languages was something that the participants possessed, they are familiar with how learning a language, that is not their home language, can be. This knowledge of learning another language could contribute to the participants' opinions regarding the use of translanguaging, as they themselves have been language learners. It

is unclear from just this study if there is a direct correlation between the use of translanguaging in participants' classrooms because of their exposure to other languages in their own lives. However, regardless of identifying as monolingual, bilingual, or multilingual, all participants did incorporate translanguaging as a tool in their classroom to some degree or another.

Understanding Translanguaging and Participant Use

Next, the participants were asked the second interview question followed by the third, to understand the participants' understanding of translanguaging as it applies to the context of this thesis and to understand if the participants themselves use translanguaging.

In response to question two of the interview, all participants had an understanding of translanguaging and its application in the classroom, either during student-to-student interaction or through instructor-to-learner interaction. The participants all recognized that it is allowing the student to use their full range of linguistic ability to assist them in the acquisition of English. Also recognizing that this honors each learner's language abilities in their home and other languages.

When responding to the third question in the interview regarding the participant's use of translanguaging in their personal or professional life, all participants had varied answers. Participant 1 has researched the grammar of the home languages of their students to demonstrate differences in sentence structure and draw attention to these differences so his students will better understand those grammar points. Additionally, they have used Artificial Intelligence (AI) technology to review student work that has been submitted in their home language.

Participant 2 uses some translanguaging in their professional life, using common words they are familiar with when they have students who know those languages. Typically, this takes place during the intake process while collecting learner demographic information.

Participant 3 will use translanguaging professionally when they have a student who speaks their own home language, however, personally, they do not use translanguaging as they use code-switching in their personal interactions with family.

Participant 4 uses translanguaging both in personal and professional settings. Personally, they use it recreationally while watching shows and movies, to see if subtitles are what they would understand them to be. And also while traveling, navigating using the signs and known words as a translation tool. Professionally, they will use translanguaging when explaining documents or collecting learner information for administration purposes.

Participant 5 uses translanguaging when they have learners who speak languages that they know, however, they stated that it is not a frequent occurrence for them.

Participant 6 said they use translanguaging in their professional life and will use it as much as they can in the classroom to ensure their students have every tool available to them during the learning process.

All participants had an understanding of translanguaging and how it applies to the context that this paper is focusing on. While some had studied it more in-depth and others had come across it more organically, they all understood the practice. Additionally, to some degree or another all learners use translanguaging either in their personal or

professional life to some capacity. This could be another influence regarding their opinions toward the use of translanguaging in their classrooms.

Translanguaging Use: Teacher Encouragement, Institution Positionality, and Classroom Use

The use of translanguaging during classroom instruction may be something that is highly influenced by multiple factors. This could be the willingness of an instructor to allow translanguaging to take place or the position of the institution on the use of home or first languages in the classroom. It can also be influenced by how translanguaging is actively incorporated into the classroom time for the students. Below we will look at the next theme that groups questions four through seven of the interview session, this covers the instructors' use of translanguaging, their institutions' position with regard to other languages being used in English acquisition, and how translanguaging is implemented in their classrooms.

Encouragement

The ways in which translanguaging is implemented in the classroom and fostered by the instructor will have an impact on whether or not the learners use their home language or first language (L1) and whether they build confidence using their other language capabilities in their pursuit of learning English. In this section we look at the responses to interview question four, regarding participants' encouragement of translanguaging use in their class(es).

Across all participants the use of the learners' home language to understand and connect with the course material is encouraged. Participants listed several activities or ways translanguaging occurs in their classrooms, such as taking notes, brainstorming

ideas, starting writing prompts or assignments, clarifying for classmates with a lower level of proficiency, translating instructions regarding classwork or how to use the technology resources they have for class time, such as, how to raise their hand or use the chat function in virtual classes.

The practice of translanguaging with regard to any class-related function whether it be in the learning environment with the course content or navigating through how to use the technology resources, was encouraged by all participants to enrich the learning process the learning process both with English acquisition and practical skills that the learners may need at a later point in time.

Institutional Position

The institution where an instructor works can have an impact on what the instructor is able to implement in their classroom. In this section we look at the responses provided to question five regarding their institutions' position on other languages being used in the classroom setting.

Participant 1 stated that an institution they worked for had an "English Only" policy. However, this practice was not enforced and the instructor allowed the use of translanguaging.

For Participants 2 and 3, the instructors made the decision on how language would be used because their institution bridges a gap between two public programs, and the instructors of the institution came together collectively to make the decision that they thought would be best for their learners and environment. This is because neither program administration has a policy on student home language use in the English

language classroom. Thus, the instructors at this site came together to make a determination that they would not have an English only policy in their classrooms.

For Participants 4, 5, and 6, this was not something that was addressed explicitly by their institutions. It was something that was adopted by the instructors.

Participant 4 provided the insights that this was not something addressed when they were an instructor. Their institution did not have an English only policy and the use of home language was not something explicitly encouraged or discouraged. However, now that Participant 4 is part of the administration, they confirmed that translanguaging is actively encouraged. It is something that their institution actively trains on with both their instructors and volunteers. They train using examples of what the volunteers or instructors might encounter in the classroom and how that might be of benefit to the learners, but also for the instructor. Noting that the purpose of the training is to, “challenge the instructors’ beliefs or underlying conceptions on English only or multilingualism as ideologies”. The training also addresses practical strategies for how to invite and foster translanguaging space in their classrooms.

In this section, it was observed that all participants have individual experiences with institutional positionality regarding the use of translanguaging in the classroom. Participant 1 encountered an English only policy, while Participants 2 and 3 were part of that decision making process, Participant 4 did not have the use of home language encouraged or discouraged while teaching, however, now working in administration their institution actively encourages translanguaging and provides training, while Participants 5 and 6 never had the use of home languages in their English classes addressed as an institutional guideline. This could also be an influence on the perception of the use of

translanguaging in their classrooms. Being given the opportunity to adjust tools used in class for the benefit of the learners and having the ability to use trial and error to see if something is an effective tool could influence an instructor's perception because they have had the opportunity to see its use in action.

Active Use and Implementation of Translanguaging

How translanguaging is used and implemented in the classroom is important to understanding the impact it can have for the learners. By understanding how instructors are using the students' home languages actively in class, it is possible to gain an understanding of why this is an effective tool to leverage in the language acquisition process. In this section we will look at interview responses to questions six and seven, which center around the active use of translanguaging in the classroom.

All participants responded to answer six of the interview confirming that they allow the use of translanguaging in their classes to varying degrees. Whether that is through translation of vocabulary, the use of graphic organizers to organize the translation of vocabulary words, or through allowing the home language to be used in writing rough drafts of assignments. Some instructors allowed more use of the home language while others hadn't fully implemented it for a variety of reasons. Those reasons being an unawareness of resources available for effective implementation or student confusion that they can use each other as resources when they are having difficulty understanding a word or a task in class.

In response to interview question seven, the instructors had varying responses on how translanguaging is used in their classrooms. Participant 1 confirmed that the use is

for clarification of classroom tasks or using the students' home languages for writing rough drafts or taking notes.

Participants 2 and 3 confirmed that using translation for vocabulary words that students might not understand is easier, from the perspective of both time-saving and deeper student understanding, than explaining in English via the use of synonyms. With the belief that having a more proficient student provide the context or translation is more effective for student understanding and retention.

Participant 4 grouped learners by home language to work together in groups, allowing learners to use their home languages to clarify class tasks among each other, they also allowed their students to brainstorm classroom activities in their home language and present their product back to the class in English. They also used bilingual class aids to work one-on-one with students or a group of same language speakers to help them build skills they were working on in class. Participant 4 also paired higher proficiency learners with lower proficiency learners to build those skills among learners, for example a higher proficiency oral or writing learner with a learner who is at a lower proficiency. Participant 4 also adapted and supplemented materials in addition to using the core textbook to match the learners interests and needs, curating a variety of resources. They also allowed the learners to use any language they were most comfortable with to draft and work in, as long as the final product they were presenting or turning in was in English.

Participant 5 used graphic organizers for vocabulary which allows space for the students to make notes or write the word in their home language and encourages students to list their proficiency in their additional language(s) for resumes and cover letters.

Participant 6 uses translanguageing for vocabulary, showing pictures to learners and having them say the word in their language to make that connection between all of the languages in their repertoire. They also allow students with the same home language to negotiate meaning of the vocabulary word, because it may be interpreted differently by different learners. They also use it as a way of community building in the classroom, by having learners of other languages try to pronounce the word in a language that is not their own. Participant 6 also confirmed that they allow the use of the home language or language of most comfort when completing writing assignments – if a student is finding it difficult to start an assignment in English they can start in another language and then go back and translate it.

After reviewing the participant answers one observed pattern was that Participant 4 had the most robust and varied use of translanguageing incorporated into classroom use. This may be because of their own experience and studies of translanguageing but also the training provided by their institution. While Participants 1, 2, 3, and 5 have some formal educational understanding of translanguageing, from the pursuit of their own degrees. Participant 6 has had no formal academic background in translanguageing and came across it organically in their work. This may suggest that the lack of institutional support whether in the form of training, resources, or implementation strategies leads to less varied translanguageing use because it is unknown how to best implement its use in the classroom.

In this section we looked at how the participants used translanguageing in the classroom. It appears there was a practical application for its use and an objective the instructors were encouraging their learners to meet. As well as a clear objective that the

teachers themselves wanted to achieve by encouraging the practice in their classroom. Whether that is an ease of recording thoughts initially before translating a rough draft to English or clarifying a vocabulary word, there was an intentional purpose for the use of translanguaging.

Observations of Translanguaging Use in Class

Observations that instructors make while teaching impact what strategies are implemented or what tools are used in future iterations of their classes. If an instructor observes that something is not working they can decide to remove that particular thing from future classes, and conversely, they can decide to continue or more actively incorporate a tool or strategy that they had only tested but observed to be effective with their learners.

This section focuses on questions eight and nine from the interviews. These questions focus on observations the instructors have regarding the use of translanguaging and how the learners interact with course materials as well as their understanding.

Student Interaction with the Course Material

In response to question eight regarding an observable increase with interaction with the course material when translanguaging is taking place among peers, Participant 1 noted they don't see increased interaction with course materials because it is not something they are currently assessing, though they expressed interest in doing that at some point in the future.

Participant 2 observes the benefit because less time is taken from class when translanguaging is used among students because it speeds up the understanding of unfamiliar vocabulary and the class can continue to move forward, without the delays of

the instructor trying to explain the vocabulary word through synonyms. They also felt that peer to peer translanguaging pulled learners into discussion on readings or tasks who might be uncomfortable or shy participating in whole group discussions.

Participant 3 observes that students seem more motivated when able to use their home or preferred languages in coursework. They find that the students have an increased level of comfort with course material as well when they are able to use each other as resources for understanding.

Participant 4 responded that they would like to believe that students connect better with course content if they are able to translanguage, but are not sure that it was completely the case. They did go on to say that it provides students who have more language learning anxiety an opportunity to build their confidence and it allows those learners to persist longer in class by providing a social and emotional outlet. They felt that because of translanguaging in the classroom it is easier for an instructor to understand what a student might be struggling with because they can talk to the instructor, a bilingual aid, or peers. This provides better visibility to the instructor and allows them more opportunities to connect with the struggling learner and encourage them to continue returning to class.

Participant 5 perceived translanguaging to be beneficial because it supports peer to peer relationship building in class. This allows students to feel more comfortable with their class, reducing the need to move down a class level, because they know they can use their peers as resources and can get support from their peers in their home languages.

Participant 6 observed that it allows the students to bring a part of themselves into the classroom and allows the learners to be experts in something that the instructor is not.

This also sparks curiosity among the students about their peers and their cultures. Using the learners' home languages often leads to discussions among the learners about the similarity of their languages, even if they are not from the same continent. They find that translanguaging sparks motivation, confidence, and curiosity among their learners.

This section provides us additional context about the observations the instructors had regarding the use of peer-to-peer translanguaging. While there were benefits such as clarifying task instructions as well as vocabulary, it was also observed that the use of home languages and the allowance of translanguaging also positively impacts peer relationships among learners, reduces anxiety, and builds confidence. These observations help to reinforce the idea that there is better interaction between learners and the course content when they are able to use their home languages and peers as resources.

Learner Understanding of Coursework

Question nine had to do with observations regarding increased understanding of coursework when translanguaging is used during instruction. To this point, Participant 1 only observed an increase in understanding during group work where learners can help each other implement the task instructions if one or more of the learners don't understand the instructions, in that instance it helps the learner(s) to function for that task.

Participant 2 thought that it varies by student, mentioning that some students become too reliant on their peers and do not take an active learning role. However, conversely, Participant 2's response could also mean they agree that they do observe increases in learner understanding of classwork with those students who aren't reliant on their peers.

Participant 3 noted that there is an increase of understanding when class instruction is provided first and then interpreted by another learner into home languages by another learner in class.

Participant 4 found that translanguaging can be used to quickly clear up confusion surrounding grammar construction or vocabulary words. They found that it is a quicker way for the student to understand what they are practicing in class. While it is also a quicker way for the instructor to check for understanding of what is being taught. They found that there is often quicker certainty that the student has or the instructor has that the student is learning what they are practicing in their class. They also found that translanguaging is beneficial when discussing abstract topics, when learners are able to use texts from their own languages or translation tools. Participant 4 found that in those circumstances the learners are able to participate at a more in-depth level and use that content to successfully complete any follow up activities and not get “stuck” at the interpreting stage.

Participant 5 had similar observations that translanguaging during class instructions helps with clarifying new vocabulary as well as abstract ideas such as metaphors in poetry. It provided learners an opportunity to explain these concepts to each other because they exist in their home languages, just perhaps not in the same way they appear in English.

Participant 6 also observed benefit in vocabulary acquisition and found that translanguaging helped the students relax which increases confidence and motivation and allows the learners to release their affective filters. Translanguaging allows the students

to focus on their strengths and not their deficits which allows the learners to better internalize the information they are learning and use it.

This section provided examples of increases instructors observed in coursework understanding for the students. Those increases in coursework understanding included quicker understanding of new vocabulary, clarification of grammar, and increased understanding of more abstract concepts such as metaphors. Additionally, the participants saw increases in learners' ability to complete coursework because translanguaging was used to explain task instructions, which allows learners to begin tasks more quickly, rather than trying to interpret or remain unclear about what it is they need to do for a task. This allows the instructors a better opportunity to gauge the learners' true language progress. As stated by the participants, translanguaging not only allows clarification of the vocabulary needed to complete a task in class, it also allows students to understand the instructions for the activities they need to complete. While students might understand the vocabulary and how to express their knowledge, translanguaging can also assist with clarifying the instructions for an unfamiliar classroom task, which might be an area they struggle to understand.

Instructor Opinion on Effectiveness and Implementation of Translanguaging

The viewpoints and opinions of English language instructors in the classroom is important to understanding what is being observed and also to record what practices are working for students. Understanding the instructor's perspective on what is working for their learners provides the opportunity to learn from those using translanguaging in their classroom with adult non-degree-seeking students. This section focuses on the responses to interview questions ten and eleven, which are opinion-based questions about the

effectiveness of translanguaging as a tool and the benefits of implementing its use in the classroom environment.

Translanguaging as an Effective Tool

For responses to question ten, if the participants thought that translanguaging has been effective tool for teaching or learning in their class(es), Participant 1 responded that it is hard to come to a determination on whether or not translanguaging has been an effective tool in their classroom because they are not actively assessing it since it hasn't been formally implemented. But they did note that it has provided another channel for communication. They also noted that they would prefer to see the students expressing their ideas in their home language rather than “clam up” with fear and anxiety because they aren't sure what they should be doing. They also feel that it is their job, as the instructor, to be clear with the learners when it is important for what content they are learning, to stay in English.

Participant 2's opinion is that translanguaging has been effective, but that it is not necessarily about the learning of English. What translanguaging has done is validate how much the students already know. It also validates that the instructor knows that they know another language or other languages and that the instructor can recognize that those languages are important. Participant 2 also observed that it is about the instructor's realization that the level at which the learners are working and communicating in English is not a representation of their intelligence. These learners are adults who may be coming from a background where they may have prior formal education, and in some cases, even entire careers, and never expected to find themselves needing to learn English. They also found that an instructor can provide levity by reinforcing to the students that their

understanding of their language or languages is better than the instructor's ability to speak in that language. Helping to reinforce to the learners that their language is part of them, and always will be, which ultimately leads to an increase in confidence. Participant 2 also felt that using the home language or language of comfort during writing exercises makes it easier for students to write a first draft of a task, complete a brainstorming activity, or take notes; the use of the home language provides a certain level of comfort. Ultimately, Participant 2 helps students to understand their home language is not going away, but rather it will be there as a tool to make things easier for them in the English acquisition process.

Participant 3's opinion on translanguaging and use of the learners' home language is that it has always allowed them to meet the students where they are on their language acquisition journey. They feel that it creates belonging in the class and also allows the learners to be connected to the class.

Participant 4 felt that translanguaging is an effective tool, however, is concerned that as translanguaging is implemented into more adult classrooms it is getting coopted for its effectiveness. Meaning, that how translanguaging might be used or promoted is deviating from its natural way of occurring as part of the individual. They are afraid that it is becoming the "business case" presented to those who possess an English only perspective on teaching English as justification for why they should be embracing translanguaging in the classroom. To Participant 4, translanguaging is more about the identity of the learner and recognizing them as translanguaging individuals. Translanguaging, in their opinion, is about identity and building confidence while also allowing instructors to see learners as more than just learners of English. However,

Participant 4 did note that from a classroom setting perspective, translanguaging does speed up acquisition instruction by speeding up lexical and grammar items faster. It also helps to build community and a sense of belonging in the classroom because time in the classroom is not spent on punitive action because the learners aren't using English.

Participant 5 felt that translanguaging is an effective tool for building supportive peer relationships in the classroom. Because even they needed their dictionary to learn their other language. They commented that they had a professor while learning their other language that was bilingual and would point out similarities and differences to grammar points in that language which was helpful, so they would also like to do the same when possible.

Participant 6 stated that they came across translanguaging naturally through the process of teaching and it has been a very effective and useful tool.

The insights provided in this section show that translanguaging has been an effective tool during English acquisition. However, looking at the participant responses, it is clear that translanguaging was effective for more than just English learning purposes. Translanguaging is validating the learners' identities and capabilities, building their confidence, and a means for helping them express themselves.

Benefits to Implementing Translanguaging in the Classroom

In response to question eleven, regarding the participants' opinions on if there was a benefit to actively implementing translanguaging into the classroom, Participant 1 responded that in their opinion there is a benefit to implementing translanguaging in the classroom, because it builds a rapport with the learners, allowing them to be who they are and not be "scolded" for using their language in class. Further, Participant 1 said that it

validates their home language rather than making the learners feel it is being “tossed aside”. The use of the learners’ home language in class also contributes to a welcoming and supportive environment. In response to what tools or resources they would recommend, they noted back to an earlier response that they would like more guidance on what tools or resources are available to them, because it is not always clear how to implement translanguaging with adult learners.

Participant 2’s opinion on the implementation of translanguaging during class was that there are benefits, such as speeding up a lesson and validating the learners’ identity. In response to what resources are available, they stated that instructors should be taking advantage of webinars and other professional development opportunities. They also feel that other instructors should share what strategies they are implementing and share resources they are using so that other instructors can learn how to use translanguaging in their classroom. Instructors should also be taking the time to observe other instructors’ classes because they will learn more through observation than by only reading about translanguaging through texts.

Participant 3 referred back to previous answers, stating they felt translanguaging has a benefit in the classroom because it makes learners more motivated in class, helps them to understand the course content better, and provides a comforting environment for the students.

Participant 4 responded that yes, there is a benefit to translanguaging in the classroom. For resources and strategies they recommended, The City University of New York - New York State Initiative on Emergent Bilinguals (CUNY NYSIEB) website, which provides translanguaging guides to help instructors implement translanguaging

into their classroom instruction. They also recommend having multilingual readers available for the learners. By having these multilingual resources available or allowing learners to use texts from their home language this contributes to culturally responsive teaching and provides more diverse cultural representation.

Participant 5 believes that there is a benefit for translanguaging in the classroom because it affirms everything the learners are bringing to class because all learners have their own knowledge and experiences already and they find that it encourages the learners to understand that they do have something to contribute to the class. Participant 5 said that learners' self-assessment can sometimes be negative saying that their English is "bad" or "broken" but that they are able to turn that around and make them proud that they know other languages. Noting that translanguaging improves the overall atmosphere of the classroom and helps the learners feel more confident. In response to resources, they would like to know what resources are available to continue implementing translanguaging in their classes in a meaningful way, because it is not always clear what is available for adult learners.

Participant 6 responded that there are benefits to translanguaging, however, said they are unfamiliar about what resources they would recommend because they came across translanguaging naturally through classroom interactions with learners. They thought, "why wouldn't I teach this way?". Participant 6 feels that one of the biggest tools translanguaging has provided is the ability to really get to know the learners by letting them use their home languages and listening to the students. They also feel that smaller class sizes provided the time and space for students to use their home language and negotiate word meaning with each other and the rules they are using. Because of that

peer to peer interaction they (Participant 6) were able to pick up on those words being discussed by the students and incorporate that into their future instruction. They also felt that translanguaging allows students to take the lead and be the experts when translanguaging is happening. They also felt learning some vocabulary or some grammar rules from learners' home languages also helps. While they noted it is not possible to learn every language your learners possess, learning a few words or a few grammar rules to tie back into the lessons at the right times, allows the students to access knowledge from their home languages.

In this section the participants continue to reiterate their opinions on the benefits of translanguaging in the classroom, whether that is speeding up the vocabulary or grammar acquisition process by accessing prior knowledge from their home languages, on the learning side of class, or providing a motivational and confidence building experience for learners, while also validating their experiences. It was also an observation that translanguaging allows a change in dynamic between the instructor and the learners, where the instructor has the opportunity to learn from the students or is able to better observe the students. This section also allowed instructor insights regarding the need for more resources or better visibility of the resources available to help teachers implement translanguaging in meaningful ways in their classes.

Observed Obstacles

While translanguaging can be a useful tool in the classroom, that does not mean that it doesn't come with its own set of challenges. This section will look at the final question of the interview which was about obstacles the instructors encountered with using translanguaging in the classroom. The observations the participants had can be used

by other instructors as guidance on what obstacles they may encounter and potentially plan around them.

Participant 1 felt that one of the main obstacles that might be encountered is for new instructors, if they come into an institution that has an English only policy, they might be reluctant to allow home language use or incorporate translanguaging strategies into their teaching out of fear they might be reprimanded by their institution. Another observation that Participant 1 had was the expectations of the students. That the students feel they should not be using their home language in class, because they are there for the purpose of learning English. This might lead those students to think they have a “bad” or “lazy” teacher. They felt that as the instructor it is their responsibility to communicate the intent of home language use in the classroom and to impress upon the learners the value of their home language.

Participant 2 has observed that a student might feel like an outsider because other students share a home language and can work together in sharing ideas or providing each other translations, which a student who does not have any peers who speak their home language cannot do. Participant 2 felt that it is important to think about those situations and find ways to work around them. They felt that having additional resources to reference could help incorporate translanguaging without only relying on peer-to-peer interaction. Another observation Participant 2 made answering question nine of the interview (see Appendix D), which seemed relevant here, is that learners can become too reliant on other classmates and are not actively learning. They observed that some learners who have become reliant on their peers do not revisit the materials covered in class and do not spend time digging deeper into those materials in English.

Participant 3 also expressed similar difficulty with translanguaging when they have one learner who does not have any peers who share a language. They also expressed that this can cause a more isolated feeling for that learner and is a challenge with translanguaging in a class with a mix of languages.

Similar to Participant 2, Participant 4 also felt that one obstacle is the learners' perspective and beliefs around learning English in a classroom setting. They found that students will act as "language police" and tell other students who share that home language that they should only talk in English because they are in English class. Participant 4 also felt that state or institution policy also provides obstacles to translanguaging use in the classroom because some states have English only policies that directors need to enforce, because these institutions receive state or federal funding and they follow the English only policy more strictly so there is no loss of funding. Participant 4 also felt that the logistics of lesson planning around translanguaging can be challenging. They commented that it can be daunting to think of how to invite or foster translanguaging when students in one class speak so many different home languages. They went on to say that new teachers, especially, struggle with incorporating translanguaging into their classes and sometimes rely on an English only classroom because it is easier.

Participant 5's observation on challenges was that there are not enough examples or resources for teachers on how to implement translanguaging in the classroom. They also felt that using a device to translate a word occasionally is okay, but felt that allowing learners to translate a whole text causes learners not to actively engage and learn with the course content. They also found it challenging to allow learners to write rough drafts in

their home language because they are not sure how to bridge the gap between a rough draft in a home language and a final product that needs to be completed in the target language (English). They have found that there are few strategies that address that concern and noted that Artificial Intelligence (AI) and translation apps might be the way of the future, but question how this will fit into the bigger picture in years to come. They would prefer not to have students reliant on only those tools.

Participant 6 felt the biggest obstacles are also the benefits they listed for question ten. They felt that class sizes being too large creates a barrier to translanguaging in the classroom. They also felt that the lack of time can be an obstacle because students won't always be able to express or discuss everything they would like to when addressing topics. They find that they cannot incorporate as much translanguaging into their classes or go as deeply as they would like to with the learners because there are such a large number of learners with a broad spectrum of home languages.

Obstacles are something that are natural in any process, the opinions expressed by the instructors here show observations made by actively using translanguaging in the classroom. While translanguaging has a lot of benefits, it would have been remiss not to have highlighted the difficulties that can arise when not all learners have peers who share their language, the reliance some learners can have on peers or translation tools, the institutional perspective requiring English only classes, which are influenced by funding or state policy, or the learner perception and expectations of what an English class should be.

Summary

This research highlighted a broad spectrum of opinions on instructor understanding and engagement with translanguaging, their perspectives on how learners engage with translanguaging with their peers, and with the coursework. They provided their opinions on the effectiveness of translanguaging as a tool as well as the benefits it provides by being used in the classroom. They also shared the challenges of using translanguaging in an ESL setting.

After completing the data collection, it was observed by all instructors that translanguaging is an effective tool in the classroom. It provides clarity when learning new vocabulary, it can provide clarity regarding activity instructions, and it creates a space where learners' existing linguistic abilities are recognized and honored.

Additionally, the ability to build a relationship with the students was another benefit observed across all interviews. This allows the dynamic of the classroom to be more person to person, rather than a conventional teacher-to-student power dynamic.

Conversely, it also comes with challenges, such as circumstances where a student may not have a peer who speaks the same home language in the classroom, and needing to find a way to help them understand or a way to use translanguaging with them. The lack of or the ability to find resources on ways to effectively implement translanguaging practices in the classroom was another common pain point that was noted among the participants. They acknowledged that they know some ways to implement it, but are unsure how to expand its implementation.

These insights and opinions from my participants helped to answer the research questions: *what are the instructor-perceived benefits of translanguaging in the adult*

second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language? Additionally, is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?

Chapter Five is the conclusion of this thesis, and looks at my learnings through the research, writing, and data collection process. I also compare the literature that I reviewed in Chapter Two to my data collection and findings and what connections I was able to make between my study and the works I reviewed. I will also touch on the potential implications of my study, what limitations my work has, and my recommendations on potential future works that can be done regarding translanguaging with adult non-degree-seeking learners.

CHAPTER FIVE

Conclusion

Introduction

The intent of this thesis set out to explore the research questions: *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?* Throughout each chapter, I have explored the different facets of my topic. In Chapter One, I explored my interest in the topic because of my own family background and multilingualism. While in Chapter Two I reviewed works regarding translanguaging, the perception of translanguaging among language instructors, and the age-related and non-age-related factors involved with learning. Chapter Three outlined my research methodology for my data collection and Chapter Four showed the results of my research study.

This final chapter will serve as a reflection on the various stages of this body of work, and I cogitate on what knowledge I have acquired through the researching, writing, and learning processes. I reference back to the literature review, highlighting what parts of the literature review were most relevant to my thesis. I also address the new connections and understandings I have made during this process that tie back to the literature review.

In addition to tying my work back to earlier chapters and research, I also look at the implications of my work and what impact it can have on policy in the future. I address

the limitations of my study, provide recommendations for future works on translanguaging for adult non-degree-seeking learners of English, and address how I will communicate and use my results.

The Research, Writing, and Learning Process

There were many roles that I took on while working on this thesis. I had the opportunity to be a researcher, which included reviewing scholarly articles on my area of interest, building a data study, and collecting the data. I have also taken on a writing role, synthesizing my interest in this topic, the literature I have reviewed, my methodology, and the data I have collected. Lastly, this process has allowed me to dive into my research topic and understand that the learning process will continue, while I learned a lot during the thesis writing process, learning had only just begun.

Research

The research process was very enjoyable for me, both the literature review and the data collection process. I could dig deeper into the subtopics of my research questions and focus on key areas, translanguaging as a practice, teacher viewpoints on translanguaging, and the age and non-age-related factors that contribute to adult learning. I read many articles on both sides of the perspective of translanguaging use in the classroom. I felt that this gave me a good sense of what opinions I might encounter when collecting data. It also helped me to understand the opposite perspective to mine, something that I hadn't considered as in-depth previously. The literature review research that I conducted also helped me to form my data collection methodology. By reading what others had done before I was able to create a strategy that would get to the heart of what I wanted to know from teachers in the field.

The data collection process was heavily influenced by the readings I reviewed for my literature review. There were a few ways that data collection had been completed in my sources, either through interviews with teachers or by classroom observations. Knowing that there were multiple methods used previously allowed me to choose the option I thought best to collect opinions from a group of teachers. It was my opinion that interviews would be the most effective method for collecting opinions because you are able to build a rapport with your participants which helps bring out additional data that may not come out if they are just answering survey questions. Conducting my own research came with learnings of its own. I learned that asking questions in similarly worded ways sometimes brings different responses from your participants. While the questions may seem repetitive to the researcher, they can trigger or elicit different responses from participants, allowing more data to be collected.

Writing

The writing portion of this thesis was the most challenging process, while it is not the words themselves that have caused difficulty, it is how to express everything I learned and synthesize it for my reader. Learning how to concisely express all that I researched and everything that I have learned during this process has brought me the most difficulty, yet, at the same time the most satisfaction. At times it was a daunting task, figuring out how I wanted to write about a topic or present my data findings in a way that explained everything but also did not go on too long to lose the interest of my readers. Though, now that I have finished writing this thesis, I understand this process better than I did previously and feel that I have represented my topic in the best possible way.

Learning

The learning that has come from this process has been invaluable to me. I was able to do in-depth research of articles on my topic, which allowed me to identify the gap that exists with adult non-degree-seeking learners. It also allowed me the opportunity to research topics tangentially related to my topic. Beyond language acquisition through the use of translanguaging, I was able to look more closely at age-related factors of learning, something that I hadn't taken into consideration previously. I was also able to dive into non-age-related factors that contribute to learning for adults. Both of which I did not have time to research before because of time constraints. The ability to understand the landscape of learning through these other influences was the context that I needed when thinking about what the future looks like for me and my teaching.

The other part of the learning process for me was building and executing a data study, which is something that I had not had the opportunity to do previously. The concept of data collection seemed easy to me going into this process, however, when it came time to decide how to build and conduct my study, it was a very big learning moment for me. I found that many considerations need to be taken into account when collecting data. Beyond who my participant group was going to be, I had to decide a method that would provide me with the best way to collect answers that would be informative yet personal since I was interested in understanding the use of translanguaging from the lens of the language instructor. Once the data collection method was decided and the data collection was completed, the next learning moment for me was figuring out how I wanted to categorize my data, what I thought might be a good way to group themes turned out not to be beneficial, so deciding on the best way took time, and

research to understand what other options existed was another learning moment. I thought there may be more of a correlation between demographic information and the interview responses, as I anticipated the possibility of having participants who might have an English only perspective. However, once I collected my participants and data, the demographic information instead became insightful in looking at the array of participants who were in favor of the use of translanguaging. Meaning, that I then had to go back and rely on the themes I had established with my questions to analyze similarities and differences among participant responses.

This section reviewed the thesis process from my point-of-view, the research, writing, and learning perspectives. The next section revisits the literature review, I discuss what materials I found most beneficial, what understandings I now have with my work, how that ties back to the literature review, and how the data I collected aligns with what I researched and read previously.

Literature Review Revisited

The literature review in Chapter Two served as the foundation for my understanding of my research topic. It dove in-depth into translanguaging as a practice, detailed instructor opinion on the effectiveness of translanguaging as a tool in the language classroom, and addressed both age and non-age-related phenomena that impact adult learners of language. The data collection that I completed contributes in some way to each of the areas that I researched for the literature review. This section explores which literature had the most impact on my work and how my data collection either agrees or disagrees with what I read.

The works that were reviewed and used for this thesis were chosen because they were relevant to the research topic. However, beyond that, they also influenced the data collection and methodologies. All three sections of my literature review included works that informed the study I wanted to do, but some texts had more influence than others. The sections that stood out as having the most impact on me were the translanguaging section as well as the perceptions section. The translanguaging section was impactful to me because I learned much more about the process itself, and how it is naturally occurring even in an English only setting, a learner is going to find ways to translanguage. The perceptions section was also very influential because in my many reference materials, there were circumstances where instructor perceptions were that a target language only policy was best, but then you also could see they used translanguaging in one form or another with students, and they may or may not have been aware of it. But it also showcased that sometimes instructors are not aware of what resources are available to them that naturally exist within their students already, and are unsure how to implement practices based on a lack of understanding. In those sections, some texts proved to have more benefit concerning my research topic than others. This is because my work is centered around adult non-degree-seeking learners, and this is an under-explored area of research with regard to the use of translanguaging in the classroom setting.

One of the works I felt was relevant to my research was Van Dyke-Kao and Yanuaria (2017), this presentation represented translanguaging in a way that was consistent with the observations made by my data study participants. This presentation stressed the importance of recognizing the learner's language abilities in their home

language or additional languages and allowing them to be themselves, which is represented in the language abilities they already possess. The perception of translanguaging use in the classroom that my participants shared aligned with this work. The students did respond favorably by having their instructors recognize that they have language ability and that the level they are at in their English language journey is not a representation of their full linguistic and intellectual capability.

Another work that was important to my thesis was Garcia (2017), firstly this study was important because it was one of two works that I was able to find that addressed translanguaging with adult non-degree-seeking learners. This paper interested me from the moment I read it, not only was it for adult learners, but it highlighted ways that instructors can implement translanguaging as a tool in their classrooms. This led me to probe in my interviews on the ways language instructors were implementing translanguaging as a tool in their lessons and what ways they would recommend other instructors to implement it as a tool. Further, several participants mentioned reading this work specifically, and how it had provided them examples of ways translanguaging could be implemented in their classrooms.

In the section on the perception of benefits and detriments of translanguaging use, I found that again, the presentation from Van Dyke-Kao and Yanuaria (2017) was relevant to the observations made during my interview sessions. The learners feel more empowered and have a greater sense of self-identity and accomplishment when they are able to use their prior language experience when learning English. This similarly highlights that translanguaging creates a sense of inclusion, belonging, and self-expression. Which ties directly back to responses provided by my participants in

Chapter Four during the interview process. The text from Galante (2020) which highlighted discomfort with the implementation of translanguaging because instructors were unaware of how to implement it, was similar to many of the participant responses in my data collection.

The works chosen for this thesis's literature review were appropriate for the research topic. Through my data collection, it was observable that the benefits, challenges, or understandings of translanguaging in the reviewed texts are also what I was able to collect from my participants. Their observations on benefits, challenges, participant engagement, and inclusion to name a few of the instances where the data I collected in my interviews agrees with the literature that was reviewed.

This section revisited the literature review looking at how the works reviewed influenced and proved beneficial to this thesis. It also addressed how the data that was collected for this thesis tied back to the works in the literature review. The next section looks at what implications this study and its findings might have for the use of translanguaging with adult non-degree-seeking learners.

Implications

The purpose of this thesis was to collect the instructors' perceptions of translanguaging as a resource in the English language classroom for adult non-degree-seeking students. By collecting the opinions and perceptions of teachers this work has provided insights from the classroom of adult learners. Because the use of translanguaging is not heavily documented with this demographic, several implications could occur because of this thesis and its data collection.

One implication of this thesis is that other instructors might change their viewpoint on how they are conducting their class(es). If an instructor has an English only policy in their classroom, this work might be a catalyst for that instructor to try a method that is new to them and attempt to implement translanguaging as a tool in their lessons. Since it was noted by the participants in my study, and through the literature review, that translanguaging occurs naturally with people who know or are learning additional languages, this thesis might encourage the use of new resources that an instructor had not considered previously.

Another outcome of this work is that it could lead to a policy change at a program for adult non-degree-seeking learners. An instructor could read this work and bring it to their administration as an example of experiences English language instructors are having in their classrooms and could use this work to highlight the benefits of allowing learners to utilize their home or preferred language(s) in class to assist them with their acquisition of English.

This work could potentially be used in conjunction with other works to inform policy work at higher levels, beyond the classroom or institution. For those institutions that have English only policies, only because they depend on state or federal funding, this work could provide the examples needed from outside their institutions, or states, that an English only policy is not necessarily the most effective way to teach adult non-degree-seeking learners. This could ultimately lead to policy changes at the state or federal level.

This section looked at the implications of this thesis and what outcomes this work could have regarding the use of translanguaging as a resource in the classroom for adult

non-degree-seeking learners. The next section addresses the limitations of this study and addresses what future research could be conducted to add to this area of study.

Limitations and Future Works

This body of work came with its own unique set of challenges and benefits. While the quantity of data received from the participants was substantial, there is still much more that needs to be known when using translanguaging as a tool with adult non-degree-seeking learners. It would be remiss not to address the limitations of this work and provide future research opportunities.

Limitations

One limitation this thesis possesses is that all participants who participated in the study work in the United States, meaning the perspective on this topic is from an ESL lens. While there was interest in presenting this work from both an ESL and EFL perspective, those who responded and consented to interviews were based in one English-speaking country. Having perspectives from instructors of English in both an ESL and EFL study would provide more context to the subject and could better inform instructors on the unique needs of their students.

A second limitation that exists in this work is that all participants understand the process of translanguaging and support its use in their classrooms. While this is beneficial information to inform instructors who are familiar with translanguaging and unsure if it could be effective as a tool in their classroom, it doesn't provide context to the other perspectives that are held on its use in the classroom. Nor does it represent instructors who are unfamiliar with the translanguaging but if provided a working definition, might

be observing it in their classrooms. The perspectives of these groups of instructors would add to a more well-rounded and in-depth study.

Another barrier that exists, is that this thesis focuses on the perceptions and opinions of instructors, thus removing the understanding of how learners feel when allowing the use of home or preferred languages in the classroom setting. It is important to understand the sentiment of the learners themselves regarding the use of their home or preferred languages in the acquisition of English.

This work focuses on the opinion and perception of instructors, while that is beneficial to a certain extent, there is a benefit to having direct observation of instructors with learners. Another constraint that exists with this study, is that there is no third-party observation. The opportunity to observe a classroom and see translanguaging in use between peers and with the instructor could provide a robust new understanding of the use of translanguaging as a tool in the adult non-degree-seeking classroom. It could also provide the third party an opportunity to track learner engagement and improvement in coursework by using methods such as testing to track learner progress in courses where translanguaging is actively integrated as a resource.

This section looked at the limitations of this study, the next section addresses what future studies could be completed to bridge those gaps.

Future Studies

This thesis was a starting point for understanding the effectiveness of translanguaging in the English classroom with adult non-degree-seeking students from the perspective of the instructor. However, every study provides an opportunity for

further study to expand upon what was previously learned. In this section, we review what opportunities exist for future studies based on the limitations addressed previously.

One future study that would be informative is to compare the observations of ESL and EFL instructors and see if their observations of translanguaging are similar or different. This could potentially help educators understand what benefits the use of translanguaging contributes to the language acquisition classroom. Understanding an ESL setting versus an EFL setting, where motivations might be different for students, could be very impactful to the use of translanguaging as a resource in these classrooms.

A second opportunity to collect additional data and build on the foundations of this work would be to have a representation of participants who might not be familiar with translanguaging or participants who are opposed to its use in the classroom. It could provide additional insight as to whether there are correlations between demographic information provided and responses. It could also be illuminating to compare and contrast the responses of those in favor of and opposed to the use of translanguaging. It would also be interesting to hear from participants who might not have an understanding of the word, “translanguaging”, but might experience it in their classes, to some level, already.

Another future study could be to collect learner perceptions and opinions on the use of translanguaging as a resource in class. Their perspective is equally valid, as they are the ones who are learning. Documenting a variety of learner experiences, perceptions, and opinions would help clarify what the sentiment might be with the use of home or preferred language(s) in the classroom. As addressed in the literature review, and also provided by participants in the data collection, some students might have a perspective on

how they think language teaching should occur, and it would be good to understand when and why that takes place.

Additionally, observation is needed in the non-degree-seeking adult education classroom. Another study that could be done is to observe classes where translanguaging is used as a resource and observe classes where translanguaging is not used. The comparison of these classroom practices would be informative to the field of adult language learning. A third party would be able to observe the student-to-student interaction in addition to the instructor-to-student interactions. They would also be able to review student work in these different classes and see if there is an increase in connection to the content and use of English.

This section reviewed the future studies that can be done to add content regarding the use of translanguaging in the adult non-degree-seeking classroom. The next section outlines how the results of this thesis will be used and shared in the future.

Result Use and Communication

The first way I intend to communicate the results of my thesis study is to allow them to be published to the Digital Commons on the Hamline University Bush Memorial Library website. This is a digital repository of works done by students and staff of the University and is available publicly. The other way I intend to use the data collected during this thesis is to present these results at conferences or to interested institutions or instructors to help educators understand that students' home languages can be used as a resource during the acquisition of English.

Summary

This chapter reviewed the research, writing, and learning that took place while completing this thesis. It revisited the literature review and addressed how the data collection tied back to the literature used in Chapter Two. It also addressed how the literature impacted the data study. Also addressed were the implications this could have for the field of English teaching for adult non-degree-seeking learners. This chapter also touched on the limitations that exist with this body of research and what research or studies can be done in the future to build a more robust understanding of the use of translanguaging with this demographic of learners. Finally, it spoke to the use of the data and how this might be used in the future.

The goal of this thesis was to explore the research questions: *what are the instructor-perceived benefits of translanguaging in the adult second language acquisition classroom for students who have not had any prior English language experience when learning English as a second language?* Additionally, *is there an instructor-perceived increase in output and comprehension with adult learners when translanguaging is actively used, and how is it being used?* Through the study, it was possible to gain insights to begin answering these research questions. While this work only scratched the surface of this topic, it has also illuminated the possibilities for future research to be completed on the use of translanguaging with adult non-degree-seeking learners.

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APPENDIX A

Hello Colleagues,

I am working on a master's degree research study regarding teacher perception regarding translanguaging with adult learners. I am interested in hearing about your background as well as your thoughts on the use of translanguaging with adult non-degree-seeking learners. The survey will take approximately 5-10 minutes to complete at which time you will have the option to sign up for individual interviews.

If you are interested in participating in this qualitative study, please click [here](#) and the link will take you to the survey to begin the process.

Thank you in advance for your willingness to participate in this research!

Paul

APPENDIX B

1. This survey is part of a master's thesis study to understand instructor perceived benefits and challenges to using translanguaging with adult non-degree seeking learners. The intent of this study is to provide additional data to the field of research regarding the use of translanguaging with adult English language learners.

The below survey collects basic demographic information and is the first step in the research study.

The second part of this study, if you are interested with continuing your participation, will be an interview session conducted via Google Meets. The interview questions will be focused on you and your use of translanguaging. I will be reaching out to interested participants to schedule interviews.

If you have any questions about this survey or participation in this study, please contact pjonas02@hamline.edu.

2. This survey will take approximately 5-10 minutes to complete and participation is completely voluntary. You may stop at any time. There is no known risk for your participation. The benefit to you is knowing that you have contributed to a master's thesis study and your data will be usable for future research on the studies of translanguaging use with adult English language learners.

The information you provide will not be sold, shared, or used except for the purposes of this survey explained above. You will have the option to provide your

email upon completion of the survey. If you choose to share it, it will be used only for the purposes described herein.

By providing your email you are agreeing to be contacted to participate in an interview session.

A copy of the Informed Consent to Participate in Research can be found by clicking this [link](#).

- a. By clicking here you are indicating that you are at least 18 years old, have read this consent form and agree to participate in this research study. You are free to skip any question that you choose.

3. What is your age?
4. What is your gender identity?
5. What is your home country and home language?
6. Where do you live currently (city, state, country)?
7. What are your credentials, what level of education have you completed?
8. How long have you been teaching adult English classes?
9. What level of English learners do you teach currently (For example, beginner, intermediate, or advanced? And if your school uses a numeric placement system can you describe where that would fall on a scale of beginner to advanced speaker?
10. What level of English learners have you taught previously?

APPENDIX C

2023-7-251E

July 26, 2023

Informed Consent to Participate in Research

You are being asked to provide written consent for your participation in a research study for a master's thesis project. This form provides you with information about the study. The student researcher will provide you with a copy of this form to keep for your reference, and will also describe this study to you and answer all of your questions.

This form provides important information about what you will be asked to do during the study, about the risks and benefits of the study, and about your rights as a research participant.

- If you have any questions about or do not understand something in this form, you should ask the student researcher for more information.
- You should feel free to discuss your potential participation with anyone you choose, such as family or friends, before you decide to participate.
- Do not agree to participate in this study unless the research team has answered your questions and you decide that you want to be part of this study.
- Your participation is entirely voluntary, and you can refuse to participate or withdraw at any time.

Title of Research Study: Translanguaging: The Instructor-Perceived Benefits of Use in the Adult English Language Learner Classroom

Student Researcher and email address: Paul Jonas pjonas02@hamline.edu

Faculty Advisor, Hamline affiliation/title, phone number(s), and email address: Dr Patty Born Selly, pselly01@hamline.edu

1. What is the research topic, the purpose of the research, and the rationale for why this study is being conducted?

Translanguaging has become a growing point of discussion in English language acquisition in recent years. The opinions for or against the use of translanguaging as a tool in the classroom are many and varied. However, there continues to be a gap in research conducted on the use of translanguaging with adult language learners. Until now, the majority of studies that have been conducted have been studies on child and university-age learners of languages and the observations of the use of translanguaging with the students themselves. This study explores the perspective of the instructors of adult non-degree-seeking language learners and the perception of benefits that come with the use of translanguaging in the adult classroom. The intent of this study is to understand the instructors' perspective regarding translanguaging and the benefits or obstacles they find with applying translanguaging practices in the adult classroom.

2. What will you be asked to do if you decide to participate in this research study?

This study has two parts, the first part is a 5-10 minute survey to collect basic demographic information about the participants of the study. For those participants who wish to participate in the second part of the study, there is the option to provide an email address in the Google Survey. When an email is received from a participant the student researcher will reach out to schedule a one-to-one interview. Interview time will be dependent on the participant, but will not exceed 90 minutes. Interviews will be audio recorded for analysis and data reference purposes.

3. What will be your time commitment to the study if you participate?

The survey portion of the study will take 5-10 minutes. The time commitment for the interview will depend on the participant, but will not exceed 90 minutes of interview time.

4. Who is funding this study?

This study is not funded.

5. What are the possible discomforts and risks of participating in this research study?

By participating in this study, there is a chance of discomfort in providing demographic information or personal perspective/opinions. There may also be discomfort with having your interview session audio recorded. Additionally, there is always the possibility loss of confidentiality. In addition, there may be risks that are currently unknown or unforeseeable. Please contact me at pjonas02@hamline.edu, or my faculty advisor Patty Born Selly pselly01@hamline.edu to discuss this if you wish.

6. How will your privacy and the confidentiality of your data and research records be protected?

The student researcher will assign all participants a pseudonym, removing any identifiers from the data. Participants will only be referred to as their pseudonym. The identifier key, survey, and interview answers will be recorded and kept in a secured file on the student researcher's computer and all data will be uploaded to a Hamline University Google Drive to be kept secure. The student researcher will secure survey responses and the interview audio recordings in separate files. Additionally, if a participant requests to stop participating all digitally kept data will be fully deleted, no files will be kept, and that participant's data will not be used. Only the researcher (and faculty advisor if necessary) will listen and review the audio recordings.

7. How many people will most likely be participating in this study, and how long is the entire study expected to last?

The quantity of participants to be surveyed will be between 10-20 total participants. The study will require approximately 5-10 minutes for the survey and no longer than 90 minutes for the interview (interview time is dependent on the responses from the participants).

8. What are the possible benefits to you and/or to others from your participation in this research study?

The benefit for the student researcher is the opportunity to collect the perspectives of instructors of adult English language learners and the use of translanguaging in the classroom. This data will contribute to a gap in studies and data on adult English language learners with regard to translanguaging. This data may also help contribute to future studies that may be conducted by other researchers. This data could one day be used to help change institutional policies on the use of students' home language in the English language classroom.

9. If you choose to participate in this study, will it cost you anything?

Participating in this study will not cost anything monetarily, only in a small portion of the participant's time.

10. Will you receive any compensation for participating in this study?

There is no compensation for participating in this study.

11. What if you decide that you do not want to take part in this study? What other options are available to you if you decide not to participate or to withdraw?

Your participation in this study is entirely voluntary. You are free to refuse to participate in the study, and your refusal will not influence your current or future relationships with Hamline University. In addition, if significant new findings develop during the course of the research that may affect your willingness to continue participation, we will provide that information to you.

12. How can you withdraw from this research study, and who should you contact if you have any questions or concerns?

You are free to withdraw your consent and stop participation in this research study at any time without penalty or loss of benefits for which you may be entitled. If you wish to stop your participation in this research study for any reason, you should tell me, or contact me at (pjonas02@hamline.edu), or my faculty advisor Patty Born Selly (pselly01@hamline.edu). You should also call or email the Faculty Advisor for any questions, concerns, suggestions, or complaints about the research and your experience as a participant in the study. In addition, if you have questions about your rights as a research participant, please contact the Institutional Review Board at Hamline University at IRB@hamline.edu.

13. Are there any anticipated circumstances under which your participation may be terminated by the researcher(s) without your consent?

There are no known circumstances where a participant's participation would be terminated.

14. Will the researchers benefit from your participation in this study?

The student researcher will gain no benefit from your participation in this study beyond the collecting the data needed to complete their master's thesis, the future publication of their master's thesis or journal articles, and the experience in collecting and analyzing the participant data.

15. Where will this research be made available once the study is completed?

This research is public scholarship and the abstract and final product will be available on Hamline's Bush Library Digital Commons, which is a searchable electronic repository. This work may also be published or used in other ways, contributing to conference presentation or referenced and published in research journals.

16. Has this research study received approval from the organization/school/district where the research will be conducted?

This is not applicable to this research study.

APPENDIX D

Introductory Statement:

Thank you _____ for taking the time to speak with me today. This interview will take approximately 30-90 minutes to complete. There are 12 questions in the interview, we can pass on any question and return to it later in the interview. If possible, please try to answer each question as fully as possible, with examples when applicable. Do you have any questions before we begin the interview session?

Begin Recording

Interview Questions:

1. Are you monolingual, bilingual, or multilingual?
 - a. (If bi or multilingual) When did you start learning additional languages?
 - b. How often do you use your additional language(s)
2. What is your current understanding of translanguaging? (If the participant is not familiar with translanguaging provide this description: The working definition of Translanguaging for the purpose of this thesis is the use of students' home or first languages in the process of teaching them English.)
3. Do you find yourself using translanguaging in your personal or professional life?
If so, how and in what contexts?
4. Do you encourage translanguaging in your classroom among students?
5. Does your school/institution/administration encourage or discourage the use of additional languages being used in the acquisition of English?
6. Is translanguaging actively used in your classroom? (If not, what is the reason.)
7. How is translanguaging used in your classroom?

8. Do you observe any increase in student interaction with the course material when translanguaging is taking place between students?
9. Do you observe any increase in learner understanding of the coursework when actively engaging in translanguaging during class instruction?
10. In your opinion, do you feel translanguaging has been an effective tool for teaching and learning English in your class(es), why or why not?
11. In your opinion, is there a benefit to actively implementing translanguaging in the classroom environment?
 - a. If so, what tools or resources would you recommend to other language instructors?
12. Do you feel there are any obstacles to incorporating translanguaging in your classroom?
 - a. If so, what are the obstacles and why do you feel that way?

Closing Statement

Thank you again for your participation in this interview. The interview with _____ has concluded.

End Recording