

ESL Teachers' Attitudes Toward Integrating Translanguaging and Influencing Factors

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Abstract

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Translanguaging has emerged as a promising pedagogical approach in English as a Second Language (ESL) education, particularly for establishing inclusive and successful learning environments. However, its implementation remains limited, especially in adult education contexts, where English-only policies, ideological practices, and institutional norms continue to dominate. Gaining insight into ESL instructors' views on incorporating learners' complete linguistic repertoires is vital for examining the key factors that shape these attitudes. This qualitative multiple case study research explored the attitudes of four ESL instructors working in English for Academic Purposes (EAP) programs at an adult private language school in Montreal. Using semi-structured interviews, the research explored how instructors perceive the integration of translanguaging in their classrooms and the contextual factors that shape these perceptions. The findings offer insights into instructors' varying stances toward translanguaging and how factors such as their own language learning histories, teaching experiences, language ideologies, and classroom management strategies relate to instructors' classroom language policies. The study emphasizes the need for targeted professional development and institutional support to bridge the gap between translanguaging theory and classroom practice.

Acknowledgements and Dedications

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Accomplishing a thesis has been a dream of mine for more than eight years. Although I never had the opportunity to complete my thesis in my home country, I am beyond proud to have achieved it at Concordia University, a dream institution for many, including myself.

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Chapter 1. Introduction

The Roots of my Research

My research was inspired by my experience as an ESL teacher in Canada and in my home country, Lebanon. I have always been interested in evolving and ameliorating my skills and knowledge to be able to successfully deliver an outstanding learning experience to my adult students. One thing was for sure through my 8-year experience in this field, English-only policies were certainly restrictive for us teachers. Whenever a student reverted to their home language, I found myself repeating the scripted line we were given by upper management: “English, guys!”, a phrase that felt more repetitive than actually meaningful.

In 2025, as I immersed myself in the world of translanguaging, I had an epiphany in my graduate Applied Linguistics course: my students could improve if encouraged to use all the languages they bring into the classroom, not just English. That epiphany compelled me to break free from the monolingual constraints that had long shaped my classroom practices. I began engaging with translanguaging practices, particularly during my time teaching English for Academic Purposes (EAP) to Spanish and Portuguese-speaking students at the language school where I currently work in Montreal. One example of such practices was in an intermediate writing class, where I asked students of similar linguistic repertoires to brainstorm ideas in their home language during group work before transitioning to English (see appendix A). I could feel the amount of anxiety and stress that was lifted from their shoulders, especially since many of them found academic writing intimidating.

Another example I would like to share is a pre-vocabulary activity (see Appendix B) in which I grouped learners by shared first language. They were asked to discuss the meanings of new academic vocabulary in their home language before collaboratively creating English

sentences. This approach not only supported comprehension but also boosted learners' confidence and active participation. I witnessed a remarkable shift in which my students were no longer hesitant or resistant to speak. On the contrary, they began to engage more freely, and I noticed that they were looking forward to their academic classes more than before. Of course, that is not to say this transitional process of incorporating my students' other languages through carefully tailored activities wasn't difficult at first, but it was definitely worth every effort to see my students improve without the constant "English-only or you're punished" restriction.

Aside from the two examples I shared, I would also like to describe an incident that deeply influenced me. My director once gave me colored cards to distribute to students who were speaking languages other than English in the hallway, as a form of punishment intended to reinforce the unofficial "English-only" policy. Although I chose not to use them, I was disappointed when my students entered class upset after receiving a warning for using their home language last year. That moment compelled me to reflect more critically on the institutional ideologies surrounding language use and motivated me to better understand how my colleagues perceive such policies.

Building on these reflections, I noticed that many of my colleagues continued to reproduce the same monolingual approaches I had previously used. This led me to wonder whether they, too, might be open to rethinking these norms and exploring more inclusive ways of engaging with students' full linguistic repertoires. These observations raised a number of broader pedagogical concerns for me. Has the English-only policy become a default mode of teaching, comfortable and unquestioned? Or is there an underlying concern about compromising the immersive experience promised to international students? Is it fear or ambivalence? Or perhaps that the professional development that teachers have experienced focused too narrowly on

monolingual, idealized teaching, leaving us unprepared for the rich diversity of multilingual classrooms? These questions informed the basis of my research, prompting an exploration into educators' attitudes towards incorporating learners' diverse linguistic resources in classroom settings, while also exploring the underlying factors that shape these attitudes.

Beyond my own experiences, this line of inquiry is particularly significant given that, while there is a growing body of research on teachers' perceptions of translanguaging at the university level (Almayez, 2022; Ambele, 2022; Burton & Rajendram, 2019; Galante, 2020; Kim, 2025; Marshall, 2020), there remains a noticeable gap in studies focusing on adult language schools. This gap is especially found in intercultural urban contexts like Montreal, which is why language schools are an equally important context for educational research as other learning environments. However, these institutions remain largely overlooked in scholarly discussions, even though they serve many of the learners most affected by language policies and pedagogical practices.

This section situates the study within Quebec's framework of interculturalism to contextualize the dynamics discussed above. Blad and Couton (2009, p. 651) define interculturalism as "the fact that specific traditional ethno-cultural norms (in this case, the linguistic and cultural norms of Quebec society) serve as the dominant social context into which migrants must integrate". In other words, immigrants are encouraged to maintain their cultural traditions and values, yet the dominant public scope, which is rooted in Quebec's French-speaking heritage, remains institutionally safeguarded (Blad & Couton, 2009). According to Bouchard (2011), there are significant reasons behind the integration of interculturalism, rooted in feelings of insecurity. These insecurities are heightened by the growing presence of immigrants, particularly in the Montreal area, where a significant portion of the population

speaks two or more languages, and diverse cultural communities coexist and interact daily. As a result, concerns are raised about the vulnerability of francophone culture within a predominantly English-speaking North America. Such concerns are further intensified by globalization, uncertainty regarding the francization of immigrants, and unresolved questions of national identity.

To support the rationale for my study, I next highlight the growing presence of international students in Canada and the persistence of monolingual teaching practices in both adult education and higher education settings, even as translanguaging continues to gain recognition as a valuable and effective pedagogical approach.

International Students and the Canadian Educational Context

Many universities have embraced the internationalization of education as a core strategic goal during the acceleration of globalization (Tarc, Clark, & Varpalotai, 2013). Canada is widely recognized as a leading destination for international students, hosting 997,820 international students in 2024 at all levels of study (Canadian Bureau for International Education [CBIE], 2024). This growing trend is closely tied to the global prominence of English as a lingua franca and its widespread use as the medium of instruction, which has positioned English as the dominant language in educational contexts (Chicherina & Strelkova, 2023). The increasing presence of culturally and linguistically diverse learners underscores the need for pedagogical approaches that are responsive to their unique needs with respect to their multilingual reality. However, Canadian higher education institutions have yet to fully reflect and accommodate this diversity. In many educational institutions, “language policies remain predominantly monolingual, permitting only English, and in some cases, French, for instructional and assessment purposes.” (Shi, 2024, p.1518). This reality is particularly shocking given that over 200 languages are spoken across Canada, and in cities like Montreal, approximately 21% of

residents are reported to be trilingual (Statistics Canada, 2019). The consequences of this reality can be particularly isolating for international students who are new to Canada, as the use of their full linguistic repertoires may lead them to feel excluded or unwelcomed within the academic environment. Furthermore, it raises concerns about the unfair responsibility placed on educators to constantly preserve monolingual norms in the classroom setting, particularly when they themselves are speakers of languages other than English.

Translanguaging, on the other hand, suggests that both instructors and learners can leverage their complete linguistic resources to support the teaching and acquisition of a foreign language and academic content (Ambele, 2022). García (2009) defines translanguaging as “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential” (p. 140). The presence of other languages in the language classroom, informal or intentional, may reflect a variety of educational functions such as clarifications, explanations, discipline, but also inclusion and social equity (Flores & Schissel, 2014; Walter, 2010). To keep pace with the evolving realities of multilingual individuals and communities, language education policy and planning must be reconstructed to revise institutional frameworks and teaching approaches, ensuring greater accessibility and inclusivity for multilingual learners (Raza, Coombe, & Reynolds, 2021).

Teachers’ attitudes are important in empowering students to engage more freely with their full linguistic repertoires. Therefore, I believe that gaining insight into teachers’ attitudes towards integrating learners’ full and diverse linguistic resources was vital for understanding and for questioning the factors that shape their different stances towards translanguaging in ESL classrooms. The following research questions informed my study:

1. What are adult ESL instructors' attitudes towards incorporating translanguaging into the classroom?
2. What aspects of ESL teaching contexts shape instructors' perceptions of utilizing learners' diverse linguistic resources?

Chapter 2. Literature Review

The following literature review will begin by addressing the limitations of traditional monolingual practices in language education. I will then introduce and define the concept of translanguaging, highlighting its educational principles, benefits, and theoretical foundation. The review will also consider English language policies in the Canadian context, particularly in adult learning environments. Finally, I will explore empirical research on teachers' beliefs regarding the use of learners' first languages (L1), with attention to the factors that shape these beliefs.

Monolingual Norms vs. Integrating the Learners' Repertoire

Monolingual ideologies continue to dominate as the perceived standard in second or foreign language instruction, as well as in bilingual and immersion education (Flores & Rosa, 2015; Lanvers et al., 2021; Shin, 2017). This dominance was mainly justified by the belief that separating the target language from the learners' first language would maximize exposure to the target language (Tannenbaum, Haim, & Shohamy, 2024). More specifically, the global dominance of English as a lingua franca has significantly contributed to the normalization of monolingual mentalities, changing language learning worldwide and positioning English as the most widely studied language (Ellis, 2008). As a result, English is frequently adopted as the sole medium of instruction in ESL classrooms, reinforcing the marginalization of learners' first languages. While using English as the only medium of instruction is often used to attract international students and support internationalization, it can also limit educational quality and push other languages and cultures to the margins (Bowles & Murphy, 2020).

In the past twenty years, there has been a significant shift toward integrating learners' linguistic repertoires in additional language instruction, driven by the recognized cognitive, social, and emotional advantages of adopting a multilingual approach (Cummins et al., 2015; García, 2009). Several terms have emerged to challenge these monolingual perspectives, one of which is translinguaging, a concept that refers to the fluid movement between languages, treating them as part of a unified linguistic system (Canagarajah, 2011). Translinguaging fulfills a range of functions in educational contexts. As outlined by García, Johnson, and Seltzer (2017), four central purposes inform the design of pedagogical strategies that support translinguaging. These include:

1. helping students understand and engage with complex texts and content
2. fostering the development of academic language practices
3. creating space for students' bilingual knowledge and cultural perspectives
4. supporting their socio-emotional growth and bilingual identity formation.

All the functions discussed above are important for implementation in any ESL classroom, especially in adult education settings, where learners are often more aware of language marginalization and the dominance of English worldwide.

The incorporation of translinguaging into ESL classrooms offers a considerable number of educational benefits. According to scholars such as García (2009) and Creese and Blackledge (2015), translinguaging has shown to be an effective teaching pedagogy in diverse educational settings where the language used in instruction differs from students' home languages as well as their additional languages. The term "home languages" is used here to refer to the languages spoken within the learner's household, which may include a learner's first language or mother tongue (Rosiers, 2017). Baker (2011) also emphasized key benefits that translinguaging offers,

including fostering a deeper comprehension of academic content, supporting the development of students' less dominant language, and enhancing collaboration between home and school environments. This pedagogy is thus a valuable approach in ESL classrooms, with a growing body of research demonstrating its beneficial impact on teaching and learning in ESL contexts (Carstens, 2016; Galante, 2020; Hamman, 2018). However, despite the well-documented benefits and growing evidence supporting the effectiveness of translanguaging in second language classrooms, many instructors still refrain from implementing it.

Based on the information presented above, this study adopted translanguaging as its theoretical framework to examine ESL teachers' attitudes towards incorporating students' linguistic repertoires in adult ESL classrooms, specifically within the context of language schools that offer English for Academic Purposes (EAP) programs to adult learners. García, Johnson, and Seltzer (2017) identify three core components of translanguaging: translanguaging stance, translanguaging design, and translanguaging shifts. Of these, the translanguaging stance was especially relevant to this study, as it emphasized the value of students' 'use of multiple languages' as meaningful resources for learning. In this study, translanguaging was used as a framework to explore how teachers perceive students' linguistic repertoires in their classroom practices. More specifically, this framework guided the interpretation of teachers' attitudes by focusing on whether their perspectives aligned with or diverged from a translanguaging stance that values multilingual resources in the classroom. This stance encourages educators to affirm and integrate learners' full linguistic repertoires, fostering a more inclusive and empowering classroom environment. Multilingual pedagogies like translanguaging create inclusive spaces that recognize and build upon learners' bilingual and multilingual knowledge (Garcia, 2009). This approach encourages educators to value and integrate learners' full linguistic repertoires

into the learning process and moving away from restrictive ‘English-only’ policies and other hindering factors, which should be the main goal for language schools, among other learning settings. Furthermore, translanguaging allows us to recognize that multilingual learners do not engage in thinking in one particular language, even when they are expected to adhere to monolingual practices (Wei, 2018). For contextual clarity, the term ‘‘linguistic repertoire’’, as described by Otheguy, García, and Reid (2015), is frequently used to challenge conventional views of language and rejects the notion that languages are separate.

English in the Canadian Context

Understanding how English is situated within Canada’s multilingual society is essential to examining the policies and ideologies that shape English language instruction. The following section provided an overview of Canada’s broader linguistic and policy landscape, including federal, provincial, and institutional language policies, to contextualize the study. While this background demonstrated the wider scope of language governance in Canada, my research specifically focused explicitly on EAP programs within a single private language school in Montreal.

Canada became the first country to adopt multiculturalism as official policy in 1971 (Akkari & Radhouane, 2022; Office of the Commissioner of Official Languages, 2024), later included in the Canadian Multiculturalism Act (1985). This act affirmed that recognizing English and French as official languages does not limit the rights of speakers of other languages and promotes the preservation of languages that contribute to Canada’s multicultural heritage. Despite these commitments, federal support for linguistic diversity in education has not been sufficient (Cummins, 2014). Instruction remains focused on English and French, with limited recognition of other languages (D’Angelo, 2024; Mady, 2012).

At the local and school levels, practices have reinforced this approach, discouraging parents from using their home languages with their children, and even punishing students for speaking languages other than English or French in school settings (Von Staden & Sterzuk, 2017). For example, Ontario's Ministry of Education introduced its first policy for English Language Learners in 2007 for publicly funded English-language schools (Ontario Ministry of Education, 2007) and later implemented the STEP (Steps to English Proficiency) assessment framework (Ontario Ministry of Education, 2015), which prioritizes English proficiency despite curriculum goals promoting multilingualism. Lanvers, Thompson, and East (2021) argue that the implications of such policies could inevitably lead to the loss of learners' other languages and neglect of their multilingual abilities. Furthermore, Shohamy (2006, p.9) stresses that "imposing on people certain uses of language may be viewed as a form of oppression and monopolization."

Although Canada officially recognizes both English and French as national languages (D'Angelo, 2024; Sterzuk & Shin, 2021), the national bilingual policy has not been equally implemented across all provinces and territories. According to The Office of Official Languages (2024), the federal government is required to help and support the development of official language minority communities, such as English-speaking communities in Quebec and French-speaking communities elsewhere in Canada, and to promote both official languages within Canadian society. As for Quebec, the Charter of the French Language, also known as Bill 101, only allowed the use of French on signs and limited access to English-language schools to only children whose parents had attended English-language school in Quebec (The Office of Official Languages, 2024). More recently, Bill 96 (2022) strengthened these provisions by affirming French as the official and common language of Quebec and expanding measures to reinforce the use of French across public administration, education, and commerce. According to

Lee (2018), regionalism has influenced the adoption of official languages: only New Brunswick recognizes both English and French, while Quebec is monolingual in French, and the remaining provinces are monolingual in English. While most provinces restrict bilingual education to English/French, Alberta's School Act explicitly allows bilingual programs in unofficial minority languages such as Spanish, Mandarin, and Ukrainian, with up to 50% instruction in the second language (Alberta Education, 2000; Alberta Education, 2012). These programs aim to develop high levels of literacy in both English and the additional language, representing an additive model where English remains the majority language (Schmidt, 2018).

The continued dominance of the French language in Quebec can largely be credited to the province's consistent and strategic language planning initiatives that began during the Quiet Revolution of the 1960s and 1970s (Ballinger et al., 2022; Feng et al., 2024; Riches & Parks, 2021). These changes were intended to reverse the historical dominance of English, particularly in Montreal, where anglophones had long held economic and social privilege and were not required to learn French. In contrast, Francophones often had to acquire English in order to access higher-status employment and social mobility (Bernard Barbeau, 2008; Kircher, 2014). Despite these intended changes and efforts to reduce the dominance of the English language, English is still not treated entirely as an official minority language in Quebec due to its continued prestige and high status across North America (Ballinger et al., 2022.). This is especially evident in Montreal, where the largest anglophone population in Quebec remains concentrated, alongside a wide array of immigrant languages that contribute to the city's distinctly intercultural character.

At the same time, outside Quebec, French also faces challenges as a minority language despite legal protections. For instance, while Ontario and New Brunswick provide French-language schooling, enrollment rates remain uneven, and access is often limited compared to

English programs (Landry et al., 2007; Mady & Black, 2012). This reality shows that seeing bilingualism as just two separate monolingual languages is based on the idea that languages are static systems with clear and stagnant boundaries, an idea that comes from older monolingual views of language in linguistics (Lanvers, Thompson, & East, 2021). These realities highlight the persistence of monolingual assumptions across Canada and set the stage for understanding how they manifest within English language adult programs, where many newcomers with limited proficiency in English first encounter formal language instruction.

In the context of English language programs for adult learners, Canada offers a wide range of English language education opportunities, available in both formal and informal settings. Wong (2024) outlines several government-funded programs in Ontario, such as Language Instruction for Newcomers to Canada (LINC) and Enhanced Language Training (ELT), as well as academic-focused options like English for Academic Purposes (EAP). These programs are delivered through schools, colleges, and community organizations, providing flexible pathways for adult learners. My study addressed a gap in the EAP context by examining how teachers navigate classroom language practices within institutional language policies.

In contrast, Quebec's approach to language education for immigrants is impacted by its unique sociolinguistic setting. According to Ellyson et al. (2016), adult immigrants in Quebec participate in a process known as Francization, which emphasizes the gradual integration of the French language into one's identity. Unlike Ontario, Quebec does not offer free English language instruction to immigrants, reflecting the province's legal commitment to French as its official and common language, reinforced by Bill 96 (2022). Nevertheless, EAP programs are widely available in Quebec, particularly in Montreal, where private language schools and post-secondary institutions offer English instruction tailored to academic and professional goals. I

now turn to a focused discussion of EAP programs and their place within Quebec's language education system.

EAP programs are designed to equip learners (primarily international students) with the language skills necessary for success in diploma, degree, or certificate programs. These courses are commonly offered by universities, colleges, and private institutions, each developing its own curriculum to meet academic standards. My study was situated within the context of such programs, focusing on how EAP programs are implemented in a Montreal-based language school. Despite their diversity in structure and delivery for adult newcomers, these programs share a common feature: an implicit or informal English-only policy that often denies learners' linguistic resources. This monolingual approach may limit opportunities for multilingual integration and fails to acknowledge the value of learners' other languages in the language acquisition process. It also contributes to the preservation of Anglo-centric and/or Franco-centric language norms in social and educational contexts, thereby "devaluing the language repertoires and learning practices of multilingual individuals" (Lanvers et al., 2021, p.18). Scholars argue that for multilingual students seeking access to English-speaking higher education in Quebec, institutional practices often place the burden of language challenges solely on the learners which creates a paradox in which students are admitted into higher education while simultaneously being labeled as linguistically deficient (Graham & Slee, 2008; Lamos, 2011). Although these findings come from higher-education settings, similar tensions can arise in adult EAP programs, where learners are preparing for entry into English-speaking post-secondary environments. These insights underscored the urgency of rethinking monolingual norms in adult ESL education and supported the relevance of this study's focus on translanguaging as a framework for

exploring how private language school teachers perceive and respond to learners' multilingual repertoires.

Teachers' Attitudes and Influencing Factors

While the incorporation of learners' linguistic repertoires has gained increasing attention in language education (Turner & Tour, 2024), it is important to recognize that the literature does not offer a unified perspective on teachers' attitudes toward its implementation, specifically in adult education. As the primary decision-maker in the classroom, the teacher plays a crucial role in shaping how policies are enacted, which can either support or limit pedagogical aims, including the choice to incorporate learners' linguistic repertoires (Zuniga et al., 2017). It must be noted that the terms attitudes, perceptions, and beliefs are often used interchangeably (Tannenbaum et al., 2024). This is the approach adopted in my study as well, in which these terms refer to teachers' overarching stances and orientations toward language use, specifically how they view the role of learners' other languages in the ESL classroom. In the sections that follow, I reviewed research on teachers' attitudes toward integrating translanguaging across Canadian and international contexts to establish a clearer understanding of how translanguaging is navigated in varied educational settings.

In the Canadian context, Burton and Rajendram (2019) found that most instructors at a Canadian university specializing in EAP programs perceived translanguaging as a barrier to English acquisition, reflecting a more cautious or deficit-oriented stance. In contrast, Galante (2020) reported that EAP instructors at another Canadian university were generally supportive of pedagogical translanguaging, though they encountered challenges related to linguistic diversity, monolingual assessment practices, and the need for differentiated strategies to support minority language speakers. Moreover, Marshall's (2020) study examining the perspectives of four undergraduate instructors at a Canadian university through a plurilingualism lens emphasized

how institutional discourses and assessment norms in Canadian higher education often constrained instructors' ability to leverage students' full linguistic repertoires, framing linguistic diversity as a deficit rather than a resource. Furthermore, in her dissertation, Wong (2024) reports that teachers in a continuing education program in Ontario generally supported translanguaging as a strategy to enhance student learning, affirm students' identities, and foster inclusive classroom environments. However, some teachers in Wong's (2024) study expressed concerns about practical limitations, such as time constraints and the challenge of representing all student languages, while others worried that excessive use of students' home languages might hinder English practice or create divisions among learners.

In other international contexts, Kim (2025) found that many English teachers in a Japanese University strategically used students' first language (Japanese) to aid comprehension and classroom communication, even when their own Japanese proficiency was limited. In a similar vein, Ambele (2022) observed that university EFL teachers in Thailand strongly supported translanguaging, viewing it as vital for second language development and advocating for its integration into both classroom practice and educational policy. As for Middle Eastern contexts, Almayez's (2022) study in a Saudi Arabian University identified a significant gap between teachers' positive attitudes toward translanguaging and their actual practices, largely due to institutional English-only policies and concerns over job security. These findings underscore how systemic constraints can foster or hinder the implementation of translanguaging, even when educators recognize its pedagogical value. Collectively, these studies demonstrate that while many teachers express positive attitudes toward translanguaging and acknowledge its pedagogical benefits, their beliefs are often shaped and at times constrained by institutional expectations, language ideologies, concerns about overreliance on L1, professional development,

and practical classroom realities (Deroo & Ponzio, 2019; Fang & Liu, 2020). In the following section, I reviewed the literature examining the factors that shape teachers' attitudes toward translanguaging.

A significant factor influencing teachers' use of learners' first languages is the rigid language policies often imposed, which can discourage multilingual practices in the classroom. Language education policy documents often emphasize monolingualism, failing to acknowledge the reality and importance of linguistic diversity within educational environments (Raza et al., 2021). An added hindrance is language ideologies that are often shaped by individuals' sociocultural backgrounds and refer to the underlying and frequently unnoticed beliefs people hold about language (Kroskrity, 2004). This reality is rather typical when monolingualism is treated as the standard; any alternative approach can feel inappropriate or inadequate. In their study on teachers' beliefs about translanguaging at the University of the Basque, Doiz and Lasagabaster (2017) found that educators often chose to exclude students' home languages from classroom practices, based on the concern that students' home languages might interfere negatively with the acquisition of the target language. This fear might be found in internal beliefs that monolingual practices are the only reliable ways to successful language learning, demonstrating a broader language ideology that prefers English-only approaches. A similar study by Henderson and Palmer (2015) observed a mismatch between teachers' stated beliefs about bilingual development and their actual classroom practices. In one case, a teacher expressed support for students using both Spanish and English in the classroom, yet her instructional methods were mainly focusing on preparing her students for monolingual assessments. This mismatch illustrates how teachers' stated beliefs may conflict with institutional expectations, rather than reflecting a lack of support for bilingual development.

Research also indicates that teacher education and professional development can serve as important spaces for educators to reflect on and challenge their existing language ideologies (Burton et al., 2024; Daniels & Varghese, 2020; Deroo & Ponzio, 2019; Peercy et al., 2019). For example, Karathanos (2009) found that teachers who engaged in university coursework centered on bi/multilingual learners were more likely to incorporate students' home languages into their instructional practices. In contrast, a lack of training and practice can make such practices seem 'so foreign' to teachers (Deroo & Ponzio, 2019). Furthermore, another restricting element for teachers is the availability or lack of institutional resources, which significantly affects their ability to support learners effectively. Many teachers struggle to implement support strategies for their learners due to a lack of adequate resources in numerous educational settings, which negatively impacts students' educational experiences (Balfour et al., 2008; Omidire & Ayob, 2022). This reality may lead teachers to avoid such practices altogether in order to minimize their workload.

Another factor that has a strong influence on teachers' perceptions is the concern of overusing learners' first language. For instance, Wang (2019a, 2019b) found that while some teachers were in favor of using translanguaging strategies, others either questioned their effectiveness or experienced guilt when employing them, leading them to persist with monolingual teaching methods. As an ESL teacher, I deeply relate to this issue. I used to feel a sense of guilt whenever I allowed my students to use their first language in class, as though I were doing something wrong or breaking an unspoken rule. Another instance from Galante's (2020) study highlights teachers' concerns about losing control over students' language use, particularly when Chinese students used their first language in ways that excluded non-Chinese peers. While teachers valued students' linguistic repertoires, they emphasized that English

should remain the focus of instruction, given the EAP program's goal of preparing students for academic success in English-medium university courses.

All of the factors discussed above, as well as potentially others, can significantly shape teachers' attitudes toward incorporating students' full linguistic repertoires. Although this topic has been widely explored, it has not been specifically examined within an English for Academic Purposes (EAP) program for adult learners in a private language school in the Montreal context. Investigating this setting could offer valuable insights into how teachers from diverse linguistic backgrounds perceive and integrate their learners' languages, and what beliefs, attitudes, and perceptions influence those practices. Furthermore, such research could inform future policy development aimed at challenging and transforming the dominant English-only approach in adult education settings across Canada.

This Study

The present qualitative research study was situated in a Montreal-based language school that specializes in EAP programs for newcomers. While these programs aimed to support learners' academic and professional integration through implicit English-only policies, they also reflected broader ideological and institutional practices. This study sought to explore how such policies, and other contextual factors, shaped ESL teachers' attitudes toward integrating translanguaging into their classrooms. This focus was particularly relevant in an intercultural city like Montreal. By situating the study within this context, it contributed to understanding how teacher beliefs, and other influencing factors, shape pedagogical choices in multilingual classrooms. It is essential to provide language education that not only supports the development of English proficiency but also affirms learners' diverse linguistic and cultural identities (Lanvers et al., 2021).

Chapter 3. Methodology

Research Context

This study was conducted at an English/French language school located in Montreal. The location was selected due to its accessibility and relevance, as it was my current place of employment as an ESL instructor. The language school had a fluctuating student population, with enrollment peaking during high seasons such as summer (approximately 400 to 600 students) and decreasing during low seasons like winter (approximately 200 to 400 students), based on the school's 2024 records. The student body consisted entirely of adult learners (aged 18 and above), most of whom were immigrants holding either international student or tourist visas. The majority of students came from Latin American countries, primarily Brazil, Colombia, and Mexico, with a smaller representation from various Asian countries.

The school operated Monday through Friday, offering core classes from 8:30 to 11:15 a.m., elective classes from 11:45 a.m. to 2:15 p.m., and afternoon sessions from 1:15 to 5:15 p.m. As a Quebec-based institution, it provided instruction in both English and French; however, this study focused exclusively on the English for Academic Purposes (EAP) programs. These programs were designed to support students aiming to pursue post-secondary education in English-speaking environments through speaking, writing, listening, and reading skills. Over the years, the language school maintained a strict, implicit English-only policy, often issuing language warnings and, in some cases, suspensions if students were heard consistently communicating in languages other than English. However, over the past year, the school has shifted toward a more flexible approach. Instead of penalizing students, it has stopped enforcing disciplinary language warnings and has begun promoting English use through positive

reinforcement. This new direction included encouraging students to speak English in class and around the school while implementing incentive-based initiatives. An example of these incentives were prize wheels featuring student names to reward learners for their continued efforts and engagement. While less punitive, this approach still positioned English as the expected language of communication within the program.

Each class was organized by language proficiency level, ranging from beginner to advanced. The school used its own internal level system: B1–B4 for beginner levels, I1–I4 for intermediate levels, and A1–A2 for advanced levels. Each level corresponded to a four-week session, and the school followed a continual intake model, meaning students could enroll at any time and are placed into a level based on their placement test results. To ensure pedagogical exposure to different teaching methodologies, instructors rotated to a different class and level at the end of each session. Typically, the Director of Studies assigned instructors to a level one step below the one they previously taught. For example, an instructor who taught Intermediate 3 (I3) in one session might be assigned to Intermediate 2 (I2) in the next, continuing downward until they reached Beginner 1 (B1), after which they were placed in an advanced class (A2+) in the following session. This rotation system was designed to balance teacher workload, and it also provided students with different instructional approaches every four weeks.

The curriculum was standardized across all levels, with clearly defined learning outcomes and a consistent pedagogical approach. The curriculum team used textbooks from Oxford University Press for General English classes and from Macmillan Education for English for Academic Purposes (EAP) classes. In addition to these published resources, the team developed its own lesson plans tailored to the needs of learners, with a strong emphasis on the four core language skills: listening, speaking, reading, and writing. Regarding the ESL teaching staff, the

language school employed approximately eight permanent instructors with professional experience ranging from 2 to 16 years. This number excluded the French permanent teachers since my study only focused on the English teachers. These instructors gained seniority based on their length of service at the school. They represented a diverse group of national backgrounds, including Persian, Canadian, South African, German, Chinese, Portuguese, Ukrainian, and Lebanese. During peak periods, such as the summer term, the school typically hired additional casual or temporary teachers to accommodate increased student enrollment.

Participants

The participant selection process for this study utilized purposeful sampling. Purposeful sampling was effective because it involved selecting cases that were rich in information, allowing for in-depth study. These cases provided important insights into key issues connected to the research, rather than aiming for broad generalizations. This approach focused on gaining a deep understanding of the subject matter (Suri, 2011). For this study, I selected four ESL instructors. The reason behind this selection was that sample sizes in qualitative research are shaped by data sufficiency, so an effective sample size is less about numbers and more about the ability of data to provide a rich and nuanced understanding of the phenomenon studied (Hennink & Kaiser, 2022). My aim was to gather meaningful insights into ESL instructors' attitudes towards incorporating learners' full linguistic repertoires, with particular attention to the factors that shape these attitudes. Therefore, working closely with a small number of participants allowed for a more detailed and nuanced exploration of their attitudes. This focused approach supported the goal of achieving adequate data, where the emphasis was placed on the quality and depth of information rather than the number of participants.

The participants' ages ranged between 30 and 50 years, and the sample included both male and female participants. Their teaching experience at the language school ranged from 3 to 15 years, and they all taught all levels, from beginner to advanced. As mentioned before, teachers rotated to a different class and level each session (every 4 weeks) to ensure that students were exposed to a variety of teaching styles and perspectives. In order to recruit instructors with diverse attitudes, I sought participants who differed in their first languages, language learning, and educational experiences. It was important to note that I only recruited the permanent teachers, as they had the longest tenure at the center and provided stability in the teaching environment.

As noted earlier, the study took place at the language school where I was also employed as an ESL instructor. While I maintained a professional relationship with the participants, there were no personal friendships. This familiarity might have facilitated open communication and trust, potentially enhancing the quality and depth of the data collected. However, I was also aware that this familiarity may have restricted some teachers from speaking freely due to concerns about being judged by their colleague. One anticipated limitation of this study was the potential reluctance of participants to share honest or critical views, particularly when discussing institutional language policies or their own classroom practices. I addressed this issue by assuring participants of confidentiality, and scenario-based questions were used to anonymize responses and encourage open reflection, so they did not feel intimidated to answer. Below is a table providing a brief overview of each participant's profile:

Table 1

Summary of teacher participants' origin country, languages, certification, and years of teaching

Teacher	Origin Country	Self-reported Knowledge of Languages	Certifications	Years of Teaching
Dwayne	Mauritius	Mauritian Creole, English, French, and Spanish.	CELTA	25
Sarah	Iran	Persian, English, French, and Spanish.	CELTA	9
Lina	Brazil	Portuguese, English, French and Spanish.	TESL	25
Penelope	China	Mandarin, English, and French	CELTA	4

Recruitment Process

The recruitment process involved multiple steps discussed in this section. The first step required gaining approval from the director of studies of the language school. This approval was obtained in a written format. The second step was the participant recruitment which was conducted in person. I approached each ESL instructor individually to invite them to participate. Upon agreement, each participant received a consent form (see Appendix C) to review and sign. Detailed information about the study was shared through one-on-one discussions with each instructor, and informed consent was obtained prior to participation.

Privacy was an important factor to take into consideration. First, to ensure confidentiality and minimize any potential discomfort or observation by others, the study took place after school hours at the school. Second, ethical standards were strictly followed, including the protection of

participants' confidentiality and anonymity in which pseudonyms were used in all documentation and reporting. Third, participants were informed that participation was entirely voluntary, and participants could withdraw at any time without any consequences up to 4 weeks after data collection. Furthermore, rigor and trustworthiness were addressed through multiple strategies to enhance the dependability of my analysis. These strategies included reflexive journaling and peer review. Together, they supported a transparent analytic process and helped ensure interpretations were grounded in the data. Each of these strategies was described in detail in the following paragraphs.

These measures ensured that all participants were protected throughout the research process and that the study was conducted in accordance with established ethical standards.

Research Design

This study employed a qualitative multiple-case study design to explore four ESL instructors' attitudes and perceptions regarding the integration of translanguaging. Such a design was appropriate for specific contexts in educational research because it allows for a thorough, deep analysis of participants' views on a particular topic (Litosseliti, 2003). I next discussed the rationale behind my choice of such a design.

First, the choice of qualitative research was based on "the constructivist epistemological stance and heavily reflects the relativist ontological perspective" (Halkias, Neubert, Thurman, & Harkiolakis, 2022, p.11). As the purpose of my study was to gain insights from teachers' attitudes and beliefs, a qualitative approach was more appropriate. This philosophical positioning guided the methodological approach of the study, while translanguaging served as the theoretical framework for data analysis. As for the choice of a multiple case study design, Simons (2006, p. 21) defines case study as "an in-depth exploration from multiple perspectives of the complexity

and uniqueness of a particular project, policy, institution, program, or system in a real-life context.” In this study, the in-depth exploration focused on ESL teachers who taught EAP programs, exploring their attitudes toward integrating translanguaging (learners’ linguistic repertoires) within the distinctive context of an adult language school in Montreal that had an informal English-only policy, a setting that had not previously been the subject of such research. Furthermore, Yin (2017) emphasized that case study research is particularly suitable when the researcher seeks to answer “how,” “what,” and “why” questions. Previous studies exploring teachers’ perceptions of translanguaging had commonly employed case study designs to gain nuanced insights into classroom practices and beliefs (Chen, Fang, & Zhang, 2024; Dollah & Abduh, 2024; Yolanda, Setyaningsih, & Drajadi, 2024).

According to Kitsantas et al. (2024), in case study research, the primary emphasis is placed on a clearly defined unit of analysis, typically a group of individuals participating in the study. In the context of this study, the unit of analysis was the selected teachers’ attitudes toward integrating their learners’ full linguistic repertoires while working within an implicit English-only policy, with special emphasis on the contextual factors (personal language learning experiences, teaching experience, language ideologies, and classroom management) that shaped these attitudes. The multiple case study design allowed for the preservation of each teacher’s individual perspective, offering a rich and context-sensitive understanding of their attitudes toward the integration of their learners’ other languages. By collecting data through semi-structured interviews with four participants, this approach made it possible to explore the unique factors shaping each teacher’s stance, while also conducting case comparisons.

One challenge of using case studies is that their heavy reliance on specific contexts can produce substantial variability in the data (Gaskell, 2008). As a result, it might become difficult

to generalize the findings, since the study's reach was confined by elements like its particular setting, the chosen participants, and the school level. I acknowledged that the small sample size and the specific context of this study might have limited the generalizability of the findings, specifically in terms of how learners' diverse language repertoires were drawn upon in the classroom and the factors that shaped their integration. However, I chose this design because focusing on a single language-teaching context created a closer interaction with both participants and the research setting, resulting in deeper, more nuanced data than a study with a larger population or multiple language schools would have yielded. Given that my goal was not to produce generalizable findings, but rather to generate rich, saturated data, this approach was particularly appropriate. It enabled a deeper understanding of how teachers perceived and responded to the integration of a significant pedagogical phenomenon, translanguaging, into their classrooms, and offered insight into the potential reasons behind their resistance or hesitation.

Positionality Statement

As a Middle Eastern ESL instructor working in a North American adult education context, my personal and professional background significantly shaped how I understood language pedagogy. My own experiences navigating multiple languages and spaces have fostered a deep appreciation for the value of multilingualism in the classroom. These experiences, along with my studies, influenced my interest in translanguaging as a pedagogical approach that affirms learners' full linguistic repertoires. At the time of the study, I was teaching in the same language school where this research was conducted, and my participants were also my colleagues. This insider position allowed me to relate closely to their experiences and perspectives, specifically regarding institutional expectations and classroom realities. In the past, I too was too consumed with English-only policies and was proud to enforce them, believing they were important to language learning. However, over time, and through both personal

reflection and educational knowledge, I decided to question these assumptions. I then viewed translanguaging not as a weakness to English acquisition, but as a powerful tool for successful learning. Rather than separating myself from my participants, I saw myself as part of the same context which informed my research approach, allowing me to engage with kindness and a commitment to understand various attitudes towards translanguaging in adult ESL education.

My positionality definitely influenced how I analyzed the data, especially in relation to English language policies and translanguaging practices. Being an insider allowed me to discover nuances and contextual factors that might not have been immediately clear to an external researcher, a perspective widely discussed in the literature (Lee McKay, 2013; Todeva& Cenoz 2009). However, I was also aware of the possibility for bias, especially when analyzing perspectives that differ from my own changing stance on translanguaging. For example, I was aware that I hold strong beliefs about the value of translanguaging in ESL education, and I may have felt defensive when a participant expressed his/her views that align with English-only policies or reject multilingual practices. To address this, I engaged in reflexive analysis throughout the research process, documenting my assumptions, reactions, and interpretive choices in a research journal. Furthermore, I engaged in peer debriefing by discussing my emerging interpretations with a trusted classmate who was familiar with qualitative research and language education. This process helped me identify potential blind spots, challenge assumptions, and refine my analysis through collaborative reflection.

Data Collection

The primary form of data collection for this study was semi-structured interviews (see Appendix D), each lasting approximately 30-35 minutes, depending on each participant's pace and level of engagement. First, the primary reason for selecting interviews over other data collection methods was mainly because interviews can bring both similarities and shared

understandings across participants, and different viewpoints around a central theme (Karatsareas, 2022). Second, I specifically chose to utilize semi-structured interviews because they did not exactly follow a pre-set order in covering the topics, which offered flexibility to the researcher to spontaneously ask follow-up questions when needed (Karatsareas, 2022). This advantage helped me extract data from my participants flexibly without worrying about a certain order of questions to follow as I tried to explore their attitudes and where these attitudes came from. To guide this process, I prepared a set of prompts (see Appendix E), using them as needed to ensure consistency while maintaining flexibility. Adeoye-Olatunde and Olenik (2021) emphasized that semi-structured interviews are particularly effective when the researcher aims to gain insight into participants' individual perspectives rather than to produce broadly generalizable conclusions.

Beyond their suitability as a data collection method, semi-structured interviews also provided the balance of flexibility and focus needed to explore teachers' attitudes in depth. It gave me permission to remain focused on important topics while also adapting to explore relevant themes that emerged spontaneously during the conversation. Similar studies on integrating translanguaging into ESL practices have utilized semi-structured interviews (Ambele, 2022; Burton et al., 2019; Marshall, 2020). Furthermore, this method offered the flexibility to adapt questions (see Appendix D) and explored further based on each participant's responses, allowing me to uncover not only what teachers believed, but also why they held these beliefs and what influenced them, capturing both the surface-level attitudes and the underlying complexities. Gill et al. (2008) emphasized that semi-structured interviews are particularly effective for uncovering or expanding information that holds personal significance for participants. Thus, it was preferable to maintain flexibility with participants rather than relying on rigid,

predetermined questions typical of structured interviews, or using entirely unstructured questions that might come across as disorganized.

Prior to data collection, participants were informed that the study explored their attitudes related to language use in the classroom, with particular attention to how they perceived and responded to learners' multilingual repertoires. They were provided with a clear explanation of the study's purpose, the types of questions they would be asked, and the ways in which their insights would contribute to a broader understanding of multilingual teaching practices in adult language education. Participants were also informed that their involvement was entirely voluntary, that they could withdraw at any point without penalty, and that all responses would be kept confidential and anonymized in any reports or publications. Additionally, they were made aware of the approximate time commitment required and the procedures for data storage and security. Compensation of \$20 was offered as an incentive for their time and contribution.

I conducted the interviews myself. As a current instructor at the same language school and a colleague of the participants, I shared a professional background and working environment with them. This existing relationship supported rapport-building and fostered open, reflective dialogue during the interview process. Interviews were conducted face-to-face in a private setting at the language school where each participant worked, and one of them was conducted using a secure video conferencing platform (Microsoft Teams), based on one participant's preference. This combination of established rapport, professional familiarity, and flexible interview modalities ensured that participants felt comfortable sharing rich, authentic insights relevant to the study's aims.

The interview protocol included both open-ended and scenario-based questions (Burton & Rajendram, 2019). These two forms of questioning were selected because together they

provide a richer and more well-rounded understanding of teachers' beliefs and practices. Open-ended questions allowed participants to speak freely and elaborate on their personal experiences, while scenario-based questions prompted them to consider more structured, hypothetical situations. This combination helped produce a more comprehensive picture of the factors shaping teachers' attitudes toward integrating learners' linguistic repertoires. Because participants may not have been familiar with the concept of translanguaging, the interview used accessible and easier terms such as "first language" or "home language" to ensure clarity and comfort. An example of an open-ended question that was used: 'When do you think it would be appropriate for students to use their first/home language in the classroom?' This question allowed me to capture teachers' beliefs about incorporating translanguaging in their pedagogical practices.

Scenario-based interviews are designed to present participants with imagined situations related to inclusive education, enabling them to share detailed reflections, reactions, and possible solutions within a structured setting (Hazir and Karlidag, 2024). This method helped uncover important insights, particularly about how participants' beliefs shaped their teaching practices when faced with hypothetical classroom challenges and how they responded in those contexts. Scenario-based questions presented realistic classroom situations to elicit participants' beliefs and decision-making processes. For example, one scenario asked: 'If you hear two or three students communicating in their home language about a lesson topic, how would you react?' These questions aimed to uncover teachers' classroom practices and attitudes toward incorporating translanguaging by examining how they would respond to such hypothetical situations, which directly addressed my first research question.

All interviews were audio-recorded using my phone's recorder feature to ensure accurate and complete data capture. The process of analysis began with transcribing the audio recordings of the interviews using Otter.ai, an AI-powered transcription application. This method ensured accurate and detailed transcriptions. The recordings were transcribed verbatim, and I made preparatory analytic notes during transcription to identify emerging themes and connections to the literature. These preparation steps ensured that the interview data were accurately preserved and analytically ready for the subsequent stages of thematic analysis.

Data Analysis

Hybrid thematic analysis

This study employed a hybrid thematic analysis, combining both deductive and inductive approaches, guided by the six-phase framework that was developed by Braun and Clarke (2006). As Fereday and Muir-Cochrane (2006) argue, combining deductive and inductive approaches enhances the overall rigor of thematic analysis. This flexibility was particularly valuable in this study, as it allowed for the emergence of rich, saturated data from diverse teaching contexts. The deductive component of the analysis was guided by key constructs from the literature on teachers' attitudes toward incorporating translanguaging in EAP classrooms. These constructs included institutional language policies, English-only norms, language ideologies, access to professional development, institutional resources, and concerns about overuse of learners' first language (Balfour et al., 2008; Burton et al., 2024; Daniels & Varghese, 2020; Deroo & Ponzio, 2019; Kroskrity, 2004; Omidire & Ayob, 2022; Peercy et al., 2019; Raza et al., 2021; Wang, 2019a, 2019b). These constructs informed an initial coding framework used to identify the contextual factors that influence participants' stances on translanguaging. In parallel, an inductive thematic analysis (Braun & Clarke, 2006) was conducted to allow for the emergence of unanticipated themes. By combining predetermined constructs with participant-driven insights,

the analysis produced a rich thematic representation of teachers' perspectives on translanguaging.

My analysis consisted of two key stages, an initial within-case analysis followed by a cross-case analysis, which reflects the two-stage structure recommended for multiple case studies (Merriam & Tisdell, 2016). The analysis began by presenting the findings using the within-case analysis by first treating each ESL teacher as a separate case. Each case was analyzed individually by first describing background information in terms of teaching education and experience with ESL. After this step, key findings from the interviews were summarized using participants' quotations with reference to both research questions. Miles et al. (2014) advise researchers to provide a thorough description of each participant at the with-in level first before identifying cross-case patterns. By providing information about each participant's background information along with findings summarized from their direct quotations, the reader was provided with insights about who the participants were and the nuances of their perceptions of translanguaging. According to Miles et al. (2014), a significant purpose of within-case analysis involves describing, interpreting, and explaining events that have occurred in a defined setting, referred to as the case. According to Miles et al. (2014), a significant purpose of within-case analysis involves describing, interpreting, and explaining events that have occurred in a defined setting, referred to as the case. After presenting the findings in the within case analysis, cross-case comparisons were made in the discussion chapter. This process involved comparing the four teacher cases to find convergent and divergent patterns among their attitudes towards translanguaging, along with their influencing factors. These patterns were organized by themes that directly addressed both research questions with reference to the theoretical framework (translanguaging) and how they were tied to the literature. Miles et al. (2014) stated two major

advantages of conducting cross-case analysis: to strengthen the transferability to broader settings and to better understand and explain how and under what conditions findings occur.

Braun and Clark's six-phase thematic analysis

Following Braun and Clarke's (2006) six-phase thematic analysis, the analysis began by familiarizing myself with the data through repeated reading of each interview transcript. During this phase, I highlighted significant words or phrases that reflected each teacher's stance on incorporating translanguaging, directly addressing my first research question. I also identified underlying factors or contextual cues that helped explain these stances, contributing to my second research question. This process involved close engagement with the data to develop an overall sense of participants' attitudes and experiences. As Terry et al. (2017) emphasize, deep engagement with the data during this phase sets the foundation for meaningful coding.

The second phase involved generating initial codes both inductively and deductively. Coding, in this context, refers to assigning shorthand designations to various aspects of the data to facilitate retrieval and interpretation. These designations may include single words, phrases, numbers, or symbols (Merriam & Tisdell, 2016). As Saldana (2013) defines it, a code is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 3). Coding was conducted manually, with initial codes capturing early impressions and potential patterns related to teachers' attitudes, language practices, and contextual influences. I also wrote analytical notes next to each transcript, summarizing what each participant said and how it related to the research questions.

The third phase involved organizing the codes into tentative themes by identifying patterns and relationships. To manage and organize the data, I used tables on Word to categorize

each case by relevant codes and themes. In the fourth phase, themes were reviewed and refined to ensure they are coherent, distinct, and grounded in the data. This included checking themes against both the codes and the full dataset. The fifth step involved naming and defining each theme to reflect its core meaning and relevance to the research questions. After analyzing each case separately, I conducted a cross-case thematic comparison to explore shared and divergent perspectives on incorporating translanguaging with the influencing factors. Finally, the sixth phase involved synthesizing the findings into a coherent narrative in the findings and discussion section, incorporating illustrative quotes, connections to the literature, and implications for teacher stance on integrating translanguaging.

Identification and Development of Analytic Themes

In this section, I briefly provided an overview of the generated themes that emerged for each research question, offering my own definition with a direct quotation from a participant whose responses align with the selected theme. The analysis revealed three categories of teachers' attitudes toward translanguaging, as well as four factors that influenced their classroom practices.

Within the category of teachers' attitudes addressing the first research question, the first emerging theme was resistance toward translanguaging, characterized by the restriction of translanguaging practices in favor of prioritizing English-medium instruction. An illustrative quotation comes from a participant who addressed his students by saying, "Let's keep this space English only... you can do whatever you want outside, but in my classroom, try to keep it in English." The second theme, conditional acceptance, referred to instances in which translanguaging was permitted only under particular conditions rather than embraced fully. A common example of this theme was expressed by a participant who noted that translanguaging

could be used “depending on the situation.” The third and final theme, natural acceptance of translanguaging, referred to the recognition of translanguaging practices as normal and inevitable behaviors among multilingual students. An illustrative example comes from a participant who stated, “It [translanguaging] is helpful... and I think you can still have the same results as only strictly, only English.” These three themes directly addressed my first research question.

Regarding the factors influencing teachers’ classroom practices, which addressed the second research question, the first factor was past language learning experience. This factor referred to teachers drawing on their own experiences as language learners to justify the language practices they adopt in their classrooms. It emerged when several participants explicitly connected their previous language-learning histories to their current pedagogical choices. The second influencing factor was teaching experience, which referred to the professional knowledge teachers accumulated over the course of their instructional practices. This theme emerged when participants described how their classroom decisions had evolved through ongoing reflection and experience. One participant highlighted this process of professional growth by explaining: “Well, I’ve changed. I think I’ve evolved since, and just like with your lessons, when you create a lesson plan, the next time you do it, you do it better than the first time. You see what went wrong, what didn’t, what could be improved. Yeah, same way.” The third influencing factor was language ideologies, which referred to the internal beliefs and assumptions that participants held about language (Kroskrity, 2004). This theme emerged when participants expressed underlying beliefs that prioritized English-only practices in the classroom. For instance, one participant justified restricting the use of other languages by stating that it “helps the student retain or assimilate the language a lot faster than if you have multiple languages going on in class.” The fourth and final influencing factor was inclusivity, fairness, and classroom management. This

factor referred to teachers' efforts to maintain a fair and equitable learning environment while also managing the class effectively. It emerged when participants linked the restriction of translanguaging practices to promoting fairness and preventing classroom disruptions. For example, one participant explained this rationale by stating, "So it's like a no-rule for everyone... I can't give preference to the students whose language I speak." Thus, these four influencing factors addressed my second research question.

This section has provided concise definitions of each deductive and inductive theme related to teachers' attitudes toward translanguaging and the factors influencing their classroom practices, accompanied by illustrative participant quotations to familiarize the reader with the findings.

Reflexivity

Throughout the data analysis process, reflexivity was intentionally implemented to critically examine my assumptions and positionality in relation to translanguaging. Given my alignment with translanguaging pedagogy, particular attention was paid to moments in the data that challenged these assumptions. To address these moments, first, I used reflexive journaling as an ongoing strategy to document interpretations, uncertainties, and moments of tension between the data and my own expectations. For instance, when a participant highlighted her adherence to the English-only guidelines of her training, I initially felt tension due to our differing pedagogical beliefs. I addressed this tension by documenting it in my reflexive journal, enabling me to critically examine whether resistance to translanguaging was being framed as a deficit rather than a professionally grounded stance shaped by education and experience.

The second measure I implemented occurred during the early stages of coding. Some participants' conditional uses of translanguaging were initially interpreted as restrictive practices.

To ensure a more accurate interpretation, I repeatedly re-read the transcripts, conducted cross-case comparisons, and returned to studies documenting similar practices. This process helped me reassess whether these instances signaled resistance or, alternatively, conditional acceptance intended to balance fairness and classroom management. Through this reflexive engagement, I refined the distinctions between resistant, conditional, and naturally accepted attitudes toward translanguaging.

The final measure I used was engaging in reflexive dialogue with a colleague familiar with my research focus to check my analytic process. My colleague offered alternative interpretations that at times contrasted with my initial readings of the data. For example, I perceived one participant's practice as restrictive, but she framed it as conditional rather than absolute. This experience led me to reevaluate my own scale of what I viewed as restrictive and acceptable. Ultimately, these differing perspectives were documented not as contradictions but as opportunities for refinement, thereby contributing to greater transparency in the analysis.

Rigor and trustworthiness

Rigor and trustworthiness were addressed through multiple strategies to enhance the dependability of my analysis. These strategies included reflexive journaling, peer review, and participant access to the findings. Together, they supported a transparent analytic process and helped ensure interpretations were grounded in the data. Each of these strategies was described in detail in the following paragraphs.

As mentioned before, I engaged in reflexive journaling throughout the data interpretation process. This practice involved documenting my thoughts, assumptions, and evolving interpretations as I interacted with the data. For emphasis, reflexivity involves acknowledging how the researcher both affects and is affected by the research process (Probst & Berenson,

2014). This process included making explicit my own biases, dispositions, and assumptions related to translanguaging stances in ESL instruction. By documenting my reflections, I aimed to critically examine how my background, experiences, and theoretical orientation may have shaped the way I interpret participants' responses. As Maxwell (2013) emphasized, the goal is not to eliminate the researcher's beliefs or theoretical lens, but rather to understand how these perspectives influence the findings of the study.

In addition, I incorporated peer review as another strategy to strengthen the credibility of the findings. A thorough peer examination involves asking a colleague to scan some of the raw data and assess whether the findings are plausible, based on the data (Merriam & Tisdell, 2016). The process included a trusted colleague who is also conducting research on a similar topic and is highly familiar with the subject. I shared portions of the emerging themes with her given she was familiar with qualitative methods and ESL education. Her feedback helped identify potential blind spots, challenge assumptions, and offer alternative interpretations that enriched the analysis. Thus, this strategy helped confirm that my interpretations were supported by the data.

Finally, participants were given the option to access the final thesis if they wished. This process was completely optional depending on each participant's choice. This would be done through sending them my thesis through an email and, if they were interested, a follow-up discussion. Sharing the findings not only respected their contributions but also fostered transparency and collaborative learning. This final strategy helped achieve trustworthiness with my participants. I chose to share the findings only at the final stage to provide participants with a comprehensive overview of the emerging themes and interpretations, rather than gradual feedback.

Together, these strategies supported a rigorous and trustworthy analytic process by ensuring that my findings were grounded in the data and critically examined throughout the research process.

Chapter 4. Findings

Chapter Overview

This chapter presents the findings of the study. It begins with the presentation of four within-case analyses, highlighting key emerging themes across participants. This is followed by an examination of cross-case patterns, which are explored in greater depth in Chapter 5. The findings address the following research questions:

RQ1: What are adult ESL instructors' attitudes towards incorporating translanguaging into the classroom?

RQ2: What aspects of ESL teaching contexts shape instructors' perceptions of utilizing learners' diverse linguistic resources?

Within-Case Findings

Case 1: Dwayne

Dwayne is a male ESL teacher with over 25 years of experience teaching ESL with a CELTA certificate, including 17 years teaching in this language school. He is a Mauritian graduate in French Literature and has taught in multiple countries before eventually settling in Canada. He speaks fluent Mauritian Creole, English, French, and basic Spanish. At the time of the data collection, he was regarded as one of the most senior teachers who have been teaching in this school.

When I asked Dwayne about circumstances where he would allow other languages in the classroom, he claimed only allowing them occasionally according to his learners' proficiency levels and efforts. In other words, the lower the levels, the more he allowed his learners to use their home languages in a very limited manner to ask him questions. His main answer to how often he thought other languages would be permitted in his classroom was: "Once in a while,

here and there.” This statement suggests a reduced level of flexibility regarding the use of translanguaging in his classroom. Another circumstance was if he saw his learners exerting efforts to produce language but struggle, he demonstrated some flexibility to help them.

However, when asked how flexible he would be in allowing other languages, Dwayne replied: “English only environment, like, as much as possible, 100% but if it falls down to like 95%, I’ll be happy with that.” This particular statement might suggest that while Dwayne allowed limited flexibility in incorporating other languages in the classroom, his overall preference remained rooted in English-only classrooms. By identifying a 95% English-only classroom as acceptable, Dwayne considers the use of other languages in the classroom as not recommended.

Every beginning of the session, he would inform his students the following: “Let’s keep this space English only... you can do whatever you want outside, but in my classroom, try to keep it in English.” As shown in his quotation, Dwayne’s persistence in maintaining this rule demonstrates his strong preference to always maintaining an English-only classroom. When I questioned his reasoning behind this preference, he answered with the following quote:

“English-only environment helps the student retain or assimilate the language a lot faster than if you have multiple languages going on in class.... I do see the merits of keeping an English environment.” Based on this quotation, Dwayne’s main rationale for enforcing an English-only classroom appeared to stem from his belief that English is learned more effectively without the interference of other languages, which illustrates a form of resistance towards translanguaging.

Furthermore, Dwayne expressed frustration by the school’s recent relaxed policy that no longer punished students who did not speak English in the hallways, but instead proposed positive reinforcement through activities such as the weekly prize wheel to encourage students who did speak English. When I asked him about his thoughts regarding this transition, he stated:

“they would turn the wheel, and a random student will get a silly prize... I personally think it’s a waste of time.” His answer reflects criticism toward the school’s new initiative, describing the current lack of language monitoring as “unfortunate”. Dwayne’s answer indicates his disapproval of the change in policy from a strict to a more flexible approach. Additionally, his views suggest a misalignment between his pedagogical beliefs about language and the school’s shifting policy. While the school had begun promoting positive enforcement, Dwayne framed successful language learning as a matter of being rigid and responsible. Additionally, Dwayne insisted that he would still maintain this strict policy in his classroom even if the policy disappeared. He described the earlier policy as more effective because it was stricter and more firmly enforced, in contrast to the current approach. His answers suggest that he associates English-only structured approaches with successful language learning.

Dwayne also reported that he had received complaints about being “too rough” with students regarding the language policy. Nevertheless, he justified his practices by claiming that he had been hired as a teacher rather than a customer service representative. His remarks display tension between the institutional policy shift and his own teaching principles, with Dwayne asserting his adherence to an English-only classroom regardless of policy changes or student reactions. This stance suggests that his adherence to a strict English-only approach reflects his personal beliefs about effective language learning. One of his strategies to maintain an English-only environment involved hiding his knowledge of his learners’ home languages in order not to make them reduce their efforts to communicate in English. This practice may reflect a form of restriction towards utilizing other languages in the classroom.

Among the factors that shaped his stance on translanguaging was an adherence to an English-dominant language ideology, which contributed to his reluctance to allow students to use

other languages in his classroom. He expressed worry and concern about permitting students to draw on languages other than English, stating “if they're in a consequence-free environment for speaking their language, yeah, they will take it and run... it's like a domino effect.” When I inquired about the reasoning behind his views, he answered that the lack of warnings had created this consequence-free environment, unlike in the past, when students were eventually suspended for using other languages after three warnings. His justification reflects his preference for rigid practices, such as language warnings and suspensions, to encourage adherence to the English-only policy. It also reflects his belief that translanguaging should be controlled in the classroom. Furthermore, he elaborated on his use of the analogy “domino effect” by providing a scenario: “When you know you have a group of, let's say, Korean or Japanese or Spanish speakers together, they are comfortable in their languages. So they will, you know, they will keep going.” Dwayne's comments illustrate an underlying belief that learners may become reliant on their home languages if they are allowed to use them unconditionally.

Dwayne described the influence of his previous English teacher who modeled a firmly monolingual classroom and taught him the importance of maintaining an English-only environment. His previous teacher adopted an English-only approach, disallowing the use of other languages in the classroom under the assumption that this would lead to better learning outcomes. He described this teacher as “my most influential teacher in my whole education.” When I asked him about his experience, he answered: “That was good, it felt like we were actually, you know, learning to speak properly... and I really enjoyed that teacher, I still remember him.” This quotation may indicate Dwayne's positive experience and contentment in having a teacher who only enforced English-only inside the classroom. He described his teacher's approach as not “mean”, but rather assertive in constantly reminding students to speak

English only. Despite Dwayne's CELTA training that focused on direct methods such as student-centered activities, his early experience of learning in a traditional teacher-centered environment has shaped his preference for approaches that limit the use of multiple languages in the classroom. This description appears to reflect a justification for his teacher's monolingual approach.

Additionally, Dwayne emphasized his preference in maintaining an English-only environment "out of respect" for students who do not speak a commonly used language in the classroom. He mentioned that he would constantly remind students of the following: "Listen, there are people here who don't speak your language. This is about respect." He repeatedly used the word "excluding" to describe scenarios where students spoke their home languages in the presence of other students who were not aware of it. Dwayne's classroom decisions may display his belief that using other languages in a multilingual classroom could lead to disrespect or exclusion. Furthermore, he stated his attempts in avoiding beginner classes because he felt he does not have the skills or patience to withhold an English-only environment. He further explained this by stating: "In beginner classes, the teacher will have to speak at a much lower pace, which is also what I'm not very good at. I tend to speak as naturally as possible." This statement suggests Dwayne's inclination to avoid teaching contexts in which students did not demonstrate intermediate to advanced levels of English proficiency, due to his belief that such settings hindered his ability to manage the classroom effectively.

Overall, Dwayne's within-case profile demonstrated a restrictive attitude towards incorporating translanguaging (RQ1), influenced by his language learning history, long experience teaching, language ideology that prioritizes English-only environments, and the linguistic diversity of his classroom (RQ2).

Case 2: Sarah

Sarah is a female ESL teacher with over 9 years of teaching experience. She is Persian and has lived in Canada since she was a child. She holds a CELTA degree and has over three years of experience teaching ESL at this language school. Her languages include fluent Persian, fluent English, intermediate French, and basic Spanish.

When I asked Sarah about her use of other languages in the classroom, she reported recently incorporating learners' home languages for clarification and facilitation purposes. First, she allowed peer explanations among students with shared languages, stating: "translation they may need from each other, an expression, I'll allow them; I will actually encourage them to ask their other members as their classmates." Her use of the word "encourage" reflects her desire for students to collaboratively understand the language using their shared linguistic repertoires. She further explained that if she had knowledge of any student's home languages, she would use it to provide brief translations or explanations between languages in order to facilitate comprehension. She elaborated on this point by stating: "If it's something that the student is struggling with, and I am able with my limited French or Spanish to help them, yes, I will." Sarah's practices indicate her flexible approach incorporating translanguaging as a resource in the classroom rather than a detriment.

However, she emphasized that her acceptance of incorporating students' other languages in the classroom has to be controlled and not unconditional. She supported this claim by saying:

It [translanguaging] can benefit done right, done correctly, and not as to be dependent on solely, no. It has to be controlled. If you make it free for all and not have any rules or guidance, then I think it can hinder [learning].

This particular excerpt might reflect Sarah's belief that, despite allowing translanguaging practices in her classrooms, its use should be controlled or else it might derail language learning. Her comment might also reveal her cautious stance, emphasizing the implementation of rules and guidance so that translanguaging was not accessible at all times. Additionally, Sarah reported being more flexible with beginner levels, and less lenient with advanced levels because she believed students needed certain support and "a push" to understand the language effectively. Her distinction between beginner and advanced learners suggests her use of translanguaging as a temporary approach, rather than a permanent pedagogical resource.

When asked how she would react to an imagined situation in which students discussed lesson content using their home languages, she confessed that this was not an imaginary scenario, as it had happened many times in her classroom. Her answer emphasized that if it was lesson-related, Sarah would accept it. Before this recent transition, Sarah admitted initially following the school's strict policy with zero tolerance; however, after understanding her autonomy and going through the process of trial and error, she confirmed that she has become more flexible. She reflected on this shift, stating:

At first, I was following the school policy strictly, and I was, it was almost like zero tolerance, because I thought that's how it had to be. But as time went by, I realized that I have autonomy in my own class, and I'm able to bend the rules as I see fit... at first, I was too strict with it, and I may have been somewhat harsh with some students at the beginning.

Based on her quotation, Sarah's recent transition involved incorporating her students' home languages in a controlled manner, specifically when she felt a student needed support to facilitate the learning process. Unlike her previous practices that involved following the school's English-

policy firmly, her recent practices may indicate Sarah's conditional acceptance towards translanguaging practices, depending on the circumstances and classroom needs. Her acknowledgement that her previous practices were 'strict' and 'harsh' reflects her awareness of the influence rigid English-only policies had on students. It also potentially displays her growing consideration of her students' needs more than the school's policy expectations.

When I asked Sarah about her learners' use of other languages in the classroom, she claimed viewing this practice as a natural and inevitable behavior exhibited by learners. She supported this claim by stating: "It's natural. They're eager to speak. They're trying hard, and if it comes as Spanglish, they're still putting the effort." She also acknowledged that she herself naturally shifted to Persian when she encountered a colleague who shared her home language. These views suggest that Sarah prioritized learner efforts over English-only communication, and her reference to her own use of incorporation of Persian with her colleague normalizes translanguaging as a natural and universal behavior. Thus, these consistent views potentially indicate Sarah's stance in viewing translanguaging as a natural pedagogy in the classroom.

Sarah also noted that her evolving experience allowed her to witness the shift in her classroom practices once she stopped being strict with the English-only policy. According to her testimony, the strict English policy "was not working." She even claimed that the school's previously rigid language policy was not effective, which may explain why it has become somewhat more lenient, particularly given the difficulty of having monitors at all times. By acknowledging that the English-only policy was ineffective, Sarah underscored her professional autonomy and the significance of her pedagogical choice to incorporate translanguaging. She also mentioned that the school may have undergone a "change of heart," shifting from a model of negative enforcement to one of positive reinforcement by rewarding students for using

English. When I asked her if she thought positively of the consequences of this transition, she answered: “I think so... I don’t think students are scared of suspension now.” This quotation appears to reflect Sarah’s perception of a shift in her students’ behavior in response to what she described as a more lenient policy shift at the school. Therefore, Sarah’s teaching experience appeared to be one factor influencing her pedagogical decision to incorporate translanguaging practices into her classroom.

Furthermore, Sarah expressed her influence by her previous language teacher that allowed her to use translation while learning French as an adult, to which she found helpful and less pressuring. She reflected on this experience, stating:

I remember being nervous and scared to ask him my first question in English. And I only got the nerve because I heard him say a couple of words in English, and it definitely helped... and it clicked for me.

This excerpt appears to demonstrate how Sarah’s language experience as an adult learner is connected to her current pedagogical beliefs. Her memory of having anxiety and fear before her teacher incorporated English to help her, may suggest that translanguaging contributed as a resource in her learning. She appreciated the flexibility of having a teacher that permitted the use of other languages because she felt that using the dictionary was not always helpful. Based on Sarah’s description and reflection, her past language learning experience was a contributing factor to her translanguaging stance.

Finally, Sarah framed her preference for a controlled approach to translanguaging as an inclusive pedagogical choice, highlighting the need to avoid making students feel isolated when their linguistic resources were not shared by the whole classroom. She supported her choice, stating: “I don’t want to exclude someone just because their first language is one that I’m not

aware of... so in that situation, I try to make it as equal and fair as possible.” This statement indicates Sarah’s beliefs that she has to know her students’ languages to be able to use them or else it would be unfair, contrary to translanguaging practices. While reflecting on this topic further, she used rhetorical questioning to express concern and uncertainty about how to address the presence of multiple languages in the classroom and if she could accommodate them all. These findings indicate that Sarah associated fairness and inclusion with recognizing students’ linguistic resources and sees controlled translanguaging as a strategy to prevent the exclusion of minority-language students in the classroom. Thus, maintaining fairness and inclusion seemed to be another factor influencing her stance on incorporating translanguaging.

Overall, Sarah demonstrated a positive yet controlled attitude towards translanguaging (RQ1), shaped by her evolving experience, past learning history, and her commitment to inclusive classroom practices (RQ2).

Case 3: Lina

Lina is a Portuguese ESL teacher with 25 years of teaching experience. She holds a TESL certificate and has taught at this language school for 13 years. She speaks Portuguese and English fluently and has intermediate proficiency in French and Spanish.

When I asked Lina about her use of other languages in her classroom, she stated that this practice should only be used as a last resort, and only in very limited cases. According to Lina, students ‘learn faster when they do not translate.’ Her strategies included paraphrasing and visual learning instead of incorporating other languages. She supported her pedagogical practices by claiming:

It worked very well for me, and I think it works very well. I see when students, even when they're more ad- advanced, and I know that translation won't harm them, but I see

the difference when they Google something and instead of looking for the translation, they go to the image.

This statement reflects Lina's belief that visuals and paraphrasing strategies were more effective than translations in helping students understand the language. While she might not view translation as harmful, she positioned it as a less preferred strategy. Despite sharing the same home language as the majority of her students, she only permitted occasional translation for beginners who were genuinely struggling to understand. She articulated her stance, saying:

If you'd say, Oh, dresser. And then I translate to Brazilian students, well, dresser is this. And they say, Oh, okay. So, it's this. So next time they think, they look at a dresser, they're gonna say, Oh, so in Portuguese it's that and then in English it's that. So, you see there's another step that it's gonna take them before they speak. And I don't think that's helpful at all. That's not na- a natural way of learning languages.

This excerpt illustrates Lina's views about translation being counterproductive because it added an extra mental step that hindered natural language use. Furthermore, Lina voiced her strong support for the school's English-only policy, stating that: 'It (language policy) has a purpose: to try to get the students to understand that it's not beneficial for them to keep going back and forth between languages.' Based on this account, Lina seemed to justify the presence of language policy as a way to discourage students from shifting between languages, a practice she perceived as unhelpful to their learning process. Consequently, Lina seemed to adopt a more restrictive stance towards translanguaging practices.

During the interview, Lina described having been "brainwashed" to believe that avoiding translation would make a learner more fluent in the target language; however, the specific individuals or contexts shaping this belief were not directly identified. This perspective might

reflect the teaching philosophy emphasized in her TESL certification, although Lina did not confirm who or what was the main influence. Despite her confession, she still described this experience positively, as it shaped her teaching style and aligned with her former teacher's strict English-only approach. She described her experience of having English-only as a student by claiming:

Made a huge difference, you knew you couldn't rely on Portuguese all the time. The teacher made an effort to make sure that there was no translation. Like, you wouldn't switch from language to language.

This description reflects Lina's preference for maintaining an English-only classroom environment, which may be influenced by her previous learning experience that restricted the use of translation. Therefore, she seemed to align her current language practices with her previous teacher's practices.

Lina discussed her experience teaching learners who "'struggle'" when they use translations in the learning process. She illustrated this factor through an example:

I have an advanced student right now: She pauses all the time. And then I can see that in her mind, she's translating everything. It is not beneficial for her. Her writing, she wrote it in Korean first and then she translated it to English. And I showed her like why that translation was not correct.

This illustration might further support her claim of why she believed translation could be counterproductive to language learning. Lina also emphasized that certain grammatical features did not translate well across languages and could mislead a student if they relied on them. She noted that in Portuguese, there was no present perfect continuous; therefore, present simple tended to be used instead. Thus, based on her account, it would be ineffective translating such

things as they would be confusing to students. Lina's teaching experience appeared to be another factor influencing her resistance incorporating translation practices into her classroom.

Throughout the interview, Lina emphasized her commitment to fairness and inclusivity. She explained that she could not give preference to students who share her home language and deny the ones who shared a different language she cannot give support to. To avoid privileging certain learners, Lina preferred to avoid all use of other languages in the classroom except English. She supported this claim by stating: "it's like a no rule for everyone. I treat everybody the same." Lina's practices may reflect a direct link between maintaining fairness in her classroom and restricting other languages, suggesting another factor that shaped her restricted stance towards translanguaging.

Overall, Lina demonstrated a minimal and conditional attitude toward translanguaging in the classroom (RQ1), influenced by her own monolingual learning history, her teaching experience observing negative outcomes of translation, and her desire to maintain fairness for all learners in the classroom (RQ2).

Case 4: Penelope

Penelope is a Chinese ESL teacher with four years of experience teaching ESL. She holds a CELTA certificate and has taught at this language school since the beginning of her teaching career. She speaks Mandarin and English fluently and has high-intermediate proficiency in French.

When I asked Penelope about her use of other languages in her classroom, she explained that she allowed her students to incorporate their home languages during peer discussions to support each other. This claim was illustrated in her quote: "if, like, they really want to help each other, then I will allow them to quickly do that. But after that, I will try to use English to

make sure they understand.’’ By using students’ other languages as a temporary resource, Penelope’s practices reflect her priority on leveraging students’ linguistic resources without compromising the use of English. She believed in the importance of being lenient specifically with beginners and other students who had a limited time learning English. The reason behind that is she believed incorporating students’ languages could accelerate the learning process. Penelope also noted that translanguaging often emerged naturally, acknowledging that she herself encountered such instances where she would use Mandarin unintentionally while explaining. An example of such instances was demonstrated in the following quote: ‘’ But sometimes, when I was teaching, suddenly in my conversation, there were one or two words in Mandarin. But I think it’s understandable.’’ By identifying with her students’ use of other languages, Penelope appeared to believe in using other languages in the classroom as a natural and inevitable behavior. However, she did not encourage students to use their home languages during her instructional explanations, as she viewed this would be disruptive and potentially distracting for the class. This practice may suggest Penelope’s language boundary between peer interaction and teacher instruction, prioritizing English use during her explanations. On the other hand, it could also reflect a strategic use of translanguaging, in which Penelope permits the use of other languages depending on the pedagogical context.

Penelope discussed her own experience learning a language as an adult in Canada, stating it was difficult. She described struggling in her Francization classes ¹at first to understand

¹ Francisation programs are designed for adult immigrants who are non-French speakers, aiming to help them quickly develop oral and written French skills, integrate into Quebec society, access essential services, and prepare for further studies or entry into the labor market by supporting their social, cultural, and professional adaptation. These programs are funded and administered by the Government of Québec through the Ministère de l’Immigration, de la Francisation et de l’Intégration (MIFI) (Ministère de l’Éducation, du Loisir et du Sport, 2015).

because her teacher prohibited the use of any other languages in the classroom. She recalled: “During the first two weeks, it was very hard. I had to spend a lot of time, a lot of time at home just to check what happened today, because I couldn't understand very well.” This experience appears to have led her to become more empathetic with her learners now, especially during the beginner stages of learning. Throughout the interview, she kept emphasizing this idea that low level students needed support the most. Therefore, the results of these findings demonstrate that Penelope’s language-learning experience influenced how and when she uses other languages in the classroom.

Maintaining a balance between English-only expectations and practical flexibility appeared to be significant for Penelope. The reason behind that was that she believed that constant pressure to speak English all the time could be overwhelming for students, and that allowing the occasional use of their home languages could relieve anxiety and support learning. When asked about her thoughts regarding the English-only policy, she discussed the disadvantages, claiming:

Pressure and students feel stressed and they just couldn’t understand. Yeah, there was a student who maybe left after just 13 minutes because she couldn’t understand...so some people will, like, just give up.

Penelope’s claim reflects her preference in maintaining balance between English-only rules and flexible language use to enhance her students’ language experience.

Moreover, maintaining fairness and inclusivity appeared to be important factors for Penelope. She stated that she gave language warnings to students who use their languages all the time in classroom in order not to make others who speak a different language feel like ‘outsiders.’ Despite her flexibility in incorporating other languages in specific situations, her

priority remained making all students feel inclusive without feeling intimidated by the presence of unknown languages. This practice revealed another boundary established by Penelope: the use of different languages seems to be limited to specific contexts rather than permitted at all times, reflecting her effort to manage the multilingual reality of her classroom. Thus, Penelope's practices suggest that being fair and inclusive were factors that shaped her stance on translanguaging.

Taken together, Penelope conveyed a moderated yet conditional attitude toward translanguaging (RQ1), shaped by her challenging language learning experience, her desire to balance between strict and flexible teaching, and her commitment to fairness in her multilingual classroom (RQ2).

Chapter Summary

This chapter presented the with-in case findings for the four ESL teachers who participated in the study. Each case provided information about the teacher's background, attitudes toward integrating translanguaging (RQ1), and the influencing factors of these attitudes (RQ2). The findings highlighted the ways in which each teacher negotiated his/her beliefs about translanguaging based on several factors in multilingual classrooms. This within case analysis provided important insights about the nuance and complexity of each individual case; however, the discussion of similar and different patterns across these cases will be discussed extensively through a cross-case analysis in the following chapter.

Chapter 5. Discussion

Chapter Overview

This section compared the four teacher cases to identify the common and different patterns in their attitudes toward integrating translanguaging (RQ1) and the factors that shaped their attitudes (RQ2). To guide the reader through the findings, the themes in this chapter were organized according to these two research questions. This structure allowed the analysis to first address how instructors positioned themselves toward translanguaging and then examined the underlying influences shaping those positions. The purpose of this analysis was to highlight the broader themes that emerged across the four cases. The themes reported in this chapter were developed using a hybrid thematic analysis. Deductive themes were guided by concepts from the literature reviewed earlier about teacher's attitudes towards translanguaging (resistance and conditional acceptance) and the influencing factors (language ideologies and fairness, inclusivity, and classroom management). Furthermore, several additional themes emerged inductively from the participants' interviews in terms of their attitudes (natural acceptance) and influencing factors (past language learning experience and teaching experience). Due to the small sample size (four participants), I focused less on balancing voices across themes, and more on providing detailed examples to describe participants' experiences.

Cross-Case Analysis

RQ1 Themes: Teachers' Attitudes Toward Translanguaging

Theme One: Resistance to Translanguaging

The first emerging theme across Dwayne and Lina was rather resistant and unaccepting towards translanguaging practices in the classroom. Two participants described their preference for an English-only environment, with strong support to English-only policies, which they

believed has its merits and served its purpose. In fact, Dwayne (Case 1) expressed his lack of consent towards lenient language policies and insisted that he would still have his own policy even if the school removed it. Similarly, Lina (Case 3) claimed that integrating students' home languages into the classroom could make the classroom disruptive, which was why she fully acknowledged the presence of an English-only policy. It was surprising to find that Lina was the only participant who shared the majority of students' home language (Portuguese), yet she resisted leveraging it in the classroom to prevent students from taking advantage of it. These practices reflected Dwayne and Lina's beliefs that incorporating other languages in the classroom would hinder learners' language learning process. When Lina was asked whether she would still have an English-only policy even if the school removed its own, she nodded, justifying:

I think it [including students' home languages] is disruptive; it changes the pace of the class. It distracts the students. They're ... when, when they enter the class and they know that everything is going to be in English- ... they, they change a little bit. It's like there's a key, like a switch.

Dwayne had a similar stance, connecting the school's recent lenient policy to "a lack of leadership," and arguing that English-only policies were more effective when they were clearly enforced. Furthermore, he reported intervening when students would use their home language in peer discussions, stating: "I remind them and say...guys, remember why you came here, to improve your English. Your Japanese is perfect. You don't need to practice your Japanese. So, I have to always remind them." Similarly, Lina followed a certain mantra that claims: "If you don't translate, you learn the language faster." This language separation is one assumption of what Cummins (2005) attributed to as the continued dominance of monolingual teaching

approaches, which assumed that instruction should occur exclusively in the target language without using students' first language. It also aligns with what Lin (2013, p. 4) summarized as one of the three common monolingual ideologies: "Languages as stable, standardized, monolithic, discrete entities rather than as fluid resources for situated social practice."

Another instance of language separation was demonstrated by Dwayne when he mentioned explicitly that whenever he would see a writing essay of one of his students and one word was written in a different language, he would circle it with a question mark and write: "What is this in English?" Street (1984) described this as the ideology of autonomous literacy, which views writing as a fixed product and a high-stakes, formal activity tied to assessment, which may make teachers more reluctant to allow translanguaging in writing. In Dwayne's case, his responses suggest a broader restriction of translanguaging, extending to the whole writing process. Although both participants claimed they would occasionally allow beginners to use translation or include some words from their home language, Dwayne and Lina also mentioned these practices were only allowed as a last resort, suggesting that utilizing English was the ultimate language learning goal. For instance, Lina indicated the circumstances she would allow students to utilize their other languages, stating: "'Cause beginner students, you, you know, if you just prohibit them from using their own language in class, they will be quiet the whole class.'" Furthermore, Dwayne mentioned his own circumstances, claiming: "If they are lower beginners, I will kind of let them, you know, ask me questions. Like, how do you say this word in English?" Both of these quotations emphasize Dwayne and Lina's limited tolerance for translanguaging, allowing it only as a final resort. This limited tolerance suggests that they do not view translanguaging as a regular and accepted pedagogical practice.

This theme was deductive, as resistance to translanguaging is prevalent in the literature and aligns with various studies in which participants viewed translanguaging as a barrier to language acquisition and preferred monolingual practices (Anderson & Lightfoot, 2021; Burton and Rajendram, 2019; Doiz & Lasagabaster, 2017). Dwayne and Lina's English-only stances align with Garcia and Wei's (2013) discussion about the widespread belief that language education programs should exclusively use the target language, enforcing strict separation between languages. It is also possible that this stance reflects the influence of their CELTA training, as CELTA programs traditionally emphasize maximizing target-language use and minimizing reliance on learners' first languages. Both Lina's and Dwayne's attitudes were clearly resistant towards translanguaging, which contrast sharply with translanguaging-informed pedagogical principles that encourages students 'to use all their language resources in learning new ones, rather than banishing their home language practices from the classroom.' (Wiley & Garcia, 2017, p.58).

Overall, the participants' views contributed to monolingual attitudes that reject the potential of incorporating translanguaging practices in the classroom. Lina and Dwayne's perspectives align with what Deroo and Ponzio (2019) describe as teachers' perceived monolingual identities being in tension with translanguaging.

Theme two: Conditional Acceptance of Translanguaging

The second theme was acceptance of translanguaging under conditions the instructors considered beneficial for their students in the classroom. Despite having personal language policies in their classrooms, all participants stated that they would allow beginners to use their home languages when/ if necessary. This approach reflects a limited, conditional stance based on learners' language proficiency, mirroring patterns identified in previous studies (Almayez, 2022;

McMillan & Rivers, 2011; Wang & Kirkpatrick, 2012). However, Sarah (case 2) and Penelope (case 4) demonstrated greater flexibility in incorporating translanguaging across a wider range of contexts. These contexts were examined in greater detail in the sections that followed.

Penelope and Sarah were especially more lenient with their beginner learners, claiming that they needed support during this particular stage of their learning process, and not just as a final resort. Both teachers had no issues incorporating translations in the classroom where relevant across all proficiency levels if they were aware of the students' home languages. However, if they were not aware of their students' linguistic resources, they would allow their peers to clarify any needed word for facilitation and clarification purposes. Sarah would describe this instance as "a light bulb" that helped students merge into the lesson once they received the needed translation. This description may be interpreted as viewing translanguaging as a catalyst for learning, which implies enabling learners to connect with the lesson meaningfully. While Sarah used the term "light bulb" to refer to students' moment of clarity when using another language, Lina referred to this practice as a "switch" that disrupted the classroom when shifting to another language. The different word choices used between these two teachers reflect contrasting orientations toward language use in the classroom. Nevertheless, Sarah admitted that she was not always flexible in incorporating translanguaging, but recently viewed it as a controlled and supportive accommodation. When asked about how often translanguaging was used in her classroom, she answered:

Depending on the situation, If this is a habitual thing where the student is not making the effort or not focused, and it's students elsewhere and just waiting for me to hold their hands all the time, then no, but if it's something the student is struggling with, and I am able, like I'm able, with my limited French to help them, or with my very, very limited

Spanish to help them, yes, I will, or I'll try to pair them up with someone, a partner, that can better help them than me. If they need it and if they can only understand by translation.

Previous literature widely discussed the use of students' first language as a means of clarification and explanation when they are confused or display limited English proficiency (McMillan & Rivers, 2011; Rerung, 2015; Sapitri et al., 2018). Both teachers allowed their students to engage in peer discussions while incorporating their home languages when needed. This strategy aligns with Creese and Blackledge's (2010) analysis of students' pair work: "It is the combination of both languages that keeps the task moving forward." (p.110). However, according to Garcia (2011a), translanguaging is more than just simply supporting instruction or helping learners make sense of content and language; it also constitutes part of the metadiscursive practices that students are expected to engage in within twenty-first-century communication. In other words, translanguaging should also support learners in managing meaning, negotiating understanding, and moving fluidly between languages in order to establish purpose.

Despite Sarah's recent flexibility and acceptance of using translanguaging, she still believed it had to be controlled and guided, or else it might hinder language learning. Another instance is Penelope, who stated that despite allowing students to incorporate their home languages during peer discussions and activities, she would not allow it during her instructional time in order not to distract the classroom. This controlled use of translanguaging suggests possible tension between promoting language flexibility and maintaining English as the dominant language of instruction. It also reflects the very separation between "instruction" and "language use" that García argues must shift, since translanguaging pedagogy emphasizes

integrating students' full linguistic repertoires throughout instructional interactions, not only during peer work. Although both teachers incorporated translanguaging practices, they might still view it as risky if used without regulation. Furthermore, Penelope mentioned using translanguaging as an approach to accelerate learning multiple times. She explained that if a student had limited time to study English and a specific goal, she would "combine languages" (if she was familiar with these languages or if other students knew them) as a way of supporting that student effectively and efficiently. According to Penelope, combining languages means using English and another language in tandem to support students' learning. This strategy aligns with Macaro's (2006) category of using the learners' first languages to "speed things up" due to time constraints. While this approach reflects an efficient use of translanguaging, García and Wei (2013) discuss the tendency of teachers to use translanguaging merely as a tool for helping students grasp content and academic language, and they urge educators to avoid reducing translanguaging to just another tactic for addressing a problem.

While Sarah repeatedly emphasized the term "controlled" when describing translanguaging, Penelope consistently used the word "balanced." Both teachers expressed the view that translanguaging should be regulated rather than unrestricted, with English remaining the primary learning goal. Both teachers also had similar beliefs of what controlled and balanced should look like inside their classrooms: the use of other languages should be limited and context-specific rather than free and unconditional, as excessive use could hinder English language learning. While these practices reflect a degree of acceptance toward translanguaging, they do not imply complete restriction. These practices reveal conflicted tensions between the desire to be responsive to students' linguistic resources and the need to uphold an English-dominant environment.

Overall, Penelope and Sarah demonstrated conditional acceptance towards translanguaging, in which they acknowledged the pedagogical value to students' home languages to facilitate meaning and clarification, while still maintaining boundaries around balance and control. These two participants did not reject translanguaging; instead, they positioned it as a supportive accommodation that should be incorporated temporarily and mindfully to achieve the desired goal of English language learning.

Theme three: Natural Acceptance of Translanguaging

The third theme reflects Sarah and Penelope's practices that align with translanguaging as a natural component of the language learning process. Unlike conditional acceptance, this stance highlights two teachers' acknowledgement of certain translanguaging practices as natural, inevitable, and pedagogically meaningful in the classroom. Although both teachers at times regulated translanguaging practices, there were instances in which Sarah and Penelope positioned translanguaging as a natural behavior exhibited by both their multilingual learners and by themselves. This approach might reflect participants' negotiation between valuing translanguaging and controlling its use, a dynamic consistent in the literature (Deroo & Ponzio, 2019; Wong, 2024). Sarah explicitly described her students' use of their home languages as a spontaneous act arising from their desire to communicate and participate, explaining that effort and meaning making were more significant to her than strict language policies. She supported this claim by comparing her own experience naturally shifting back to Persian whenever she interacts with a Persian colleague. Her shifting attitude has allowed her to witness the benefits of integrating translanguaging into her classroom practices. She elaborated on this point by saying: "It (translanguaging) is helpful, and it, I don't think it alters the results. I think you can still have the same results as only strictly, only English." Penelope resonated with this stance as well, as

she also naturally used her home language in the classroom without consciously noticing it; therefore, she identified with her students and did not consider this behavior as wrong or counterproductive. This stance demonstrated by both participants reflects the empathy these teachers had toward their students, as they positioned themselves in their students' place and related their experiences to their own.

Contrary to beliefs that translanguaging should only be used in beginner classes (McMillan & Rivers, 2011; Rerung, 2015; Sapitri et al., 2018; Wang & Kirkpatrick, 2012), Penelope claimed that even in advanced-level classes, there were cases where one or two students were less proficient than their peers. As a result, she would allow translanguaging practices such as peer scaffolding to facilitate the process. She illustrated:

For example, like most students, there are advanced students, there is one, who is a little bit like a lower level.... and he cannot understand, and other students want this student to understand something faster or better. So maybe they would use, like, quickly explain to the students what happened.

She explained that such situations frequently occurred, especially because she tended to teach mixed classes with more than one proficiency level. Therefore, she found it helpful for peers (or herself if she understood her students' linguistic resources) to work together and use their home languages in order to ensure that everyone understood and participated. This practice suggests Penelope's belief that translanguaging could be used in various circumstances, one of which is acting as a scaffold to accelerate the language learning process. Similarly, Sarah mentioned incorporating activities in which she paired strong students with weaker ones for peer scaffolding. Instead of expecting weaker students to "catch up" or remain silent, Penelope and Sarah leveraged the shared linguistic repertoires of their students at times by creating space for

them to support one another. Perez Fernandez (2024) points out: ‘‘In translanguaging spaces, these students can use their home languages to aid their learning and demonstrate their understanding, becoming active members of the learning community rather than passive observers.’’ (p.95). This particular approach indicates leveraging translanguaging practices as valuable resources to help multilingual learners of different needs. Both of these teachers’ practices relate to two of Baker’s (2001) four advantages of translanguaging leveraged in the classroom: promoting a deeper understanding of the subject matter and fostering integration between fluent speakers and early learners through pairing stronger students with weaker ones.

Perez Fernandez (2024) highlights similar practices in English-medium classrooms, where brief use of students’ first languages is permitted to support comprehension before shifting back to English. Another common practice Sarah employed was linking her knowledge of students’ languages to English to prevent confusion. She explained:

For example, I know Spanish speakers use the verb ‘know’ differently than English. They have two different words, and I know that from just experience and knowledge. So whenever they make that mistake, the mistakes that I know and I know the answers to that is a translation mistake, like I want to know the city rather than I want to experience and learn about the culture and stuff. So yes, I’ll use and I’ll equate it to whatever their word and that I know of in Spanish to help them out.

Sarah’s practice of linking students’ home languages to English illustrates Odlin’s Linguistic Proximity Model (1989). By being aware of Spanish employing two verbs for ‘‘know’’ while English employs one, Sarah acknowledged transfer errors that could take place among her Spanish students and addressed them in comparison discussions to clarify meaning and avoid confusion. This model states that linguistic similarities and differences shape transfer patterns,

emphasizing that not all features are equally transferable across languages. This practice aligns with translanguaging practices, which involve the strategic selection of linguistic resources based on contextual relevance and the degree of similarity between languages (Perez Fernandez, 2024). It also represents Cummins' (2005) transfer of specific linguistic elements. Odlin (1989) illustrates this clearly and resonates with Sarah's practice:

An English teacher aware of Spanish-based and Korean-based transfer errors, for example, will be able to pinpoint problems of Spanish-speaking and Korean-speaking ESL students better, and in the process, communicate the very important message to students that their linguistic and cultural background is important to the teacher. (p.4)

Sarah's acknowledgment of linguistic similarities and differences between Spanish and English, and her efforts to make students aware of them, demonstrated an understanding of transfer as a pedagogical tool in language learning. This contrasts with Lina's position, who demonstrated the example of Portuguese lacking a present perfect form like English and chose not to use translation from the start, expressing concerns that it might hinder language development and viewing languages as separate. A substantial body of research has documented translanguaging as a natural behavior among teachers (Fallas Escobar & Dillard-Paltrineri, 2015; Lin, 2013; Lin & Martin, 2005).

The above section focused on teachers' attitudes towards translanguaging, which directly addressed the first research question. The following section addresses the factors that influenced teachers' stances, which answers the second research question. These factors included past language learning experiences, teaching experiences, language ideologies, and fairness, inclusivity, and classroom management,

RQ2: What aspects of ESL teaching contexts shape instructors' perceptions of utilizing learners' diverse linguistic resources?

Theme One: Past Language Learning Experiences

All participants connected to their own experiences as language learners to explain their pedagogical choices, which was the first theme that emerged inductively from the data. Both Dwayne and Lina's English-only beliefs were shaped strongly by their own language-learning histories. Dwayne attributed his stance to an influential English teacher who consistently enforced an English-only environment, a practice he came to view as effective and later adopted in his own teaching. Similarly, Lina described feeling "brainwashed" by prior instruction that emphasized exclusive focus on the target language, leading her to believe that avoiding her first language would produce better learning outcomes. However, her use of this term carried a positive connotation because she appreciated her language teacher's effort to ensure that no translations were done in the classroom. This language learning experience was impactful for Lina because she demonstrated throughout the interview her unappreciation to translation methods and always recommended students use them as a final resort. This resonates with what Cummins (2005) identifies as another assumption of monolingual instruction that states that translation between languages is generally excluded from language and literacy instruction, and in bilingual or immersion programs, translation is similarly equated with the discredited concurrent translation approach, where teachers constantly switch between languages to translate all instructional content. Both Lina and Dwayne's resistance to translanguaging was partially influenced by their experiences as English language learners, during which both of their teachers used English as the only medium of instruction. Studies have shown that teachers' previous language learning experiences can influence their attitudes toward translanguaging (Burton &

Rajendram, 2019; Wang, 2019). Lortie (1975) refers to this process as the “apprenticeship of observation,” which describes how teachers develop an understanding of teaching through their own experiences as learners. Dwayne and Lina’s prior experiences with monolingual instruction appeared to influence their current teaching practices, as they tended to replicate similar approaches in their classrooms today.

For Sarah and Penelope, their language learning experience was not influenced by their English teachers, as they learned English when they were younger. Instead, it was their French teachers who had this influence when they were learning the language as adults. Sarah’s description and appreciation of how her Anglophone French teacher allowed for some flexibility in incorporating Persian facilitated the process of learning for her. It also relieved her of the tension of trying to interpret unfamiliar language through dictionary use. This indicates the teacher’s positive influence on Sarah’s language learning journey through the strategic use of translanguaging practices to facilitate comprehension. Moreover, she mentioned that another French teacher, who did not permit the use of any other language in the classroom, still influenced her through the choice of teaching methodologies that she found helpful.

Unlike the other participants, Penelope’s language learning experience had a negative influence on her. During her francisation classes, one of her French teachers did not allow the use of any language other than French in the classroom and turned the class into a university-like lecture, requiring the use of computers. Penelope noted that she felt overwhelmed during the first month because she had to review the notes at home since she could not understand all the content in class. This negative experience might have impacted her to the point that she decided she did not want to be strict with her students, which partly explains her flexible teaching practices in allowing students to incorporate their home languages today. Penelope’s experience suggests that

restricting the use of languages other than the target language may lead to feelings of overwhelm and stress among learners, particularly during the early stages of language learning. This theme aligns with Borg's (2003) revision article, which concluded that teachers' previous language learning experiences shape their beliefs about learning and language acquisition and may continue to influence their practices throughout their careers.

Theme Two: Teaching Experience

Participants' attitudes towards translanguaging were also shaped by their teaching experiences inside the classroom, which was the second inductive theme that emerged in the data. This theme reflects how teachers' beliefs were not static but rather evolved through trial and error, experience, and reflection on their classroom practices. When Lina was asked why she resisted translanguaging in her classroom practices, her answer was describing an advanced student she was teaching, who relied heavily on translation into her home language (Korean) before producing English. This practice, according to Lina, resulted in hesitations and "is not beneficial" for the student's improvement. She noted that the student would first write an essay in her home language and then rewrite it in English, after which Lina would show her why the translation did not align with English structures. Based on this experience, Lina believed that translation is not beneficial for language learners and instead preferred paraphrasing and visual learning from the beginner level to avoid these instances. This experience aligns with findings from Escobar and Dillard-Paltrineri's (2015) study, who reported that some professors believe students' first languages should be avoided because it creates laziness and leads to the "bad habit of translating." Similarly, Lina had the same view. This belief indicates a perception that translation practices are counterproductive to language acquisition, reflecting a preference for direct engagement with the target language.

Similarly, Dwayne's stance toward translanguaging was influenced by his long teaching experience, in which his observations led him to conclude that students' use of their home languages in the classroom creates what he called "the domino effect" that means one student's use of his home language would inevitably lead to other students doing the same. Dwayne found this practice unhelpful to students' learning experience and will not serve them. This stance contradicts with one of Garcia et al.'s (2017, p.50) three underlying beliefs about teachers' translanguaging stance, specifically that they recognize students' language and cultural practices "work juntos and enrich each other." In other words, understanding that students' linguistic and cultural practices function together and mutually enhance one another is not a detriment to their language learning experiences. Dwayne and Lina's teaching experiences align with what some participants in Deroo and Ponzio's (2019) study described as a "learn English or fail" way of thinking (p.222). This reflects a binary view of language use, where languages are separated.

In contrast, Sarah's teaching experience led her to reflect on her earlier strict approach of following the English-only policy. Through trial and error, she witnessed that being strict and enforcing the language policy on her students did not always facilitate learning. This reality has led her to gradually follow a more flexible approach, allowing some translanguaging when she found it supportive. When reflecting on her shift in her classroom practices, she said:

Well, I've changed. I think I've evolved since, and I just like you know your lessons that you when you do a lesson plan, the next time you do it, you do it better than the first time you see what went wrong, what didn't, what could be improved... So yeah, if I could go back in time, I think I would tell myself to chill and not to be so harsh and not to kick students out.

This excerpt shows how Sarah's experience of observing what worked and what not in her classroom may have led her to conclude that English-only policies do not necessarily yield better results.

Overall, participants' teaching experiences were also key factors in their different attitudes towards translanguaging. Lina's "negative" experience with translation influenced her resistance towards translanguaging, Dwayne's long teaching experience has led him to believe that students' use of translanguaging can negatively affect them all, and Sarah's evolving teaching experience allowed her to see the value of incorporating her learners' home languages where needed and not be so strict on them.

Theme three: Language Ideologies

The third theme was deductive and common in the literature; participants' language ideologies that were demonstrated throughout the interviews. First, Dwayne's belief that English-only policies, as he quoted: "helps the student retain or assimilate the language a lot faster than if you have multiple languages going on in class." As mentioned before, language ideologies refer to beliefs, feelings, and conceptions about language that people internally hold (Kroskrity, 2004). Dwayne's internal beliefs may emphasize his preference for English-only policies because he believed using one language could help his learners acquire English much faster than having multiple languages. Similarly, Lina's internal beliefs that translation slows down language acquisition, which is another form of language separation that is referred to as the two-solitudes assumption (Cummins, 2005). However, Cummins (2005) debunked this assumption by stating that there is no evidence that supports it and stated that translation can be pedagogically helpful in language acquisition. Additionally, Macaro (2006) reports that teachers tend to use translation methods to accelerate the learning process, which shows that translation

can actually make language learning faster and not slower. Dwayne and Lina's internal beliefs align with what Perez Fernandez (2024) identifies as the issue of resistance towards translanguaging, where educators may hold conventional views and consider translanguaging as a diversion from monolingual norms. Similar research on teachers' language ideologies and their influence on integrating translanguaging is found in the literature (Deroo & Ponzio, 2019; Martínez et al., 2014). Furthermore, Dwayne had also mentioned another instance that might reflect his monolingual ideology about students who would take advantage of the language policy leniency, stating: "if they're in a consequence free environment for speaking their language, yeah, they will take it and run." This might show Dwayne's fear of students over relying on their home languages and not using the target language sufficiently, which aligns with Cummins (2001) maximum exposure hypothesis that states minority English language learners must be exposed to the target language (English) as much as possible to gain language proficiency. This hypothesis, however, had been debunked as well by Cummins since utilizing a minority language does not affect the acquisition of the English language.

Overall, Dwayne and Lina's language ideologies appeared to have an influence on their monolingual views and their resistance towards incorporating translanguaging into their classroom practices.

Theme four: Inclusivity, Fairness, and Classroom Management

The fourth theme common among all participants was their desire to keep their classes fair and not to exclude any student from participation. Dwayne repeatedly emphasized that the main reason he would not allow any translanguaging into his classroom was out of respect and fairness to students with minority languages that he or the majority of the students were not aware of. Similarly, Lina shared the same stance, justifying: "So it's like a no rule for

everyone...I can't give preference to the students whose language I speak.' By excluding all students' linguistic repertoires in the classroom, Lina believed that she would maintain fairness and inclusivity. Additionally, Sarah shared similar concerns and stated that since her classes were inclusive, she could not risk having even one student who spoke a different language from the rest of the class by including translanguaging practices all the time. Moreover, Penelope mentioned her reluctance to incorporate translanguaging at all times as well, fearing that students of minority home languages would feel like "outsiders." This shared stance among all these participants suggests a tension between inclusivity and multilingual flexibility. It also indicates that monolingual norms, such as the exclusion of minority languages, are seen as rather fair and inclusive.

Similar research that connects educators' translanguaging attitudes to fairness and inclusivity in the classroom is documented (Burton & Rajendram, 2019; Wong, 2024). It is typical for educators to think that excluding translanguaging can actually promote fairness and inclusivity; however, according to Garcia and Leiva (2013), translanguaging stands out from other language practices because it tends to remove the hierarchy that positions certain languages more important than others, which means it could help in social justice while teaching minoritized-language students. In other words, when all languages are welcomed into the classroom as a means for learning, there is no favoring one language over the other which, subsequently, promotes fairness and inclusion. Furthermore, according to Tai (2021), translanguaging supports both teachers and students in using their multimodal resources to challenge traditional language hierarchies and classroom power structures. This process allows students to fully participate in creating new meanings and shifting language practices, ultimately generating a translanguaging space that promotes social justice (Tai, 2021). Another common

concern among all participants was the idea that teachers should have full proficiency in their students' linguistic repertoires in order to allow translanguaging. This assumption should not be a concern since Garcia and Wei (2013) claim that teachers can organize and design projects and collaborative activities for students to participate in learning practices that align with the class's learning objectives. Therefore, knowledge of students' linguistic repertoires is not a prerequisite to implement translanguaging practices.

Classroom management was another common concern among all participants. Lina emphasized how disruptive the classroom would become when more than one language was used, claiming it would take a lot of time to bring the class back to the English-only pace. Along similar lines, Penelope mentioned that she did not like it when students interrupted her instructional time while using their home languages because she found it rather disruptive as well. She also claimed there should be a balance between when students use English-only and when to take a break, which might show an overlap between her words in this occasion and actual practices in other instances. Furthermore, Sarah stressed that if students were just using the language to gossip and "goof around", then translanguaging was not to be used. These practices indicate that teachers might perceive utilizing translanguaging as disruptive to managing their classroom. Contrary research, such as Yuvayapan (2019), emphasized in her study that participants tended to integrate translanguaging for multiple purposes, one of which was classroom management. In another study, Sapitri et al. (2018) indicated classroom management as one of the reasons teachers used translanguaging into their classroom practices.

Overall, fairness, inclusivity, and classroom management were all joined into one shared theme among all the participants that showed their resistance and fear in incorporating translanguaging into their classrooms.

Chapter Summary

This chapter examined the four teacher cases to identify shared and divergent patterns in their attitudes toward translanguaging (RQ1) and the factors that shaped those attitudes (RQ2). In response to the first research question, three themes emerged regarding teachers' orientations toward translanguaging: resistance, conditional acceptance, and natural acceptance of translanguaging. Dwayne and Lina demonstrated strong resistance, grounded in English-only ideologies and concerns that using multiple languages would hinder learning or disrupt the classroom. Sarah and Penelope, by contrast, displayed varying levels of conditional acceptance, allowing translanguaging primarily for clarification or beginner support, yet still emphasizing the need for regulation, balance, and control. A third stance, natural acceptance, was evident in moments where Sarah and Penelope described translanguaging as spontaneous, inevitable, and pedagogically meaningful. Their accounts showed that translanguaging was not merely a compensatory tool but part of learners' authentic communicative repertoires and, at times, their own. Together, these themes demonstrate a continuum of attitudes: from strict monolingual views to cautious flexibility and, finally, to more integrated understandings of translanguaging's role in language learning (Parra & Proctor, 2023).

The second research question addressed the factors shaping these orientations. Four themes emerged: past language learning experiences, teaching experience, language ideologies, and the final factor that involves fairness, inclusivity, and classroom management. Participants frequently connected their classroom decisions to their own histories as language learners, with Dwayne and Lina drawing on monolingual models they experienced in English classes, and Sarah and Penelope drawing on their own experiences learning French as adults. Teaching experience also played a role: participants described changing or reinforcing their beliefs through

trial, observation, and reflection over time. Furthermore, their language ideologies were particularly influential, especially for those who support English-dominant or language separation beliefs. Finally, concerns around fairness, inclusivity, and maintaining order shaped their decisions, as all participants expressed reluctance to exclude learners with minority home languages or losing control of classroom dynamics.

Taken together, these findings show that teachers' stances toward translanguaging emerged from the combination of personal histories, professional experiences, ideological beliefs, and practical classroom considerations. While some teachers remained aligned with monolingual norms, others demonstrated evolving and more flexible orientations, acknowledging the pedagogical potential of multilingual practices. Overall, the chapter highlighted that translanguaging was understood and enacted in varied and sometimes contradictory ways, reflecting the nuanced and complex realities of multilingual classrooms.

Chapter 6. Conclusion

This study was important because it explored how adult ESL teachers in a private language school perceive translanguaging pedagogy, and what factors shaped their attitudes toward its incorporation in the classroom. By focusing on teachers' beliefs and classroom practices, this study examined the tensions that arise from monolingual approaches in multilingual classrooms. It explored how a range of contextual factors, such as past language learning experiences, shaped teachers' attitudes toward translanguaging pedagogy. These insights revealed the complex dynamics teachers navigated as they responded to the linguistic diversity of adult learners within institutional settings that may not fully support multilingual practice.

Summary of Major Findings

This study examined four ESL instructors' translanguaging stances and revealed a continuum of orientations toward students' multilingual practices. Teachers positioned themselves along three distinct stances, which are restrictive, conditional acceptance, and natural acceptance. Each stance was shaped by participants' beliefs about language learning, their own linguistic histories, language ideologies, and their interpretations of classroom demands. Restrictive stances reflected strong adherence to English-only norms and assumptions that translanguaging disrupts learning or classroom order. Conditional acceptance characterized teachers who recognized the usefulness of translanguaging but also imposed boundaries based on proficiency, purpose, or instructional context. Natural acceptance represented moments in which teachers acknowledged translanguaging as spontaneous, inevitable, and pedagogically meaningful for both learners and teachers themselves. Together, these findings demonstrate that translanguaging was not understood as a unified pedagogical stance but rather as a set of fluid

beliefs and practices that shift according to context. These insights also revealed the complex dynamics teachers navigated as they responded to the linguistic diversity of adult learners within institutional settings that may not fully support multilingual practice. The continuum that emerged from the data highlights the variability, nuance, and complexity of teachers' orientations and underscores the need for clearer theoretical grounding in private language school settings.

Implications

The findings of this study have several implications for this language school context in which it was conducted. A key observation is that teachers tended to view translanguaging as a passive, student-initiated behavior, used primarily for translation, clarification, or occasional support when learners experienced difficulty. In other words, translanguaging is typically initiated by students who ask teachers to translate, clarify, or provide support when needed. Across the cases examined, translanguaging was rarely conceptualized as an intentional pedagogical approach or as a resource that teachers could actively plan for, design, or integrate into instruction. Instead, it tended to align more with spontaneous translanguaging, referring to the unplanned, moment-to-moment language practices that multilingual learners naturally engage in, both inside and outside the classroom, as part of their everyday communication (Cenoz & Gorter, 2017). These practices suggest a gap between the spontaneous, reactive use of translanguaging observed in the classroom and the type of principled, pedagogically grounded translanguaging stance described in the literature.

Given this gap, the school would benefit from implementing professional development initiatives focused specifically on translanguaging stance. Such training should support teachers in moving from restrictive or conditionally accepting orientations toward more deliberate, theoretically informed approaches. Professional development could address teachers' underlying

beliefs about fairness, classroom management, and the role of the target language, while also introducing practical strategies for designing translanguaging-inclusive activities. Building on findings from Rajendram et al. (2022), I recommend that professional development workshops explicitly model and scaffold both active and passive translanguaging practices across curriculum, pedagogy, and assessment. Workshops should position translanguaging as a pedagogical resource for: creating multilingual products (e.g., assignments that integrate students' home languages alongside English), fostering critical and creative engagement (e.g., personalized journals and multilingual responses to critical questions), and cultivating welcoming classroom environments (e.g., visible artifacts such as posters celebrating multiple languages). Additionally, teachers should be supported to: affirm cultural diversity and diversify curricular content by inviting students to connect course topics with their cultural histories, promote classroom-wide language learning, and leverage family and community expertise through interviews and guest participation by speakers who share students' languages (Rajendram et al., 2022).

By shifting teachers' understandings from viewing translanguaging as an occasional accommodation to seeing it as a planned pedagogical tool, the school can build alignment between instructional goals and multilingual learners' strengths. As the school is already transitioning toward a positive reinforcement model with a more flexible language policy, it now has the capacity to implement targeted professional development that fosters greater teacher openness to translanguaging practice. Therefore, these observations emphasize the need for the school to foster a more explicit and coherent translanguaging orientation, one that supports teachers in making purposeful, rather than merely a form of a reactive use of students' linguistic repertoires.

Furthermore, the findings of this study suggested that institutional language policy is insufficient to shape classroom practices. Although the language school had adopted a more flexible approach toward the use of students' other languages, teachers continued to enact translanguaging in ways that aligned with their own individual beliefs, experiences, and classroom priorities. I witnessed four participant teachers, each adopting a different approach to classroom language management. While some restricted additional languages and others allowed them only selectively, two embraced translanguaging as a natural pedagogical practice, despite all of them working under the same institutional language policy. This reality indicates that teachers play an active role in interpreting and mediating language policy rather than simply implementing it as intended. Consequently, flexible policies may result in uneven pedagogical practices across classrooms unless they are accompanied by explicit pedagogical guidance. These findings highlight the importance of acknowledging teacher agency in the enactment of language policy. Therefore, I recommend initiating professional development workshops that provide institutional support aligned with teachers' beliefs, pedagogical needs, and classroom realities.

An effective example of professional development is provided by Lin (2025), whose six-session workshop combined experiential, collaborative, and reflective activities to strengthen teachers' knowledge and confidence in applying translanguaging principles. The program included interactive lectures, case studies, multilingual role-plays, and collaborative creation of instructional resources, alongside strategies for classroom management and reflective practice. The final session focused on long-term sustainability by supporting teachers in developing individualized plans to integrate translanguaging in their classrooms (see Lin, 2025, for more context).

Overall, these implications highlight the need for targeted professional development that can support teachers in adopting deliberate, theoretically informed translanguaging practices, aligning instructional goals with multilingual learners' needs.

Contributions

This study offers two main contributions to the existing body of research on translanguaging stances. First, it addresses a contextual gap by examining teachers' translanguaging attitudes within a private language school setting, a multilingual environment that remains underrepresented in translanguaging scholarship. While much of the existing research focuses on K–12 or university populations, this study provides insight into how translanguaging is understood and enacted in adult, instructional contexts where English-only norms are implicit. In doing so, the study contributes locally relevant evidence to a field that has tended to overlook the pedagogical realities of private language-school programs.

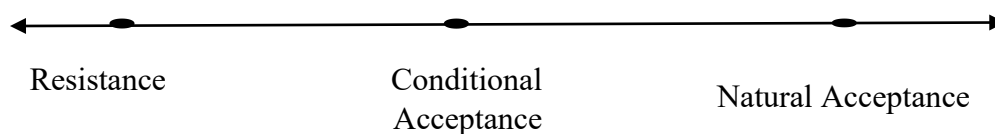
Second, the study introduces a three-part continuum of translanguaging stances: resistance, conditional acceptance, and natural acceptance, developed from the participants' accounts (see figure 1) This continuum captures the range of teachers' orientations and highlights how stances shift across contexts, tasks, and classroom moments. Unlike binary categorizations (e.g., for vs. against translanguaging), this continuum provides a more nuanced, dynamic conceptual tool for mapping teachers' positions and understanding the complexity of their decision-making. Parra and Proctor (2023) introduced a similar continuum of translanguaging practices, although framed differently and using different terminology, with explicit connections to social justice. It also lays the groundwork for further refinement in future research, offering a preliminary framework that can be expanded, validated, or elaborated with

additional data across different teaching contexts. While this continuum will likely be refined with the addition of further categories in future research, this study proposes three foundational categories. Positioning these categories along a continuum highlights how instructors' translanguaging stances are not fixed but fluid, revealing shifts in how they negotiate multilingual practices depending on context, beliefs, and pedagogical goals. It is important to note that the continuum developed in this study reflects varying degrees of student-initiated, teacher-permitted translanguaging, rather than teacher-led or intentionally designed translanguaging practices. In this sense, resistance, conditional acceptance, and natural acceptance capture how instructors respond to learners' spontaneous language practices, rather than how they actively integrate translanguaging into instruction.

Figure 1 illustrates the continuum of translanguaging stance described above.

Figure 1

Emerged Framework of Translanguaging Stance



Together, these contributions advance our understanding of translanguaging stances by offering both a new contextual perspective and an emergent conceptual framework that captures the fluidity and diversity of teachers' beliefs and practices.

Limitations

In this section, I discussed several limitations in my study that should be acknowledged. First, my study involved a small sample size of four ESL teachers from a single private language school, which limits the generalizability of the findings. As a qualitative multiple case study, the purpose of this research was not to generalize results to all ESL contexts but rather to develop an in-depth understanding of teachers' attitudes within a specific context. As Yin (2014) emphasized, the limitation of case studies' findings is that they cannot be generalized. Further research could be conducted with adult ESL teachers in private language schools to explore their stances and the factors influencing their use of translanguaging strategies in other EAP programs. Therefore, the findings of my study should be interpreted as illustrative rather than representative of all adult ESL teachers and programs.

Second, my study focused solely on teachers' stances, thereby excluding students' voices. As translanguaging practices directly affect learners' experiences, excluding their stances limited the scope of my study. Barron (2006) emphasized the need to prioritize learners' own initiatives and experiences in educational research, particularly when studies draw on learner-generated practices. Thus, future studies could explore learners' attitudes toward translanguaging in adult ESL/EAP private schools and whether their views align with teachers' assumptions.

Third, my study relied exclusively on data obtained through semi-structured interviews. While interviews provided rich insights into teachers' stances and contextual factors, they may not fully demonstrate classroom practices. According to Creswell and Miller (2000), a common approach in qualitative research is to use multiple data sources, such as observations, interviews, and documents, to provide corroborating evidence when identifying major and minor themes.

Insights from future research could strengthen the findings by incorporating classroom observations, teaching artifacts, or narrative journals to ensure validity.

Through the process of writing this section, I came to recognize that several aspects I had initially perceived as limitations ultimately enabled me to explore a unique context and motivated the implementation of more innovative approaches. Despite these limitations, my study offered meaningful insights into the complexity and nuance of teachers' stances toward translanguaging and highlighted contextual factors that extend beyond English-only policies in adult ESL/EAP classrooms.

Concluding Thoughts and Reflections

As I conclude this thesis, I find myself reflecting not only on how the study evolved, but also on how I evolved alongside it. Developing the continuum of translanguaging stances (see Figure 1) was particularly transformative for me. This framework challenged me to move away from seeing classroom practices in binary terms such as with or against, right or wrong, or English-only versus fully translanguaging and helped me appreciate the nuanced, situational, and shifting ways teachers navigate language in their classrooms. It reminded me that educational realities are rarely black and white, and that teachers' decisions often emerge from complex, context-dependent reasoning.

This process also made me reflect on the perspectives of my two examiners, who approach language education from different angles: one with a strong focus on language policy, and the other rooted in translanguaging pedagogy. Observing how each of them interprets the same phenomenon through distinct intellectual lenses reinforced my understanding that multiple perspectives can coexist, complement, or even challenge one another in productive ways.

Ultimately, this experience has taught me that recognizing diverse stances and interpretations across research, teaching, and daily life is a skill that requires ongoing practice. Recognizing that people see the world differently depending on their histories, commitments, and contexts is something I will carry with me not only in my academic work but in all areas of my life.

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Appendices

Appendix A

Translanguaging Activity

Level: Intermediate

Skill: Writing

Time: 20 minutes

Topic: The Impact of AI on Education

Instructions: Brainstorm 3-5 ideas in your home language with your partner, write them on a separate paper, and then translate these ideas together in English before sharing them with the rest of the classroom.

Appendix B
Translanguaging Activity

Level: Intermediate

Skill: Pre-vocabulary

Duration: 20 minutes

Instructions:

Step 1: Grouping:

You will work in small groups with classmates who share your first language.

Step 2: Discuss Meanings (8 minutes):

Look at the list of new academic vocabulary provided: [analyze, indicate, interpret, evaluate, justify, and summarize].

In your home language, discuss what each word means and how it might be used in the following topic: The Development of our Brains

Step 3: Create English Sentences (12 minutes):

Together, write one English sentence for each word that shows its meaning in context.

Be ready to share your sentences with the class.

Appendix C

INFORMATION AND CONSENT FORM

Study Title: ESL Teachers' Attitudes Toward Integrating Translanguaging and Influencing Factors

Researcher: Najah Dakhallallah

Researcher's Contact Information: Phone Number: 438-779-3036 – Email Address: n_dakhl@live.concordia.ca

Faculty Supervisor: Dr. Jennifer Burton

Faculty Supervisor's Contact Information: Phone Number: 647-613-4625 – Email: Jennifer.burton@concordia.ca

Source of funding for the study: None

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

PURPOSE

The purpose of the research is to explore ESL teachers' attitudes on integrating their learners' first languages in the classroom while also exploring the factors that shape these attitudes.

PROCEDURES

If you participate in this study:

You will take part in a 30-45-minute one-on-one or online interview about your attitudes toward integrating learners' first languages into the classroom and the factors that shape those attitudes.

You may choose to do the interview in person (in a private classroom after school hours) or online (via Microsoft Teams).

The interview will be audio recorded, with your permission.

The researcher will know your identity, but your name and any identifying details will not appear in any reports or publications. A pseudonym will be used instead.

You may withdraw from the study at any time within the 4 weeks allocated after your interview, without any negative consequences and you will still be compensated.

If you wish to withdraw your data, you must notify the researcher within four weeks after your interview, before the data is incorporated into the analysis.

All recordings and transcripts will be stored securely on a password-protected Concordia OneDrive account that only the researcher can access.

Audio recordings will be transcribed using Otter.ai, a secure third-party transcription service.

Otter.ai stores data on encrypted servers and may temporarily retain audio and transcription files for processing. Only the researcher and the supervisor will have access to the Otter.ai account used, and recordings will be deleted from Otter.ai once transcription is complete.

Once the audio recordings are transcribed and de-identified, they will be deleted, and all research data will be destroyed 5 years after the study is completed.

In total, participating in this study will take between 30-45 minutes.

RISKS AND BENEFITS

You might face certain risks by participating in this research. These risks include:

Feeling uncomfortable discussing your own attitudes and beliefs about your teaching practices, especially if you are concerned about mentioning contextual factors such as English-only policies in your workplace. To address this, you will constantly be reminded that your real identity will not be disclosed, and pseudonyms will be used for maximum confidentiality.

Feeling emotionally drained from reflecting on and discussing your teaching practices and the deeper factors that shape your beliefs. To address this, you will be reminded that you may skip any question you find uncomfortable and take breaks at any time during the interview.

Potential benefits include:

While this research is not intended to benefit you personally, your participation may contribute to a deeper understanding of how ESL instructors engage with learners' full linguistic resources. This knowledge may help inform future teaching practices, teacher education, and institutional policies that support more inclusive language teaching.

CONFIDENTIALITY

We will gather the following information as part of this research:

Audio recordings of your interview

A written transcript of your interview (with your name and any identifying details removed)

Basic background information such as your teaching experience and the type of ESL context you work in

Audio recordings will be transcribed using Otter.ai, a secure AI-powered transcription service. Otter.ai temporarily stores audio and transcription data on encrypted servers for processing. Only the researcher and supervisor will have access to the Otter.ai account used, and recordings will be deleted from Otter.ai once transcription is complete.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be confidential. That means the researcher will know your identity, but your name and any identifying details will not appear in any reports or publications. A pseudonym will be used instead.

We will protect the information by storing all files (audio recordings, transcripts, and notes) on a password-protected Concordia OneDrive account that only the researcher and her supervisor can access. Audio recordings will be deleted after they are transcribed and de-identified.

We intend to publish the results of the research. However, it will not be possible to identify you in the published results.

We will destroy the information five years after the end of the study.

CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher within 4 weeks after your interview, before the data is analyzed.

As a compensatory indemnity for participating in this research, you will receive a \$20 Interac e-transfer after completing the interview.

If you withdraw before the interview is completed, you will still receive the full compensation. There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

Support Resources

If any of the interview questions raise concerns or cause you distress, you may contact the following Concordia service for support:

Sexual Assault Resource Centre (SARC): <https://www.concordia.ca/conduct/sexual-assault.html>
514-848-2424 ext. 3353

Mental Health Services: <https://www.concordia.ca/health/mental.html>

Office of Rights and Responsibilities: <https://www.concordia.ca/conduct/behavioural-integrity/rights-responsibilities.html>

PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print) _____

SIGNATURE _____

DATE _____

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 2425 or oor.ethics@concordia.ca.

Appendix D

Interview Protocol

- Section 1: Teacher Background
 1. How did you get started in the teaching profession?
 2. How many years have you been teaching ESL here?
 3. Have you taught anywhere else other than here? If so, where?
 4. What languages do you speak other than English?
 5. Which language is considered your home language growing up?
 6. Tell me about your experience learning English: how long did it take? Was it difficult? How did you learn it?
 7. Did any of your teachers ever use other languages in the classroom? Why/Why not?

- Section 2: Attitudes towards additional language learning
 1. Do you incorporate other languages while teaching your students English in the classroom? Why is that?
 2. Since most of the student body is Latin, do you allow them to use Spanish/Portuguese in the classroom? Can you share why?
 3. When do you think it would be appropriate for students to use (if any) their first/home language in the classroom?
 4. Do you think integrating students' home languages in the classroom can benefit or hinder their learning? Could you specify why?

5. Do you have a personal policy of using only English in the classroom or are you just following the center's policy?
 6. Scenario: let's say you hear 2 or 3 students communicating in the classroom using their home language about a certain topic concerning the lesson: how would you react to such a situation?
 7. Scenario: let's say a student asks for translation of specific words that he/she found difficult even after you had explained them, would you allow it? Why?
 8. Scenario: if, for example, you found that 2 students were explaining to each other what they understood from the lesson in their own language, what would you do?
- Section 3: Influencing Factors
 1. How do you feel the English-only policy has affected your flexibility in incorporating other languages into your classroom practices?
 2. If the language policy didn't exist in this center, would you allow your students to use their home languages in specific situations? Why/Why not?
 3. How does your own language learning history dictate how you teach language to your students today? How?
 4. Could you share the reasons why you believe English-only policies are beneficial for language learning?
 5. What other reasons might prevent you from utilizing learners' home languages in the classroom?
 6. Do you have any further thoughts or insights that you would like to share?

Appendix E

Prompt Questions

1. What do you think are the advantages and disadvantages of an English-only policy?
2. Would you say that the way you learned English or French is similar to or different from the way you teach English to your students?
3. Do you feel that your teaching practices have changed since you started teaching, or have they remained the same?
4. If one day you were asked to teach your students using techniques that utilize their home languages, how would you feel about that?
5. If you had a class in which all students spoke your first language, would you allow its use more freely in the classroom?
6. If you had a class where all students shared the same first language, would you allow them to use it more in the learning process with each other?