

## The Power of Pedagogical Translanguaging in Bilingual and Multilingual Teachers' and Students' Discourses: The Case of ESP versus EGP Educational Settings in Iran

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### Abstract

Inspired by recent shifts in Western countries in inclusive education reflected in translanguaging in language education, this study explores how translanguaging can broaden language horizons in Iranian language academies and universities. This research as a qualitative inquiry specifically focuses on Iranian English for General Purposes (EGP) and English for Specific Purposes (ESP) instructors and students to analyze their perceptions and translanguaging approaches in the classroom and how it is regarded to discover the discrepancies and association between perception and practice. To this end, a group consisting of EGP and ESP teachers were interviewed and their classes were observed. Some of their students were also given a questionnaire to assess how they regarded translanguaging and if it was a useful approach. The results showed methodological and practical constraints in implementing translanguaging approaches in the educational contexts in Iran where bi/multilingualism is defined within the traditional paradigm of mother tongue vis-a-vis foreign languages. A notable finding of this research was the increased support for translanguaging among educators who were proficient in three or more languages in ESP/EGP settings, in terms of attitudes and behaviors. Furthermore, ESP instructors and students were more supportive of translanguaging, while limiting its definition within the use of L1. This study as a pioneering endeavor in bi/multilingual education in Iran has significant implications for teachers, teacher educators, and policymakers working within bi/multilingual educational spaces. This line of research in translanguaging can broaden the language horizons in Iran and shed more light on the significance of minority language education in fostering bi/multilingual spaces in the country.

**Keywords:** education, EGP teachers, ESP teachers, identity, multilingual educators, translanguaging.

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## Introduction

Translanguaging is an influential concept in the field of applied linguistics, aligned with inclusive education (Prilutskaya, 2021). With the widespread use of English as a global language and the importance of inclusion policies in education (Hodkinson et al, 2018), pedagogical translanguaging in English can improve language learners' proficiency and create multilingual and multicultural settings (Ghajarieh & Mirzabeigi, 2024; Ghajarieh & Safiyar, 2023). Translanguaging relates to how people use their linguistic resources to maneuver over difficult paths (García, 2009, quoted in Daniel & Pacheco, 2016). The deliberate selection and utilization of multilingualism in foreign language instruction can have profound implications for students' interest levels, attitudes, motivations, emotions, and insights, all of which foster stronger engagement and academic achievement in the classroom (Suryanto, 2016 cited in Fauziah et. al. 2021;; Tong & Shi, 2011;). The pedagogical translanguaging spaces may be created on purpose by the teacher to explain some linguistic components of language, or the teacher and students engage in translanguaging as an unconscious approach to communicate in language classes. The practice of translanguaging between instructors and learners is an under-researched area given that teacher cognition regarding translanguaging has been extensively explored in educational contexts. It is, thus, crucial to focus explicitly the pedagogical translanguaging when teachers and students interact, taking into consideration any sociopolitical aspects that can influence the implication of translanguaging in education. For many years, there has been a strong emphasis on using monolingual approaches. It is quite common for monolingual approaches in education to overshadow the linguistic backgrounds of the students (Kleyn & García, 2019).

A substantial body of literature on the effects and importance of translanguaging exists (Prilutskaya, 2021). Nevertheless, pedagogical translanguaging needs to be studied more closely in Iran because it is a relatively burgeoning field of study in the country. Within this shift of approach, learners and their linguistic resources are viewed differently. They are mostly referred to as emerging bilingual or multilingual learners in the scholarship on translanguaging to emphasize and recognize the importance of the mother tongue in learning a new language (e.g., see Kleyn & García, 2019) and that they all move on the continuum

of bilingualism just as those who naturally grow up as bilinguals (Meier & Conteh, 2014). How students view translanguaging is also crucial with regard to recurring classroom practices. There have, however, been few (if any) studies on translanguaging with an emphasis on emerging bilingual learners. Furthermore, there is a paucity of data on the beliefs and behaviors of bilingual and multilingual educators teaching in EGP and ESP environments where translanguaging can be crucial in creating and fostering bi/multilingual spaces.

This study aims to fill this knowledge gap by elucidating how bilingual and multilingual educators view translanguaging as an instructional strategy in the context of English for General Purposes (EGP) and English for Specific Purposes (ESP). It also concentrates on the possible advantages and disadvantages of applying translanguaging techniques inside EGP/ESP courses based on instructors' perspectives and practices. The reason for including the perceptions and practice of ESP instructors is that they tend to use the mother tongue of students to transfer complex concepts in specialized university texts more. This could make it easier to understand how instructors' ideas and the translanguaging in classroom settings are related.

To fill this gap, this study seeks to gain insight into how bilingual and multilingual educators perceive translanguaging as an educational approach within the English for General Purposes (EGP) context. It also aimed to focus on the potential benefits and drawbacks of implementing translanguaging practices within EGP courses based on the perceptions of teachers and their practices. This could enhance comprehension of the connection between teachers' beliefs, teachers' ideations, and translanguaging processes in classroom practices. Inspired by recent shifts in Western countries in terms of inclusive education which is mostly reflected in translanguaging in language education, this pioneer study in Iran explores how translanguaging can broaden language horizons in Iranian language academies and universities.

The purposes of this study are (a) to analyze teachers' beliefs concerning the utilization of translanguaging in classroom settings, specifically comparing the English for General Purposes (EGP) and English for Specific Purposes (ESP) contexts, (b) to investigate the alignment between teachers' beliefs and practices regarding translanguaging, aiming to understand how their instructional practices

correspond to their stated beliefs, and (c) to examine the translanguaging practices of students in EGP and ESP classrooms. Accordingly, in this study, the following research questions were outlined:

1. What are Iranian EGP/ESP teachers' beliefs regarding the use of translanguaging in the classroom?
2. To what extent are teachers' beliefs regarding translanguaging implemented in Iranian EGP/ESP classrooms?
3. What are the translanguaging practices of EGP/ESP students to learn English?

## Literature Review

### *The Separate Realms of Translanguaging and Code-Switching*

Translanguaging, initially highlighted in the literature by some scholars in education, such as García (2009), plays an important role in raising awareness regarding the significance of the mother tongue in bilingual education. It differs from co-switching in the sense that the use of other languages besides one language becomes integrated into communication while challenging the boundaries of existing codes and languages (Wei, 2018). Code-switching reflects a monolingual perspective as bilingual individuals switch back and forth between two different language systems (García & Li Wei, 2014). Within translanguaging paradigm, identity and ideology can be analyzed (Wei, 2018).

While translanguaging and code-switching are frequently grouped under the umbrella of multilingual practices, they should not be confused as synonymous terms. Code-switching is characterized as switching between distinct linguistic systems and has been utilized by bilingual children in the process of internalizing the rules of a new language, as mentioned by Early Edu Alliance (2019).

Goodman and Tastanbek (2021) suggest that code-switching corresponds to a monoglossic viewpoint that treats languages as separate systems. Nevertheless, translanguaging is informed by a heteroglossic concept of language through an integrated model of bilingualism (MacSwan, 2017). The differentiation between monoglossic and heteroglossic paradigms in teacher education and classroom research is fundamental, with Goodman and Tastanbek's (2021) recommendation to lean towards the heteroglossic orientation based on translanguaging research.

Translanguaging theory recognizes that the linguistic repertoire of bilinguals includes features from what society would view as more than one named language. These named languages carry different statuses and impose different social expectations and constraints upon bilinguals; thus for them, there is a complex socio-cultural framework for the suitable deployment of certain language features in particular situations (Otheguy et al., 2015).

Translanguaging is an expanding area in research, drawing on a linguistically inclusive approach in educational settings (Prilutskaya, 2021). It has an increasing usage in the studies of multilingualism in recent years, and its definition has changed during this time. Otheguy et al. (2015) expanded the definition of translanguaging to include monolingual speakers. Translanguaging, which has been gaining momentum in academia, is a pedagogical method that promotes language teaching and learning by inclusively incorporating multiple languages (Prilutskaya, 2021). Over the years, the term translanguaging has gained prominence in studies on multilingualism and its definition has evolved. Notably, the concept of translanguaging has expanded to encompass monolingual learners (Meier & Conteh, 2014).

The concepts of translanguaging, inclusive education, and multilingual competence are interrelated in the literature and scholars have recently focused on how these concepts converge in language education to the benefit of students whose mother tongue is not spoken at their school or in English Medium of Instruction classes (Ghajarieh & Safiyar, 2023; Prilutskaya, 2021). As Cummins (2019) notes, students can improve the quality of communication and use their linguistic competence in L1 through translanguaging.

With the widespread effect of globalization in the world, the concept of equality in education cannot be considered without highlighting multilingualism and multiculturalism (Ghajarieh & Safiyar, 2023). Additionally, Meier and Conteh (2014) note learners are able to learn an additional language and bilingualism should not be limited to those who are raised in environments with two languages.

### ***Translanguaging and Teachers' Belief and Practice***

The belief of educators is multifaceted in this regard and according to Pajares (1992), in the literature, an array of terms is employed to refer to beliefs. These terms encompass attitudes, values, assessments, and perspectives among

others. On the same note, Borg (2015) notes that belief is a component of cognition, which is a general phrase, encompassing “beliefs, knowledge, theories, attitudes, assumptions, conceptions, principles, thinking, decision-making about teaching, teachers, learners, learning, subject matter, curricula, materials, activities, self, colleagues, assessment, context” (Borg, 2015, p. 333).

A belief could be formed through learning experiences, and a professional development course, for instance, can influence teachers’ beliefs and alter their practice. Borg (2015) underlined the significance of learning aspects that affect instructors’ beliefs. In the case of translanguaging, several studies have noted biases toward the use of L1 in education (e.g., Portolés & Marti, 2017; Tarnanen and Palviainen, 2018).

Despite a wide range of studies on the beliefs of educators, practices need to be explored as well. Cummins (2019) notes that pedagogical translanguaging research needs to be explored in terms of practice and as Prilutskaya (2021) explains, the translation of translanguaging into practice is of significance. Given that translanguaging is a pedagogical strategy (Akbar & Taghi, 2020) exploring the practice of teachers along with their beliefs is of significance. As Borg (2017) states, limitations of context in education can prevent teachers from implementing their beliefs in practice. Basturkmen (2012) also confirmed this by reviewing several research articles on the connection between teachers’ beliefs and their practices.

### ***Studies on Translanguaging in Bi/Multilingual Educational Spaces***

Several recent studies have explored translanguaging in language education from different perspectives. For instance, Akbar and Taghi (2020) conducted research on the effects of and beliefs on translanguaging as a pedagogical strategy. They reported an enhanced understanding of students without improving their language proficiency. Eslami and Talebzadeh (2022) also researched college students and found that translanguaging is beneficial in the case of content words. Yusri et al. (2022), explored Malaysian ESL teachers’ beliefs on translanguaging. Based on their findings, pedagogical translanguaging can help collaboration and should be integrated into practice.

Recent studies have focused on beliefs regarding translanguaging in language education following the administration of continuing professional development courses. For instance, in one of the significant studies on

translanguaging in multilingual contexts, Gorter and Arocena (2020) found that in-service teachers demonstrated changes in their beliefs about multiculturalism after attending a professional development course.

Additionally, teachers' beliefs about translanguaging practices were explored in several studies. The findings showed that teachers had different beliefs about translanguaging practices, and these beliefs were influenced by their experiences, training, and context. For instance, in the Spanish foreign language context, L1 is excluded from the teachers' viewpoints, and L1 is avoided for the sake of improving L2 proficiency (Doiz, & Lasagabaster, 2016). In Asian context, Malaysia as a multicultural and multilingual country is one of the best sites for researching translanguaging. Some studies, including Too (2023), were done on teachers' beliefs on translanguaging in Malaysian contexts. These studies mostly found that translanguaging is still excluded in the curriculum.

In another study performed by Torff and Murphy (2021), teachers' beliefs were examined in Bilingual Education (BE), Dual Language (DL), General Education (GE), and English as a Second Language (ESL). The results showed that context can influence the beliefs of teachers concerning the success of translanguaging in education.

Nevertheless, a few studies (if any) explored ESP versus EGP contexts with an emphasis on students' translanguaging practices. The mismatches between the practice and belief of teachers in the case of translanguaging in language classes were not sufficiently explored as well. Particularly when considering that translanguaging can be highlighted in teacher education as noted by Deroo et al. (2020). Ultimately, the results of a meta-analysis on translanguaging noted that pedagogical translanguaging has been frequently represented in North America and Europe with the research in the Middle East countries comprising the least frequent studies from 2011 to 2021 (Prilutskaya, 2021). Thus, this research is worthwhile in the educational settings of Iran as a Middle East country.

## **Method**

This research adopted a mixed-methods approach to collect both qualitative and quantitative data. The qualitative phase included interviews and observation to triangulate data and the quantitative section of this study focuses on a

questionnaire given to some students of the teacher participants in this study. Integrating both qualitative and quantitative methodologies in a mixed-methods framework allows for datasets that are mutually enriching, providing a more multi-dimensional understanding of the phenomena under study (Teddlie & Yu, 2007).

### ***Participants***

The study participants were teacher participants, and they comprise 30 Iranian English language teachers ranging from 20 to 40, who were selected through convenience sampling. Fifteen participants were EGP (English for General Purposes) instructors in universities and language academies and the remaining fifteen were ESP (English for Specific Purposes), with four of them having received formal training in English Language Teaching (ELT). Among the fifteen teacher participants, three were French speakers, while two were proficient in a local Persian dialect. The presence of such multilingual teachers provided an opportunity to further explore their perspectives and practices regarding translanguaging in EFL settings, which are considered multilingual spaces. It is worth mentioning that part of the data from ten EGP participants of this study was used to highlight teachers' viewpoints on translanguaging at language academies in Iran (Ghajarieh & Aghabozorgi, 2024) before five new EGP participants teaching at university were added to facilitate the comparison between ESP and EGP teachers in terms of the equal number of teacher participants. A total of 25 students whose ages ranged from 18 to 35 were also selected among learners from the population receiving instruction from the teacher participants in this investigation to analyze the translanguaging practices of EGP/ESP students to learn English.

### ***Instruments***

To gain qualitative and quantitative data, interviews, observation, and questionnaires were used in this study. The interview questions were adapted from Saha and Rahman's (2022) interview guide and questionnaire; Appendix A contains the interview questions for the teachers. The observation was utilized to investigate ESP/EGP teachers' practices concerning translanguaging. Küçük's (2018) questionnaire adapted by Öztürk and Çubukçu (2022) was also used for examining the translanguaging practices of students.

### ***Procedure***

Two stages of data collection were employed to gather the necessary input



for this research. Over three months, the authors observed the teachers' behaviors, activities, and teaching techniques in a total of six online sessions that researchers were allowed to observe at one university and three language academies, taking detailed notes and recording each session to ensure the accuracy and accountability of qualitative data. Interviews were then conducted as another source of data collection. The primary reason for conducting observations before interviews was to eliminate the possibility of the interview questions and discussions influencing the beliefs and practices of the participants. This was mainly because the participants may become more conscious of their translanguaging practices during the interviews, which could lead to changes in their beliefs and practices. A checklist guided the researchers to minimize distractions in observations and due to observing online classes, the recordings of each observed class were available for further analysis and gathering related information and data that may have been ignored in the initial observation of such online classes. The checklist was guided by Henk et al. (2000) and translanguaging principles and guidelines raised in the literature.

After obtaining ethical clearance and informed consent from the participants, the researchers conducted comprehensive semi-structured interviews in Persian with teachers involved in the study. The interview questions were adapted from Saha and Rahman's (2022) interview guide and questionnaire, with modifications made by an expert in translanguaging to suit the educational settings in Iran. Before and after the interviews, the participants were fully informed about the confidentiality of any recorded material. Additionally, during observation sessions, both the teacher participants and their students were briefed about the research purpose and assured that any recordings of their classroom activities would be kept confidential and not shared with third parties. The interviews primarily focused on personal information, opinions on language usage in the classroom, and intentional or unintentional use of different languages. Each interview lasted between 10 to 35 minutes depending on the availability of the participants to answer all or some of the questions, and the conversations were recorded and transcribed accurately by the authors. The participants were allowed to verify the transcriptions, and the findings from both the interviews and observation sessions were documented through field notes, which describe what the observer saw, heard, or felt during the observations (Gay & Airasian, 2003).

In the final stage of carrying out the research, the attitudes of ESP/EGP students of these interviewed teachers in terms of their practices of translanguaging were examined through a questionnaire.

### ***Data Analysis***

The study utilized content analysis to analyze the data. The information was broken down into codes, categories, and themes, following the guidelines of Braun and Clarke (2006) and Riazi (2016). Inter-coder reliability was assessed and indicated a high level of agreement (0.9) between coders. After data collection and transcription, the researchers familiarized themselves with the data by reading it multiple times, taking notes, highlighting important sections, and forming initial coding ideas. They then developed a coding frame based on ten percent of the data using open coding as prescribed by Riazi (2016). The data were segmented into meaningful codes and assigned to specific sections based on their content. Similar codes were grouped into categories or themes to simplify the data and highlight key themes. The themes were reviewed and refined to ensure accurate categorization and the adjustment of any necessary themes. To gain a deeper understanding of translanguaging practices and theories related to EFL teaching, the researchers thoroughly reviewed and discussed relevant literature including works by Tian et al. (2020) and Meier and Conteh(2014).

### **Results**

To answer the first research question regarding the beliefs of teachers on the use of translanguaging, the obtained data were analyzed. Following the analysis of qualitative data, the overarching themes of translanguaging were identified.

Table 1 shows the themes and frequencies.

**Table 1**

*Teachers' Beliefs on Translanguaging in EGP/ESP Classroom Settings*

Overarching themes	Frequency of themes for EGP teachers	Frequency of themes for ESP teachers
Significance of translanguaging	13	7
Conscious usage of L1 in teaching	13	7
Vocabulary teaching as the least	8	15

Overarching themes	Frequency of themes for EGP teachers	Frequency of themes for ESP teachers
challenging language skill for transanguaging		
Creating motivations and more willingness to communicate	7	5
Conflating transanguaging with translation	5	15
Challenges of implementing transanguaging:		
I. Restrictions imposed by policymakers	15	3
II. Creating class management issues	15	3
III. Lack of practical guides to implement transanguaging	10	10
EGP University instructors' liberty in transanguaging	5	

The majority of EGP teachers, as shown in Table 1, placed a high degree of importance on the practice of transanguaging in language education. For instance, one of them noted that the L1 can be a good source for students to compare and contrast grammatical structures. She noted that it can make students more interested in the way they learn some *boring grammatical structures*. Eight of the EGP participants also noted that the conscious use of L1 on the part of teachers can be more beneficial than employing the strategy in a haphazard and disoriented manner.

According to the findings, all teachers concurred that it is unavoidable not to use Persian when teaching vocabulary. One of the participants noted,

*Not every phrase or combination of words can be taught using only English.*

He also added that giving the Persian equivalent can significantly improve pupils' understanding. Another instructor emphasized how transanguaging must not be regarded as a shortcut for shortening the learning process rather than as a means

of enhancing pupils' English proficiency.

Most EGP instructors in university settings noted that they use Persian materials in terms of short stories and ask their students to orally reproduce the content of each story in class. Another important theme identified in the case of EGP university instructors was that they felt having more liberty compared to their counterparts teaching at language academies to teach based on L1 students if need be.

In the case of EGP teachers at language academies, it was revealed that they were concerned about management challenges in classes and even losing their jobs if their supervisors found out about the use of L1 in class. All of them noted that the use of L1 should be limited as it negatively affects the proficiency level of students. What they opposed when talking about translanguaging appeared to be supporting the discourse of language academies' management in Iran. Nevertheless, none of these teachers noted the importance of translanguaging as a scaffolding strategy in teacher talk in class based on the proficiency level of students where low-proficient students can benefit from translanguaging to gain a deeper understanding of structures and vocabulary in L2.

In the case of EGP teachers, they highlighted translanguaging as an impediment to control their classes. As one teacher noted,

*Some students don't take the class seriously and that is the main problem. They become playful when they are supposed to be serious.*

Nevertheless, in the case of EGP instructors teaching at universities, just a few thought that translanguaging creates confusion for students and makes their classes in chaos.

All of the EGP teachers in language academies emphasized English as the Medium of Instruction with little room for the use of L1. They conflated translanguaging with code-switching and even one of them said,

*We don't want to train bilingual students and here my students just learn a new and different language." One of them emphasized the need for English-only instruction and noted that it is similar to "opening a window that cannot be closed.*

Another intriguing point raised by all of the teacher participants was that they recalled using translanguaging when learning their L1 at some point in their

language learning journey. For instance, one teacher said,

*I myself started learning English by bilingual dictionaries.*

It clearly shows how dominant ideologies in education can make teachers and students or other agencies in education think and enact learning or teaching in a certain way that serves the interests of those controlling educational settings.

While some of the participants noted that they believed in translanguaging for improving students' understanding, they highlighted a lack of practical guides to implement translanguaging.

As one teacher said,

*There is a lot of theoretical information out there about translanguaging, but it can be difficult to translate that into practice in the classroom. We need more concrete examples and guidance on how to implement it effectively.*

Multilingual educators believe that challenging the traditional views against multiculturalism is important. They advocate for translanguaging and the use of all languages in the classroom to promote inclusion. They differentiate translanguaging from translation, emphasizing its value in promoting inclusivity. Interestingly, bilingual educators do not mention this aspect of translanguaging, but a multilingual educator shares a personal story about how it helped her integrate into the Japanese education system. The educators stressed the importance of understanding others' experiences and supporting linguistic diversity. They argued that denying the use of other languages in the classroom is a *form of suppression*. Therefore, educators should be educated on translanguaging to create inclusive educational environments that respect students' linguistic and cultural backgrounds.

In the case of comparison between ESP and EGP educators, it was revealed that ESP teachers were more supportive of the use of translanguaging as they mostly thought that they use this strategy from the first session of their classes till the last. Understanding the text and equivalents of specialized words were the main objectives of these educators that can be best implemented through translanguaging. They were less concerned over communication in English and in this regard, they felt more liberty to use students' L1 in their classes compared to their EGP counterparts. Nonetheless, none of these educators make a distinction between translanguaging and translation. One of them clearly said,

*I do translanguaging a lot. I just translate all sentences from English to Persian and my students like this very much. I just do this in every minute of my class.*

### ***Practices in Translanguaging***

To answer the second research question, the observation data were analyzed. The findings of observations revealed that all 15 EGP and 15 ESP instructors used translanguaging at certain moments, even if they did not believe in its effectiveness. Below is the representation of translanguaging in terms of frequency.

**Table 2**

#### *Translanguaging in Practice*

EGP/ESP instructors	Frequency of observed translanguaging
EGPT 1	5
EGPT 2	6
EGPT 3	2
ESPT 1	1
ESPT 2	1
ESPT 3	3

This table implies that translanguaging is a crucial component in multilingual environments, and even those opposed to it unconsciously use it. Teachers with positive attitudes towards translanguaging encouraged their students to use their L1 for communication (EGPT 1 and EGPT 2), while those with unfavorable attitudes never promoted translanguaging (EGPT 3).

However, in a few instances, all of them used the translanguaging technique unconsciously. In the case of ESP teachers, since there was no real communication in English, only translation episodes were observed in class and this is clearly aligned with the beliefs of these teachers. Only in a limited number of cases, ESPT 1, 2, and 3, conversed some sentences in English and then asked their students to answer in English and Persian.

Nevertheless, teachers proficient in multiple languages incorporated translanguaging when necessary, despite monitoring by management. One teacher used translanguaging effectively by creating a welcoming environment, encouraging

students to use their native language(s) when needed, and allowing them to transfer skills, vocabulary, and concepts more effectively. This teacher also demonstrated how to navigate between Persian and English as a model for students. The teacher had attended webinars on translanguaging, suggesting that professional development is important for incorporating translanguaging into instructional practices. It is inferred that monolingual procedures dominate English as a foreign language setting in Iranian language academies, with few teachers consistently employing translanguaging for teaching all four skills. Another intriguing fact observed in the case of multilingual teachers was that they used translanguaging as a way to do scaffolding while conversing in English. Even one of these teachers brought a leaflet in French and tried to translate it for students to English and all the students were excited to be in this task as their reactions were observed.

In the case of ESP classes, one of the instructors used an innovative method for using translanguaging in teaching specialized words, using Persian to English texts, and asked students to talk about it in English (ESP T2), demonstrating interlingual communication in an ESP class.

Most educators in Iran do not use translanguaging in their teaching as a conscious approach, regardless of their stance on the matter. This indicates that monolingual methods are prevalent in English as a foreign language education in the country.

### ***Students' Practices of Translanguaging***

To answer the third research question based on the questionnaire instrument, this study also examined the practices of students with regard to pedagogical translanguaging. The table below presents the mean scores obtained for each practice measured in the survey:

**Table 3**

*Percentages of Students' Practices of Translanguaging*

Question	Percentages for EGP students	Percentages for ESP students
I take notes in my first language regardless of the language used by the instructor or in the lessons.	20%	80%

Question	Percentages for EGP students	Percentages for ESP students
I see that I switch from one language to another without noticing while taking notes in the classroom.	30%	90%
I take notes in the language that the instructor uses.	30%	90%
I use my first language to explain a new concept to my classmates during the lesson.	10%	90%
I use my first language to ask about a new concept to my classmates during the lesson	5%	97%

Based on the survey results displayed in Table 3, it can be observed that students often use their first language to ask about a new concept during an ESP lesson. This indicates that students feel comfortable seeking clarification in their native language and this could be because their instructors encourage translanguaging. Nevertheless, in the case of EGP students, they drastically differ from their ESP counterparts. This can reflect the general approaches of teachers and management in language academies to dissuade students from using their L1 in class.

The survey revealed that students in both contexts relied on translanguaging at varying degrees to comprehend concepts. This suggests that no matter how much teachers emphasize the use of L2 in classes, students may take a different route to comprehension based on their different learning styles. This is also reflected in the higher percentage of responses for the practice of taking notes in their first language regardless of the instructor's language and the natural tendency of students to translanguage without consciously recognizing it as emerging bilingual learners. Overall, seeking clarification and checking meanings were mostly used by students. The results highlight the importance of recognizing and incorporating students' diverse linguistic resources to enhance learning outcomes.



## Discussion

To answer the first and second research questions based on the data from this study, it can be noted that English was the main language used for instruction and communication in the observed EPG classrooms. However, a majority of the EGP teachers recognized the importance of translanguaging in bilingual and multilingual educational contexts in their interviews. This suggests that there was a mismatch between the beliefs and practices of the language teachers in the study. The study suggests that by embracing linguistic diversity in the classroom and establishing clear language use expectations, teachers can promote language learning and academic achievement. However, implementing translanguaging effectively was found to be challenging, with teachers reporting various difficulties. Policymakers and educational authorities should, therefore, provide better support to teachers in this area, including practical guidance and professional development opportunities.

The presence of multilingual teachers in the study showed that they have the potential to create a multilingual environment that would enhance students' pluricultural and plurilingual competence. However, it was observed that some bilingual teachers failed to establish an enabling context for bilingual or multilingual communication, focusing, instead, on minimal bilingual communication. This approach may prevent students from utilizing their linguistic resources and leave them unprepared for real-life communication with multilingual speakers who use English as a *lingua franca*. The results of this study align with previous research on the complexities of translanguaging. Similar findings were reported by Tekin (2023) and Wang (2019), highlighting the challenges and complexities faced by teachers in utilizing translanguaging techniques.

In the context of multilingual and multicultural countries, research has shown that attitudes towards translanguaging vary. While teachers in Thailand displayed a favorable attitude towards translanguaging (Ambele, 2022), Iranian teachers did not exhibit strong positive attitudes (unlike Indonesian EFL teachers) towards integrating translanguaging into their teaching approaches. Some of the EGP teachers also noted that they used translanguaging without the management knowing about the use of translanguaging. The findings of this study conducted in an EFL environment also support those in Doiz Lasagabaster (2016) as Spanish

teachers in the latter also noted that translanguaging may not improve learners' proficiency in L2.

In the case of ESP teachers, translanguaging was enacted in far different ways in their observed classes and their definitions of translanguaging in the interviews also differed. ESP teachers used L1 to translate reading texts and technical vocabulary without encouraging students to communicate in English. Meanwhile, in their interviews, they noted the importance of English communication, but only a small portion of each observed session was dedicated to practice English communication. This is consistent with Torff and Murphy's (2021) research that found teachers' perceptions of translanguaging vary across diverse educational settings.

The deficiency of communication in Iranian EGP classes was also noted in Ghajarieh and Mirzabeigi (2023). To answer the third research question, the results of students' attitudes regarding their translanguaging practices also indicated that they used this strategy in many instances and as Carstens (2016) reports, this can be beneficial for the "affective and cognitive" development of learners (p. 203 )

## **Conclusion**

This study found that there is a discrepancy between teachers' beliefs and practices in multilingual and multicultural educational settings, which has not been extensively studied before in Iranian educational settings and abroad. Furthermore, the findings indicated that translanguaging is still unknown to ESP and EGP teachers, and at most, they thought that this approach was synonymous with translation and code-switching that cannot improve students' proficiency. This could be due to a lack of comprehensive research in this area. The findings also emphasize the need to hire teachers who are familiar and flexible with teaching in multilingual settings, as they can bring about change at the micro-level in their classes and encourage policy changes at the macro level.

The research contributes significantly to the field of language education in Iran. It can raise awareness among policymakers, education authorities, language teachers, and teacher educators about the benefits of incorporating translanguaging practices in EGP classrooms to enhance learning outcomes. The higher use of pedagogical translanguaging among ESP teachers and EGP teachers also indicates

that in university settings where instructors have more liberty in terms of the selection of materials and tasks in their classes, there is more room for the incorporation of translanguaging in language education

It should be noted that the study has limitations, such as a small sample size. This line of research is particularly important in a multilingual country like Iran, where students often have diverse linguistic backgrounds. Embracing translanguaging in Iranian education not only celebrates diversity but also recognizes the value of incorporating local languages into mainstream education, ultimately creating a more inclusive future for language learners.

This line of research has the potential to enhance the educational opportunities of minority students in Iran whose native language differs from Persian. The adoption of translanguaging in English language education can effectively encourage the use of translanguaging, in teaching Persian to Iranian students whose mother tongues are different and initially encounter the language at school. By expanding language teaching practices beyond the traditional monolingual paradigm, this approach provides equal opportunities for all students, irrespective of their mother tongues, and fosters their learning and development. In light of these possibilities, this line of research holds promise for empowering minority students and enhancing their educational outcomes in Iran.

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## Appendix I. Interview Questions

Part A:

Name:                                      Age:                                      Degree:  
Teaching experience:                  Students' average level:                  Major of teaching:

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1. Have you participated in any TTC classes?
2. How do you regard using the L1 language during teaching English in your classroom?
3. Do you use Persian consciously or unconsciously?
4. If you answered yes, which parts do you need most?
5. Do you believe using a 3<sup>rd</sup> language can be beneficial? Explain.
6. What are the pros and cons of using Persian during class? Please share any positive or negative experiences you had.

Part B

Do you agree or disagree with these statements? Shortly explain your choices.

1. The practice of translanguaging in class is intrinsic to the natural communication processes of bilingual individuals.
2. Translanguaging does not necessarily denote a deficiency in second language proficiency.
3. Translanguaging in class is considered to be an appropriate and effective language practice.
4. Translanguaging is deemed to be an indispensable tool for acquiring a new language.
5. Regular use of translanguaging has the potential to foster greater self-assurance in English language skills.
6. Language instructors should consider the potential impact of using translanguaging when teaching a second language.
7. The implementation of translanguaging in class could be especially beneficial for bilingual students.
8. Effective teaching necessitates the use of translanguaging to elaborate and clarify key concepts.
9. One way in which instructors can facilitate effective teaching is by using translanguaging as a means of providing clear and concise direction.
10. Feedback delivered through the use of translanguaging can be a powerful mechanism for promoting student growth and development.
11. Utilizing translanguaging to praise student efforts can have a positive impact on student motivation and engagement.
12. By leveraging translanguaging, teachers can establish a stronger relationship with their students.
13. Translanguaging can be harnessed as a valuable tool to help clarify classroom rules and procedures.