

**The Development of TESOL Postgraduate Coursework
Students' Knowledge and Beliefs about Translanguaging through
a Professional Development Program**

Keith Cheng Lin

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Abstract

This thesis investigates how Teaching English to Speakers of Other Languages (TESOL) postgraduate coursework students develop knowledge and beliefs about translanguaging through participation in a five-week professional development (PD) program. While translanguaging has gained recognition as a multilingual pedagogical approach, it is often only implicitly addressed in TESOL teacher education. Equipping future TESOL teachers with a clear understanding of translanguaging is essential for preparing them to meet the needs of multilingual learners in increasingly diverse classrooms (Rabidge, 2025). This thesis makes an innovative contribution to the field by designing and implementing a PD program that explicitly scaffolds translanguaging as both theory and pedagogy, an approach that should be examined in TESOL teacher education research.

The study addresses two research questions:

1. What is the nature of TESOL postgraduate coursework students' theoretical and pedagogical knowledge of translanguaging (a) before and (b) after the PD program?
2. To what extent do TESOL postgraduate coursework students' beliefs about translanguaging change over the course of their PD program participation?
 - 2a. What are shifts in their beliefs about translanguaging before and after the PD program?
 - 2b. What anticipated challenges do they have about applying translanguaging pedagogy in their future classroom situations?

A qualitative-driven research design with post-PD questionnaire triangulation was employed, incorporating both cohort-level and individual-case analysis. Initially, 39 TESOL postgraduate coursework students participated in the study. However, participant numbers declined over the five-week PD period. To ensure a comprehensive analysis, only those ($n = 12$) who provided complete data required for analysis of their knowledge and beliefs before and after the PD program were included in the final analysis. This approach enabled a more complete understanding of participants' learning trajectories and belief development. Data included pre- and post-PD interviews, reflective journals after each PD session, and a post-PD questionnaire. Thematic analysis and frequency counts of responses to questionnaire statements were employed to identify and track individual and collective learning trajectories. Knowledge development was analysed using the Structure of Observed Learning Outcomes (SOLO) taxonomy (Biggs & Collis, 1982; Biggs et al., 2022), while belief shifts were examined through an analytical framework informed by theory and emergent data (García et al., 2017; Macaro, 2021).

Findings indicate that, prior to the PD program, participants typically demonstrated surface-level or misconceived understandings of translanguaging, often conflating it with translation or code-switching. Following the PD program, all participants showed more differentiated theoretical and pedagogical understanding, though ideological reflection remained limited. Participants' beliefs also shifted from conditional and bounded support for first-language use toward stronger endorsement of translanguaging, primarily on pedagogical rather than ideological grounds. However, institutional and societal constraints continued to shape participants' confidence in implementation, and alignment between knowledge and beliefs was not always even. This thesis contributes to TESOL teacher education research by

foregrounding postgraduate coursework students' knowledge and beliefs development about translanguaging and demonstrating the value of explicitly scaffolded PD. The findings suggest that conceptual clarity is essential for interpreting teacher beliefs and for supporting future teachers to design linguistically responsive and equitable pedagogies.

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Third, my thanks also go to my thesis proposal committee—Professor Ken Cruickshank, Dr Graham Hendry, and the chair, Dr Marie Stevenson—for their valuable feedback. Their insights and suggestions at this formative stage helped refine the design and strengthen the foundation of this research.

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Preface

I was born and raised in Shanghai, where my earliest linguistic experiences were shaped by Shanghainese, a variety of the Wu language family distinct from Mandarin, China's official language. Upon entering primary school, I encountered a strict Mandarin-only policy: Shanghainese was prohibited for both teachers and students. Such policies devalued local linguistic identities and curtailed multilingual competencies, resulting in a steady decline of Shanghainese among younger generations. Later, when I moved to Australia, I experienced another version of the “one-language-only” rule in a language course, with teachers insisting on “English, please” even during my informal interactions with other students who speak Chinese. Despite their differing contexts, both experiences reflected pervasive monolingual ideologies that marginalised students' full linguistic repertoires.

These experiences underpin my scholarly interest in translanguaging—an approach that recognises and values multilingual learners' full repertoires. As a teacher and researcher trained in both translation and TESOL, I have observed the tension between institutional expectations for English-only instruction and the pedagogical affordances of multilingual practices. This tension motivates the inquiry that shapes this thesis: how future TESOL teachers take up translanguaging.

Beyond the research interest and motivation, my PhD journey has been deeply formative. Serving as the student representative for the Applied Linguistics Association of Australia (ALAA) has enabled me to contribute to the applied linguistics community by organising student events, such as reading groups, editing the Student Voice column in the ALAA newsletter, and liaising between student members and the executive committee. These activities have strengthened my

leadership, academic service, and collegial collaboration, which are skills I believe to be essential to a good scholar.

My experiences in academic publishing and conference presentations have also shaped my development as a researcher. Upon the completion of this PhD thesis, I have published a journal article and a book chapter. Publishing my first article (Lin, 2023) in the *University of Sydney Journal of TESOL* taught me how to transform classroom-based insights into scholarly arguments through peer review. Although the article is not directly derived from this thesis, it reflects my sustained interest in pedagogical innovation within TESOL classrooms and laid the groundwork for my later exploration of translanguaging as a transformative pedagogy. Co-authoring a book chapter (Phakiti & Lin, 2024) with my supervisor deepened my understanding of research methodology and academic writing for an international audience. This experience strengthened my ability to frame and communicate the theoretical and pedagogical contributions of my thesis within broader scholarly conversations on language education. Looking ahead, I plan to develop three publishable papers from this thesis to strengthen its academic contribution. Some of the journals that I aim to publish in include *System*, *Language Teaching Research*, and *International Journal of Bilingual Education and Bilingualism*. The first article will report on the development of TESOL postgraduates' knowledge of translanguaging. The second will focus on belief trajectories and ideological tensions emerging from the PD program. The third will synthesise pedagogical implications for teacher education. Together, these papers will extend the reach of this thesis and contribute to ongoing conversations on translanguaging in TESOL teacher education.

I have presented one pre-colloquium workshop at the 15th University of Sydney TESOL Research Colloquium, one paper at the 16th University of Sydney TESOL Research Colloquium, one paper at the Eighth ALAA/ALANZ/ALTAANZ Conference 2024, Launceston, Australia, and one upcoming paper at at the ALAA Conference 2025, Darwin, Australia. These presentations are all related to this PhD thesis, and I have gained feedback from the audience to help shape the current project. These experiences provided invaluable opportunities to receive feedback, engage with leading scholars, and refine my ability to communicate research findings effectively. In addition, winning first runner-up in the ALAA 3 Minute Thesis competition challenged me to articulate the significance of my research to a broader audience, strengthening my ability to convey complex ideas with clarity and impact. Collectively, these experiences have helped me cultivate a reflective, rigorous, and collaborative research identity.

This thesis is, therefore, both personal and scholarly. It has helped me explore how future TESOL teachers make sense of translanguaging theory and practice, and how their beliefs and knowledge evolve through targeted learning experiences. My hope is that it contributes not only to research on translanguaging in teacher education but also to more inclusive and equitable language education practices.

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Definitions of Key Research Terms in the Current Thesis

To ensure clarity and consistency throughout the thesis, this section defines key concepts that underpin the thesis. Presenting these terms at the outset establishes a shared conceptual foundation, ensuring coherence across the chapters that follow.

Monoglossic Ideology refers to belief systems that value monolingualism as the norm and view languages as separate, autonomous, and hierarchically ordered entities rather than as interconnected resources within a single communicative repertoire (García, 2009).

Pedagogical Translanguaging refers to planned and systematic use of students' full repertoires in classroom instruction to scaffold learning and enhance comprehension (Cenoz & Gorter, 2021).

Professional Development (PD) refers to a structured set of learning workshops, collaborative tasks, and reflective activities around explicit goals designed to support teachers' long-term growth in knowledge, beliefs, and practices (Richards & Farrell, 2005).

Raciolinguistic Ideology refers to an ideology linking race and language, positioning racialised speakers as deficient regardless of proficiency (Flores & Rosa, 2015)

SOLO Taxonomy (Structure of the Observed Learning Outcome) refers to a framework for assessing the quality of understanding, moving from surface to deep and transferable understanding (Biggs & Collis, 1982; Biggs & Tang, 2011; Biggs et al., 2022).

Spontaneous Translanguaging refers to the unplanned and naturally occurring use of multiple languages by learners or teachers during classroom interactions, often for comprehension, expression, or rapport (Cenoz & Gorter, 2021).

Teacher Beliefs refer to value-laden judgments about pedagogy and language use that guide practice, often layered, context-sensitive, and not always aligned with knowledge (Fives & Buehl, 2012; Borg, 2015).

Teacher Knowledge refers to teachers' conceptual and procedural understanding of translanguaging, here analysed through the SOLO taxonomy to trace levels of conceptual depth (Biggs & Collis, 1982; Biggs & Tang, 2011; Biggs et al., 2022).

Translanguaging refers to the use of a bilingual's full linguistic repertoire, beyond the boundaries of named languages, encompassing both pedagogical practices and an ideological stance (García & Li, 2014; Otheguy et al., 2015; Otheguy & García, 2024).

Translanguaging Design refers to the strategic planning of classroom activities to allow multilingual students to use their entire linguistic repertoire as a tool for learning, rather than separating their languages (García et al., 2017).

Translanguaging Shifts refers to the flexible and adaptive changes teachers make in their teaching methods to support bilingual students by drawing on their full linguistic repertoire (García et al., 2017).

Translanguaging Space refers to a dynamic and flexible environment, whether physical or mental, where multilingual individuals can use their entire linguistic and semiotic repertoire to communicate and make meaning (Li, 2011).

Translanguaging Stance refers to a philosophical and ideological approach that views a multilingual person's language repertoire as a single, integrated system, not as separate, distinct languages (García et al., 2017).

Chapter 1: Introduction and Overview

1.1 Background and Context

1.1.1 TESOL Teacher Education

Teaching English to Speakers of Other Languages (TESOL) teacher education is a well-established professional field that prepares individuals to teach English as an additional language (EAL) in diverse contexts. Master's programs in TESOL, offered widely in English-dominant countries such as Australia, the UK, and the US, aim to combine theoretical knowledge of second language acquisition with practical pedagogical training to qualify graduates as English language teachers (Freeman, 2002; Richards, 2017; Richards & Farrell, 2005). These programs induct multilingual postgraduate students, many of whom are international students, into the professional knowledge base of English language teaching (ELT), including curriculum design, classroom practice, and language assessment. Understanding what knowledge, pedagogical orientations, and beliefs TESOL postgraduate coursework students¹ have developed is, therefore, crucial, not only for the quality of TESOL teacher education but also for preparing them to address the multilingual realities and challenges of contemporary EAL classrooms—a need echoed in recent calls for more adaptive, context-responsive, and equity-oriented teacher education models (Zhuo et al., 2025).

In these classrooms, teachers are increasingly expected to recognise and leverage learners' full meaning-making repertoire—a perspective encapsulated in the concept of *translanguaging* (discussed in detail below). Translanguaging challenges

¹ In this thesis, the term “TESOL students” refers specifically to postgraduate TESOL coursework students and will be used interchangeably in this sense hereafter.

traditional monolingual assumptions underpinning ELT by promoting the flexible and purposeful use of learners' full meaning-making repertoire for learning and meaning-making (García & Li, 2014; Rabbidge, 2025). Despite its growing prominence in applied linguistics and TESOL scholarship, translanguaging appears to receive limited sustained attention in many TESOL coursework programs, where it may be briefly mentioned in units of study (e.g., second language acquisition or language assessment), but not explored in depth. This limited exposure means that students may graduate without developing critical awareness of translanguaging's pedagogical and ideological significance.

The current thesis seeks to address this gap by exploring the implementation of a supplementary, out-of-class professional development (PD) program designed to deepen TESOL students' knowledge and beliefs about translanguaging, through structured opportunities for reflection, dialogue, and practical exploration of translanguaging as both a pedagogical approach and an ideological stance. This chapter provides an overview of the study's background, outlines the rationale underpinning the research, and describes the methodology used in this thesis.

1.1.2 Translanguaging Turns

While translanguaging has gained recognition as a multilingual pedagogical approach and an ideological challenge to monolingualism, its integration into pre-service TESOL teacher education remains limited, with related ideas often embedded within broader units of study rather than addressed explicitly. Beyond developing theoretical knowledge and teaching techniques, teacher education can also support teachers in recognising and strategically drawing on learners' full linguistic resources and critically reflecting on the monolingualism that exists in education. This involves not only acknowledging the value of multilingual repertoires but also exploring ways to design pedagogies that integrate them meaningfully into classroom practice (Cenoz & Gorter, 2021; García & Li, 2014). Such an orientation is relevant in both English as a second language (ESL) and English as a foreign language (EFL) classrooms. In this thesis, the term EAL is used to cover both ESL and EFL due to the dynamic shift between ESL and EFL learners in context. In both contexts, the purposeful use of learners' linguistic resources can contribute to more inclusive, effective, and contextually responsive teaching.

Translanguaging provides a theoretical and pedagogical framework for this orientation. It positions learners' repertoires as resources for meaning-making, critical thinking, and identity affirmation (García, 2009; García & Li, 2014). Rooted in bilingual education research, translanguaging challenges the view of bilinguals as two monolinguals (Cook, 1991, 1992; Grosjean, 1989, 2010) and instead conceptualises them as users of dynamic, integrated linguistic systems. Translanguaging is understood not merely as a spontaneous practice of bilinguals shifting between and mixing languages, but as a pre-planned, learner-centred approach to teaching and

learning that challenges the monolingual and monoglossic beliefs, policies, and practices (Cenoz & Gorter, 2021; García & Li, 2014; Li, 2022, 2023; Rabbidge, 2025).

Translanguaging presents a contrast to long-standing English-only traditions in TESOL, shaped by communicative language teaching and L2 immersion principles (See Macaro, 2021, for a discussion of L2-only versus the multilingual debate), and wider discourses of native-speakerism and raciolinguistic ideologies (Flores & Rosa, 2015; Holliday, 2018; Philipson, 1992, 2024). Empirical research has shown that drawing on learners' first languages can support comprehension and vocabulary development (Tian & Macaro, 2012; Teng & Fang, 2022), enhance speaking and writing (Luo & Sun, 2025; Sun & Zhang, 2022), and foster engagement and affective support (Back et al., 2020). At the same time, research also suggests that the integration of multilingual pedagogies in teacher education remains an emerging area, with many programs still more closely aligned to monolingual traditions (French, 2016; Zuo & Walsh, 2021).

1.1.3 PD for Language Teachers

PD offers valuable opportunities for teachers to reflect on both their knowledge and beliefs about translanguaging, aligning with Baker's (2025) emphasis that teacher cognition (encompassing beliefs, knowledge, and identity) is central to teachers' ability to navigate ideological, pedagogical, and sociocultural complexity in contemporary ELT. Research in language teacher cognition consistently shows that teachers' beliefs and knowledge are often tacit, resistant to change, and shaped by prior schooling and dominant monolingual norms (Borg, 2015; Baker, 2025). Without structured opportunities for critical reflection and guided learning, teachers may adopt

surface-level or instrumental interpretations of new pedagogical concepts, limiting meaningful classroom application. Empirical studies have demonstrated that targeted PD and teacher education programs can facilitate shifts in teachers' theoretical understanding and beliefs about multilingual pedagogies, especially when they explicitly link theory, reflection, and pedagogical practice (Deroo et al., 2020; Li et al., 2025). These findings highlight the need for carefully designed PD that goes beyond brief exposure within coursework units and instead provides sustained, focused engagement with translanguaging as both theory and pedagogy.

The current thesis explores how TESOL postgraduate coursework students at an Australian university engaged with translanguaging through participation in a PD program. Importantly, postgraduate TESOL coursework programs in Australia are not preservice teacher education programs designed to prepare teachers for Australian school systems. Rather, they primarily attract multilingual international students who already have teaching experience or who intend to teach English in a wide range of international and multilingual contexts. These students often bring rich linguistic repertoires and diverse educational backgrounds, but they may also have internalised monolingual pedagogical norms shaped by prior schooling, examination-oriented systems, or institutional language policies (Mahboob & Lin, 2016, 2018). As such, PD provides a critical space for these future or practising teachers to interrogate existing assumptions, develop conceptual clarity about translanguaging, and consider how multilingual pedagogies might be enacted within the constraints of their anticipated teaching contexts.

1.2 Research Problems and Gaps

Existing literature on translanguaging has largely concentrated on K–12 bilingual contexts, including minority–dominant language contexts such as Aboriginal languages and English in Australia (Oliver, 2021; Oliver et al., 2021; Steele et al., 2022; Tankosić et al., 2022). Studies have shown how translanguaging can empower emergent bilinguals, reshape classroom discourse, and challenge monolingual ideologies (Caldas, 2019; García & Kleyn, 2016; Gorter & Arocena, 2020). For example, ethnographic and classroom-based research demonstrate how translanguaging supports literacy and identity work (Sayer, 2012; Schleppegrell et al., 2024; Velasco & García, 2014), as well as how teachers navigate the tensions between language-separation policies and actual classroom practice (Gort & Sembiante, 2015; Hornberger & Link, 2012). Recent reviews further confirm the strong focus on K–12 contexts, synthesising ideological, affective, and pedagogical dimensions of translanguaging in U.S. schooling (Hamman-Ortiz et al., 2025; Wang et al., 2025).

In contrast to school-based bilingual education research, considerably less attention has been paid to how translanguaging is conceptualised and learned within TESOL teacher education, particularly outside preservice schooling contexts.

1.2.1 Under-researched topic in TESOL education

By contrast, postgraduate TESOL teacher education remains *underexplored*. A small but growing body of work highlights the possibilities and tensions that arise when TESOL students engage with translanguaging in coursework and practicum. Studies of reflective writing and coursework show that teacher candidates often begin to adopt translanguaging perspectives, but monolingual orientations remain deeply entrenched

(Andrei et al., 2020; Pontier, 2022; Pontier & Deroo, 2022). Other research demonstrates that multimodal and justice-oriented approaches can help teacher candidates link translanguaging to issues of equity and pedagogy (Ponzio & Deroo, 2021; Robinson et al., 2018; Robinson et al., 2020; Tian et al., 2022; Wong, 2024). Yet these shifts are *uneven* and *often limited* by institutional ideologies that continue to privilege English-only practices (Dobinson et al., 2023; Siegel, 2022; Williams, 2023).

Importantly, TESOL postgraduate coursework students are often analytically grouped with preservice teachers, despite representing a distinct population. In many contexts, including Australia, these students are not preparing for entry into local school systems but are current or former teachers, or aspiring English language teachers intending to work in international, multilingual, or adult education settings. As such, they frequently bring established pedagogical beliefs shaped by prior professional experience, examination-oriented systems, and institutional language policies, which may be more resistant to change than those of preservice teachers.

This underrepresentation raises important questions about how postgraduate TESOL coursework students develop knowledge and beliefs about translanguaging after PD. While research with in-service bilingual teachers has documented ideological transformation (Deroo & Ponzio, 2019; Holdway & Hitchcock, 2018; Menken & Sánchez, 2019), less is known about how TESOL students negotiate translanguaging as both a pedagogical framework and an ideological stance. Empirical studies suggest that exposure to translanguaging concepts alone does not necessarily lead to pedagogical uptake, particularly among teachers who must reconcile new ideas with entrenched curricular demands and accountability pressures. For example, Barros et

al. (2021) and Pacheco et al. (2019) demonstrate how preservice teachers encounter translanguaging in methods courses and practicum settings; however, these studies also reveal uncertainty about how to translate ideological awareness into concrete classroom strategies. This imbalance highlights that, although ideological transformation is well-documented, the pedagogical reasoning behind instructional decisions, task design, and the use of student repertoires remains poorly understood.

1.2.2 Lack of clarity between translanguaging and L1 use

Furthermore, research indicates that confusion often persists among translanguaging, L1 support, and code-switching (Kim, 2024; Li, 2018; Rabbidge, 2019; Treffers-Daller, 2024a), raising validity concerns for belief-oriented studies that do not explicitly scaffold participants' knowledge. Several studies have shown that teachers interpret translanguaging narrowly as strategic L1 use for comprehension or classroom management, rather than as an integrated view of bilinguals' linguistic repertoires. For instance, Jiang et al. (2022) sought to make the concept more accessible by simplifying its definition and emphasising practical aspects in a belief questionnaire. While this approach improved comprehensibility, it also meant that participants engaged with only a partial understanding of translanguaging, limiting the extent to which their reported beliefs could capture its full theoretical and pedagogical nuance. This raises methodological concerns about whether reported belief change reflects engagement with translanguaging per se or attitudes toward familiar L1 practices.

Altogether, these patterns highlight three unresolved issues that this study addresses:

1. The insufficient attention to TESOL teacher education, particularly postgraduate coursework students in monolingually predominant teacher education in the West. This gap is especially salient given that these students often already hold established beliefs shaped by prior teaching experience.
2. The predominance of research framing translanguaging as an ideological stance, with comparatively less attention to how teachers develop pedagogical reasoning, make instructional decisions, and design tasks when adopting translanguaging.
3. The validity issue of assessing beliefs about translanguaging without first ensuring that participants have a clear and pedagogically grounded understanding of translanguaging. Without such conceptual scaffolding, belief data risk conflating translanguaging with general support for L1 use.

1.3 Aims of the Thesis

This thesis aims to address the gaps discussed in Section 1.2 by examining the development of postgraduate TESOL coursework students' knowledge and beliefs about translanguaging throughout a PD program, focusing on pedagogical reasoning to inform the design of TESOL programs in English-dominant contexts.

Specifically, the thesis has two interconnected aims. The first is to examine the extent and quality of TESOL students' knowledge about the translanguaging approach before and after the PD program. By tracing this development, the study contributes to a more nuanced understanding of how translanguaging knowledge is developed (or remains superficial) throughout the program, including the conceptual and pedagogical challenges students may encounter. The second aim is to explore TESOL students' beliefs about the applicability and value of translanguaging in their

prospective teaching contexts, both before and after their participation in the program. This includes examining the nature of their beliefs, any shifts that occur (or do not), and the factors influencing those beliefs.

Together, the thesis will potentially offer insights into how postgraduate TESOL coursework students understand and believe in translanguaging. The thesis responds to calls for teacher education programs to move beyond monolingual assumptions and prepare educators for equitable, linguistically responsive practices in diverse TESOL settings (Mahboob & Lin, 2016, 2018).

1.4 Research Questions

To address the research aims, two main research questions were formulated.

1. What is the nature of TESOL postgraduate coursework students' theoretical and pedagogical knowledge of translanguaging (a) before and (b) after the PD program?
2. To what extent do TESOL postgraduate coursework students' beliefs about translanguaging change over the course of their program participation?
 - 2a. What are shifts in their beliefs about translanguaging before and after the PD program?
 - 2b. What anticipated challenges do they have about applying translanguaging pedagogy in their future classroom situations?

The first research question examines how postgraduate TESOL coursework students conceptualise and develop knowledge of translanguaging across different stages of the PD program, through the Structure of Observed Learning Outcomes (SOLO)

taxonomy, acknowledging that knowledge is accumulated quantitatively, while understanding is deepened qualitatively (Biggs & Collis, 1982; Biggs et al., 2022). The focus is on both theoretical knowledge, such as how participants understand the concept of translanguaging and its distinction from related practices like code-switching (García & Li, 2014; Li, 2018), and pedagogical knowledge, including how they envision applying translanguaging in classroom practice, with a focus on TESOL contexts (Cenoz & Gorter, 2021).

The second research question focuses on the beliefs of postgraduate TESOL coursework students about translanguaging, recognising that teacher beliefs act as powerful filters that shape how knowledge is interpreted and enacted in practice (Borg, 2015; Fives & Buehl, 2012; Pajares, 1992). In this thesis, beliefs are defined as consciously held views, assumptions, and evaluations about teaching and learning, specifically regarding the value, feasibility, and appropriateness of translanguaging in TESOL contexts (Fives & Buehl, 2012). While closely related to knowledge, beliefs are treated as a distinct construct to capture how students engage with translanguaging both cognitively and affectively. The question is divided into two parts.

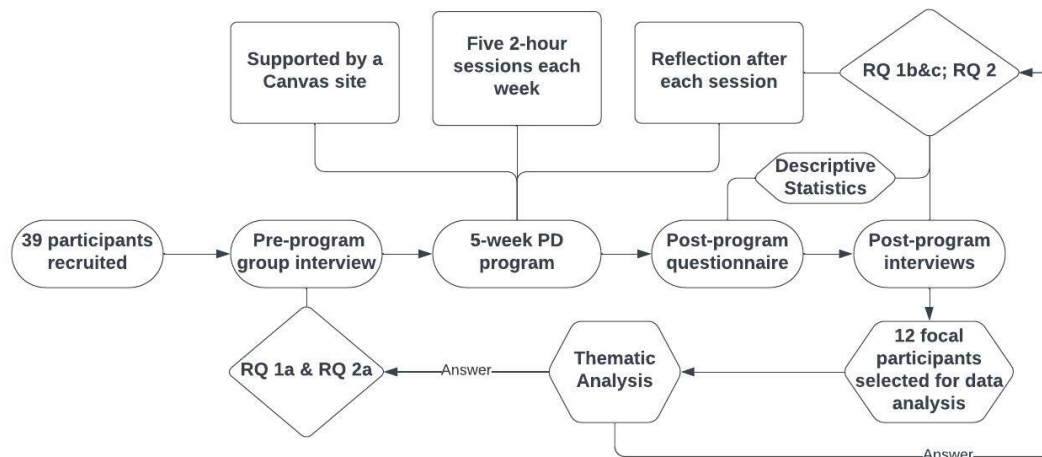
- Sub-question 2a examines participants' initial beliefs before the PD program and any changes that emerge afterwards, acknowledging that beliefs can be both resistant to change and responsive to new experiences (Kagan, 1992; Richardson, 1996; Thompson, 1992).
- Sub-question 2b investigates participants' anticipated challenges if they apply translanguaging in their future teaching contexts, aiming to understand any contextual constraints that contribute to their beliefs (Deroo & Ponzio, 2019; Wang et al., 2025).

1.5 An Overview of Research Methodology and Design

To address the research aims and questions, this thesis adopted a qualitatively driven mixed methods design, positioning qualitative inquiry as primary and quantitative data as complementary (Hesse-Biber, 2010; Hesse-Biber et al., 2015). This design was selected to capture both the complexity of individual meaning-making and the developmental progression of participants' knowledge and beliefs about translanguaging. Figure 1 provides an overview of the whole research process.

Figure 1

Overview of the research process



Initially, 39 postgraduate TESOL coursework students participated in the study, but the number of participants declined over the five-week period. To ensure a comprehensive analysis, only those who completed all components of the study, including providing data on their knowledge and beliefs before and after the PD program, were included in the final dataset. Accordingly, data from twelve TESOL students (all females) were used to address the thesis aims and research questions.

The central component of the study was a five-week face-to-face PD program, designed using constructive alignment principles (Biggs et al., 2022) to ensure coherence between intended learning outcomes (ILOs), teaching and learning activities, and reflection tasks. Data collection instruments included pre-PD group interviews, written reflections after each session, a post-PD questionnaire, and post-PD individual interviews, enabling the tracing of baseline understandings and subsequent shifts in knowledge and beliefs.

Qualitative data were analysed through a hybrid thematic analysis (Fereday & Muir-Cochrane, 2006; Nowell et al., 2017), combining theoretical frameworks with emergent insights from the data. Knowledge development was assessed using the Structure of Observed Learning Outcomes (SOLO) taxonomy (Biggs & Collis, 1982; Biggs & Tang, 2011; Biggs et al., 2022), while belief shifts were examined through a coding scheme informed by Macaro's (2001, 2009, 2021) belief positions and recent translanguaging scholarship (García et al., 2017; Otheguy & García, 2024). Questionnaire data were analysed descriptively using frequency counts to triangulate qualitative findings.

Overall, this design had the potential to enable the current study to capture both cohort-level patterns and individual learning trajectories, providing a nuanced understanding of how TESOL students developed their knowledge and beliefs about translanguaging through professional learning.

1.6 Significance of the Study

This study is significant in that it addresses a set of underexplored issues at the intersection of translanguaging research and TESOL teacher education and PD. While translanguaging has been widely examined in school-based bilingual education, particularly in K–12 contexts (García & Kleyn, 2016; Gorter & Arocena, 2020; Hamman-Ortiz et al., 2025; Wang et al., 2025), considerably less is known about how it is understood and taken up by postgraduate TESOL coursework students. Given that these students often bring prior teaching experience and established pedagogical orientations, examining their engagement with translanguaging responds to a population that has received limited focused attention in the literature.

The study is also significant in its emphasis on conceptual clarity in researching teacher beliefs about translanguaging. Previous studies suggest that translanguaging is frequently conflated with L1 use or code-switching, both in teacher discourse and in belief-oriented research instruments (Li, 2018; Rabbidge, 2019; Kim, 2024; Treffers-Daller, 2024a). By examining both knowledge and beliefs across a PD program, this study seeks to contribute to more careful and theoretically informed inquiry into teacher learning about translanguaging.

Finally, the study is relevant to TESOL teacher education and PD practice. By focusing on a supplementary PD program situated alongside coursework, it responds to ongoing calls for more sustained and explicit engagement with multilingual pedagogies in teacher education (Deroo et al., 2020; Baker, 2025). Thus, the study informs ongoing discussions about how TESOL teachers' knowledge and understanding of translanguaging evolves and can be supported by PD.

1.7 An Overview of the Thesis

This thesis is structured into six chapters, moving from the introduction and literature review to methodology, findings, discussion, and conclusion.

Chapter 1 (Introduction and Overview) has introduced the rationale, research gaps, aims, questions, and methodological overview, establishing the significance of investigating postgraduate TESOL coursework students' knowledge and beliefs about translanguaging in teacher education.

Chapter 2 (Review of Literature) situates the study within existing scholarship on translanguaging, teacher knowledge, and teacher beliefs. It highlights how current work has expanded the understanding of teacher learning of translanguaging but has

paid limited attention to three areas: the relationship between knowledge and beliefs, the learning experiences of postgraduate TESOL coursework students in Australia, and the interplay between pedagogical and ideological perspectives. These gaps frame the need for the present study.

Chapter 3 (Research Methodology) outlines the qualitatively driven research design. It describes the design of the PD program, the use of multiple data sources to capture the development of participants' knowledge and beliefs, and the iterative coding processes that guided analysis. The chapter also addresses the researcher's positionality and the strategies employed to ensure the trustworthiness of the research.

Chapter 4 (Development of Translanguaging Knowledge) reports on the findings relevant to research question 1 on participants' knowledge of translanguaging, analysed through the SOLO taxonomy and supported by qualitative data and descriptive statistics. This chapter demonstrates how participants' conceptual understanding of translanguaging developed through the program, providing the foundation for interpreting subsequent shifts in their beliefs.

Chapter 5 (Development of Translanguaging Beliefs) addresses research question 2 by examining how participants' beliefs evolved over the course of the PD program. Belief development is analysed through a coding scheme tracing positions from monolingual and conditional orientations to pedagogical and ideological stances toward translanguaging. The significance of this chapter lies in its illumination of the complex, layered and uneven processes by which participants negotiate pedagogical reasoning and ideological orientations toward translanguaging.

Chapter 6 (Discussion) synthesises and interprets the findings presented in Chapters 4 and 5 in relation to existing literature and theoretical frameworks. It discusses how participants' development of knowledge and beliefs interacts and is shaped by ecological constraints. The chapter also identifies patterns of asymmetry between pedagogical and ideological growth, introduces the notion of bifurcated developmental trajectories, and highlights implications for translanguaging theory, TESOL teacher education, and research methodology. Limitations of the thesis are also discussed for readers to consider the transferability of the findings.

Chapter 7 (Conclusions and Future Directions) consolidates the theoretical, methodological, and pedagogical contributions of the current thesis. It presents the branching developmental model of knowledge and beliefs and identifies key “troublesome” concepts (Meyer & Land, 2005) in learning about translanguaging. The chapter also outlines methodological and conceptual refinements for future inquiry and proposes directions for advancing translanguaging research and teacher education. Together, Chapters 6 and 7 articulate how this study contributes to a more dynamic and ecologically grounded understanding of how teachers learn to adopt translanguaging as both pedagogy and stance.

Having outlined the rationale, aims, and questions of this study, the following chapter (Chapter 2) situates these within existing literature, highlighting how gaps in research on translanguaging and TESOL teacher education inform the present study.

Chapter 2: Review of Literature

The current thesis aims to investigate how TESOL postgraduate coursework students develop knowledge and beliefs about translanguaging through professional learning. This chapter presents and discusses relevant theories and research that inform the scope of the thesis. It first explores theories and research on teacher beliefs about L1 use, multilingualism, and translanguaging, and second how translanguaging is conceptualised and enacted by student-teachers within teacher education. By critically reviewing these strands of literature, this chapter can establish the foundation for the present thesis. It highlights the persistent challenges in how teacher beliefs are researched, especially the tendency to measure attitudes toward translanguaging without first ensuring adequate conceptual understanding. It identifies key gaps in existing work, including the underrepresentation of TESOL postgraduate coursework students in Australia and the limited attention to the development of knowledge about translanguaging in professional learning contexts. In doing so, the chapter provides the theoretical grounding and empirical justification for the aims of the thesis, as well as the methodological choices and analytical framework developed in the following chapter.

2.1 Theoretical Framework

2.1.1 Translanguaging

This section introduces the foundational conceptualisations of translanguaging, reviews the theoretical debates distinguishing it from related constructs such as code-switching, and outlines its pedagogical application. Together, these discussions

provide the theoretical grounding for the present thesis and inform the design of the PD program that participants attended.

2.1.1.1 Defining Translanguaging

The notion of translanguaging initially referred to a pedagogy used in Welsh classrooms in which bilingual students are allowed to draw on knowledge from both their languages, Welsh and English, to acquire information or produce output (Baker, 2001; Williams, 1994). A typical classroom activity would be reading in Welsh and summarising in English (or vice versa). In recent decades, the notion of translanguaging has been extended beyond its original pedagogical practice in Welsh classrooms to encompass a natural practice among bilingual or multilingual speakers (Baker, 2011; García, 2009; Lewis et al., 2012). For TESOL teacher education, the significance of this theoretical development lies in how TESOL students conceptualise multilingual practices in classrooms, whether as code-switching, L1 support, or as translanguaging.

For García (2009), translanguaging reframes bilingual practices not as alternating codes (Poplack, 1980) but as discursive sense-making practices that constitute the communicative norm of bilingual communities. She claimed that code-switching centred on languages as codes rather than on the meaning-making process of bilinguals (see further discussion of the theoretical debate between translanguaging and code-switching in Section 2.1.1.2).

In their seminal book, García and Li (2014) further clarify translanguaging and connect its discursive practice in bi/multilingual communities with the pedagogical practices in schools, linking it to related concepts raised by critical language scholars (Jørgensen, 2008; Otsuji & Pennycook, 2010; Rampton, 2017) and extending it

beyond Williams' (1994) original conceptualisation of translanguaging as a set of classroom practices. They state that socially constructed boundaries between named languages do not exist and that bilingual and multilingual people use their full linguistic repertoire, as well as other meaning-making resources, such as bodily and sensory resources, to communicate. Otheguy et al. (2015) further propose a rethinking of languages as a unitary repertoire, meaning that while languages exist as separate sociopolitical categories, they do not constitute distinct cognitive systems in the mind. Therefore, the term *bilingual* refers to sociopolitical categories, not cognitive ones—thus the *bi-* prefix is sociopolitical, not cognitive (Otheguy et al., 2015).

Since then, translanguaging has also been seen as a decolonising project that challenges dominant ideologies and frameworks about language, race and knowledge (Li & García, 2022). Among others (e.g., diglossia, additive/subtractive bilingualism, academic language ideology, coloniality of language, etc.), the following three ideologies are particularly relevant to and most salient for TESOL contexts:

1. The *monoglossic ideology*, which sees that legitimate language use should occur in one named, standardised language at a time, underpins the English-only policy and the myth of immersing and thinking exclusively in English (García, 2009).
2. The *raciolinguistic ideology*, which links race and language, often positions racialised speakers as deficient, no matter what or how they speak (Flores & Rosa, 2015).
3. *Native-speakerism* positions so-called “native speakers of English” as the ideal and most authentic language models. Native English-speaking teachers are therefore considered to be better than non-native ones (Holliday, 2006, 2018).

The monoglossic ideology is particularly relevant in TESOL contexts, as it underpins various concepts that TESOL students are often exposed to in teacher education.

These include not only the English-only assumption for communicative language teaching and task-based language teaching, but also the notions of first and second language, first language transfer, interference, code-switching, etc., causing teachers often to misinterpret translanguaging as merely allowing students to use their L1, even though they acknowledge multilingualism (Li & García, 2022).

The raciolinguistic ideology and native-speakerism are deeply intertwined, and both remain significant in TESOL (Flores & Rosa, 2015; Holliday, 2006, 2018; Phillipson, 1992, 2024). These ideologies position white, “native” English-speaking teachers as the ideal model, while racialised or so-called “non-native” teachers are routinely constructed as deficient regardless of their linguistic competence. Such deficit assumptions also extend to multilingual learners and their families, privileging monolingual “standard” English norms over racialised students’ hybrid practices. Such ideology can be captured by the term Native-speakerist saviorism which refers to a belief system and practice within language education that idealises native speakers as the ultimate authorities and "saviours" of language learning. This ideology combines native-speakerism, which assumes native speakers are inherently better teachers or models of language, with saviorism, a paternalistic mindset that positions these individuals as rescuers of linguistically or pedagogically "deficient" contexts. Recent work highlights how these discourses manifest in education: Dovchin and Wang (2024) show how native-speakerist saviorism and spontaneous translanguagers are framed within hierarchies of legitimacy, while Hiratsuka (2025) introduces the notion of *trans-speakerism* to move beyond deficit framings by recognising bilinguals as legitimate users of their full repertoires. A translanguaging perspective, therefore,

resists these hierarchies by affirming the linguistic and cultural resources of racialised bilinguals as valuable for learning, thereby challenging deficit framings and native-speakerist ideologies.

By synthesising previous literature on conceptualising translanguaging (Baker, 2011; García, 2009; García & Li, 2014; García & Lin, 2017; Li, 2018, 2022, 2023; Li & García, 2022; Lewis et al., 2012; Otheguy et al., 2015, 2018; Otheguy & García, 2024), Table 2.1 presents a transdisciplinary translanguaging framework that covers three perspectives of translanguaging.

Table 2.1

The transdisciplinary translanguaging framework

Transdisciplinary Perspectives	Key Concepts
Socio-cognitive-ecological	Translanguaging Instinct (Li, 2016, 2018)
Extended Sociocultural	Translanguaging Space (Li, 2011, 2018)
Critical Pedagogical	Translanguaging stance, design and shifts (García et al., 2017)

From a socio-cognitive-ecological perspective, Li (2016, 2018) proposes that humans are naturally driven to use all available communicative resources (not just separate “languages,” but also gestures, sounds, facial expressions, and other semiotic cues) to make meaning. This natural drive is framed as *Translanguaging Instinct* which reframes human communication and learning as multisensory (engaging sound, sight, movement, and feeling), multimodal (using speech, writing, gesture, image, technology, etc.) and multilingual. This view is socio-cognitive-ecological because,

following Swain's (2006) conception of languaging as mediated cognition and Thibault's (2017) ecological account of distributed sense-making, it locates cognition not within the individual mind alone but within the dynamic interplay between mental processes, social interaction, bodily experience, and the surrounding environment, where meaning emerges through the coordinated use of diverse semiotic and sensory resources.

Li's notion of *Translanguaging Space* (2011, 2018) is grounded in a sociocultural perspective but extends it through spatial, ecological, and critical dimensions. Building on Vygotsky's (1978) view that language and cognition are socially mediated, Li conceptualises translanguaging as the creation of a dynamic social-psychological space where multilinguals integrate their linguistic repertoires, histories, ideologies, and affective experiences into fluid meaning-making practices. Drawing on Soja's (1996) concept of *Thirdspace*, this perspective reconceptualises language use as a spatial and interactional process in which individuals transcend macro-micro and individual-societal dichotomies. Within this evolving space, multilinguals exercise *creativity* and *criticality* by challenging linguistic and ideological boundaries and generating new identities, values, and discourses. Thus, Translanguaging Space represents a framework that expanded sociocultural perspective through ecological, spatial, and critical theory to account for how multilinguals actively reshape rather than merely participate in their social worlds. It situates language, learning, and identity within the interwoven dynamics of social interaction, spatial relations, and ideological transformation.

García et al.'s (2017) framework of *translanguaging stance, design, and shifts* advances a critical pedagogical recontextualisation of translanguaging by

operationalising Li's sociocultural and ecological theorisation within the realities of classroom practice. Rather than merely describing how translanguaging occurs, it foregrounds how teachers can embody a critical ideological *stance* that involves a critical awareness of how "named languages" were historically produced through colonialism and nationalism (Makoni & Pennycook, 2005), and a commitment to dismantling these hierarchies in education. Through *design*, translanguaging becomes a deliberate act of epistemic transformation. They restructure learning environments to legitimise students' full repertoires as resources for knowledge-construction and identity negotiation (García & Li, 2014). *Shifts*, in turn, conceptualise pedagogy as a responsive, emergent process, aligning with García and Kleyn's (2016) notion of the *translanguaging corriente*, in which meaning arises from fluid, situated interaction rather than pre-set norms. Therefore, these three dimensions transform translanguaging from a descriptive concept into a critical pedagogical practice, positioning it as a means to develop learner agency, promote social justice, and reimagine education as a space of creativity and epistemic transformation (Canagarajah, 2011; Kramsch, 2012).

In TESOL teacher education, then, defining translanguaging is both a theoretical exercise (e.g., Li, 2011, 2016, 2018) and a necessary step in challenging monolingual assumptions as embracing a translanguaging stance, and in enacting translanguaging pedagogy as a translanguaging design and translanguaging shifts (e.g., García et al., 2017).

2.1.1.2 Translanguaging vs. Code-switching

Translanguaging has generated considerable debate among scholars of bilingualism, particularly in relation to code-switching. Critics argue that translanguaging's

rejection of discrete linguistic systems raises theoretical and psycholinguistic concerns (Auer, 2022; Bhatt & Bolonyai, 2022; Cummins, 2021; Jaspers, 2018; MacSwan, 2017, 2022; Treffers-Daller, 2024a, 2024b). García and Lin (2017) distinguish between *weak* and *strong* forms of translanguaging to capture this tension. The weak form, closer to Williams' (1994) original pedagogical conception, softens language boundaries while still acknowledging them. The strong form rejects the idea of separate systems altogether, framing bilinguals as drawing on a single integrated repertoire of linguistic and semiotic resources. This strong form has been particularly contested by code-switching scholars.

Code-switching, of course, is a long-established concept in bilingualism and sociolinguistics (Gumperz, 1977; Haugen, 1953; Mackey, 1967). It is typically defined as the alternating use of two or more languages either within a single sentence (intrasentential) or across sentences (intersentential) (Poplack, 1980). Teachers have long relied on code-switching as a spontaneous strategy for scaffolding in additional language classrooms (Arthur & Martin, 2006), though it has often been unofficial, unplanned, and even discouraged under English-only policies (Creese & Blackledge, 2010). In many contexts, code-switching continues to be stigmatised as “contaminating” languages or as equivalent to grammar-translation (Anderson, 2024).

Translanguaging, in contrast, is framed by its proponents as a paradigm shift rather than a synonym for code-switching. While code-switching research assumes distinct linguistic systems between which speakers “switch”, translanguaging sees bilingual practices as fluid, integrated, and not bound by named languages (Li, 2018). Table 2.2 summarises how translanguaging scholars distinguish the two terms (Cenoz & Gorter, 2021; Li, 2018; Otheguy & García, 2024).

Table 2.2*Differences between code-switching and translanguaging*

Aspects	Code-switching	Translanguaging
Languages as Social Construct	Code-switching treats languages as distinct, bounded entities.	Translanguaging treats named languages as sociopolitical inventions with psycholinguistic reality.
Cognitive Representation	Code-switching implies two mental grammars or “dual correspondence”.	Translanguaging implies bilinguals operate from a unitary repertoire.
Linguistic Constraints	Code-switching is rule-governed, assuming two grammars with structural constraints.	Translanguaging assumes that grammatical rules belong to a shared system.
Multimodal & Semiotic	Code-switching emphasises alternation within linguistic structures.	Translanguaging foregrounds integration across semiotic and multimodal resources in contextually situated meaning-making.
Epistemological & Political	Code-switching is rooted in colonial logic that validates only the language practices of those with institutional power in Western societies.	Translanguaging redefines what counts as language and linguistic knowledge, and challenges linguistic hierarchies rooted in colonial power
Application in Classrooms	Code-switching is an informal or compensatory strategy, often illicit.	Translanguaging is a deliberate pedagogy leveraging full repertoires.

While translanguaging scholars emphasise these differences, code-switching specialists question whether such distinctions are as radical as claimed. Treffers-Daller (2024a) contends that translanguaging is largely a rebranding of well-established multilingual practices, given that code-switching research has long highlighted the dynamic and socially situated nature of bilingual speech. MacSwan (2017, 2020, 2022) similarly critiques translanguaging’s unitary model of

bilingualism, arguing instead that bilinguals possess multiple grammars that interact within a shared repertoire. In his view, acknowledging separate grammatical systems does not necessarily imply support for monoglossic ideologies. Other critics (Auer, 2022; Jaspers, 2018) also caution against discarding the analytic precision that code-switching research offers. Proponents, however, counter that such critiques cling to outdated frameworks and fail to capture bilinguals' lived communicative realities (Otheguy et al., 2018; Otheguy & García, 2024).

For TESOL, the distinction is not merely theoretical. As noted in the previous section, teachers frequently conflate translanguaging with code-switching, equating it with unplanned or compensatory use of students' L1. This reflects the persistence of monoglossic ideologies in TESOL teacher education, where practices such as “first language transfer,” “interference,” and “code-switching” are often framed as deviations from target-language norms. Clarifying the theoretical differences is therefore essential, not to settle a scholarly dispute, but to shape how future teachers conceptualise multilingual classroom practices.

At the same time, many researchers emphasise that what ultimately matters is pedagogy rather than terminology. Heugh (2015) argues that if translanguaging provides a more favourable framing for multilingual practices, free from the stigma that has historically attached to code-switching, then it is useful for advancing pedagogical innovation. Similarly, Huang and Chalmers (2023) suggest that what teachers most need is practical, evidence-based guidance for multilingual pedagogy, regardless of whether it is labelled as “translanguaging” or “code-switching.” From a TESOL teacher education perspective, then, the challenge is less about defending the uniqueness of translanguaging as a term and more about ensuring that teachers

develop the knowledge and stance to see students' full linguistic repertoires as legitimate and pedagogically valuable.

2.1.1.3 The Translanguaging Pedagogy

Having distinguished translanguaging from code-switching (see 2.1.1.2), it is necessary to consider how translanguaging has been applied pedagogically.

Translanguaging pedagogy builds on the original Welsh bilingual classrooms, where learners were asked to read in one language and summarise or write in another (Williams, 1994). Baker (2011) and Lewis et al. (2012) argued that such practices promoted deep comprehension, strengthened weaker languages, connected school and home, and fostered integration between L1 and L2 speakers. Crucially, this classroom translanguaging was not about translation but about meaning-making and learner-centred processing. Students reorganised knowledge from one language to express it in another, engaging in cognitively demanding tasks that differed from rote memory or teacher-led grammar-translation.

Extending beyond the Welsh context, Cenoz and Gorter (2021) conceptualise a continuum of translanguaging practices ranging from spontaneous to pedagogical translanguaging. Spontaneous translanguaging reflects naturally occurring multilingual interaction, while pedagogical translanguaging refers to pre-planned strategies designed by teachers to draw on learners' full linguistic repertoires. Their framework identifies weak forms (e.g., occasional use of more than one language in class) and strong forms, such as cross-linguistic comparisons and activities requiring input in one language and output in another. Strong forms deliberately develop metalinguistic awareness by encouraging students to reflect on similarities and

differences across languages at multiple levels, from phonology and syntax to pragmatics and discourse (Leonet et al., 2020; Teng & Fang, 2022).

This planned, learner-centred pedagogy contrasts sharply with traditional uses of L1 in additional language classrooms. Studies of L1 use in L2 teaching highlight functions such as translation for vocabulary, explanation of grammar, classroom management, and the fulfilment of affective goals (Hall & Cook, 2013). While these can be useful, they are typically unsystematic, spontaneous, and teacher-led. In contrast, translanguaging pedagogy deliberately designs activities, such as group work in L1 followed by presentations in L2, or research across multiple languages, leading to bilingual outputs that engage students in deep processing and bilingual meaning-making. As Baker (2011) observes, writing about a topic in the same language in which it was taught can encourage superficial copying, whereas translanguaging requires learners to genuinely process and reframe the content.

Pedagogical translanguaging is also supported by sociocultural theory and previous studies on the use of L1. Language use provides the mediational tools through which knowledge is jointly constructed before being internalised (Vygotsky, 1978). The use of L1 enables metatalk, cognitive regulation, and private speech (Kibler, 2010), extending learners' zone of proximal development (Lantolf, 2000). Empirical research confirms that using L1 in L2 classes fosters collaboration, metalinguistic awareness, and task engagement (Storch & Wigglesworth, 2003; Swain & Lapkin, 2000).

Table 2.3 synthesises these distinctions by contrasting translanguaging pedagogy with traditional L1 use. While L1 use may take various forms (e.g., predominant use in the grammar-translation method; limited use in communicative language teaching), this table covers potential differences. For example, a traditional classroom may be

learner-centred and focus on both meaning and form, while L1 is allowed minimally. It can also be teacher-centred and focus on forms, while L1 is planned and an integral part of the pedagogy. Neither situation can be called pedagogical translanguaging.

Table 2.3

Potential differences between pedagogical translanguaging and traditional classroom

L1 use

Pedagogical Translanguaging	Traditional Classroom L1 Use
<i>Student-centred:</i> learners engage in deeper cognitive processing and reorganise knowledge across languages.	<i>Teacher-centred:</i> L1 is used by the teacher for explanation or word-for-word translation.
<i>Balance of meaning and form:</i> classroom activities develop both comprehension and metalinguistic/crosslinguistic awareness.	<i>Focus on forms:</i> teaching is based on the grammar-translation method and rule memorisation.
<i>Planned and systematic:</i> classroom activities are planned by the teacher to leverage students' full meaning-making repertoire.	<i>Spontaneous and unsystematic:</i> the teacher and students use L1 when convenient (causing predominant use) or inevitable (causing reluctant, guilty use).
<i>Multilingualism as an integral part of pedagogy:</i> lessons are designed to effectively activate the full meaning-making repertoire.	<i>Students' L1 as a complementary part of the pedagogy:</i> Lessons are designed under monolingual assumptions, with L1 as a support when the monolingual pedagogy does not work.

In TESOL teacher education, this distinction is crucial. As Li and García (2022) cautioned, teachers often misinterpret translanguaging as merely allowing students to use their L1. By understanding pedagogical translanguaging as planned, student-centred, and aligned with sociocultural theory, teachers may reconceptualise L1 not as a crutch or interference, but as an integral resource for learning. This shift is essential

for challenging monoglossic assumptions in TESOL and for preparing teachers to design classrooms that affirm multilingual students' full repertoires.

2.1.2 Teachers' Knowledge and Understanding

Following the theoretical review of translanguaging, this section aims to define the construct of teacher professional knowledge and understanding. Biggs et al. (2022) provide a useful framework. They distinguish between knowledge and understanding in terms of depth, structure, and transferability. Knowledge is the accumulation of discrete facts, concepts, or procedures, often fragmented and surface-level, whereas understanding involves perceiving relationships, integrating information into coherent structures, and applying concepts flexibly in new contexts. This distinction is captured in the SOLO (Structure of the Observed Learning Outcome) taxonomy (Biggs & Collis, 1982), where *Uni-structural* and *Multi-structural* levels represent knowledge accumulation, while *Relational* and *Extended Abstract* levels represent integrative and transformative understanding.

Compared to Shulman's (1986, 1987) influential categorisation of teacher knowledge (i.e., content knowledge, pedagogical knowledge, and pedagogical content knowledge), SOLO provides a more dynamic and developmental model. Shulman's framework illuminates the domains of teacher knowledge, but it offers little analytic traction for tracing how teachers progress in their conceptual grasp. For this reason, SOLO is better suited for this thesis, as it captures both the structure and depth of participants' knowledge of translanguaging. Similarly, Borg (2015) demonstrates that teacher knowledge is not only formal but also situated and experiential, highlighting that knowledge cannot be reduced to abstract categories alone. Fenstermacher's (1994) distinction between "knowledge of teaching" and "knowledge for teaching"

reinforces this point by highlighting the inherently action-oriented nature of what teachers know. Thus, these perspectives suggest that teacher knowledge is both structured and situated, but SOLO provides a particularly useful (and widely used) analytic lens for evaluating qualitative, developmental change in postgraduate students' conceptualisations (Adeniji et al., 2022; Brabrand & Dahl, 2009; Pegg, 2020; Rembach & Dison, 2016).

In this thesis, knowledge is defined as participants' conceptual and practical grasp of translanguaging, including its theoretical foundations, pedagogical strategies, and implications for TESOL classrooms. Drawing on the SOLO framework, participants' responses are analysed not only by the number of features recalled but also by the coherence and transferability of their ideas. For example, listing translanguaging strategies indicates *Multi-structural* knowledge, whereas explaining how these strategies foster learner engagement or identity development reflects *Relational* or *Extended Abstract* understanding (further explained in Chapter 3). Knowledge is therefore treated as a developmental construct, one that may evolve toward deeper and more usable understanding through professional learning and reflection.

2.1.3 Teacher Beliefs

While teacher professional knowledge concerns what teachers know and understand, this section turns to teacher beliefs, which reflect how teachers perceive, value, and interpret their pedagogical practices. Beliefs are often defined as psychologically held understandings, assumptions, or value-laden judgments that are felt as true, whether explicitly articulated or implicitly held (Pajares, 1992; Richardson, 1996). They are central to cognition because they filter experience, frame pedagogical problems, and guide instructional decision-making (Fives & Buehl, 2012; Nespors, 1987).

While a long tradition of research has characterised beliefs as resistant to change (Kagan, 1992), more recent work in PD contexts (Borg, 2011; Fives & Gill, 2015) challenges this, showing that beliefs can shift when teachers are engaged with powerful conceptual tools. This tension between stability and change is critical for the present thesis, which investigates whether beliefs about translanguaging can be reshaped through structured professional learning opportunities.

Beliefs can also be both general and contextual. Fives and Buehl (2012) distinguish between general beliefs, decontextualised assumptions across teaching contexts, and specific beliefs, situated, context-responsive judgments about particular instructional situations. Teachers often hold both types simultaneously, and different contexts may activate distinct levels of belief specificity depending on classroom demands and sociocultural environments.

Although analytically distinct in this thesis, knowledge and beliefs are often interwoven. Knowledge tends to be validated and externally warranted, while beliefs are often subjective and emotionally invested. Fives and Gill (2015) demonstrate that teacher learning involves constant interplay between the two, with knowledge sometimes destabilising entrenched beliefs, and beliefs shaping how new knowledge is interpreted.

Therefore, in this thesis, beliefs are conceptualised as participants' evaluative orientations and judgments about the value, feasibility, and appropriateness of applying translanguaging in TESOL contexts. Their beliefs are malleable through professional learning, both general and specific, depending on contextual triggers, and interact dynamically with knowledge.

2.1.4 Professional Development and Professional Learning

In this thesis, PD, also referred to as professional learning (PL), is understood as structured, intentional learning opportunities that support teachers' ongoing development of knowledge, beliefs, and pedagogical reasoning beyond initial teacher education (Borg, 2015; Baker, 2025). PD is conceptualised not as one-off training, but as a reflective and iterative process that engages teachers with theory, critical reflection, and practice-oriented inquiry. This definition informs the PD design of the present study, which explicitly scaffolds conceptual understanding of translanguaging, provides opportunities for reflection on beliefs, and supports participants in connecting theoretical insights to anticipated pedagogical decision-making.

2.2 Research on Beliefs about the Use of L1, Multilingualism and Translanguaging

This section synthesises research on teachers' beliefs about the use of L1, multilingualism, and translanguaging across diverse educational contexts. Existing studies consistently report mixed attitudes toward L1 use and multilingual practices, with a recurring mismatch between what teachers claim to believe and what they enact in classrooms (Copland & Neokleous, 2011; Hall & Cook, 2013; Lee & Macaro, 2013; Littlewood & Yu, 2011; Macaro, 2001; Turnbull & Arnett, 2002).

While scholars emphasise the importance of teacher education in this area, this thesis raises concerns about the validity of some research on translanguaging beliefs.

Namely, if participants lack prior knowledge, experience of, or professional training in translanguaging, then any reported "beliefs" cannot be considered valid, as they may reflect attitudes toward traditional L1 use or general multilingualism rather than

translanguaging itself. Thus, this thesis is designed to more closely examine aspects of the relationship between teacher knowledge and beliefs. It argues that PD should be tailored to meet contextual needs (e.g., TESOL contexts) and be underpinned by developing teacher knowledge of theoretical foundations of translanguaging as well as pedagogical skills for implementing pedagogical translanguaging.

2.2.1 Beliefs about the Use of L1 and Multilingualism

Research consistently highlights a tension between English-only and multilingual approaches, with teachers' stated beliefs often diverging from their classroom practices. In foreign language contexts, for example, teachers frequently enter the profession with monolingual assumptions shaped by policy, training, and societal expectations, but many later recognise the pedagogical value of L1 as a scaffold for learners with lower proficiency (Rabbidge, 2019; Wang, 2019). This shift, however, is often accompanied by feelings of guilt, reflecting the power of institutional and ideological pressures (Macaro, 2021). Similar contradictions appear in bilingual and multilingual education: while some teachers strongly support multilingualism, they remain influenced by monoglossic ideologies (Egaña et al., 2015).

Beliefs are also shaped by institutional mandates. Some studies report teachers' insistence on replicating an "immersive" English-only environment (Doiz & Lasagabaster, 2018), while others highlight more pragmatic acceptance of L1 as a pedagogical resource, particularly when students' comprehension is at stake (Atta, 2024; Romanowski, 2025). These findings illustrate that beliefs are not merely individual preferences but context-dependent and constrained by numerous factors outside the classroom.

A recurrent theme across contexts is the gap between espoused and enacted beliefs (Borg, 2017). Teachers who voice support for multilingual pedagogy may fail to actively promote it (Haukås, 2016; Lundberg, 2019), while others who defend English-only immersion nonetheless use L1 pragmatically in practice (Doiz & Lasagabaster, 2018; Wang, 2019). Recent meta-synthesis research confirms this pattern: teachers across diverse settings acknowledged translanguaging's benefits for teaching, learning, and social justice, yet continued to express ambivalence due to concerns about L1 overuse, professional identity, and policy constraints (Wang et al., 2025). This inconsistency underscores that beliefs alone cannot predict classroom practice and that ideology, policy, and contextual demands heavily mediate teacher decision-making.

The implication for PD is that generic calls to “close the gap” between espoused and enacted beliefs are misguided. Teachers' practices are shaped not only by knowledge and beliefs but also by institutional constraints and local ideologies, meaning that PD must be contextually responsive (Hornberger & Johnson, 2007). In TESOL contexts, this requires moving beyond binary debates over L1 versus L2 and equipping teachers with a theoretically grounded understanding of pedagogical translanguaging, that is, systematic principles and strategies for leveraging learners' full repertoires to enhance learning. Such an approach situates PD not in abstract ideology but in practice-oriented, evidence-informed training that acknowledges contextual realities while also introducing teachers to the theoretical underpinnings of translanguaging. Ultimately, teachers should be empowered to adapt these principles to their own settings, whether they choose to modify or maintain their espoused and enacted beliefs.

2.2.2 *Validity Issues*

A critical limitation in existing research on teachers' and students' beliefs about translanguaging lies in validity. Many participants enter studies without prior knowledge, experience, or professional training in translanguaging, meaning that what is reported as “beliefs” often reflects views on traditional L1 use or multilingualism more broadly, rather than translanguaging. For instance, studies that frame translanguaging as equivalent to code-mixing or grammar-translation risk conflating participants' resistance to L1-dominant classrooms with opposition to translanguaging itself (Kim, 2024; Rabbidge, 2019). This misalignment leads to conclusions—for example, that students or teachers are “against translanguaging”—when in fact they may simply misunderstand the construct.

The issue extends beyond pedagogy to ideology. As Li and García (2022) emphasise, even teachers who claim to support multilingualism frequently reframe translanguaging through traditional bilingual education concepts such as additive bilingualism that separates L1 and L2 or code-switching, thereby reproducing monolingual norms. In such cases, stated “support” for translanguaging cannot be considered valid either, since it reflects partial or distorted understandings of translanguaging. Simplifications of translanguaging in research instruments (e.g., equating it with translation or alternation of input/output languages) may make the idea more accessible (Jiang et al., 2022), but they do not resolve the problem: without systematic PD, participants remain unable to engage with translanguaging as a comprehensive pedagogy and ideology.

This highlights a broader methodological concern. As Borg (2015) argues, teacher cognition is shaped by schooling, coursework, and classroom practice. If participants

have not been exposed to translanguaging through PD or actual pedagogical use, their reported “beliefs” inevitably derive from prior experiences with traditional language instruction and dominant monolingual ideologies. Wang et al. (2025) reinforce this concern, showing that many teachers’ apprehensions about translanguaging stemmed from conceptual misunderstandings, such as equating it with unrestricted L1 use, rather than with translanguaging as a fluid, multilingual pedagogy. Thus, the PD delivered in the research design for this thesis aims to ensure that participants possess at least some conceptual and experiential grounding in translanguaging before eliciting their views.

This argument underpins the design of the present study: investigating teachers’ beliefs about translanguaging is only meaningful after they have engaged with its theoretical foundations and pedagogical practices in PD. Otherwise, research risks misrepresenting resistance to outdated L1 practices as resistance to translanguaging itself.

2.3 Research on Translanguaging in Teacher Education and Professional Development

This section reviews previous research on translanguaging in teacher education and PD. It uses an anthological approach (Li & Wang, 2018), reporting on the methods and results, to review studies that are closely related to the thesis and whose details are necessary for identifying the research gaps this thesis aims to address. Although the participants in the present study are not preservice teachers, research on translanguaging in preservice teacher education remains highly relevant and should not be treated as separate from in-service teacher PD. Accordingly, this review attends

to research on both initial teacher education and PD for practising or near-practising teachers, as well as PD initiatives that explicitly focus on translanguaging as an object of learning. As summarised in Table 2.4, recent studies have primarily examined pre-service and in-service teachers' learning outcomes, such as shifts in ideology and beliefs, following exposure to translanguaging coursework or training. Although many of these studies are situated within teacher education programs, they are reviewed here insofar as they illuminate how PD and structured learning experiences support teachers' conceptual and pedagogical engagement with translanguaging. These studies are selected for closer analysis because they directly inform the focus of this thesis. By synthesising their contributions and limitations, this section identifies key research gaps, particularly concerning how teachers develop both conceptual and practical understandings of translanguaging, which the present study seeks to address.

Table 2.4

Summary of relevant studies on translanguaging in teacher education

Citation	Participants & Context	Purpose	Methodology	Findings
#1 Robinson et al. (2018)	14 students in a TESOL certificate course at a US university	The authors examine how introducing translanguaging both theoretically and pedagogically influenced students' understanding of language, learning, and teaching.	Using a collaborative, <i>qualitative</i> teacher-research design, the authors implemented translanguaging in the course through both theoretical instruction and practical activities. Data were collected from students' <i>reflective journals</i> and <i>portfolios</i> , and the <i>researchers' own reflections</i> . <i>Thematic analysis</i> and <i>power analysis</i> were used to identify impacts on student understanding.	Students shifted from a functional to a sociocultural view of language, more easily grasped by multilingual than monolingual peers. They recognised translanguaging's value in affirming identity, fostering inclusion, and supporting additive bilingualism, while noting challenges around teacher preparedness, feasibility, and policy. Classroom practices disrupted English-only norms and empowered multilingual students, though misconceptions remained. Overall, translanguaging promoted empathy, intercultural understanding, and critical reflection on power relations, underscoring the need for teacher education reforms that integrate translanguaging perspectives.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#2 Holdway & Hitchcock (2018)	Seven in-service math teachers in an online PD course for K-12 teachers in Hawai'i. The course focused on teaching mathematics to multilingual learners and introduced translanguaging as a pedagogical strategy.	This study investigates <i>ideological becoming</i> —the process by which teachers develop awareness and revise their ideological stances	Using <i>qualitative action research</i> methods, the study analyses <i>written reflections</i> from participants during Week 7 of the course, which focused on translanguaging and collaborative peer groups. <i>Thematic analysis</i> was conducted to assess shifts in beliefs and practice.	Teachers entered with predominantly English-only ideologies but, through reflection and coursework, many reoriented to view L1 as a resource, adopting multilingual practices such as lifting English-only rules and using bilingual strategies. Others, already supportive, felt affirmed and expanded their repertoire, while a minority remained uncertain or resistant, citing concerns over off-task behaviour or insisting on English-only norms. The study underscores the need for PD that surfaces ideological assumptions, promotes culturally responsive multilingual pedagogies, and extends research and support, particularly in mathematics education for multilingual learners.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#3 Caldas (2019)	20 bilingual preservice teachers in a foundational course on bilingual education at a university in Texas	The study explores their evolving language ideologies, bilingual identities, and pedagogical beliefs within a translanguaging space	Using <i>critical ethnography</i> (Madison, 2011), the author gathered data from <i>classroom discussions, written reflections, and semi-structured post-course conversations</i> . An <i>inductive thematic analysis</i> was used to identify emerging patterns in participants' language beliefs and ideologies.	Participants became more critical of rigid language separation in dual-language programs, questioning its effects on confidence and participation, and reframing codeswitching as both cognitively demanding and culturally affirming, with some adopting the term "academic codeswitching." While most endorsed blending translanguaging with strategic separation to bolster Spanish proficiency against English dominance, they also valued how their preparation program modelled flexible practices for future teaching. Despite embracing dynamic bilingualism, participants highlighted structural barriers, including institutional pressures, job insecurity, and limited recognition of bilingual expertise.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#4 Deroo & Ponzio (2019)	Five in-service TESOL teachers in a 16-week online TESOL practicum course in the US	What are the ideological constraints that limited the adoption of a translanguaging stance and how do they move beyond these constraints	Qualitative discourse analysis of data from online discussion posts, final projects and two follow-up interviews; ecological framework (Douglas Fir Group, 2016)	Teachers' engagement with translanguaging was shaped by constraints and opportunities across <i>Micro</i> , <i>Meso</i> , and <i>Macro</i> levels. At the <i>Micro</i> level, challenges included the abstractness of theory, monolingual backgrounds, and classroom management concerns, though some teachers began valuing translanguaging by reflecting on their own language learning. At the <i>Meso</i> level, institutional resistance, English-only norms, and limited training posed barriers, but teachers also started challenging deficit views and advocating for community resources. At the <i>Macro</i> level, high-stakes testing and policy pressures reinforced English dominance, yet some teachers reimaged translanguaging as a social justice practice to affirm identities and resist hegemony.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#5 Pacheco et al. (2019)	10 bilingual preservice teachers in their year-long clinical placements in dual-language and transitional bilingual elementary programs in the US	How do participants navigate and articulate language ideologies surrounding translanguaging?	Researchers conducted three semi-structured interviews with each participant over one academic year. Data analysis was carried out in three phases: identifying language ideologies (textual description), contextual features that shaped these ideologies (structural description), and synthesising an overarching “essence” of participants’ experiences.	Participants perceived translanguaging, particularly via cognates, as a means to foster metalinguistic awareness and link English and Spanish, often emerging spontaneously rather than through explicit planning. They valued L1 for clarifying confusion and supporting participation, yet some feared it might impede English development, reflecting tensions between pedagogical benefits and dominant ideologies. Mixed language use was increasingly recognised as a marker of sophistication and knowledge rather than deficiency.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#6 Robinson et al. (2020)	19 TESOL undergraduate students in the US	<p>Explore students' understandings of translanguaging in relation to language, culture, and power.</p> <p>Examine how students enact translanguaging in microteaching.</p> <p>Assess whether the course design affords students the ability to teach for justice.</p>	<p>Qualitative analysis of reading reflections on assigned texts, reflective journals, ethnographic interviews, final portfolios, including a teaching philosophy, lesson plan, microteaching reflection, classroom observation, and resume.</p> <p>Microteaching videos: short teaching demonstrations with peer feedback.</p>	<p>Students tended to view translanguaging as a set of practical scaffolding strategies, such as visuals or L1 translations, rather than as a deeper pedagogical stance, though many acknowledged links between language, culture, and power. While lesson plans included multiple languages, few elevated home languages as knowledge resources or promoted critical metalinguistic awareness. Despite critiquing English hegemony and classroom hierarchies, students' teaching practices remained largely conventional, limiting translanguaging's transformative potential.</p>

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#7 Turner (2020)	Seven in-service generalist teachers in Australia	The professional learning outcome	Design-based research: a three-day iterative process; data from interviews, teachers' group discussions, lesson plans, written reflections and students' work samples	Monolingual teachers shifted from simplistic views of bilingualism toward recognising the complexity of students' language practices, with clear gains in affirming bi/multilingual identities and fostering pride. Yet, only two teachers fully integrated students' linguistic repertoires into curriculum learning through metalinguistic and cross-linguistic activities. Most relied on translation tasks, which validated identity but fell short of realising translanguaging's deeper pedagogical potential.
#8 Andrei et al. (2020)	One TESOL teacher educator in a US university	1. How does a teacher educator introduce translanguaging? 2. What is the outcome when pre-service teachers are introduced to translanguaging?	Narrative inquiry: the teacher educator's narrative about her past experience of introducing translanguaging to pre-service teachers	Teacher educators themselves may have not yet fully mastered the concept of translanguaging and code-switching when they have the desire to share with students' new ideas. Throughout the semester, the teacher educator grappled with how to reconcile her students' prior knowledge with new theoretical insights. Despite providing readings and practical examples, many students remained confused or sceptical, often reverting to viewing translanguaging as simply code-switching.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#9 Deroo et al. (2020)	One pre-service (Elle) and one in-service (Katie) teacher in a TESOL practicum course in the US	What course and field experiences support PSTs and ISTs' adoption of a translanguaging stance as part of their knowledge and dispositions as TESOL educators?	Qualitative comparative case study research: Data included multimodal discussion posts, reflective journals, field placement reflections, and post-course interviews.	Elle shifted from a deficit view of ESL students to recognising the marginalising effects of monolingual ideologies and the value of Arabic–English translanguaging, yet ultimately defaulted to translation-based practices and failed to connect with families or communities. Katie, starting from an asset-based stance, deepened her theoretical and social understanding of translanguaging and fostered peer-based co-construction of meaning, though she continued to frame translanguaging as dependent on shared L1 or literacy and maintained discrete views of language systems.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#10 Gorter and Arocena (2020)	124 in-service teachers in Basque, Spain. Most participants were highly multilingual.	The study aimed to investigate whether teachers' beliefs about multilingualism and translanguaging change as a result of participating in a structured PD course	A quasi-experimental, longitudinal design: Seminar of four full days, a seven-week online training, and a one-day session as a follow-up. Data were collected at three time points (pre-course, post-intensive seminar, and post-online training) using a questionnaire	Beliefs changed significantly in the intended direction across all three dimensions (rejecting language separation, supporting language mixing, and stronger belief in languages supporting each other). Most change occurred after the initial seminar; the online component helped consolidate, but did not significantly extend, these changes. Teachers perceived positive student learning outcomes from multilingual activities. Most intended to continue and expand multilingual pedagogies. Some were already advocating translanguaging to peers, though colleagues' resistance was acknowledged.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#11 Lau (2020)	13 pre- and in-service teachers in rural Malawi, where English retains hegemonic dominance despite official mother-tongue policies	Exploring approaches to ESL education that challenge neocolonial ideologies and give value to all communicative repertoires for maximised learning and performance	Action research: one-hour workshops in 10 days; data from pre- and post-program semi-structured interviews, teachers' reflective journals, field notes from sessions and daily debriefings, observations of co-taught classroom lessons, and language portraits as visual reflective tools	Initially, teachers held a deficit view of students' English abilities. Monolingual English policies were accepted as natural and effective. Teachers covertly mixed languages despite official prohibitions, showing implicit awareness of translanguaging's utility. During and after the PD, Teachers shared past traumas and critical incidents related to English-only policies (e.g., being punished for speaking Chichewa), recognising how these shaped their self-perceptions and classroom behaviour. Participants began experimenting with translanguaging in their teaching. Teachers moved toward an asset-based orientation, seeing students' home languages and cultural practices as pedagogical resources. They also began to see themselves as part of a "global community" of educators, feeling empowered by intercultural exchanges.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#12 Ponzio (2020)	One native English-speaking pre-service TESOL teacher (Elle) in the US	The study aims to understand whether, how, and to what extent teacher education can support the participant in developing a pedagogical stance that embraces linguistic diversity and challenges monoglossic ideologies.	Case study: an ESL teaching practicum course; Elle's coursework (discussion posts, reflections, lesson plan), a retrospective interview, and classroom observations	Elle initially framed native English-speaking teachers as linguistic authorities and positioned bilingual students within deficit, assimilationist discourses. Exposure to García & Li (2014) prompted her to view students as agentive meaning-makers and recognise systemic barriers, though in practice she oscillated between discomfort with Arabic use and moments of collaborative translanguaging. She employed multimodal strategies that supported co-construction of meaning, reflecting growing alignment with translingual pedagogy. Yet, during lesson delivery, she reverted to monolingual norms, depending on her mentor for Arabic translation and questioning her own bilingual teaching capacity.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#13 Back (2020)	3 focal educators: literacy coach, Spanish teacher, mainstream teacher (plus other PD attendees with attrition). Rural U.S. district	Examine how sustained PD in translanguaging shapes educators' beliefs/practices and fosters collective responsibility	9-month PD; interviews, observations, focus groups, artifacts; analysis via translanguaging stance, design, shifts	The literacy coach and Spanish teacher shifted from English-only to a translanguaging stance. The mainstream teacher, who was already supportive, expanded practices. Schoolwide multilingual ecology and "village" collaboration emerged.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#14 Ponzio and Deroo (2021)	11 pre- and in-service teachers' ESL certification course in the US. Most are monolingual English speakers	What did the integration of multimodal resources contribute to pre- and in-service teachers' learning about translanguaging	Case study: an online ESL teacher education course; data from responses to the four multimodal learning tasks	Teachers moved from viewing languages as separate systems to recognising translanguaging as fluid and integrated, aided by visual metaphors that challenged monoglossic perspectives. They came to see translanguaging as resistance and identity affirmation, acknowledging youth agency and sociopolitical dimensions, and endorsed asset-based practices in response to deficit framings. Multimodal strategies such as gestures and visuals were highlighted for meaning-making. While pre-service teachers showed fragmented understandings, in-service teachers more effectively connected theory with pedagogical affordances and strategies.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#15 Barros et al. (2021)	Four pre-service teachers in a TESOL minor in the US	<ol style="list-style-type: none">1. Teachers' beliefs and understanding about translanguaging2. How do they connect theory to practice?3. How can teacher education address its own monolingual bias?	Instrumental multiple-case approach: Fifteen-week courses, pre- and post-interviews, weekly reading responses, field placement reflections, annotated lesson plan, and a language assessment task	Participants unanimously acknowledged the cognitive and affective value of students' home languages, yet remained doubtful about translanguaging's feasibility in mainstream education. Despite expressing sympathy toward multilingualism, they continued to reproduce monolingual ideologies.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#16 Pontier (2022)	156 teacher candidates enrolled in either Early Childhood Education or the Teacher Education Program as part of their ESOL endorsement in the US	<p>What participants believe and know about bilingualism and bilingual education before and after taking an ESOL-focused teacher education course grounded in a translanguaging stance.</p> <p>How teacher education can disrupt monolingual ideologies and cultivate more dynamic, strengths-based understandings of emergent bilinguals.</p>	Qualitative longitudinal study using written responses to two open-ended questions administered at the beginning and end of the course.	Before the course, participants largely adhered to monolingual ideologies, equating bilingualism with balanced fluency and viewing bilinguals as “two monolinguals in one,” while treating emergent bilinguals’ education as “just good teaching.” After the course, many reconceptualised bilingualism as flexible and dynamic, challenged the fluency myth, and recognised translanguaging as a pedagogical resource alongside fairer assessment practices. Yet, shifts were uneven, with monolingual assumptions persisting alongside emerging dynamic understandings, reflecting ideological multiplicity.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#17 Pontier & Deroo (2022)	12 TESOL graduate students enrolled in a TESOL methods course in the US. They were linguistically and culturally diverse, mostly bilingual, and varied in teaching experience and educational contexts	The study aimed to explore how TESOL graduate students develop understandings of translanguaging theory and pedagogy through reflective writing.	Qualitative study using discourse analysis of reflective journals. 132 reflective journal entries over 11 weeks. A combination of inductive and deductive coding.	Participants grappled with translanguaging as theory, often misconstruing it as viable only when teachers and students shared languages, or believing separation was required for equity and clarity. As pedagogy, they expressed uncertainty about designing context-responsive practices, preferring structured strategies and highlighting tensions between theory and institutional constraints. In neoliberal contexts, concerns about assessment and alignment with standardised goals led some to frame translanguaging in terms of productivity and measurability, limiting its transformative potential.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#18 Herrera (2023)	27 preservice teachers in a California credential program	It investigates preservice teachers' engagement with culturally and linguistically sustaining pedagogy (CLSP), examining translanguaging as both theory and practice. It explores how they adopt CLSP to centre students' identities and create translanguaging spaces, and the opportunities they encounter to enact such pedagogy during classroom placements.	Qualitative: Candidate artifacts, reflections, class discussions, researcher memos.	Candidates reflected on their own linguistic and cultural identities, which deepened their sensitivity to students' backgrounds. Preservice teachers observed that children already translanguage naturally across contexts and wanted their home languages recognised in classrooms. When candidates enacted translanguaging, they found students positioned as experts, teachers as co-learners, increased engagement and participation, a stronger sense of community and affirmation and sustaining of students' identities, cultures, and languages.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#19 Yüzlü & Dikilitaş (2024)	12 in-service EFL teachers in Turkey	The study aimed to explore how loop input-modelled training, designed to integrate and model translanguaging practices, could influence EFL teachers' professional identities.	5 rounds of semi-structured interviews (pre-, mid-, and post-training). Reflective journals were maintained weekly by the trainees over 10 weeks. In-class observations (90 minutes per teacher)	Teachers questioned monolingual ideologies and reflected critically on their own beliefs, often grappling with fears of losing classroom control. Through translanguaging, they fostered greater participation, enjoyment, and inclusiveness, especially for lower-proficiency learners, and began viewing students as active contributors. By the end, most shifted from hesitant or pragmatic code-switching to deliberately designed bilingual practices, converging on active translanguaging despite varied developmental trajectories.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#20 Li et al. (2025)	54 preservice teachers in an ELT methodology course at a teacher-training university in Beijing	The study investigates how preservice English teachers in China use and perceive translanguaging during ELT methodology training and how these practices align (or conflict) with the Global Englishes Language Teaching (GELT) framework.	24 hours of lesson recordings, group discussions, interviews ($n=15$), and e-portfolios.	Teachers employed Chinese, English, gestures, and multimodal resources to negotiate concepts and evaluate peers, with microteaching drawing on cultural references, media, and films to validate bilingual repertoires. Many embraced translanguaging as natural and supportive of comprehension, rapport, and creativity, aided by role modelling and flexible assessment from teacher educators. Yet ambivalence persisted: some equated professionalism with English-only use, feared negative test implications, or linked bilingualism to deficiency. Participants envisioned translanguaging for grammar, vocabulary, and cultural topics, though some still favoured immersion approaches under native-speaker norms and testing pressures.

Table 2.4 (continued)

Citation	Participants & Context	Purpose	Methodology	Findings
#21 Nguyen et al. (2025)	42 Vietnamese Content and Language Integrated Learning (CLIL) teachers	To understand how teachers conceptualise, justify, and enact translanguaging through the lenses of person knowledge, task knowledge, and strategy knowledge	Qualitative case study: 60-minute semi-structured interviews with all participants, conducted in Vietnamese to allow nuanced expression.	Vietnamese CLIL teachers generally value pedagogical translanguaging for supporting students' understanding and promoting inclusion, but their use of it is often constrained by English-only ideologies and policy pressures. As a result, translanguaging is commonly enacted in ad hoc and unplanned ways, mainly to compensate for students' limited English proficiency, reflecting a largely deficit-oriented view of learners. These findings highlight the need for targeted professional development to strengthen teachers' metacognitive understanding and strategic use of pedagogical translanguaging in CLIL contexts.

2.3.1 Synthesis of Key Findings

As shown in Table 2.4, the growing body of literature on translanguaging in teacher education reflects a shared commitment to challenging monolingual norms and preparing teachers to engage more equitably with linguistically diverse student populations. Across these studies, a number of clear commonalities emerge despite variation in context (U.S., China, Turkey, Malawi, Australia, Basque Country, etc.), participants (pre- vs. in-service), and designs.

A prominent concern across studies is the transformation of teachers' language ideologies. Researchers frequently investigate how exposure to translanguaging theory and practice leads teachers to revise their assumptions about language, learning, and identity (Holdway & Hitchcock, 2018; Pontier, 2022; Gorter & Arocena, 2020). For many participants, translanguaging functions as a cognitive and ideological provocation, prompting them to move away from deficit-oriented and English-only assumptions toward more flexible, inclusive views of bilingualism. Across a wide range of contexts, research shows that professional learning in translanguaging frequently unsettles teachers' entrenched monolingual assumptions but does not typically result in comprehensive or sustained change. Teachers often begin their programs holding deeply ingrained views shaped by English-only ideologies, native-speaker norms, or traditions of language separation (Pacheco et al., 2019; Turner, 2020; Li et al., 2025). Engagement with translanguaging theory and pedagogy pushes participants to reconsider these assumptions, leading many to acknowledge that multilingual practices can serve as valuable resources for identity affirmation, scaffolding, and participation (Robinson et al., 2018; Gorter & Arocena, 2020). Similar tensions are evident beyond formal teacher education contexts. For example,

Nguyen et al. (2025) report that Vietnamese CLIL teachers expressed strong commitments to the social justice potential of translanguaging while simultaneously experiencing guilt and anxiety about using students' home languages due to entrenched English-only ideologies and policy pressures. These findings suggest that teacher education can generate important shifts in how teachers conceptualise language and learning, opening space for more heteroglossic understandings.

However, belief change is rarely linear or complete. Pontier (2022) introduces the concept of language ideological multiplicity to capture the internal contradictions many teachers exhibit, simultaneously espousing monolingual and multilingual beliefs. Even when participants adopt a stance that values students' home languages, such beliefs often coexist with anxieties about academic rigour, classroom management, or test performance. Likewise, the literature demonstrates that teachers' shifts are incremental, partial, and uneven, often remaining at the level of awareness rather than being fully enacted in practice. For example, preservice and in-service teachers frequently described translanguaging as useful in limited situations—such as clarifying meaning or connecting with students—while hesitating to embrace it as a broader pedagogical orientation (Pontier, 2022; Pontier & Deroo, 2023). In several cases, participants articulated ideological critiques of monolingualism and expressed justice-oriented commitments, but defaulted to conventional TESOL strategies in classroom enactment (Robinson et al., 2020; Lau, 2020; Herrera, 2023). This ideological ambivalence is also reflected in Nguyen et al.'s (2025) study, where teachers framed translanguaging primarily as a compensatory response to students' limited English proficiency rather than as a resource for leveraging learners' existing linguistic and cultural repertoires. Such findings point to the need for teacher

education programs to go beyond information transmission and provide spaces for deep, critical reflection on the language ideologies in schools.

Alongside ideological shifts, many studies investigate the extent to which teachers are able to enact translanguaging in their practice (Turner, 2020; Robinson et al., 2020; Pontier & Deroo, 2022). While participants often come to understand translanguaging as a theoretical construct or affirm its value generally, this does not always translate into deep pedagogical transformation. In fact, translanguaging is frequently implemented in limited or instrumental ways, for example, through L1 translation for clarification, vocabulary support, or classroom management (Turner, 2020). Although such practices may increase participation and reduce anxiety, they fall short of the broader pedagogical stance that views students' full linguistic repertoires as resources. Robinson et al. (2020) highlight that TESOL students frequently default to traditional teaching methods (e.g., lecture-based lessons) even after being introduced to translanguaging, suggesting that understanding the concept does not guarantee its enactment. Evidence from in-service contexts reinforces this pattern: Nguyen et al. (2025) found that although CLIL teachers regularly employed translanguaging strategies such as code-switching and translation, these practices were largely reactive and convenience-driven rather than strategically planned as pedagogical translanguaging. This disconnect between theory and practice is compounded by what Pontier and Deroo (2022) found: teachers' desire for prescriptive, one-size-fits-all methods that are incongruent with the fluid and context-dependent nature of translanguaging. These findings suggest that teacher education must provide not only theoretical grounding but also pedagogical modelling, authentic practicum opportunities, and feedback loops that allow teachers to experiment with and reflect upon translanguaging in action.

Moreover, these patterns are shaped by structural and institutional constraints that profoundly influence what is ideologically possible and pedagogically viable.

Research highlights barriers at multiple levels: the *Micro* (individual beliefs and knowledge), *Meso* (school norms and peer influence), and *Macro* (language policy and accountability regimes) (Deroo & Ponzio, 2019; Douglas Fir Group, 2016). At the *Macro* level, exam-driven curricula, high-stakes testing, English-only mandates, and neoliberal educational logics often undermine the uptake of translanguaging pedagogy, even when teachers express favourable beliefs (Lau, 2020; Li et al., 2025; Ponzio, 2020). These pressures can lead teachers to adopt translanguaging in limited, instrumental ways—framing it in terms of productivity or measurability rather than as a social justice practice (Pontier & Deroo, 2022). In practice, teachers also face *Meso*-level barriers such as prescriptive curricula, unsupportive school cultures, and the lack of appropriate teaching resources (Barros et al., 2021; Robinson et al., 2018; Turner, 2020). Even teacher educators themselves may be underprepared to model or explain translanguaging effectively, adding another layer of constraint (Andrei et al., 2020).

Nonetheless, several studies identify supports that can mitigate these constraints.

Designs such as loop input (Woodward, 2003; Yüzlü & Dikilitaş, 2024), multimodal meaning-making tasks (Ponzio & Deroo, 2021), and reflective journaling (Pontier & Deroo, 2022) provide teachers with practical entry points for experimenting with translanguaging pedagogy. Collaborative professional learning environments that foster ideological shift and encourage teachers to interrogate their assumptions have also proven effective in sustaining engagement (Holdway & Hitchcock, 2018). These findings suggest that teacher education must not only develop teacher knowledge and beliefs but also provide structural and pedagogical scaffolds that enable teachers to enact translanguaging meaningfully within the constraints of their contexts.

Building on these insights, the present PD program was designed to address several limitations identified in prior research. First, while existing studies have demonstrated the value of individual pedagogical supports (e.g., loop input, reflective writing, multimodal tasks), these elements are often examined in isolation or embedded within broader coursework, making it difficult to trace how teachers' conceptual understanding and beliefs develop over time. The PD program in this study integrates these empirically supported design features into a coherent, short-term intervention that explicitly foregrounds translanguaging as both theory and pedagogy. Second, previous research has tended to document ideological shifts without systematically examining how participants' knowledge structures evolve or how pedagogical reasoning is formed. In response, this PD program deliberately scaffolds conceptual clarity, provides repeated opportunities for reflection, and supports participants in articulating pedagogical decision-making. By doing so, the program extends existing PD research by offering a structured yet context-sensitive model for examining how translanguaging knowledge and beliefs develop among TESOL postgraduate coursework students.

Overall, these studies highlight a complex picture in which teachers' orientations toward translanguaging are shaped by interacting factors at the cognitive, pedagogical, and structural levels. While professional learning can disrupt monolingual ideologies and foster more inclusive perspectives, belief change is often uneven and rarely translates straightforwardly into practice. Enactment is further constrained by institutional logics and policy regimes that narrow what is possible in classrooms. This suggests that teacher education must be both theoretically robust and pedagogically grounded, while also equipping teachers to critically navigate and resist broader systemic pressures. The PD program in the present thesis responds to these

gaps by integrating conceptual and pedagogical scaffolding with iterative opportunities for reflection and application, aiming to support teachers in moving from ideological awareness toward meaningful and context-sensitive enactment of translanguaging.

2.3.2 Methodological Approaches in Translanguaging Teacher Education Research

A review of the studies in Table 2.4 on translanguaging in teacher education and PD reveals both diversity and convergence in methodological choices. The field is characterised by a strong qualitative orientation, often privileging exploratory, interpretive accounts of teachers' developing beliefs and practices. This reflects the emergent nature of translanguaging as a framework and the desire to capture its complexity in situated contexts. At the same time, important methodological limitations remain, particularly regarding the measurement of belief change, the integration of longitudinal perspectives, and the systematic linking of ideology to pedagogy.

First, qualitative traditions dominate. Most studies employed case studies, ethnographies, or discourse-analytic approaches. Examples include Robinson et al.'s (2018) collaborative qualitative study of TESOL certificate students, Ponzio's (2020) critical discourse analysis of a single practicum case, and Herrera's (2023) qualitative case study of preservice teachers enacting culturally sustaining pedagogy. Others, such as Deroo and Ponzio (2019; 2020) and Pacheco et al. (2019), analysed teachers' written reflections, multimodal artefacts, or classroom discourse to uncover ideological tensions and constraints. These qualitative approaches generated rich insights into teachers' ideological ambivalence, pedagogical experimentation, and the influence of institutional contexts in a range of specific settings.

Second, mixed methods research remains underutilised but promising. Only a handful of studies incorporated systematic quantitative measures alongside qualitative analysis. Gorter and Arocena (2020), for example, employed pre- and post-course questionnaires, in addition to qualitative data, to trace changes in beliefs among in-service teachers in the Basque Country. Barros et al. (2021) integrated surveys, interviews, and reflections in a U.S. preservice program. Yet, these quantitative instruments tended to measure attitudes in broad terms (e.g., openness to multilingual practices), without distinguishing between ideological and pedagogical dimensions. This lack of fine-grained measurement constrains understanding of how conceptual shifts translate into classroom practice, or conversely, how classroom experimentation might generate ideological transformation.

Third, data sources emphasised reflection and discourse. Across the studies, common sources included written reflections, journals, interviews, and coursework artefacts. For instance, Pontier and Deroo (2023) analysed 132 reflective journals from TESOL master's students, while Yüzlü and Dikilitaş (2024) triangulated reflective journals, semi-structured interviews, and observations of in-service teachers. Multimodal and experiential approaches have also gained attention: Ponzio and Deroo (2021) examined multimodal meaning-making tasks, and Back (2020) incorporated group discussions and focus groups alongside lesson planning. These methods enabled researchers to access teachers' evolving sense-making processes.

2.3.3 Research Gaps

The synthesis of both empirical findings and methodology of the reviewed studies reveals important strides in understanding how translanguaging is introduced and taken up in teacher education; however, several critical gaps remain. These gaps

inform the rationale and design of the current thesis, which seeks to extend the field's understanding of teacher learning by focusing specifically on the interrelated development of knowledge and beliefs among TESOL postgraduate students in an Australian context.

First, it is important to examine the co-existence of conflicting beliefs, rather than presuming a straightforward, linear trajectory of change. Prior research has noted that teachers frequently hold contradictory stances, supporting monolingual practices in certain contexts while simultaneously endorsing multilingual strategies in others (Pacheco et al., 2019; Pointer, 2022; Robinson et al., 2020; Lau, 2020; Herrera, 2023). A more nuanced understanding of this simultaneity is needed to account for the reality that teachers may continue to operate within competing ideological frameworks (Pacheco et al., 2019). This has significant implications for how PD is designed, as it must engage with and scaffold these tensions rather than expecting coherent alignment from the outset. Hence, there is a need to trace and measure changes in teachers' beliefs in both the ideological and pedagogical sense. This gap highlights the need for frameworks that capture both dimensions of belief development over time (Pontier & Deroo, 2023; Turner, 2020).

Second, although several studies have examined ideological transformation or shifts in beliefs about language use (e.g., Holdway & Hitchcock, 2018; Gorter & Arocena, 2020), few have offered a systematic, in-depth analysis of knowledge development in its own right. Knowledge is often treated implicitly or discussed in broad terms without clear operationalisation or framework. Most studies reviewed conflate or implicitly blend knowledge and beliefs as part of general "understandings" or "stances" (e.g., Pontier, 2022; Robinson et al., 2020), without analytically

disentangling these two dimensions. To respond, the current thesis introduces the SOLO taxonomy (Biggs & Collis, 1982) as a structured, theory-driven lens for analysing levels of conceptual and pedagogical understanding. The thesis aims to address this gap by treating knowledge and beliefs as distinct yet interdependent constructs, enabling a more fine-grained analysis of how each evolves and interplays through PD.

Third, while a number of studies have investigated belief change, particularly shifts from monolingual to more multilingual orientations, most have focused on teachers who initially held English-only or assimilationist views (e.g., Deroo & Ponzio, 2019; Andrei et al., 2020). Less attention has been given to teachers who already enter programs with positive beliefs about the pedagogical value of students' L1.

Understanding how such participants deepen or refine their beliefs and how their pre-existing orientations shape their knowledge development represents an important and underexplored area.

Fourth, the majority of research to date has focused on in-service or pre-service teachers working in K-12 bilingual or TESOL settings, primarily in the United States. Studies involving postgraduate TESOL students, especially those studying in multilingual yet English-dominant contexts such as Australia, are limited, with only recent emerging studies (e.g., Ollerhead et al., 2025). By focusing on this underrepresented population, the current thesis expands the geographic and institutional scope of translanguaging research in teacher education.

Finally, the literature demonstrates a strong reliance on qualitative approaches, with most studies drawing on reflections, journals, interviews, and discourse to examine teachers' beliefs. The present thesis acknowledges the strengths of this tradition but

seeks to extend it by employing a qualitatively driven design with quantitative triangulation. By combining structured questionnaire data with qualitative reflections and interviews, the current study could potentially generate a more nuanced account of participants' conceptual and ideological development, offering both fine-grained analysis and triangulation of findings across data sources.

By addressing these areas, this thesis aims to advance current understandings of teacher professional learning and beliefs about translanguaging, offering insights that may inform future design and evaluation of professional learning for translanguaging pedagogy and ideology.

2.4 Summary

This chapter has critically reviewed the theoretical and empirical literature that frames the present thesis. It traced the evolution of translanguaging from its origins in Welsh bilingual classrooms to its re-theorisation as a cognitive, sociocultural, and ideological framework that challenges monoglossic and raciolinguistic ideologies. It examined how teacher knowledge can be conceptualised developmentally through the SOLO taxonomy, and how teacher beliefs—though often contradictory and context-dependent—play a central role in shaping classroom practice. By synthesising research on beliefs about L1 use, multilingualism, and translanguaging, the chapter highlighted possible validity issues in prior studies that have elicited “beliefs” without first establishing participants' conceptual understanding of translanguaging.

The review of empirical research in teacher education underscored both the promise and limitations of PD in shifting teachers' orientations. While exposure to translanguaging often prompts critical reflection and ideological reconsideration,

belief change tends to be uneven, and pedagogical enactment remains partial or constrained by institutional and systemic pressures (Deroo & Ponzio, 2019; Herrera, 2023; Lau, 2020; Li et al., 2025; Pontier & Deroo, 2022; Robinson et al., 2020; Turner, 2020). Moreover, the literature has tended to conflate knowledge and beliefs, making it difficult to understand more explicitly how teachers' conceptual development interacts with their beliefs. In addition, postgraduate TESOL coursework students in Australian contexts remain notably absent from the research landscape, despite their relevance as future educators in linguistically diverse classrooms.

The literature reveals a clear gap at the intersection of translanguaging theory, teacher PD, and teacher cognition. Specifically, there is limited empirical research that examines how TESOL postgraduate coursework students develop both conceptual and pedagogical knowledge of translanguaging through targeted PD, how their beliefs about translanguaging change over time, and how these two dimensions align or diverge. Existing studies have largely prioritised ideological positioning or self-reported beliefs, often without ensuring conceptual clarity or tracing developmental trajectories of knowledge. In response, the present thesis directly addresses the gaps through the two research questions restated here:

1. What is the nature of TESOL postgraduate coursework students' theoretical and pedagogical knowledge of translanguaging (a) before and (b) after the PD program?
2. To what extent do TESOL postgraduate coursework students' beliefs about translanguaging change over the course of their program participation?
 - 2a. What are shifts in their beliefs about translanguaging before and after the PD program?

2b. What anticipated challenges do they have about applying translanguaging pedagogy in their future classroom situations?

Overall, these insights establish the conceptual and methodological foundations for the present thesis. They justify the need to examine knowledge and beliefs as distinct yet interconnected constructs, to attend to the layered and sometimes contradictory nature of belief development, to investigate not only ideological uptake but also how pedagogical uptake is developed, and to foreground postgraduate TESOL coursework students as an underrepresented population. The next chapter outlines the research methodology designed to address these gaps. It details the qualitatively driven research design, the PD program design, the instruments and data sources used, and the analytic frameworks used to examine participants' knowledge and beliefs. In this way, Chapter 3 directly responds to the theoretical, empirical, and methodological issues identified in this chapter, translating them into a systematic research design.

Chapter 3: Research Methodology

As outlined in Chapter 2, translanguaging has been theorised as both a pedagogy and an ideological stance that challenges monoglossic and raciolinguistic assumptions in TESOL. The literature review identified three interrelated concerns that guided the design of this study. First, much existing research conflates knowledge and beliefs. This raises validity concerns, since beliefs cannot be meaningfully interpreted without some threshold of conceptual and pedagogical knowledge of translanguaging. Second, studies often document ideological shifts without systematically analysing how teachers build transferable knowledge of translanguaging pedagogy. Third, there remains a geographical and population gap: the perspectives of postgraduate TESOL students in Australia are underrepresented. Together, these issues highlight the need for a study that analytically distinguishes knowledge from beliefs, traces their development and interaction after the PD, and situates this within the Australian postgraduate context.

In response, the present thesis adopts a qualitatively driven research design with quantitative triangulation to investigate how postgraduate TESOL students engage with translanguaging when it is explicitly taught through a five-week PD program. The design aims to capture both the depth and structure of participants' knowledge and the dynamic trajectories of their beliefs. This chapter presents the rationale and justifications for, as well as the logistics of, the design adopted for the current thesis (including the research setting, participants, instruments, data collection, and analytic procedures employed).

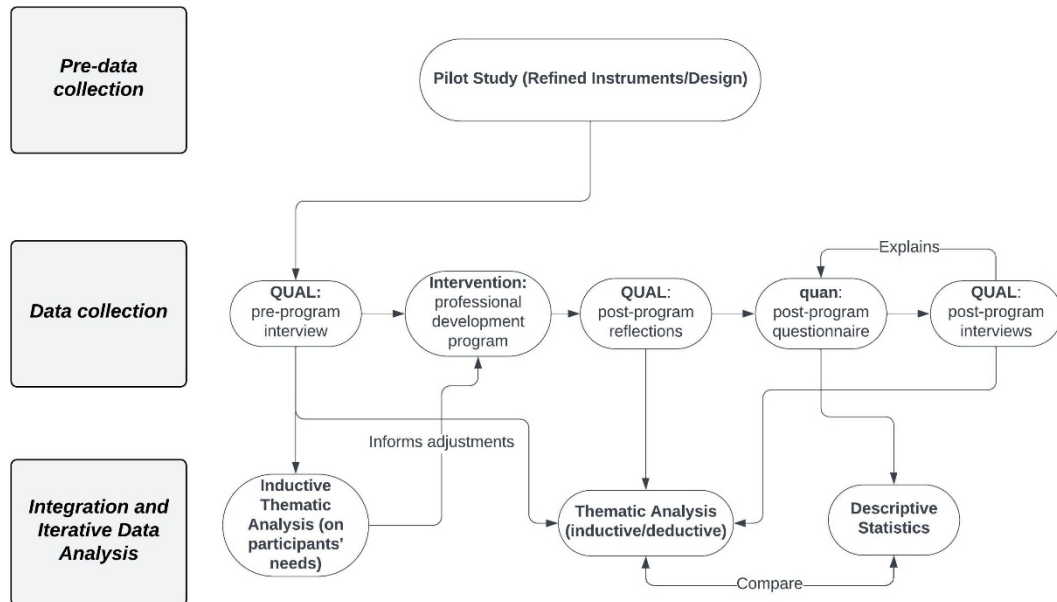
3.1 A Qualitatively Driven Research Design

The current thesis adopts a qualitatively driven research design, sometimes conceptualised as a qualitatively driven mixed methods design (Hesse-Biber et al., 2015), in which the qualitative strand serves as the primary mode of inquiry, while the quantitative strand plays a supportive role. This design views knowledge and beliefs in translanguaging as socially constructed, situated, and context-dependent (Lincoln & Guba, 1985; Lincoln et al., 2011). Hence, it frames TESOL postgraduate students' beliefs as shaped by personal, cultural, and educational experiences. This design integrates quantitative data (a Likert-type scale questionnaire) to extend the qualitative insights in a problem-focused manner (Creswell & Plano Clark, 2018; Greene, 2007; Hesse-Biber, 2010). Given the study's aim to trace the nuanced development of participants' knowledge and beliefs, a qualitatively driven design was best aligned to capturing depth and complexity, while descriptive survey data provided an additional lens to triangulate data, complementing and contextualising the qualitative findings.

The qualitative strand, comprising pre-PD interviews, post-PD reflections, and post-PD interviews, was designed to capture the complexity and trajectory of participants' knowledge and belief development over time. The quantitative strand consists of a post-PD questionnaire composed of Likert-scale items addressing two thematic areas: (1) participants' knowledge of translanguaging, and (2) their beliefs about translanguaging in their envisioned classrooms. Figure 3.1 presents the research procedure grounded in this research design.

Figure 3.1

Research procedure (qualitatively driven design with questionnaire triangulation)



The questionnaire data were used to map broad patterns, which were then interpreted in relation to the richer qualitative findings. Integration occurred during the interpretation phase, where descriptive statistics were compared with themes emerging from the qualitative data. This layered approach aligns with Creswell and Plano Clark's (2018) discussion of integration in qualitatively driven designs. It enables a more nuanced understanding of knowledge and belief development, with the quantitative component offering a descriptive backdrop against which deeper interpretive insights could be developed. Such integration reflects the iterative logic of qualitatively driven research, where quantitative tools are used not to validate but to enrich and contextualise the core qualitative findings (Greene, 2007).

The methodological choices reflect an intentional alignment between research aims and design. A qualitatively driven approach was necessary to capture the nuanced, situated development of participants' knowledge and beliefs, while the questionnaire

provided a complementary source of data for triangulation, mapping broad patterns and enhancing the trustworthiness of findings. While the quantitative component is intentionally limited to descriptive statistics and not intended to support generalisation, it complements the qualitative component.

To ensure methodological rigour and conceptual validity, all research instruments, including interviews, reflective prompts, and the questionnaire, were systematically designed, piloted, and refined prior to the main study. Instrument development was theory-informed, drawing on the literature on translanguaging, teacher cognition, and PD, with explicit attention to distinguishing conceptual knowledge from beliefs. A pilot study was conducted to test item clarity, construct alignment, and feasibility, leading to revisions that enhanced validity, including adjustments to question wording, construct operationalisation, and the sequencing of instruments. Details of the ethical safeguards underpinning instrument use are outlined in Section 3.3, the pilot study and resulting revisions are reported in Section 3.4, and the final instruments and analytic procedures are described in subsequent sections of this chapter.

3.2 Research Positionality and Reflexivity

In qualitative research, researchers play an active role in shaping the research process through their assumptions, values, and relationships with participants (Berger, 2013; Holmes, 2020). My² own background and positioning have inevitably influenced the design, implementation, and interpretation of the thesis (see also Preface).

² To clearly express research positioning, the first person is used in this section.

I am a multilingual TESOL educator and doctoral researcher with professional experience in teaching English as an additional language and in supervising and tutoring postgraduate students. At the time of data collection for this thesis, I was tutoring in the same postgraduate TESOL program in which participants in this thesis were enrolled. Some of the participants had previously taken a unit of study in which I was a tutor, placing me in a complex position as both researcher and, to a limited extent, an educator familiar to the group. This dual role situated me along a fluid emic-etic (insider-outsider) continuum (Goundar, 2025; Yip, 2024). I was not an outsider to the institutional context, nor was I simply a peer. Instead, I occupied a role that involved both pedagogical authority and shared academic engagement. This fluid positioning allowed for greater empathy and contextual understanding during interviews and the PD program, but also required careful attention to avoid over-identification with participants' views.

While my positioning enabled me to build rapport and facilitate deeper engagement during the program, it also introduced ethical and methodological complexities. I was reflexively aware that some participants might perceive me as aligned with a translanguaging perspective, potentially influencing how they articulated their beliefs, either emphasising support or withholding reservations they might otherwise express. Existing tutor-student relationships may likewise have shaped participants' willingness to disclose critical reflections or voice views perceived as conflicting with the program content or my stance. At the same time, my own beliefs about translanguaging framed the lens through which I designed and interpreted the research. I regard translanguaging as a valuable pedagogical and ideological approach, while recognising that its implementation is context-dependent and often contested. Articulating this stance is not intended to centre myself, but to

acknowledge the potential influence of my beliefs on program design, interviews, and analysis. At the start of the PD program, I made it clear that my aim was not to promote a predetermined position but to create space for participants' diverse perspectives, ensuring their voices remained central, even when diverging from my own, by consistently revisiting the data to preserve the integrity of their accounts.

To address *power imbalances* and promote *open, voluntary participation*, I took active steps throughout the research process. Participants were explicitly informed that the research was separate from any course-related assessment, and those whom I had previously tutored were reassured that their involvement (or non-involvement) would have no bearing on their academic standing. I also avoided recruiting participants from my then-current class. During data collection, particularly interviews and discussions, I used open-ended, non-leading questions and refrained from affirming or challenging particular responses. My goal was to create space for participants' perspectives to emerge authentically, even when they diverged from translanguaging-supportive views.

Throughout the research process, I engaged in ongoing reflexivity through memo writing and journaling (Charmaz, 2014; Tufford & Newman, 2012). These practices helped me remain aware of how my beliefs, experiences, and institutional role could influence the research process. I maintained an audit trail of coding and analytic decisions (Lincoln & Guba, 1985), especially when interpreting qualitative data such as reflective journals and interview transcripts. During analysis, I re-examined key excerpts to ensure interpretations were grounded in participant voice rather than shaped by my own assumptions (Creswell & Poth, 2018).

In summary, my positionality as a TESOL educator and doctoral researcher brought both opportunities and challenges. It has enabled productive engagement with the research context while also requiring deliberate strategies to ensure reflexive awareness, ethical integrity, and the trustworthiness of findings. This reflexive approach has helped ensure that the research remains grounded in participants' lived experiences.

3.3 Ethical Considerations

The current thesis was conducted in full accordance with the ethical guidelines of the University of Sydney's Human Research Ethics Committee (HREC), under project number [2023/736]. Ethical considerations were integral to every stage of the research process, from design and recruitment to data collection, analysis, and dissemination. This section outlines the key principles and procedures that were followed to ensure the ethical integrity of the study.

All participants were provided with a detailed Participant Information Statement (Appendix A) outlining the study's aims, procedures, data management protocols, and participants' rights. Participation was entirely voluntary. Students were assured that their decision to participate or withdraw would not affect their academic standing. Participant Consent Form (Appendix B) was obtained from all participants prior to data collection.

Given the researcher's dual role as a tutor in the program from which participants were recruited, steps were taken to minimise any potential coercion or perceived obligation to participate. Participants who had previously been taught by the researcher were explicitly informed that their participation would not affect their

grades or academic evaluation. This dual positionality was addressed in Section 3.2, and steps were taken to maintain professional boundaries throughout the study.

Participants' confidentiality was safeguarded throughout the research. Pseudonyms were assigned to all participants, and identifying information was removed from transcripts, reflection data, and survey responses during analysis and reporting. Digital files were stored securely on the university-provided Research Data Store (RDS), accessible only to the researcher. Participants were informed about how their data might be used, including in academic presentations and publications.

Participants were informed of their right to withdraw from the study at any point without penalty. Although some participants chose to withdraw after partial involvement, their decision was respected, and their partial data were excluded from the final analysis to protect their autonomy and ensure data integrity.

This PhD thesis involved minimal risk, with primary activities comprising interviews, program participation, questionnaires, and reflective writing. However, participants were informed that they could skip questions or decline to answer any that made them uncomfortable. The program was designed to foster an inclusive and supportive environment, and care was taken to avoid preference or bias towards any ideological stance on translanguaging. While the researcher held a translanguaging-supportive view, space was made for participants to express divergent or critical perspectives without judgment.

The researcher adhered to principles of responsible data stewardship. Data were used solely for the purposes stated in the ethics application. Audio recordings, transcripts, and questionnaire responses were securely stored and will be destroyed after the retention period stipulated by the ethics approval. Findings were reported in aggregate

where possible (though some interesting cases are reported individually), and care was taken to avoid attributing specific comments to identifiable individuals.

In summary, this thesis was underpinned by a commitment to ethical rigour, with clear attention to participant welfare and confidentiality. These measures ensured that the research process was conducted in a respectful, transparent, and accountable manner.

3.4 Pilot Study

Pilot studies are widely recognised as essential for refining research design and instruments, despite practical constraints like time and resources (Caprario, 2024; DeKeyser, 1994). The fundamental rationale is to proactively identify and address potential issues before the main study (Paltridge & Phakiti, 2015). Therefore, a pilot study was conducted by recruiting six participants to complete a pre-PD questionnaire, attend a one-day workshop, write a reflection, complete a post-PD questionnaire, and participate in a group interview. This section highlights some key constraints identified and adjustments to the research methods.

The pilot study revealed several constraints in the initial research design that informed necessary modifications for the main study. First, instrument validity was challenged by participant confusion over item meanings and construct boundaries, particularly regarding translanguaging versus code-switching or L1 use. The notion of translanguaging cannot be easily explained to participants in the pre-PD questionnaire, raising validity concerns in assessing their beliefs about translanguaging. While participants could correctly categorise items into the intended constructs during the metacognitive interview, there remains persistent ambiguity, prompting revisions to item phrasing and scope. Therefore, in the main study, the pre-

PD questionnaire was replaced with a pre-PD group interview, focusing on participants' beliefs about the use of L1 in classrooms rather than their beliefs about translanguaging.

Second, the original workshop design posed logistical and pedagogical constraints.

The original four-hour session led to participant fatigue and insufficient time to complete activities, especially when addressing complex conceptual distinctions (e.g., translanguaging vs. grammar-translation). Participants also struggled to connect abstract activities to translanguaging pedagogy without hands-on experience.

Consequently, the PD program was restructured into five two-hour sessions, with increased focus on classroom-relevant examples and practical engagement through loop input activities—a teacher education method developed by Woodward (2003)—a form of experiential learning in which the training process mirrors its content. For instance, an activity in the program would itself be structured as a translanguaging task. Participants are to perform the translanguaging task as a learner. By aligning form and function, loop input enables teachers to experience methods as learners, fostering reflection and internalisation.

The following points summarise the three key contributions of the pilot study to the main data collection:

1. It helped enhance instrument validity by:
 - identifying participant confusion around key constructs (e.g., translanguaging vs. code-switching or L1 use), compromising questionnaire validity.
 - realising that the concept of translanguaging was too abstract for a pre-PD questionnaire format, leading to misinterpretation of belief items.

- replacing the pre-PD questionnaire with a pre-PD group interview to allow clarification and deeper exploration of participants' beliefs about L1 use in classrooms.
2. It improved the refinement of construct operationalisation by:
- revealing persistent ambiguity in item categorisation despite general construct recognition.
 - targeting issues with item phrasing and narrowing the scope to reduce overlap and improve construct clarity in the main study.
3. It led to recognition of some initial flaws in the PD design:
- The original four-hour workshop resulted in participant fatigue and incomplete activities, especially those requiring nuanced conceptual distinctions.
 - Participants struggled to connect abstract concepts to classroom practice without experiential learning.
 - Consequently, the PD program was restructured into five two-hour sessions that could potentially:
 - reduce participants' cognitive load and improve their engagement.
 - integrate loop input activities for hands-on experience.
 - emphasise classroom-relevant examples to bridge theory and practice.

Overall, the pilot study demonstrated that refining research instruments and program design was not only a matter of efficiency but also critical for conceptual precision and alignment.

3.5 Participants

This section presents the characteristics of the TESOL postgraduate coursework participants.

3.5.1 Characteristics of TESOL Postgraduate Coursework Participants

Participants were recruited from the TESOL postgraduate coursework cohort at the University of Sydney. The majority of the target TESOL postgraduate students are international students whose first language is other than English (e.g., Chinese, Korean, Bahasa Indonesia, Vietnamese). The majority of the students are from mainland China, with a predominance of female students. The TESOL postgraduate coursework program at this university, at the time of recruitment, is a one-year, full-time master's by coursework degree designed to develop students' professional expertise, skills, and knowledge in applied linguistics and English language education.

3.5.2 Participant Recruitment

This thesis employed non-probability convenience sampling to recruit participants who were readily accessible and willing to take part in the research (Dörnyei, 2007). All TESOL postgraduate students enrolled in the MEd (TESOL) degree in 2024 were invited to participate voluntarily in the study, regardless of their background, and those who expressed interest constituted the final participant group. While this sampling approach limits the generalisability of findings, it is often justified when participants possess relevant experiences or contextual knowledge that can illuminate the research phenomenon (Dörnyei, 2007). Accordingly, this strategy enabled purposive access to TESOL students directly engaged in the context under

investigation (i.e., TESOL teacher education), thereby ensuring the contextual relevance of the collected data.

Starting September 2024, the TESOL program coordinator distributed an invitation email, accompanied by the Participant Information Statement (Appendix A), to the entire cohort of students after the Head of the School granted permission. Students interested in participating were instructed to email their interest. Then, the Participant Consent Form (Appendix B) was sent out to interested participants, and the signed form was collected.

Initially, 39 students expressed interest, and all signed the participant consent form. However, due to participant attrition over the course of the research, 18 attended all five sessions, nine participants attended four sessions, and eight attended three sessions, totalling 35 participants attending at least three sessions. Among the 18 participants who attended all five sessions, 12 contributed to all phases of data collection (i.e., attended the pre-PD interview, completed all reflection tasks, filled out the post-PD questionnaire, and attended the post-PD interview). Therefore, this thesis reports findings solely from the 12 participants.

3.5.3 Participant Profiles

The 12 participants' profiles are provided in Table 3.1 (e.g., their language background and prior experiences regarding whether they used L1 in learning and teaching, and whether they were trained to use L1 in teaching English). Pseudonyms are assigned to each participant. The last three columns, which indicate their stated experiences, relate to their knowledge and beliefs, according to Borg's (2015) framework of three major experiences that have key influences on teacher cognition (schooling, professional coursework, and classroom experience). Further analysis of

their profiles in relation to answering the research questions is presented in Chapters 4 and 5.

Table 3.1*Participant profiles*

Participant Number & Pseudonym	First or Second Semester	Language Spoken other than English	Stated Experience of Using L1 in Teaching English (Classroom Practice)	Stated Experience of Using L1 in Learning English (Schooling)	Stated Experience of Professional Training in Using L1 in Teaching English (Professional Coursework)
#1 Emma	Second	Mandarin	Yes	Yes (a little only when necessary)	No
#2 Olivia	Second	Mandarin	Yes	Yes	Yes
#3 Charlotte	First	Mandarin	Yes	Yes	Maybe and very little
#4 Amelia	Second	Mandarin; Korean	Yes	Yes	Yes
#5 Ella	First	Mandarin	Yes	Yes	Maybe and very little
#6 Ava	Second	Mandarin	Yes (a little only when necessary)	Yes (a little only when necessary)	Maybe and very little
#7 Isabella	First	Mandarin	Yes	Yes	Yes

Table 3.1 (continued)

Participant Number & Pseudonym	First or Second Semester	Language Spoken other than English	Stated Experience of Using L1 in Teaching English (Classroom Practice)	Stated Experience of Using L1 in Learning English (Schooling)	Stated Experience of Professional Training in Using L1 in Teaching English (Professional Coursework)
#8 Chloe	First	Mandarin; Cantonese	Yes (a little only when necessary)	Yes (a little only when necessary)	Maybe and very little
#9 Harper	First	Mandarin	Yes	Yes	Yes
#10 Scarlett	First	Mandarin	Yes (a little only when necessary)	Yes	Yes
#11 Hannah	Second	Mandarin	Yes	Yes	Maybe and very little
#12 Grace	First	Mandarin; Cantonese	Yes	Yes	No

As shown in Table 3.1, all 12 participants speak Mandarin and reported some experience of using their L1 in teaching and learning. While this profile may appear limited in diversity of linguistic background, it in fact reflects the broader population of TESOL postgraduate coursework students in the University of Sydney, the majority of whom speak Chinese and learned English in classrooms, where L1 is often used as in the grammar-translation method (Rao, 1996, 2002, 2013).

3.6 Research Instruments

The research instruments and techniques include pre-PD focus group interview questions, written reflection questions, post-PD questionnaire and post-PD individual interview questions. The PD program as the intervention will be explained in Section 3.8.

3.6.1 Pre-PD program Focus Group Interview Questions

The pre-PD program focus group interview questions (see Appendix C) were designed to address Research Questions 1a and 2a, focusing on TESOL postgraduate students' beliefs and knowledge prior to participating in the PD program on translanguaging. These questions were structured into four parts to systematically explore participants' perspectives and experiences.

The first part gathered background information related to participants' teaching experience, providing context for their subsequent responses. In the second part, participants were asked about their beliefs regarding the use of L1 in the classroom. Based on insights from the pilot study and the validity issue argued in Chapter 2, the term "translanguaging" was intentionally excluded in this part. As participants might have limited familiarity with the concept, it would have been challenging for them to

articulate their beliefs about translanguaging directly. Instead, the more familiar term, “the use of L1,” was employed to elicit participants’ foundational beliefs about language use in classrooms. While acknowledging that “the use of L1” does not fully encapsulate the theoretical underpinnings of translanguaging, this term was considered a practical alternative to exploring participants’ initial beliefs about certain overlapping pedagogical aspects, such as leveraging students’ full linguistic repertoire (in many cases, students’ L1).

The third part of the interview explored participants’ existing knowledge of translanguaging. This section aimed to assess their awareness and understanding of translanguaging as a concept distinct from the use of L1. Finally, the fourth part addressed participants’ expectations of the program. This helped tailor the program to their specific needs and provided insights into their PD priorities.

3.6.2 Guided Reflection Questions

The guided reflection questions (see Appendix D) prompted participants’ reflections on individual sessions and the program as a whole. These questions aimed to capture participants’ evolving knowledge and beliefs about translanguaging. Some questions were designed to elicit participants’ knowledge and understanding of the corresponding content discussed in the module, based on Biggs et al.’s (2022) notion of constructive alignment. Semi-structured post-PD interviews also allowed further questioning to clarify responses and triangulate the data. This allowed for following up on any insufficient or unclear responses in the written reflections. Table 3.2 explains the aims of each guided reflection question for Sessions 2, 3, 4 and 5. Session 1 is not included as it is not directly linked to translanguaging knowledge.

Table 3.2

Guided reflection questions

Session	Guided Questions	Aims of the Questions
2	1. What is translanguaging?	To assess participants' baseline conceptual knowledge of translanguaging and how they define or understand the construct.
	2. Do you often engage in the language act (i.e., mixing two languages) the translanguaging approach aims to explain? Describe when and how.	To prompt participants to reflect on their own multilingual practices and connect them to translanguaging.
	3. Do you think the translanguaging approach accurately explains your language act?	To prompt participants to critically reflect on the explanatory adequacy of translanguaging in relation to their personal experiences.
	4. What is the difference between translanguaging and code-switching?	To test participants' conceptual knowledge by assessing their ability to distinguish translanguaging from a related construct.
	5. What is the translanguaging stance?	To explore participants' knowledge on the ideological and critical aspects of translanguaging, particularly their understanding of translanguaging as a stance connected to pedagogy, identity, and social justice.

Table 3.2 (continued)

Session	Guided Questions	Aims of the Questions
3	<p>1. What is the original classroom translanguaging practice described by Cen Williams? What do you think about it?</p> <p>2. Since you have experienced two types of summary tasks (monolingual versus translanguaging) in the workshop, which do you think is more beneficial for English learners?</p>	<p>To assess participants' understanding of the original model of translanguaging (the Welsh context introduced by Cen Williams) and to prompt evaluative reflection on its pedagogical value.</p> <p>To explore participants' applied pedagogical knowledge by asking them to compare the benefits of monolingual and translanguaging tasks based on direct experience, and to evaluate which approach better supports learning.</p>

Table 3.2 (continued)

Session	Guided Questions	Aims of the Questions
4	<p>1. What is your understanding of spontaneous translanguaging versus pedagogical translanguaging, as proposed by Cenoz and Gorter (2021)?</p> <p>2. Going back to your previous learning and teaching experiences, did your teacher or did you as a teacher use more spontaneous translanguaging or pedagogical translanguaging?</p> <p>3. How do the applications of translanguaging pedagogy differ between EFL contexts and other settings, such as bilingual education?</p> <p>4. What do you think about the translanguaging task you experienced in the workshop?</p>	<p>To assess participants' conceptual knowledge of a theoretical distinction in the literature (spontaneous vs. pedagogical translanguaging).</p> <p>To prompt participants to reflect on and categorise their past teaching/learning practices within the theoretical distinction between spontaneous and pedagogical translanguaging.</p> <p>To examine participants' applied pedagogical and contextual knowledge by prompting them to compare how translanguaging pedagogy might be implemented differently across educational settings.</p> <p>To prompt participants' evaluation by inviting their reflections on the direct experience of a translanguaging task, including its perceived benefits, challenges, and relevance for their future practice.</p>

Table 3.2 (continued)

Session	Guided Questions	Aims of the Questions
5	<p data-bbox="324 414 1086 566">1. Compare your knowledge of translanguaging before and after the professional development program. How has your knowledge evolved due to your participation in the program?</p> <p data-bbox="324 598 1086 750">2. How would you describe your current beliefs about using translanguaging in your future teaching? In what ways, if any, do you think these beliefs have shifted as a result of the program?</p> <p data-bbox="324 782 1086 933">3. What challenges do you foresee in implementing the translanguaging approach in your future teaching context, and how do you think these challenges might impact your teaching practices?</p> <p data-bbox="324 965 1086 1149">4. Reflecting on the professional development program, which aspects did you find most helpful or unhelpful in enhancing your knowledge, shaping your beliefs, or preparing you to address potential challenges related to translanguaging?</p>	<p data-bbox="1108 414 2027 534">To assess participants' perceived knowledge development, prompt them to reflect on changes in their conceptual and pedagogical understanding of translanguaging throughout the program.</p> <p data-bbox="1108 598 2027 678">To examine participants' evolving beliefs about translanguaging, with attention to how the program may have shaped or reshaped their beliefs.</p> <p data-bbox="1108 782 2027 933">To identify participants' anticipatory awareness of contextual and institutional constraints, and to evaluate how these challenges could influence their willingness or ability to apply translanguaging pedagogy.</p> <p data-bbox="1108 965 2027 1077">To capture participants' evaluative reflections on the program itself, focusing on which elements they perceived as most impactful for their learning and professional preparedness.</p>

As can be seen in Table 3.2, the guided reflection questions across Sessions 2 to 5 were designed to capture different dimensions of participants' knowledge and beliefs about translanguaging as they engaged with the PD program. The questions in Session 2 focused on assessing participants' baseline conceptual and critical understanding of translanguaging, its distinction from related terms, and its ideological underpinnings. Session 3 extended this by linking theoretical knowledge to pedagogical applications, prompting participants to evaluate translanguaging in the Welsh classroom and compare it with monolingual classroom tasks. Session 4 targeted more nuanced distinctions, encouraging participants to articulate their understanding of spontaneous versus pedagogical translanguaging, connect these to their past teaching and learning experiences, and consider their application across diverse contexts. Finally, Session 5 prompted participants to reflect holistically on their learning trajectory, documenting perceived changes in knowledge and beliefs, anticipated challenges in implementation, and their evaluation of the program's effectiveness in supporting their professional growth.

3.6.3 Post-PD Questionnaire

The post-PD questionnaire (see Appendix E) was designed to collect quantitative data to address Research Questions 1c and 2a, about participants' knowledge and beliefs after the program. It consisted of three parts, each with a specific focus. Part 1 collected relevant background information, such as participants' teaching experience and future teaching contexts, which provided a specific context for their responses to the questionnaire.

Part 2 of the questionnaire focused on participants' beliefs and uses a 5-point Likert scale ranging from *Strongly Disagree* to *Strongly Agree*. This section contained twelve

statements grouped into three sub-constructs. The first four items addressed beliefs about maintaining an English-only classroom and explored participants' attitudes toward this language policy. Items 5 to 9 focused on beliefs about translanguaging in the classroom, investigating participants' perspectives on incorporating students' linguistic repertoires into teaching practices. The final three items examined beliefs about translanguaging outside the classroom, capturing views on its application in informal or extracurricular settings.

Part 3 of the questionnaire was a knowledge test consisting of ten True/False questions. These questions were designed to evaluate participants' theoretical and pedagogical understanding of translanguaging. They were designed to assess the intended learning outcomes of the program session. The first five questions focused on the theoretical aspect of translanguaging, while the following five questions assessed the pedagogical aspect of translanguaging.

In Part 2, alongside the five-response options representing the agreement scale, and in Part 3, alongside the true-or-false response options, a "don't know" option was provided for participants who either lacked strong feelings about a statement or were uncertain whether it was true or false. This option differed from the middle point of the scale, such as "neutral" or "neither agree nor disagree," which implied a balanced belief. Instead, the "don't know" option, provided in addition to these middle points, allowed participants who genuinely lack knowledge or certainty to respond accordingly. It reflected an absence of belief or understanding, signifying "I do not know what to believe" or "I am not sure this is true or false". It also served as a valuable indicator of existing knowledge gaps (Dörnyei, 2007; Vogt, 2007).

3.6.4 Post-PD Individual Interview Questions

The post-PD individual interview questions (see Appendix F) were designed to align with each research question. The questions were divided into three main parts, each focusing on specific aspects of participants' knowledge, beliefs, and anticipated challenges.

The first part investigated participants' knowledge of translanguaging following the PD program. This part also asked retrospective questions to help participants reflect on their previous understanding of translanguaging. It sought to understand the depth and breadth of their learning and how the program may have influenced their theoretical and pedagogical knowledge of translanguaging. Follow-up questions were also asked to clarify participants' understanding of translanguaging, both in theoretical and pedagogical aspects.

The second part explored participants' beliefs about translanguaging in their future teaching contexts. This part was also connected directly to participants' questionnaire responses, providing an opportunity for further elaboration and clarification. For example, participants were asked questions such as, "Looking at your questionnaire response, could you explain why you responded X to item number Y?" This approach maximised the likelihood that the collected data offer nuanced insights into the relationship between participants' beliefs and their self-reported responses.

The third part focused on participants' anticipated challenges in implementing translanguaging pedagogy. This part aimed to complement the reflections and further identify and clarify potential barriers and concerns that participants foresee when applying translanguaging in their teaching practices.

The use of both focus group and individual interviews was intentional and methodologically complementary. The pre-PD focus group interviews were employed to surface shared assumptions, normative discourses, and collectively constructed understandings of L1 use and translanguaging, which are particularly salient when participants are negotiating unfamiliar or contested concepts. Group interaction enabled participants to build on, question, or align with peers' perspectives, offering insight into socially mediated beliefs that may not emerge in individual interviews alone. In contrast, the post-PD individual interviews created space for more personal, nuanced, and potentially divergent reflections on knowledge development, belief change, and anticipated challenges, free from peer influence. These interview formats complement the written reflections and questionnaire data by capturing both socially situated and individually articulated dimensions of participants' engagement with translanguaging, thereby strengthening triangulation and the interpretive depth of the analysis.

3.7 Data Collection Procedure

This section describes how data were collected during each stage. The data collection processes were handled according to the ethics approval.

3.7.1 Pre-PD Group Interviews

The pre-PD group interviews were conducted via Zoom. Appendix C provides the pre-PD group interview questions. These interviews were held before the participants attended the PD program on translanguaging. Interviews were facilitated in a way that allowed direct engagement with participants beforehand, helping to establish rapport and enabling the program to be tailored to their specific needs.

Participants' responses were analysed in terms of their expectations from the program. The most frequent theme was *specific translanguaging teaching strategies*. This theme represents most participants' expectations to learn how to apply translanguaging in their future classrooms, particularly EFL classrooms in China. Therefore, the content of the program was adjusted to place greater emphasis on translanguaging classroom strategies (in Sessions 3 and 4).

3.7.2 PD Program and Reflections

The PD program consisted of five sessions held once a week for five weeks (see Appendix G for detailed descriptions). The PD program was delivered face-to-face and was supported by a Canvas site. After each session, participants were asked to write reflections based on the guiding questions provided on Canvas (see Appendix D). Reflective journals are especially important for exploring how participants make sense of translanguaging theory (e.g., Pontier & Deroo, 2022; Yüzlü & Dikilitaş, 2024). The written reflection questions for each session were designed to align with the research questions and elicit extended, thoughtful responses. Unlike oral interviews, written reflections offer participants the opportunity to express themselves without the pressure of real-time responses and capture beliefs and reflections while experiences are still fresh (Borg, 2015). This method allows for thoughtful consideration, free from concerns about time constraints or verbal fluency.

3.7.3 Post-PD Questionnaire

Following the completion of the final PD session, post-PD questionnaires (see Appendix E) were distributed via Qualtrics, an online platform for survey design and administration. A total of 34 responses were received, though only the 12 participants with complete pre- and post-test results were analysed in this thesis.

3.7.4 Post-PD Individual Interviews

The post-PD individual interviews were conducted after the questionnaires were collected (see Appendix F). The twelve participants joined the interviews. These were semi-structured interviews aiming to complement and triangulate the data collected in written reflections and questionnaires.

3.8 PD Program Design

The PD program was delivered across five weekly sessions. Each session was conducted in person, lasting two hours with a 10-minute break. Each session was facilitated with active participation in classroom activities, fostering collaborative engagement and supporting a responsive learning environment. To supplement the PD program, a dedicated Canvas site was created. This platform enabled participants to preview and review content, access additional readings, and engage in further study related to each week's topic.

Each session was structured around specific intended learning outcomes (ILOs) and linked activities, with detailed content and materials provided in Appendix G. The topics of each session were aligned with the translanguaging approach, and the content was based on the translanguaging literature (e.g., Cenoz & Gorter, 2021; García & Li, 2014; Leiws et al., 2012; Li, 2018, 2022, 2023; Li & García, 2022; Otheguy & García, 2024). ILOs of each session were aligned with the teaching and learning activities based on Biggs et al.'s (2022) notion of constructive alignment. This alignment extended to the written reflection questions, which aimed to elicit knowledge and understanding of the topic covered in each corresponding session. Below, the sessions are summarised.

The design of the PD program was informed by complementary theoretical perspectives on teacher learning and PD. It draws on sociocultural views of teacher learning, which conceptualise professional knowledge as constructed through social interaction, mediated activity, and reflection on experience rather than transmitted through decontextualised instruction (Vygotsky, 1978; Johnson, 2009). This orientation informed the emphasis on collaborative tasks, discussion, and reflective writing across sessions. The program also aligns with experiential and practice-based theories of teacher learning, particularly through the use of loop input (Woodward, 2003), which allows participants to experience pedagogical approaches as learners before analysing them from a teaching perspective. In addition, the sequencing of sessions reflects a developmental view of conceptual learning, moving from familiar practices and debates about L1 use toward more abstract theoretical and ideological understandings of translanguaging. This progression is consistent with Biggs et al.'s (2022) notion of constructive alignment and supports the gradual development of conceptual and pedagogical understanding. Overall, these theoretical orientations informed a PD design that sought to foster sustained conceptual growth, reflective engagement with beliefs, and the development of pedagogical reasoning.

3.8.1 Session 1: The L2-only Versus the Multilingual Debate

This session (See Appendix G, Session 1) introduced historical and contemporary approaches to L1 use in TESOL (e.g., grammar-translation). It framed the debate between L2-only and multilingual approaches (Macaro, 2021) and began conceptualising translanguaging as a response to monolingual ideologies.

3.8.2 Session 2: Theoretical Aspect of Translanguaging

This session (See Appendix G, Session 2) defined translanguaging theoretically and distinguished it from code-switching. It explored practical, conceptual and ideological dimensions of translanguaging and encouraged reflection on participants' multilingual practices in personal and educational contexts.

3.8.3 Session 3: The Welsh Classroom Translanguaging

This session (See Appendix G, Session 3) examined Welsh translanguaging pedagogy as a model. It employed loop input activities (Woodward, 2003) to allow participants to experience translanguaging as learners and to reflect on how translanguaging tasks support cognitive processing and comprehension.

3.8.4 Session 4: Spontaneous and Pedagogical Translanguaging

This session differentiated between spontaneous and pedagogical translanguaging. It compared applications across bilingual, ESL, and EFL contexts and employed loop-input activities to encourage participants' reflection on the differences between traditional translation and translanguaging tasks.

3.8.5 Session 5: Challenges and Current Criticism

This session synthesised concepts and practices from earlier sessions. Participants designed and presented translanguaging-informed lesson plans. They discussed challenges in applying translanguaging in EFL contexts and are engaged with scholarly critiques (e.g., Treffers-Daller, 2024a, 2024b).

3.9 Data Analysis

This section explains how the collected data were analysed. The data were categorised into four main categories: pre-PD interviews, reflections, post-PD questionnaires, and post-PD interviews. Since interviews were conducted through Zoom, transcriptions were automatically produced by Zoom. The transcriptions were further proofread to enhance their accuracy. Eventually, all four data categories were visualised before further analysis.

3.9.1 Thematic Analysis and Coding

Thematic analysis is employed to systematically identify, organise, and interpret patterns (themes) within qualitative data. While coding is the procedural act of labelling segments of data, thematic analysis involves a deeper interpretive process of linking codes to broader themes and theoretical constructs (Braun & Clarke, 2006; Saldaña, 2016). In this thesis, coding involves labelling data with codes: words or short phrases that symbolically capture the essence of the data segments (Saldaña, 2016). These codes act as basic units of analysis to navigate dense qualitative datasets, making patterns and themes emerge for further analysis (Elliott, 2018; Saldaña, 2016).

A hybrid thematic analysis (Fereday & Muir-Cochrane, 2006; Nowell et al., 2017), combining inductive and deductive thematic analyses, was conducted to provide a bottom-up data-driven perspective and a top-down theory-driven perspective. Six essential steps (i.e., familiarising with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report), as described by Braun and Clarke (2006), were followed in this thesis.

Based on the six steps, two major coding cycles were applied. The first cycle focused on descriptive codes to capture the data's basic surface meaning. The second cycle reorganised and synthesised codes into broader codes. During the two cycles, coding was *iterative*. The data were repeatedly engaged with to refine codes and identify connections, as it allows revisiting initial interpretations and adjusting them based on emerging patterns (Locke et al., 2020; Saldaña, 2016). This iterative process maximises the chances that the analysis remains dynamic and responsive to the complexities of the data.

With this coding process, a coding scheme (see Appendix H) was developed and applied across all qualitative datasets (pre-PD interviews, reflective journals, and post-PD interviews). Following Braun and Clarke's (2019) emphasis on reflexivity, the analytic move from descriptive coding to higher-order interpretation occurred at the level of sorting codes into themes. This approach ensured coding consistency while allowing interpretive differentiation for each research question.

Therefore, these codes were subsequently interpreted using different frameworks depending on the research question:

1. the SOLO taxonomy developed by Biggs & Collis (1982) and Biggs et al. (2022) – see Section 3.9.2, and used for the analysis of the participants' knowledge in Chapter 4
2. the analytical framework developed by the researcher, based on Macaro's (2001) three-position model and García et al.'s (2017) translanguaging stance framework for belief orientations (see Section 3.9.3), used for the analysis of the participants' beliefs in Chapter 5

3. the transdisciplinary framework developed by the Douglas Fir Group (2016) – see Section 3.9.4 and used for analysis of the participants’ anticipated challenges in applying the translanguaging approach in their own teaching in the future in Chapter 5.

In this sense, the coding scheme provided the descriptive foundation, while the analytical frameworks enabled higher-order interpretation.

3.9.2 The SOLO (Structure of Observed Learning Outcomes) Taxonomy

To analyse participants’ knowledge development throughout the PD program, the SOLO taxonomy (Biggs & Collis, 1982; Biggs et al., 2022) was adopted as the deductive analytical framework. SOLO offers a hierarchical model for evaluating the complexity and depth of understanding, moving beyond simple recall to more integrated and abstract forms of knowledge construction. Its utility lies in its capacity to make qualitative differences in learning outcomes visible and comparable across participants and time points.

Table 3.3 presents an explanation of the five progressive levels of the SOLO taxonomy (*Pre-structural, Uni-structural, Multi-structural, Relational, Extended Abstract*). According to Biggs et al. (2022), knowledge is accumulated quantitatively while understanding is deepened qualitatively. Accordingly, in the SOLO taxonomy, *Uni-structural* and *Multi-structural* represent the quantitative phase of knowledge increase, while *Relational* and *Extended Abstract* levels represent the qualitative phase of understanding development (Biggs et al., 2022).

Table 3.3*The SOLO taxonomy*

SOLO Level	Definition (Biggs et al., 2022)	Definition in Relation to Theoretical Knowledge of Translanguaging	Definition in Relation to Pedagogical Knowledge of Translanguaging
Pre-structural	The learner misses the point; no meaningful understanding is demonstrated.	At the pre-structural level, the learner completely misunderstands translanguaging or do not know it.	
Uni-structural	The learner understands one relevant aspect of the task or concept.	The learner recognises a basic definition (e.g., use of multiple languages), but shows no understanding of its theoretical grounding or ideological basis.	The learner equates translanguaging with using L1 in classrooms, but shows no understanding of its pedagogical principles.
Multi-structural	The learner understands several relevant aspects but treats them independently.	The learner defines translanguaging and recognises multiple dimensions (e.g., unitary repertoire, identity, equity), but does not link them to further development of the idea.	The learner identifies several pedagogical functions (e.g., enhanced comprehension) or pedagogical principles and applications (e.g., Input/output variation, spontaneous vs. pedagogical translanguaging), but continues to view it as a set of fixed strategies

Table 3.3 (continued)

SOLO Level	Definition (Biggs et al., 2022)	Definition in Relation to Theoretical Knowledge of Translanguaging	Definition in Relation to Pedagogical Knowledge of Translanguaging
Relational	The learner integrates aspects into a coherent structure, showing a deep understanding of relationships.	The learner demonstrates an integrated understanding of translanguaging as a sociocultural and ideological construct (e.g., contrasting it with code-switching, linking it to identity, inclusion, and the development of bilingualism/multilingualism).	The learner links pedagogical principles to the applications and functions of translanguaging, demonstrating an integrated awareness of how translanguaging pedagogy differs from the traditional use of L1 and grammar-translation methods.
Extended Abstract	The learner generalises the integrated understanding to new contexts; shows theoretical or abstract thinking.	The learner theorises translanguaging as a transformative framework for reimagining education, demonstrating critical engagement with deficit ideologies (e.g., monoglossic, raciolinguistics, native-speakerism) through abstract and integrative theoretical reasoning.	The learner generalises and adapts translanguaging pedagogy to suit diverse or novel teaching contexts, demonstrating abstract and transferable understanding.

The five levels of the SOLO taxonomy reflect a progressive hierarchy of understanding, from surface-level recall to deep, transferable knowledge. At the *Pre-structural* level, participants demonstrate minimal or no grasp of translanguaging, either misinterpreting it entirely or failing to recognise its relevance. The *Unistructural* level is characterised by an initial but limited understanding. Participants may define translanguaging as the use of L1 in the classroom but lack insight into its theoretical underpinnings or pedagogical implications. At the *Multi-structural* level, participants recognise several relevant components but treat them in isolation without integration. In contrast, *Relational* responses reflect a coherent and synthesised understanding, where theoretical concepts are meaningfully connected and pedagogical principles relate to classroom applications. Finally, the *Extended Abstract* level denotes the most advanced understanding. To reach this level, participants need to demonstrate the capacity to theorise translanguaging as a transformative educational framework and to adapt its pedagogical enactment across varied and novel teaching contexts. Together, these levels provided a structured lens through which to analyse the complexity, integration, and transferability of participants' knowledge development across both theoretical and pedagogical domains.

While the SOLO taxonomy (Biggs & Collis, 1982; Biggs et al., 2022) was adopted as a deductive framework to categorise the developmental complexity of participants' knowledge about translanguaging, it is important to acknowledge that SOLO was not originally conceived as a strict analytic framework. Rather, it functions primarily as a taxonomy of learning outcomes or a guide for assessment design, typically operationalised through multiple items or tasks that collectively demonstrate a learner's level of understanding. In this thesis, the taxonomy was repurposed as an analytic rubric to interpret qualitative data for a clear pre- and post-PD comparison, focusing on the structural complexity and integration evident in participants' verbal and written responses.

This adaptation naturally involves an element of interpretation and, therefore, some subjectivity in assigning SOLO levels. This was particularly relevant in the pre-PD interview, where participants were asked a single open-ended question (“What do you know about translanguaging?”) with follow-up prompts for clarification when needed. Because most participants had little prior exposure to the concept, their responses tended to be brief and descriptive. As such, the pre-PD classification should be viewed as providing an indicative baseline of initial understanding, rather than a fully triangulated or comprehensive measure.

By contrast, the post-PD analyses drew upon multiple sources of evidence, including semi-structured interview data and reflective writing guided by several prompts (see Section 3.6.2) designed to elicit participants’ application, reasoning, and integration of ideas. These provided opportunities for triangulation and a more confident interpretation of participants’ theoretical and pedagogical knowledge. Nonetheless, the depth of response varied: some reflection questions did not always elicit sufficiently elaborated reasoning to demonstrate higher-order understanding. To address these limitations, SOLO level assignments were based on patterns of response across available data rather than on isolated statements. Consequently, the use of SOLO in this thesis should be understood as a heuristic lens for tracing qualitative trajectories of knowledge development, rather than as a psychometric measure of performance.

3.9.3 Beliefs Regarding the Use of L1 and Translanguaging

Moving beyond knowledge, based on Macaro’s (2001, 2009, 2021) three-position model (see Table 3.4) and García et al.’s (2017) “translanguaging stance, design and shifts” framework (see Table 3.5), the current thesis refines the analytical framework for beliefs based on participant data. As coding progressed, it became clear that the existing frameworks were insufficient to capture the nuances of participants’ beliefs, particularly the space between

Macaro's *Optimal Position* and García et al.'s *Translanguaging Stance*. Following Braun and Clarke's (2019) emphasis on reflexivity, the analytical framework was iteratively refined to reflect both ideological orientation and pedagogical grounding in participants' beliefs. Table 3.6 presents the final analytical framework that captures participants' developmental trajectories towards an *Integrated Translanguaging Stance* (see also Chapter 7, which presents this framework that can contribute to conceptualising belief trajectories regarding translanguaging). It highlights the dynamic, ever-changing nature of belief development (Fives & Buehl, 2012). Figure 3.2 presents the belief continuum based on this analytical framework, clarifying its hierarchy. A fuller explanation of each position is provided below the table.

Table 3.4

Macaro's (2001, 2009, 2021) theoretical framework of teachers' beliefs about L1 use in L2 classrooms.

Three Positions	Definition (Macaro, 2001, 2009, 2021)
Virtual	Teachers believe there is <i>no pedagogical value</i> in using the L1. The L2 must be learnt only through the L2, and the classroom should become a “virtual target country” where exclusive L2 immersion is possible.
Maximal	Teachers still believe the L2 should be learnt only through the L2, but acknowledge that <i>perfect teaching/learning conditions do not exist</i> . Therefore, the L1 is used reluctantly as a compromise.
Optimal	Teachers recognise that the L1 <i>can have pedagogical value</i> in certain moments. L1 use may enhance learning more effectively than strict L2-only, especially when it reduces cognitive load or facilitates comprehension.

Table 3.5

García et al. 's (2017) translanguaging stance, design and shifts

Three Strands	Definition (García et al., 2017)
Translanguaging Stance	Stance refers to the ideological orientation that sees bilingual students as having one holistic repertoire rather than separate languages. It frames translanguaging as both a pedagogical and political stance that challenges monolingual and raciolinguistic ideologies, validating students' full linguistic practices.
Translanguaging Design	Design refers to the deliberate planning of lessons, tasks, assessments, and classroom spaces that embed translanguaging opportunities. It involves purposefully structuring activities and resources to activate learners' repertoires and allow languages to flow, reinforcing learning and equity.
Translanguaging Shifts	Shifts refer to the spontaneous, responsive moves teachers make in real-time to support students' translanguaging practices. Shifts embody flexibility, allowing teachers to adapt instruction dynamically, validate students' contributions, and sustain the translanguaging corriente (i.e., current or flow).

Table 3.6

The framework adopted in this thesis for analysing translanguaging beliefs³

Belief positions & trajectories	Definition
Monolingual Position ⁴	This position assumes that the target language should be taught exclusively through itself, reflecting a conviction that maximal exposure is the best or only route to acquisition. L1 is considered a compromise and should be used only in an emergency.
Conditional Position	This position recognises the pedagogical value of L1 and supports its use, but only under certain conditions. L2 immersion is still favoured, especially for speaking, and fears of overreliance on L1 persist, reflecting some tendencies toward a more monolingual ideology.
Pedagogical Trajectory	This trajectory moves beyond restrictive conditions to view L1 as a core instructional resource. Teachers frame L1 use through a translanguaging lens, grounded in pedagogical reasoning (e.g., deeper cognitive processing). While still framed pragmatically, the trajectory reflects stronger pedagogical grounding rather than deficit views of translanguaging.
Ideological Trajectory	Teachers taking this trajectory articulate stronger support for L1 use through the translanguaging lens, but are primarily grounded in ideological justifications (e.g., affirming identity, fostering inclusion, respecting students' repertoires). They may stress fairness and equity, but often without pedagogical specificity or critical unpacking of raciolinguistic/native-speakerism ideologies.

³ This framework is developed by the researcher and informed by Macaro (2001, 2009, 2021) and García et al. (2017).

⁴ The *Monolingual Position* is not found in the current data, meaning that no participants were categorised at this position. Therefore, it is not developed from the data, but from the theory (Macaro's *Virtual* and *Maximal Positions*).

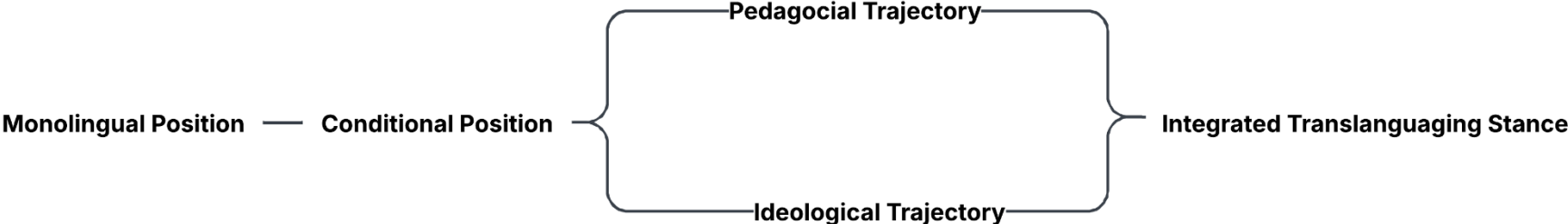
Table 3.6 (continued)

Belief positions & trajectories	Definition
Integrated Translanguaging Stance ⁵	The <i>Integrated Translanguaging Stance</i> is an orientation in which teachers recognise students' repertoires as unitary and dynamic and mobilise them with both pedagogical clarity and critical ideological reflection. Translanguaging is not seen as conditional or optional, but as a natural and necessary basis of teaching and learning, to resist broader deficit perspectives and ideologies embedded in the educational structures.

⁵ Similar to the *Monolingual Position*, *Integrated Translanguaging Stance* is not found in the current data, meaning that no participants held beliefs at this position. Therefore, it is not developed from the data, but from the theory (García et al.'s translanguaging stance).

Figure 3.2

A continuum for translanguaging beliefs



3.9.3.1 Monolingual Position

The *Monolingual Position* merges Macaro's (2001, 2009, 2021) *Virtual* and *Maximal Positions*. Although Macaro differentiates these two by degree (i.e., virtual as rejecting all L1 use and maximal as allowing it minimally and reluctantly), both share a fundamental monolingual ideology in which English should be the normative medium and L1 is pedagogically undesirable. As found in the current data, no participant aligned cleanly with either *Virtual* or *Maximal Position*, so separating them risked analytical noise. Merging them highlights the similar underlying ideology while sharpening the contrast with other positions.

3.9.3.2 Conditional Position

The *Conditional Position* reframes Macaro's (2021) *Optimal Position* to capture beliefs that accept or support L1 use but only in limited, pragmatic ways. In this view, L1 is treated as a scaffold or support tool rather than as an enduring instructional resource. Based on the current data, L1 use is typically justified by efficiency or learner needs, such as clarifying grammar and vocabulary, supporting beginners, or facilitating comprehension and participation, yet it is framed as situational and often expected to diminish as proficiency increases, as commonly observed by the wider scholarship (Hall & Cook, 2012; Nation, 2003).

It goes beyond the *Optimal Position* in which Macaro suggests L1 is acknowledged to have pedagogical value but remains subject to continual justification against the overarching goal of L2 development. However, what the *Optimal Position* has not revealed is the residual monolingual assumptions that persist: L2 immersion continues to be favoured on pedagogical grounds (e.g., beneficial for improving speaking or communicative competence) and on an implicit, underlying ideological ground that favours the native-speaking model. In this sense, the *Conditional Position* represents cautious pragmatism rooted in monolingual ideologies,

endorsing flexibility in practice, but without pedagogical or ideological commitment to translanguaging.

3.9.3.3 *The Two Developmental Trajectories*

Both the *Pedagogical Trajectory* and *Ideological Trajectory* mark a departure from conditional orientations toward a translanguaging stance. In both, L1 is gradually viewed as an integral component of teaching and learning. What differentiates them is the rationale underpinning this gradual change: pedagogical utility versus ideological commitment.

The *Pedagogical Trajectory* represents a belief grounded in pedagogical understanding. The current data suggest that this trajectory marks stronger beliefs in using students' full linguistic repertoire through deliberately designed activities that go beyond traditional teacher-centred use of L1 to explain grammar or vocabulary. This aligns with García et al.'s (2017) notion of translanguaging design, where multilingual practices are embedded in instructional planning to improve learning outcomes. An even stronger belief along this trajectory is then grounded in teachers' understanding of how to adapt the translanguaging pedagogy to suit different needs and contexts. This is similar to García et al.'s (2017) notion of translanguaging shifts, which highlights teachers' ability to apply the translanguaging pedagogy flexibly.

The *Ideological Trajectory*, on the other hand, reflects an awareness of the ideological aspect of translanguaging. The current data show that this trajectory also marks stronger beliefs in using students' full linguistic repertoire. However, different from the *Pedagogical Trajectory*, this trajectory shows a belief on a broader, more general level, stressing fairness, belonging, cultural value of L1, and resisting monolingual norms. This trajectory is similar to García et al.'s (2017) concept of translanguaging stance, in which the use of the full repertoire is understood as a matter of rights and equity. Teachers should explicitly challenge English-only ideologies, resist raciolinguistic hierarchies, and frame translanguaging as part of broader

decolonial and social justice agendas (Canagarajah, 2011; Li & García, 2022; Makoni & Pennycook, 2007).

It is important to emphasise that neither trajectory represents a fixed stage in a linear progression, nor are they mutually exclusive or hierarchical, as shown in Figure 3.2. Instead, they illustrate two dynamic pathways that may converge into an *Integrated Translanguaging Stance*, which reflects an endorsement of translanguaging grounded in a combination of pedagogical clarity and ideological commitment. Teachers who follow the *Pedagogical Trajectory* may also draw on ideological reasoning, and vice versa. Order should not be assumed, though the current data show that participants tend to start with the *Pedagogical Trajectory*.

3.9.3.4 *Integrated Translanguaging Stance*

The *Integrated Translanguaging Stance* is hypothesised, as the current data do not suggest that any participant exhibits this stance. However, it functions as the final target, representing the most comprehensive and final position, where pedagogical feasibility and ideological commitment are explicitly and consciously combined. In this stance, translanguaging is framed simultaneously as an integral classroom practice that enhances learning and as a critical orientation that challenges systemic inequalities. Teachers who adopt this stance should articulate not only the pedagogical design and benefits of translanguaging, but also why it matters for resisting monolingual accountability structures and promoting linguistic justice.

This final stage builds on García et al.'s (2017) framework of translanguaging stance, design, and shifts, but pushes it further by arguing that without integration, translanguaging is vulnerable to reduction. Teachers who remain focused on articulating pedagogical design risk treating translanguaging as a set of techniques devoid of critical engagement, while those

who only focus on general equity and inclusivity risk abstract advocacy disconnected from pedagogical application. The *Integrated Translanguaging Stance* addresses both vulnerabilities by combining robust and flexible pedagogical design (i.e., translanguaging design and shifts) with beliefs that value all learners' unitary meaning-making repertoires (i.e., translanguaging stance) and ideological commitments to challenging deficit ideologies (e.g., monoglossic, raciolinguistic, native-speakerism).

In summary, the *Integrated Translanguaging Stance* represents the culmination of translanguaging uptake, where teachers' beliefs are no longer fragmented between pedagogy and ideology but unified into a coherent, adaptable, and resilient stance. This integrated stance envisions translanguaging as both teachable and transformative, capable of supporting learners' immediate classroom needs while simultaneously challenging and reshaping broader educational norms.

3.9.4 The Transdisciplinary Framework

In addition to examining participants' beliefs about translanguaging, the thesis also analysed the challenges they anticipated in applying translanguaging in their future teaching.

Anticipated challenges were elicited from participants' written reflections after the PD program, where they were asked to identify potential difficulties in implementing translanguaging pedagogy in their future teaching context. These reflections were coded thematically to capture the range of perceived barriers and to ensure comparability across participants.

The transdisciplinary framework proposed by the Douglas Fir Group (2016) conceptualises language learning and teaching as embedded within nested, interacting ecological levels, rather than as isolated cognitive or classroom phenomena. It integrates insights from sociolinguistics, applied linguistics, education, and the learning sciences to account for how

macro-level ideologies, meso-level institutional structures, and micro-level classroom interactions jointly shape teachers' practices and decision-making. This framework was adopted in the present study because participants' anticipated challenges with translanguaging extend beyond individual beliefs or pedagogical skills and are closely tied to broader ideological, institutional, and contextual constraints. By mapping participants' reported challenges onto macro-, meso-, and micro-levels, the analysis moves beyond listing barriers to reveal how perceived constraints are distributed across, and mediated by, different layers of the teaching ecology.

The coding scheme (see Appendix H) was developed inductively from participants' accounts. Five major codes are identified after iterative refinement. They are then sorted into the *Macro-*, *Meso-* and *Micro-*level categories of the transdisciplinary framework (Douglas Fir Group, 2016). Table 3.7 provides a definition of each category

Table 3.7

The transdisciplinary framework (Douglas Fir Group, 2016)

Level	Definition (Douglas Fir Group, 2016)	Definition in Relation to Anticipated Challenges when Implementing Translanguaging
Macro	Large-scale ideological structures, including language ideologies, cultural values, political and economic systems.	The <i>Macro</i> level captures how dominant ideologies, curriculum mandates, and policy regimes position translanguaging as legitimate or illegitimate, shaping teachers' perceived scope for action.
Meso	Sociocultural institutions and communities (family, school, workplace, community networks) that shape learning opportunities and expectations.	The <i>Meso</i> level reflects institutional cultures and community pressures, such as parental expectations, collegial attitudes, school priorities and access to resources, that mediate the feasibility of translanguaging.
Micro	Immediate contexts of social activity; cognitive, emotional, and interactional processes in moment-to-moment communication.	The <i>Micro</i> level foregrounds the practical realities of the classroom, where teachers must navigate lesson design, L1/L2 balance, and learner characteristics when enacting translanguaging.

The transdisciplinary framework (Douglas Fir Group, 2016) provides an ecologically informed lens to analyse participants' anticipated challenges by situating them across interconnected levels of influence. At the *Macro*-level, dominant ideologies, curriculum mandates, and policy regimes determine the extent to which translanguaging is positioned as legitimate or marginal, creating systemic constraints on teachers' professional agency. The *Meso*-level highlights the mediating roles of institutions and communities, in which parental expectations, collegial attitudes, school priorities, and access to resources shape the feasibility of translanguaging in specific contexts. Finally, at the *Micro* level, teachers locate their concerns in the immediate classroom ecology, emphasising difficulties in balancing between L1 and L2 use and responding to diverse learner characteristics. Together, these levels reveal how challenges to translanguaging cascade from broad ideological structures to institutional environments and into the everyday realities of classroom practice.

3.9.5 Questionnaire Data Analysis

This section outlines the analysis of the post-PD questionnaire, which provided supplementary quantitative data to support and triangulate the qualitative findings. Descriptive statistics, including frequency, minimum, maximum, mean, and standard deviation, were calculated using SPSS (Statistical Package for the Social Sciences). Given the small sample size ($n = 12$), no inferential statistics (e.g., *t*-tests, correlations) were conducted, as such procedures would lack statistical power and risk generating misleading conclusions. The quantitative analysis was therefore intentionally limited to descriptive summaries, with the purpose of identifying broad patterns rather than testing hypotheses or making generalisable claims.

The knowledge section of the questionnaire was analysed by calculating the number of correct, incorrect, and “don't know” responses for each of the ten true/false items. Individual

scores were computed, and patterns of incorrect responses were identified and visualised (see Chapter 4). While not typical of conventional quantitative reporting, this item-level detail was employed to complement the qualitative analysis by highlighting areas where conceptual misunderstandings may have occurred.

The belief section was analysed by coding responses on a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree), with “don’t know” coded as 0. Descriptive statistics were calculated for each item, with particular attention to response frequencies (i.e., frequency counts) to identify areas of consensus versus divergence among participants. Individual response distributions were also described to illustrate variation in participants’ orientations.

In summary, the questionnaire analysis offered an additional lens for interpreting participants’ knowledge and beliefs, serving as a quantitative backdrop for the qualitative accounts. Rather than standing as an independent strand of inquiry, the quantitative findings were used in a limited but strategic way to triangulate and contextualise the qualitative data, thereby contributing to the credibility and depth of the study’s interpretations.

3.10 Trustworthiness

Ensuring the trustworthiness of this thesis is a central concern throughout all stages of the research process. In qualitative research, trustworthiness refers to the methodological soundness and credibility of a study’s findings. Various authors have developed frameworks for assessing such trustworthiness. Lincoln and Guba (1985) originally conceptualised the framework in terms of four criteria—credibility, transferability, dependability, and confirmability—and later expanded it to include *authenticity* (Guba & Lincoln, 1989). More recent scholarship has further developed these ideas, emphasising authenticity, reflexivity,

transparency, and resonance as integral to the trustworthiness of qualitative research analyses and findings (Nowell et al., 2017; Mirhosseini & Pearson, 2024; Tracy, 2010). In line with these developments, this section outlines the strategies employed in the present thesis to ensure credibility, transferability, dependability, confirmability, and authenticity.

3.10.1 Credibility

Credibility was established through multiple strategies. First, methodological triangulation was embedded in the research design by combining data from written reflections, questionnaires, and interviews after the program. This triangulation enabled an examination of convergence and divergence of participants' responses after the program across sources, thereby strengthening interpretive claims (Nowell et al., 2017).

Second, the study design was characterised by the researcher's direct engagement and observation through the five-week program sessions. This allowed the researcher to build rapport, observe participants' knowledge and belief development in real time, and contextualise shifts over time.

Third, member checking was conducted during post-PD interviews and through follow-up communication after data cleaning. Participants were invited to elaborate on or clarify their questionnaire responses and previous reflections, thereby helping verify the researcher's interpretations (Lincoln & Guba, 1985).

Finally, credibility was reinforced through *inter-coder reliability* (ICR) procedures. A colleague independently coded 15% of the dataset using the same coding scheme (see Appendix H). Coding decisions were compared, and percentage agreement (also known as percentage overlap) was calculated to assess consistency (Miles et al., 2019). This measure was chosen because it is transparent and well-suited to coding schemes where codes are not

mutually exclusive (Burla et al., 2008). In this thesis, participants' accounts often encompassed multiple overlapping dimensions (e.g., conceptual knowledge, pedagogical reasoning, and beliefs), so excerpts were frequently assigned multiple codes. For example, a single excerpt could simultaneously reflect both knowledge and beliefs. Following qualitative coding principles (Miles et al., 2019), a non-exclusive coding approach was adopted to capture this richness rather than forcing data into single categories.

ICR was used not merely as a numerical index but as a diagnostic tool (Grbich, 2012; Linneberg & Korsgaard, 2019) to refine definitions and ensure shared understanding. Where discrepancies occurred, they were reviewed collaboratively, and coding decisions were reconciled to strengthen the clarity and comprehensiveness of the framework. Table 3.8 presents the percentage agreement results, and Appendix I provides examples of agreed and disagreed excerpts.

Table 3.8*Inter-coder reliability (Exact agreement)*

Data Sample	Codes Applied (Researcher)	Codes Applied (Colleague)	Number of Agreements	Number of Disagreements (including missed codes)	Percentage Agreement
Excerpt 1	1	1	1	0	100%
Excerpt 2	3	4	3	1 (missed)	75%
Excerpt 3	3	4	3	1 (missed)	75%
Excerpt 4	6	4	4	2 (missed)	66%
Excerpt 5	4	3	3	1 (missed)	75%
Excerpt 6	4	2	2	2 (missed)	50%
Excerpt 7	6	6	5	2 (1 disagreed, 1 missed)	71%
Excerpt 8	6	5	5	1 (missed)	83%
Overall	33	28	26	10	72%

As shown in Table 3.8, the overall exact agreement rate was 72%. According to Miles et al. (2014), qualitative reliability emphasises conceptual coherence and transparency rather than fixed cutoffs. It focuses on process rather than numeric value. It is fundamentally subjective as it is influenced by how researchers interpret and engage with the data (Campbell et al., 2013). In the current thesis, the coding framework was developed through an iterative process in which meaning is constructed rather than objectively determined (Guest et al., 2012). A discussion with the second coder was held to better understand and resolve discrepancies. After discussion, it was found that most discrepancies arose from missed codes rather than conflicting interpretations. This pattern reflects the multidimensionality of the data, in which single excerpts often encompass several overlapping ideas aligned with different codes. In calculating agreement, missed codes were treated as disagreements because reliability depends not only on applying the same codes but also on consistently identifying all relevant ones (Burla et al., 2008).

After discussion, both coders agreed that the missed codes were conceptually appropriate and incorporated them into the final coding. The only true disagreement occurred in Excerpt 7, where the colleague applied the code “Input/output variation and cross-linguistic scaffolding.” Upon review, both coders concluded that the definition was overly broad and overlapped with “Pedagogical functions of L1/Translanguaging.” To enhance precision, the code was refined to focus solely on Input/output variation, capturing instances where participants explicitly describe varying languages across input and output tasks and explain their pedagogical rationale.

3.10.2 Transferability

Transferability refers to the extent to which findings can be applied to other contexts. Rather than aiming for statistical generalisation, this thesis supports transferability by providing thick descriptions of the research context, participant characteristics, and program design. By detailing the linguistic, academic, and professional backgrounds of the 12 focal participants (see Table 3.1), as well as the pedagogical and theoretical content of the PD program, readers are provided with sufficient information to assess the applicability of findings to similar TESOL education contexts.

3.10.3 Dependability

Dependability was enhanced through systematic documentation of the research process. An audit trail was maintained throughout data collection and analysis, including records of coding decisions, revisions to the coding frameworks, and reflections on thematic development (Lincoln & Guba, 1985; Nowell et al., 2017).

To further support dependability, intra-coder reliability procedures were applied. By re-coding data and comparing results across two rounds, discrepancies were identified and resolved through refinement of the coding scheme. This iterative process ensured that coding practices were transparent, stable, and replicable, aligning with Braun and Clarke's (2006) emphasis on systematic thematic analysis.

3.10.4 Confirmability

Confirmability was addressed through sustained reflexivity. As described in Section 3.2, a reflexive journal and memos were maintained throughout the study to critically examine how the researcher's assumptions, professional background, and institutional role might influence research design, data collection, and interpretation (Berger, 2015;

Tufford & Newman, 2012). By disclosing the researcher's positioning as a multilingual TESOL educator familiar to some participants, and by actively working to minimise bias (e.g., through non-leading interview questions and distancing research from assessment-related roles), the researcher aimed to ensure that findings were grounded in participants' voices rather than shaped by the researcher's personal or ideological commitments. Reflexive journaling also supported analytic integrity by enabling the researcher to revisit and challenge interpretations in light of alternative perspectives.

Finally, thematic analysis followed Braun and Clarke's (2006) six-phase approach, providing a systematic framework to ensure coherence, transparency, and rigour. This method, combined with memo writing, iterative coding, and intra-coder reliability checks, supported both theoretical clarity and empirical grounding in the development and refinement of the coding schemes (Braun & Clarke, 2019; Nowell et al., 2017). In this way, the study's trustworthiness is supported not by claims to objectivity or neutrality, but by a commitment to methodological transparency, critical reflexivity, and deep engagement with participant meaning-making.

3.10.5 Authenticity

Authenticity extends beyond methodological rigour to consider whether a study fairly represents participants' voices, enables multiple perspectives to be heard, and fosters awareness that may lead to positive change (Guba & Lincoln, 1989; Nowell et al., 2017). Authenticity requires researchers not only to ensure descriptive adequacy but also to demonstrate inclusivity, fairness, and resonance in the representation of participants' lived realities. In applied linguistics, Mirhosseini and Pearson's (2024) review of 236 language education studies highlights authenticity, alongside reflexivity

and transparency, as increasingly central to how quality is conceptualised. These developments reflect a broader movement away from fixed checklists toward a more plural and situated understanding of qualitative rigour, one that balances methodological robustness with ethical responsibility and transformative potential.

In this thesis, authenticity was pursued in several ways. First, participants' diverse perspectives were represented by presenting both convergences and divergences in their knowledge and beliefs, thereby avoiding homogenisation of their experiences. This speaks directly to authenticity as fair and balanced representation (Nowell et al., 2017). Second, direct quotations were used in the findings chapters to foreground participants' own words, giving them authority in shaping the interpretations. This aligns with authenticity as resonance and sincerity (Tracy, 2010), ensuring findings connect with participants' lived experiences. Third, participants were encouraged to critically reflect on their PD experiences through interviews and written reflections, creating opportunities for self-awareness and growth. This reflects authenticity as raising awareness and fostering action toward change (Guba & Lincoln, 1989). Finally, the study sought to contribute to the wider TESOL community by highlighting the ideological, pedagogical, and contextual dimensions of translanguaging, ensuring that research not only describes but also has implications for practice and equity (Mirhosseini & Pearson, 2024).

Through these measures, the thesis aimed to ensure not only methodological trustworthiness but also a fair, inclusive, and ethically grounded representation of participants' voices, consistent with contemporary understandings of authenticity in qualitative research (Mirhosseini & Pearson, 2024; Nowell et al., 2017; Tracy, 2010).

3.11 Summary

This chapter outlined the methodological foundation of the thesis, which adopts a qualitatively driven research design to examine TESOL postgraduate coursework students' knowledge and beliefs about translanguaging through a five-week PD program. It detailed the research design, participants, instruments, and data collection procedures, as well as the analytical frameworks used: the SOLO taxonomy for knowledge (Biggs et al, 2022), a refined belief framework for orientations toward translanguaging, and the Douglas Fir Group's (2016) transdisciplinary model for anticipated challenges. Iterative intra-coder appropriateness and inter-coder reliability were highlighted, demonstrating a commitment to ensuring the trustworthiness of the analyses and findings.

Chapter 4 presents findings addressing Research Question 1, analysing how participants' theoretical and pedagogical knowledge of translanguaging developed before and after the program, and how their understanding evolved in complexity as interpreted through the SOLO taxonomy.

Chapter 4: Development of Translanguaging Knowledge

Chapter 3 outlined the qualitatively driven research design that underpins this thesis, highlighting how a combination of interviews, reflections, and questionnaires was employed to trace the development of TESOL postgraduate students' knowledge and beliefs about translanguaging. Central to that design was the use of the SOLO taxonomy as a deductive analytical framework, allowing differences in depth and structure of knowledge to be compared across time points. Chapter 3 also described how guided reflection tasks were deliberately aligned with the PD program's intended learning outcomes, ensuring that participants' written and spoken accounts could illuminate both theoretical and pedagogical dimensions of translanguaging.

Building on this methodological foundation, Chapter 4 turns to the findings for Research Question 1: What is the nature of TESOL postgraduate coursework students' theoretical and pedagogical knowledge of translanguaging (a) before and (b) after the PD program? The chapter begins by mapping participants' initial knowledge before the program, and investigates their knowledge development of theory and pedagogy after the program. By examining both overall patterns and individual variations, the chapter provides an empirical basis for discussion about how to prepare TESOL students to engage theoretically and pedagogically with translanguaging.

4.1 Knowledge Before the PD Program

This section aims to address Research Question 1a: the twelve participants' knowledge of translanguaging before the PD program. As discussed in Chapter 3, data of participants' knowledge before the program were collected solely through the pre-PD interview, in which participants were asked a single open-ended question about

their knowledge of translanguaging, with clarification prompts when necessary. Because most participants had little prior exposure to the concept, their responses were necessarily brief and descriptive. This design was therefore intended to provide only an indicative baseline of participants' initial conceptualisation, rather than a triangulated or comprehensive measure, serving as a reasonable starting point for tracing subsequent development. Table 4.1 presents the levels of participants' pre-existing knowledge of translanguaging based on the SOLO Taxonomy.

Table 4.1

Knowledge before the PD program

SOLO Taxonomy	Number of Participants ⁶
Pre-structural	2 (Ava & Grace)
Uni-structural	9 (Emma, Olivia, Charlotte, Amelia, Ella, Isabella, Chloe, Harper, Hannah)
Multi-structural	1 (Scarlett)
Relational	0
Extended Abstract	0

4.1.1 Predominant Uni-structural Level Knowledge

As shown in Table 4.1, the predominant trend is that nine participants were at the *Uni-structural* level. Their definitions, collected in the pre-PD interviews, showed partial but incomplete understanding, generally highlighting one relevant aspect of translanguaging without elaboration. For instance, Chloe thought translanguaging is

⁶ Examples are presented in the following sections rather than in the table, as participants' responses were often lengthy and could not be adequately represented by a single sentence to capture the essence of the SOLO level.

about switching between languages in communication, “Well, I think translanguaging is during the communication process, and the speaker and the listener have different languages. So, they were using these methods to let them communicate very well, very smoothly”. Emma linked it to classroom practice: “Translanguaging, use of different languages in teaching”. Amelia referred to using “all the speakers' linguistic resources in the class”. While these answers demonstrate some awareness that translanguaging involves more than one language, they remain fragmentary. Most participants explained what translanguaging might look like through a practical lens (e.g., code-mixing in daily communication) or traditional L1 use in classrooms (e.g., translation, teacher use of L1 to explain difficult concepts), without a deeper theoretical and pedagogical understanding of translanguaging.

This narrow framing indicates that participants drew on familiar practices such as translation or teachers' use of L1 to explain grammar, which are often foregrounded in language classrooms (Turnbull, 2001), but stopped short of situating these within a broader pedagogical or ideological rationale. In other words, their knowledge reflected pre-existing experiences and knowledge as a filter for the new concept of translanguaging (Fives & Buhel, 2012). The pattern resonates with the literature's observation that translanguaging is frequently reduced to a classroom technique or conflated with code-switching (Li & García, 2022; MacSwan, 2022).

4.1.2 Less Frequent Pre-structural and Multi-structural Level Knowledge

Two participants (Ava and Grace) were at the *Pre-structural* level, indicating minimal or misconceived knowledge of translanguaging. Ava openly admitted uncertainty by saying, “Actually, translanguaging, it is quite hard to say. It is a brand-new name, but I can guess a little bit of its meaning”, while Grace misinterpreted it as a lingua franca

practice, equating translanguaging with the use of a shared language such as English. These examples reflect a lack of prior exposure to the concept.

On the other hand, one participant (Scarlett) demonstrated knowledge at the *Multi-structural* level. Scarlett went beyond the surface description of using different languages in teaching by providing a typical translanguaging classroom practice: “a way of teaching pedagogy that allows learners to read in one language and discuss or write in another language in order to make meanings”. While this indicates greater breadth than *Uni-structural* responses, the explanation presented these ideas side by side without synthesising them into a coherent understanding of why translanguaging matters or how it differs from other multilingual practices.

4.1.3 Using More Than One Language

Across the *Uni-* and *Multi-structural* responses, a common theme emerged: all participants described translanguaging as using more than one language (or in similar terms, such as using L1) in classrooms or daily communication. This pattern suggests that their baseline understanding was predominantly practical and observable, shaped by their experiences of multilingual interactions. It also reflects how translanguaging can be easily mistaken for other familiar concepts, particularly code-switching, which has long dominated discussions of bilingual classroom practices (MacSwan, 2017, 2020, 2022).

This finding points to an important conceptual gap. By equating translanguaging with multilingual language use, participants overlooked its deeper implications: the challenge it poses to deficit ideologies, the reconceptualisation of named languages as socially constructed, and its role as a decolonial and justice-oriented stance (Creese & Blackledge, 2015; García & Li, 2014; Li & García, 2022). Their emphasis on

observable practices rather than theoretical or ideological underpinnings underscores the need for structured PD to scaffold movement from surface-level recognition toward *Relational* and *Extended Abstract* understandings.

4.1.4 Synthesis of the Findings

To summarise, before the PD program, participants' knowledge of translanguaging was largely at the surface level. No participant demonstrated *Relational* or *Extended Abstract* levels of understanding, suggesting that deeper, conceptual engagement with translanguaging had not yet been developed. Two participants (*Pre-structural*) held misconceptions. Nine participants (*Uni-structural*) recognised that translanguaging involved using more than one language, but their responses remained fragmentary, often framed in terms of familiar ideas such as translation or the free use of two languages. The single *Multi-structural* responses showed slightly broader awareness by linking translanguaging to classroom practices across input and output activities, but the explanation still lacked integration of how or why these practices matter.

The clustering at the *Uni-structural* level highlights a common starting point: participants equated translanguaging with using more than one language, reflecting a practical but partial view that aligns with widespread tendencies to conflate translanguaging with code-switching (MacSwan, 2017, 2020, 2022). Such conflation is not surprising, given that both terms describe the same linguistic act: bilingual or multilingual people switching or mixing languages when communicating with someone who shares a similar repertoire.

Overall, participants' knowledge before the program indicates a potentially common starting point among a wider TESOL student cohort. Their initial positioning echoes concerns raised in the literature that translanguaging is often reduced to a technical

strategy or equated with students' use of their first language (García & Li, 2014; Li & García, 2022). This underscores the importance of PD programs in scaffolding teachers' movement from fragmented or misconceived understandings toward a more integrated and critical grasp of translanguaging.

4.2 Knowledge After the PD Program

This section addresses Research Question 1b, which examines the twelve participants' theoretical and pedagogical knowledge of translanguaging after the PD program. The analysis draws on participants' reflections collected after Sessions 2, 3, 4 and 5, as well as data from the post-PD semi-structured interviews. Responses to the knowledge test in the post-PD questionnaire are also analysed; however, the final test scores are not used to determine SOLO levels, as the True/False test format was designed to identify gaps in participants' understanding rather than to provide summative measures. Follow-up interview data concerning these test items are considered when assigning the SOLO levels.

4.2.1 Theoretical Knowledge of Translanguaging After the PD Program

Participants' theoretical knowledge of translanguaging is examined through their written reflections after Sessions 2 and 5, and post-PD interview. Session 2 covered the practical aspects of translanguaging, its definition, the differences between translanguaging and code-switching, and the ideological perspectives it offers (see Section 3.8.2 and Appendix G, Session 2). Participants' Session 2 reflections were analysed alongside their Session 5 retrospective reflections and their accounts in the post-PD interview to provide follow-up clarification and additional information that could explain their knowledge and understanding. Their final SOLO level was

determined based on patterns of response across available data rather than on isolated statements. Table 4.2 shows participants' SOLO levels for their theoretical knowledge after the PD program.

Table 4.2

Knowledge of the theoretical aspect of transanguaging after the PD program

SOLO Taxonomy	Number of Participants
Pre-structural	0
Uni-structural	0
Multi-structural	3 (Charlotte, Ava, Chloe)
Relational	9 (Emma, Olivia, Amelia, Ella, Isabella, Harper, Scarlett, Hannah, & Grace)
Extended Abstract	0

4.2.1.1 Less Frequent Multi-structural Level Knowledge

Three participants' (Charlotte, Ava and Chloe) qualitative accounts reflect a *Multi-structural* orientation to transanguaging knowledge. Ava displayed familiarity with key features of transanguaging and provided illustrative examples, but her knowledge remained fragmented and occasionally superficial. For instance, she defined transanguaging as "the use of different languages together to maximise the teaching, learning and communication efficacy." While this acknowledges the central idea, using more than one language (of which she did not mention before the program, as she was at the *Pre-structural* level), her framing was largely practical and narrowly tied to efficiency. She did not refer to other key concepts (i.e., she did not elaborate on how transanguaging conceptualises languages as one repertoire or on the ideological

or socio-political dimensions of translanguaging, such as its role in challenging monolingual norms).

Charlotte and Chloe were able to define translanguaging as a meaning-making process, but struggled to differentiate it clearly from code-switching. Charlotte described translanguaging as an “educational approach” drawing on “all language resources to make better understanding”. However, her explanation of code-switching as a practice that “often occurs in specific social contexts and can be a strategic choice to convey certain meanings, establish identity, or signal group membership”, did not capture the cognitive and ideological distinctions between the two concepts. Similarly, Chloe defined code-switching as “the alternation between languages in a specific communicative episode”, without articulating how translanguaging moves beyond such alternation.

In summary, the responses of Ava, Charlotte, and Chloe show partial engagement with the key principles of translanguaging but reveal a lack of integration across theoretical and ideological dimensions. Their limited ability to distinguish translanguaging from code-switching (i.e., to highlight and challenge monoglossic ideologies) further underscores the fragmented nature of their understanding, positioning their knowledge at the *Multi-structural* level.

4.2.1.2 Predominant Relational Level Knowledge

The remaining nine participants were at the *Relational* level, demonstrating an ability to connect discrete aspects of translanguaging into a coherent, integrated framework. Their accounts moved beyond factual definitions to link practice and ideology, showing evidence of conceptual integration.

All nine participants defined translanguaging as using the full linguistic repertoire to make meaning and linked this to their practical experiences. For example, Ella highlighted meaning-making as central, noting that “it is difficult [...] to find the exact same words between different languages”, and used the example of “deadline” to illustrate her reliance on translanguaging when communicating with peers. Isabella similarly described translanguaging as the “fluid use of multiple languages” in educational and communicative contexts.

Participants also distinguished translanguaging from code-switching, framing the former as a challenge to the separation of nation-bound named languages. This understanding reflects key theoretical perspectives from García and Li (2014), who argue against the compartmentalisation of languages into discrete, named systems. Scarlett exemplified this view when contrasting code-switching and translanguaging:

Code-switching has clear boundaries between languages. Unlike Code-switching, Translanguaging defines language as a multilingual, multimodal, and multisensory resource for perception and meaning-making. In this way, it seeks to challenge boundaries: the boundaries between named languages, the so-called language, paralinguistic and non-linguistic communication means, and the boundaries between language and other human cognitive abilities.

Other participants echoed this distinction in ideological terms. Olivia contrasted a “unified and comprehensive whole” with “independent systems”, while Amelia characterised translanguaging as “the act performed by bilinguals or multilinguals to use their full language resources to make meaning”, in contrast to code-switching, which she described as “maintain[ing] a separation between languages”. Isabella’s

attempt to frame translanguaging as “a process of meaning instead of an object or a thing-in-itself” reflects a move toward conceptualising beyond structuralist binaries.

Participants further articulated translanguaging as a stance (García et al., 2017) in classroom contexts. Olivia argued that teachers should “respect students’ free expression”, while Amelia highlighted the value of “flexible language use rather than enforcing rigid, monolingual norms”. Similarly, Hannah argued that the translanguaging stance “challenges traditional approaches to language teaching” and urges educators to “move away from [the] monolingual norm”. However, as followed up in the post-PD interviews, participants could not adequately develop their explanations of translanguaging to critically evaluate the ideological perspective (e.g., explaining the implications of translanguaging beyond a monoglossic view of languages; challenging raciolinguistic ideologies and native-speakerism). This shows that their understanding of the ideological perspective is limited to describing translanguaging as challenging monolingual norms rather than critically evaluating how and why.

In summary, participants at the *Relational* level consistently framed translanguaging as a boundary-transcending and meaning-oriented process and as a stance that values students’ rights to express freely. They were able to connect individual practice with theoretical distinctions. All nine participants moved beyond fragmented or additive knowledge levels (i.e., *Uni-structural*, *Multi-structural*). Their accounts demonstrate an emergent capacity to organise ideas into a coherent explanatory framework that bridges practice and theory. This progression marks a developmental shift from the descriptive knowledge seen at lower SOLO levels toward more principled and

integrated conceptualisations of translanguaging, resonating with García and Li's (2014) framing of translanguaging as both practice and stance.

4.2.1.3 A Lack of Explicit Ideological Reflection and Extended Abstract Level

Understanding

Across all participants, there is a lack of explicit ideological reflection based on the theoretical knowledge they acquired. Although five participants (Emma, Amelia, Isabella, Chloe, and Grace) refer to socio-cultural aspects such as validating learners' cultural backgrounds, affirming identity, and enabling self-expression, these ideas are underdeveloped. For example, Amelia stated, “[Translanguaging] acknowledges the fluidity of languages and promotes inclusive, dynamic learning and communication spaces”. Nonetheless, her accounts remained abstract when asked to elaborate further in the interview.

Similarly, six participants (Emma, Olivia, Amelia, Ella, Isabella, Hannah) also mentioned safeguarding the political, social, or cultural rights of speakers of minority languages, challenging linguistic hierarchies and asserting the equal status of all languages, but there is a lack of development of these ideas as well. For instance, Emma stated, “Politically, it calls for the equivalence of different languages. It safeguards the rights of speakers of minority languages politically and practically.” As noted in the literature, developing ideological reflexivity requires sustained dialogic engagement, opportunities for critical discussion, and guided reflection on sociopolitical dimensions of language education (Flores, 2019; Li, 2022; Poza, 2017). Without such scaffolding, participants may remain at a conceptual but uncritical understanding of translanguaging. They might be able to describe its values, but not to

reframe their professional identities or classroom practices in light of these ideological insights.

Consequently, the absence of *Extended Abstract* reasoning in participants' accounts underscores a key limitation in their theoretical knowledge development. This finding reinforces the need for future PD designs to incorporate explicit, critical reflection tasks that challenge participants to connect translanguaging with broader discourses of power, identity, and justice.

4.2.1.4 Synthesis of the Findings

After the PD, participants' theoretical understanding clustered at the *Relational* level (9 of 12), with a smaller group at the *Multi-structural* level (3 of 12) and none at the *Extended Abstract* level, according to SOLO (Biggs & Collis, 1982; Biggs et al., 2022). Most moved beyond listing features to organising key ideas into a coherent account of what translanguaging is and why it matters, but they did not yet re-theorise the field or reposition themselves ideologically.

Relational responses consistently framed translanguaging as the use of a unified repertoire for meaning-making, rather than alternation between bounded codes. They explicitly contrasted this with code-switching, echoing the literature's critique of named-language compartmentalisation and its emphasis on fluid, practice-based repertoires (e.g., García & Li, 2014). Participants linked this definition to everyday communicative needs and classroom sense-making, demonstrating their ability to connect theory to lived practice.

The *Multi-structural* group displayed partial knowledge: they could name core features but treated translanguaging largely as an efficiency tool, and they struggled to

differentiate it cleanly from code-switching. This fragmentation mirrors a common slippage in novice accounts—equating translanguaging with ‘using L1 sometimes’—that the literature warns against, as it obscures translanguaging’s epistemological and ontological claims (García & Li, 2014).

Even among *Relational* participants, understanding was not always even (a limitation of deductive analysis, forcing some responses into a single category; see Chapter 6 for a discussion of limitations). While many affirmed inclusivity and identity validation, explicit ideological analysis and discussion of the implications of monoglossic ideologies, raciolinguistic ideologies, and native-speakerism were thin. This explains the absence of *Extended Abstract* understandings: participants did not yet use theory to reframe long-standing institutional assumptions. The literature is clear that such ideological reflexivity typically requires structured, dialogic engagement and guided critique over time, not just exposure to definitions (e.g., Flores, 2019; Li, 2022; Poza, 2017).

Overall, following the PD program, theoretical knowledge matured from descriptive to integrative: most participants could articulate translanguaging as a boundary-transcending, meaning-oriented construct and distinguish it from code-switching. However, without deeper engagement with ideology, their understanding plateaued at *Relational*, stopping short of the *Extended Abstract* re-conceptualisation that would connect theory to questions of power and justice. This pattern aligns with the PD’s emphasis on foundational theory and classroom relevance, and it pinpoints the next step for critical, reflective, and ideology-focused learning: sustained, critical work that links translanguaging’s conceptual claims to the sociopolitical conditions and deficit ideologies of language education.

4.2.2 Pedagogical Knowledge of Translanguaging After the PD Program

Participants' pedagogical knowledge of translanguaging was analysed by combining reflections after PD sessions 3, 4, and 5 and the post-PD interview. Both Session 3 and 4 explored the pedagogical aspects of translanguaging (See Appendix G, Session 3 and 4). Both of these sessions included loop input activities (Woodward, 2003; Yüzlü & Dikilitaş, 2024), through which participants gained first-hand experience of planned translanguaging pedagogy (See Appendix G, Session 3, Activity 3 and Session 4, Activity 2 and 3). As with their theoretical knowledge, participants' Session 3 and 4 reflections were analysed, along with their Session 5 retrospective reflection and their accounts in the post-PD interview, to provide follow-up clarification and additional information that could explain their knowledge and understanding. Their final SOLO level was determined based on patterns of response across available data rather than on isolated statements. Table 4.3 shows participants' pedagogical knowledge of translanguaging, categorised by the SOLO levels.

Table 4.3

Knowledge of the pedagogical aspect of transanguaging after the PD program

SOLO Taxonomy	Number of Participants
Pre-structural	0
Uni-structural	0
Multi-structural	1 (Ella)
Relational	9 (Olivia, Charlotte, Amelia, Ava, Isabella, Chloe, Harper, Hannah & Grace)
Extended Abstract	2 (Emma & Scarlett)

4.2.2.1 Less Frequent Multi-structural Level Knowledge

Ella's pedagogical knowledge of transanguaging was at the *Multi-structural* level, showing a lack of integration between the key transanguaging principles and their applications, though several relevant ideas were presented correctly. Ella's accounts continued to list several pedagogical benefits related to traditional use of L1, such as that "the first language is indispensable in the classroom, especially for beginners", and that transanguaging "allowed teachers to explain complex words and grammatical structures in their native language". New functions of transanguaging, such as facilitating deeper cognitive processing, are not mentioned in Ella's accounts. Ella's reflection on the loop input activities experienced in the PD is also at a surface level, such as "the transanguag[ing] method also test[s] students' translating ability". Apart from listing several key definitions of the pedagogical principles, Ella did not produce a meaningful and coherent account after the PD, showing that her pedagogical knowledge remained at a surface level.

4.2.2.2 *Predominant Relational Level Knowledge*

Nine participants (Olivia, Charlotte, Amelia, Ava, Isabella, Chloe, Harper, Hannah & Grace) reached the *Relational* level of pedagogical knowledge, indicating their ability to integrate the principles of translanguaging pedagogy into articulating applications in classrooms. Their reflections also yielded evaluative insights into the loop input activities, highlighting deeper engagement with the purposes and outcomes of these practices.

Charlotte, for example, highlighted that the translanguaging summary task differed from “word to word translation”, since she needed to “select what words in my first language resources can express the meaning more appropriately”. Her accounts underscored the deeper cognitive processing involved in meaning-making across languages. Participants such as Charlotte, Ava, and Chloe also critically evaluated the monolingual summary task, observing that it often encouraged superficial strategies such as copying and pasting. Chloe reflected that, “if we use the same language as the text to summarize, we will get used to copying and pasting [...] I may not need to understand the article but only need to grasp the keywords to complete the task.” Grace distinguished the translanguaging tasks from the grammar-translation method, noting that it “requires me to fully comprehend the context and motivates me to think deeper in order to help me translate accurately”. These evaluations demonstrated participants’ ability to connect task design with cognitive outcomes, a key feature of *Relational* reasoning.

Several participants also proposed practical applications that extended beyond the loop input activity. Ava, Hannah, and Grace suggested that teachers could use translanguaging tasks as comprehension checks, showing awareness of their

assessment and diagnostic functions. For example, Grace stated that “teachers can check students’ reading comprehension by asking details in the other language. If learners give wrong answers in L1, teachers will know they do not fully comprehend the details”. Such comments illustrate their capacity to move beyond describing tasks to considering broader pedagogical uses of translanguaging.

Relational-level participants also described spontaneous and pedagogical translanguaging as distinct yet connected, often conceptualising them as complementary along a continuum. For example, Harper gave examples to explain the differences. She stated,

For example, during a group discussion in an English class, a student switches to their first language to ask a classmate to clarify a concept they didn’t understand in English. [...] In my previous learning experience, I encountered more spontaneous translanguaging. In group discussions or pair work, we often switched between languages, especially when struggling to express ideas in English. [...] Pedagogical Translanguaging refers to intentional, structured use of multiple languages in the classroom. For example, the teacher gives students a passage written in L2, asks them to read it and then discuss the main ideas in L1 with their classmate[s].

This level of understanding integrates principles with applications, demonstrating an integrated understanding of how different forms of translanguaging can happen in classroom practice.

Relational-level participants also showed some awareness of how translanguaging pedagogy might be applied differently across contexts, though there is a lack of clarity and development on the ideas. For example, Amelia explained that in bilingual

programs, translanguaging “support[s] students to develop two languages simultaneously and validates both languages as essential to their identity”, whereas in EFL contexts, it is “typically less structured” because of limited L1 use, but there is still confusion and vagueness in how translanguaging can take different forms when asked to elaborate. Grace also contrasted the greater language exposure and cultural immersion of bilingual learners with the limited opportunities of EFL students, concluding that “bilingual students may accumulate knowledge when they are young [...] while EFL students may just use English in class, and the resources are limited”. These comparisons show that participants were able to understand differences between contexts, but not exactly how translanguaging should be adapted across these contexts. Therefore, this limits their ability to generalise and adapt the principles of translanguaging to reach an *Extended Abstract* level.

Overall, participants at the *Relational* level integrated definitions, contexts, pedagogical benefits, and classroom applications into a coherent framework of understanding. They demonstrated awareness that translanguaging is both spontaneous and pedagogical, that it offers pedagogical benefits and functions beyond what traditional L1 use can offer, and that its use varies across sociolinguistic settings (though with limited development of how it can be adapted).

4.2.2.3 Two Participants Achieving Extended Abstract Level Knowledge

Two participants (Emma & Scarlette) reached the *Extended Abstract* level. Emma perhaps showed the deepest understanding of all and covered the widest breadth of the pedagogical aspect of translanguaging. She accurately described the original classroom practice as one where, “you receive information through the medium of one language and use it yourself through the medium of the other language” and

explained its purpose as “using the stronger language to develop the weaker language in bilingual communities, thus maximising the learning of both languages”. Beyond factual recall, she articulated multiple interrelated benefits, noting that translanguaging “helps develop the weaker language”, “deepens understanding” through assimilation, accommodation, and selection of information, and “tightens home-school connections and promotes cooperation”. Importantly, she extended her explanation to the loop input activities, reasoning that the translanguaging summary activity was “more beneficial” because it required learners to “process the information and reorganise the language and meaning, instead of doing word-for-word translation”. This integration of theoretical principles, cognitive processes, and pedagogical applications exemplified *Relational*-level understanding.

To reach the *Extended Abstract* level, she further provided a detailed explanation of how translanguaging pedagogy can be applied in different contexts:

In bilingual contexts, both languages can be used in learning other subjects, such as science [...] In ENL/EAL/ESL contexts, the aim is to develop English. In this kind of context, students may not be able [to] read and write in their first language or they may speak different first languages. It is also quite possible that teachers cannot speak students’ first language. Under this circumstance, culturally relevant mentor texts can be used in class. Besides, students can be encouraged to use English for things that have been taught and to use their first language to facilitate deeper thinking. Teachers should open up a translanguaging space for students to process ideas in whatever language that comes naturally. In EFL contexts, the use of L1 is planned strategically in

[a] specific context to develop English. Translanguaging focuses on processing and reorganising the information, instead of word-for-word translation.

This level of detail shows how Emma understands translanguaging pedagogy should be adapted to suit different curriculum aims and learners' needs.

Scarlett also demonstrated an ability to move beyond knowledge reproduction toward knowledge transformation. In addition to explaining the key points of the pedagogical principles, she extrapolated from homogeneous to heterogeneous classrooms where learners do not share a common L1. By problematising this context, she showed awareness of the limitations of what had been taught and raised an equity-oriented concern that is not commonly foregrounded in translanguaging literature. She noted that translanguaging is not automatically inclusive, since “a lone student might be excluded if group translanguaging relies on a shared L1”. She further argued that translanguaging should be “aligned with teaching and learning objectives”, similar to Emma, emphasising the importance of contextual adaptation: “Teachers should discern when and how to use the translanguaging method appropriately. It is essential to employ translanguaging in a way that supports the learning process and helps students achieve their educational goals”. Her reflection went beyond applying classroom knowledge by theorising about pedagogical flexibility and the role of teacher agency.

Both participants had shown the ability to generalise, theorise, and transfer knowledge to new contexts. By linking pedagogical principles to diverse applications across contexts, critically interrogating assumptions about inclusivity, and proposing context-sensitive applications, Emma and Scarlett positioned translanguaging pedagogy as flexible rather than a set of fixed strategies.

4.2.2.4 Synthesis of the Findings

To synthesise, the distribution in Table 4.3 (0 *Pre/Uni-structural*; 1 *Multi-structural*; 9 *Relational*; 2 *Extended Abstract*) shows a cohort that largely moved beyond listing strategies to articulating how translanguaging principles underpin specific task designs and learning outcomes. Most participants connected the why (e.g., deeper processing, meaning-making, cross-linguistic linkage) with the how (e.g., input/output variation tasks, L1-mediated comprehension checks), aligning with accounts of pedagogical translanguaging that intentionally engineer opportunities for cross-linguistic sense-making (Cenoz & Gorter, 2021; García et al., 2017).

The Welsh bilingual classroom lineage provided an accessible anchor: participants repeatedly recognised the core design logic (i.e., leveraging a stronger language to bootstrap a weaker one and vice versa) rather than treating translanguaging as translation by another name. Through their experience of the loop input activities, the participants' critiques of monolingual summaries (e.g., 'copy-paste' tendencies) and of grammar-translation (focus on lexical equivalence without conceptual uptake) resonate with research attributing gains in comprehension and retention to tasks that require re-organising meanings across languages and modalities (e.g., Lewis et al., 2012).

Nevertheless, a ceiling effect is also evident. Even strong *Relational* accounts tended to offer general contextual contrasts (bilingual vs. EFL/ESL) without specifying the design variables that would change across settings (e.g., grouping strategies when there is no shared L1, the role of multilingual mentor texts, or the calibration of L1/L2 across phases of a lesson). The literature is explicit that translanguaging is not a set of fixed strategies but a flexible pedagogy sensitive to curriculum aims, learner

repertoires, and institutional constraints (Cenoz & Gorter, 2021; García et al., 2017).

Without clear design parameters, participants could not reliably turn principles into reusable strategies.

The two *Extended Abstract* cases illustrate what that leap looks like. Emma generalised from the translanguaging tasks experienced in the loop input activities to a context-contingent design, while Scarlett problematised equity in multilingual classrooms highlighting adaptation is needed—both moves consistent with research that treats translanguaging as flexible bilingualism requiring teachers to design translanguaging tasks and make responsive shifts to learners’ spontaneous translanguaging, not blanket permission for L1 use (Creese & Blackledge, 2010; Cenoz & Gorter, 2021).

In summary, despite Ella, participants generally understood translanguaging as a core pedagogy rather than an L1 ‘add-on’: they linked tasks to cognitive and assessment outcomes and recognised planned translanguaging as different from spontaneous translanguaging, which they often experienced in the past. Emma and Scarlett went further: they applied the design principles in new, less tidy settings and critically examined whether the practices are truly inclusive. The pattern is promising and expected in well-scaffolded PD. What is needed next are structured activities to derive design rules across contexts, explain trade-offs, and test those rules in difficult cases. That is the pathway from robust *Relational* understanding to the *Extended Abstract* pedagogical reasoning required for adaptive, context-sensitive translanguaging practice.

4.2.3 Results of the Post-PD Knowledge Test

After completing the final session, the post-PD questionnaire was sent to participants. This questionnaire contains 10 True/False/Don't Know questions that focus on the theoretical (items 1-5) and pedagogical (items 6-10) aspects of translanguaging covered in the program. This questionnaire aims to triangulate the previously presented qualitative findings and identify aspects that participants might still not fully understand. Table 4.4 illustrates the number of participants who correctly responded to each item. Table 4.5 shows the total score for each participant.

Table 4.4*Results of the knowledge test in the post-PD questionnaire*

Item	True	False	Don't Know	Answer Key	Correct Responses (n/12)	% Correct
1. Translanguaging is a bilingual norm where bilingual people draw from their full linguistic repertoire (e.g., Chinese and English) fluidly and naturally when communicating.	10	2 (Emma & Ella)	0	True	10	83.3%
2. Translanguaging differs from code-switching as it does not simply refer to the shift between languages. Instead, it argues that there are no boundaries between languages and that bilingual people have one linguistic system consisting of different linguistic features from named languages such as Chinese and English.	11	1 (Ava)	0	True	11	91.7%
3. Translanguaging theory promotes the strict separation of languages in the classroom, suggesting that students should only use one language at a time to avoid confusion.	1 (Olivia)	11	0	False	11	91.7%
4. Translanguaging assumes that bilingual individuals process their languages in completely separate mental systems, and thus, they should not mix languages during communication.	0	12	0	False	12	100%
5. Translanguaging focuses on meaning-making by transcending boundaries between named languages and other semiotic cues (e.g., gestures, facial expressions, pictures, signs, etc.).	11	1 (Ella)	0	True	11	91.7%

Table 4.4 (continued)

Item	True	False	Don't Know	Answer Key	Correct Responses (n/12)	% Correct
6. Translanguaging pedagogy is a teacher-centred approach where, for example, the teacher constantly switches between languages (e.g., English and Chinese) to explain a grammar rule.	3 (Olivia, Ava, & Isabella)	9	0	False	9	75%
7. If a teacher does not speak students' first language, they are unable to implement translanguaging pedagogy in the classroom.	1 (Chloe)	11	0	False	11	91.7%
8. An example of pedagogical translanguaging is when a teacher asks students to do online research using both English and their first language, in order to prepare for a presentation that will be given only in English.	8	1 (Isabella)	3 (Ava, Chloe, & Hannah)	True	8	66.7%
9. A typical pedagogical translanguaging activity involves asking students to watch a video in English and then retell the content in their first language.	12	0	0	True	12	100%
10. One of the key differences between pedagogical translanguaging and spontaneous translanguaging is that pedagogical translanguaging is planned by the teacher.	11	0	1 (Chloe)	True	11	91.7%

Table 4.5*Total score for each participant*

Total Score	Number of Participants
7	2 (Ava & Chloe)
8	3 (Olivia, Ella & Isabella)
9	2 (Emma & Hannah)
10	5 (Charlotte, Amelia, Harper, Scarlett & Grace)
Average Score: 8.83	
Standard Deviation: 1.193	

The post-PD knowledge test results indicated that participants developed a strong factual understanding of both the theoretical and pedagogical dimensions of translanguaging. Items assessing theoretical concepts (Items 1–5) were answered correctly by the majority, with Item 4 achieving a perfect score (100%) and the others ranging from 83.3% to 91.7%. These results suggest that participants can identify core theoretical principles, including the concept of a unified linguistic repertoire (Item 1), the distinction from code-switching (Item 2), and the rejection of named language boundaries and mental compartmentalisation (Items 3 and 4). Item 5, which assessed understanding of semiotic resources in meaning-making, was also answered correctly by 11 out of 12 participants, indicating a solid basic understanding of translanguaging’s multimodal and meaning-oriented nature.

Performance on pedagogical items (Items 6–10) was slightly more variable. While Items 7, 9, and 10 received high scores (91.7%–100%), showing a clear understanding (among most participants) that translanguaging can be implemented without a shared L1 and that it involves planned instructional design, Items 6 and 8 exposed continuing points of difficulty. Three participants (Olivia, Ava, and Isabella) interpreted

translanguaging pedagogy as teacher-centred grammar explanation (Item 6), reflecting a residual influence of teacher-centred views on the use of L1. Similarly, four participants either answered incorrectly (Isabella) or expressed uncertainty (Ava, Chloe, and Hannah) about an unfamiliar example of pedagogical translanguaging not encountered in the PD program (Item 8). This indicates a gap in their pedagogical knowledge, suggesting that, though those participants demonstrated *Relational* knowledge in their qualitative accounts, they were still struggling to integrate new knowledge into their existing knowledge system.

Overall, as shown in Table 4.5, participants performed strongly, with five achieving perfect scores and the cohort averaging a high overall performance (Average Score = 8.83). However, the variability in responses to Items 6 and 8 highlights the potential misunderstanding of translanguaging pedagogy. While most participants were correct, some remained influenced by traditional teacher-centred conceptions of L1 use or demonstrated difficulty transferring principles to novel contexts. These results suggest that while the program effectively strengthened participants' knowledge of translanguaging, further reinforcement is needed to consolidate their pedagogical understanding, especially by engaging them in contrasting new knowledge with existing knowledge, and to foster the capacity to extend knowledge beyond familiar examples.

4.3 Knowledge Development of Individual Cases

To answer Research Question 1, based on all sources of data and analysis, participants' knowledge development through the PD program is shown in Table 4.6.

Table 4.6*Development of translanguaging knowledge in individual cases*

Participant	Prior Knowledge	Theoretical Knowledge after the PD	Pedagogical Knowledge after the PD
Emma	Uni-structural	Relational	Extended Abstract
Olivia	Uni-structural	Relational	Relational
Charlotte	Uni-structural	Multi-structural	Relational
Amelia	Uni-structural	Relational	Relational
Ella	Uni-structural	Relational	Multi-structural
Ava	Pre-structural	Multi-structural	Relational
Isabella	Uni-structural	Relational	Relational
Chloe	Uni-structural	Multi-structural	Relational
Harper	Uni-structural	Relational	Relational
Scarlett	Multi-structural	Relational	Extended Abstract
Hannah	Uni-structural	Relational	Relational
Grace	Pre-structural	Relational	Relational

As Table 4.6 shows, from a cohort-level perspective, all participants developed their knowledge of translanguaging, particularly a deeper understanding of its pedagogical aspects than its theoretical ones. This is probably due to the focus of the PD on the pedagogical aspect, with two sessions distributed on this, while only one session is distributed on the theoretical aspect. Beyond a cohort-level view, a closer look at the individual level provides a more nuanced interpretation of how certain participants learned in different ways to integrate new knowledge into their knowledge system.

Next, four cases (Emma, Scarlett, Ella and Ava) are reported in detail as they show distinct development trajectories and knowledge profiles. Although both Emma and Scarlett attained *Relational* theoretical and *Extended Abstract* pedagogical knowledge, their developmental emphases diverged. Emma's knowledge development was grounded in synthesising theory with her lived bilingual practice and in explaining the cognitive mechanisms of translanguaging, whereas Scarlett's trajectory centred on adapting task design, addressing contextual constraints, and promoting fairness in heterogeneous classrooms. Ella and Ava's cases were chosen because they illustrate contrasting mid-range trajectories within the cohort. Ella represents a theory–practice gap: she achieved *Relational* theoretical knowledge but remained *Multi-structural* pedagogically, reverting to translation-based reasoning. Ava, by contrast, shows a practice-led pathway: she reached *Relational* pedagogical but only *Multi-structural* theoretical knowledge, applying translanguaging in principle without full conceptual integration. Ella and Ava's cases reveal how development can progress unevenly and highlight the need for PD that bridges conceptual understanding with pedagogical design. A cross-case synthesis will follow the four cases to summarise the findings across all participants.

4.3.1 Emma's Case

Emma's trajectory is accelerated and bifurcated: theoretical knowledge reached the *Relational* level, while pedagogical knowledge advanced to the *Extended Abstract* level. Before the program, Emma held *Uni-structural* level knowledge, effectively equating translanguaging with translation to support comprehension (e.g., pictures + L1 glosses for abstract concepts).

After the PD, Emma's theoretical knowledge was *Relational*. She integrated multiple strands into a coherent account: translanguaging as drawing on a unitary repertoire; weak/strong forms of translanguaging; and clear differentiation from code-switching on theoretical and pedagogical grounds. She connected cognitive, cultural, and political perspectives to lived practice, noting that she had long translanguaged "even if [she] did not realise before" and illustrated this with bilingual blends in everyday talk. This identity alignment, recognising herself as already a translanguager, appears to have catalysed rapid conceptual uptake and synthesis.

Emma's pedagogical knowledge reached the *Extended Abstract* level. Reflecting on Welsh classroom translanguaging, Emma moved past listing benefits to explaining mechanisms (assimilation, accommodation, meaning reorganisation). She reflected on the loop input activities based on principles: summarising across languages promoted deeper cognitive processing because learners "process the information and reorganise the language and meaning, instead of word-for-word translation". She generalised these principles beyond single exemplars, linking task design to cognitive outcomes. She also theorised the continuum between spontaneous and pedagogical translanguaging and contextualised design choices across bilingual, ESL, and EFL settings. Further to these, she specified adaptations when teachers do not share

learners' L1. Crucially, she balanced advocacy with risk awareness (the potential for overreliance on L1 if translanguaging is unguided) and emphasised teacher mediation and planning (i.e., pedagogical translanguaging).

In retrospection, Emma also explicitly recognised her initial translation conflation. She projected her professional learning to future contexts and highlighted the need for communication with stakeholders (e.g., parents). This forward transfer sustains her *Extended Abstract* pedagogical knowledge while reaffirming *Relational* theoretical knowledge.

Compared with the cohort's typical *Relational* plateau, Emma exemplifies identity-infused, mechanism-oriented, context-generalising development. Her case shows what propels movement to *Extended Abstract* pedagogical knowledge: (1) early synthesis of theory with lived bilingual practice, (2) attention to cognitive mechanisms in translanguaging task design, while explicitly contrasting it with traditional L1 use, (3) continuum-based view of spontaneous and pedagogical translanguaging, (4) criticality about overuse of spontaneous translanguaging in class, while highlighting the importance of pedagogical translanguaging. and (5) principled adaptation across contexts (including no shared L1/teacher-L1 mismatch).

4.3.2 Scarlett's Case

Scarlett's knowledge development is marked by design-critical reasoning and a persistent concern for equity in heterogeneous classrooms. She began before the program at a *Multi-structural* level, being able to name key features and a typical practice (input in one language, output in another), but without an integrated account of when and why it matters.

After the PD, Scarlett organised core ideas into a coherent frame: translanguaging as drawing on a dynamic, unitary repertoire (not bounded codes), with multimodal resources, and as a stance that challenges language boundaries. Like Emma, she clearly distinguished between translanguaging and code-switching and linked the construct to her everyday bilingual practices. This moved her beyond listing features toward theory-practice integration.

Scarlett anchored design choices in objectives and learner profiles: “If the objective includes developing cognitive skills, creativity, or intercultural understanding, translanguaging could be advantageous”. Crucially, she problematized inclusivity in mixed-L1 groups, warning that a lone L1 student can be sidelined if activities rely on a shared language. From this, she derived a teacher-planned principle: align translanguaging with curriculum goals and grouping realities.

Scarlett also theorised the continuum between spontaneous and pedagogical translanguaging and emphasised that, in practice, the two overlap. Her recommendation was a flexible, responsive orchestration: plan tasks that leverage students’ repertoires while remaining ready to harness spontaneous moves and steer them toward the lesson objective. This aligns with García et al.’s (2017) translanguaging design and shifts and Cenoz and Gorter’s (2021) pedagogical translanguaging continuum.

Scarlett consolidated a balanced view in retrospection: create a translanguaging space (especially in EFL) that legitimises L1 for idea formation, clarification, and cultural grounding, but plan translanguaging so L1 facilitates rather than replaces English development. She explicitly named the risk of over-reliance on L1 and framed

mitigation as a matter of teachers' agency in calibration (task aim, lesson phase, grouping) rather than viewing L1 as only a scaffold separate from students' repertoire.

Relative to the cohort's *Relational* centre, Scarlett exemplifies design-sensitive transfer: she generalised beyond the examples provided in the PD program to less tidy contexts (no shared L1; teacher-L1 mismatch; conflicting aims). Similar to key characteristics in Emma's knowledge, Scarlett's knowledge is also anchored in the five points listed in the previous section, with an additional point: equity-first grouping logic (to avoid marginalising lone-L1 students).

4.3.3 Ella's Case

Ella's knowledge development focused on the theoretical aspect rather than connecting the theory and principles to classroom practices. She started at the *Unistuctural* level, framing translanguaging as a comprehension aid: "a skill to explain unfamiliar words to a familiar language", essentially equating it with translation.

Her theoretical account became integrated and conceptually sound after the PD. She defined translanguaging as drawing on "different linguistic, cognitive and semiotic resources from [the] entire repertoire", distinguished it from code-switching ("challenges boundaries between named languages"). Like Emma and Scarlett, she also linked theory to lived practice and challenged monolingual norms.

However, when reasoning about pedagogy, Ella listed correct points but treated them descriptively rather than integrating them into a clear articulation of classroom applications. She endorsed the Welsh classroom logic in general terms (deeper understanding; weaker-language development) yet did not explain how translanguaging tasks she experienced can yield these outcomes (e.g., re-organisation

of meaning across languages). Asked to compare monolingual with translanguaging summaries experienced in the PD, she concluded “both are beneficial”, describing the former as “more direct” toward L2 and the latter as a way to “test students’ translating ability”, a surface-level explanation influenced by traditional word-for-word translation rather than comparing the two critically. This marks a plateau in understanding the cognitive mechanism of translanguaging tasks, of which both Emma and Scarlett broke through.

Ella’s discussion of spontaneous and pedagogical translanguaging also remained definitional; when reflecting on functions and benefits of translanguaging, she emphasised spontaneous, teacher-led explanations to convey ideas and grammar, again aligning with familiar L1 supports rather than newly learned design principles. This marks another plateau in understanding how translanguaging pedagogy should be planned or designed, rather than the spontaneous use of L1.

In retrospect, Ella voiced a broadened view, “dynamic and intentional... valu[ing] students’ full linguistic repertoires”, and committed to embedding translanguaging as core rather than auxiliary. Yet these claims remained highly abstract level when asked to elaborate; she did not translate them into context-sensitive design moves (e.g., assessment uses, embedding across lesson phases, supports when no shared L1). This reinforces the *Multi-structural* plateau in pedagogy despite a *Relational* theoretical frame.

Ella understood how translanguaging views learners’ languages as one unitary repertoire and therefore challenges monolingual norms, but pedagogical reasoning remained list-like, anchored in traditional L1 benefits (clarifying vocabulary/grammar, bridging comprehension) and underspecified for adapting the

pedagogy across contexts. Her case marks the importance of developing pedagogical knowledge (through explicit work on mechanisms and design rules) alongside theoretical knowledge.

4.3.4 Ava's Case

Ava developed from *Pre-structural* (before the PD) to *Multi-structural* theoretical and to *Relational* pedagogical knowledge after the PD. Before the program, Ava openly expressed that she did not know what translanguaging was: “it is quite hard to say [...] a brand-new name”, indicating minimal or guessed understanding.

After the PD, her definition became broader but remained additive and efficiency-framed: “the use of different languages together to maximise the teaching, learning and communication efficacy”. She illustrated her everyday mixing practices but could not clearly distinguish between translanguaging and code-switching. Although multiple correct pieces were placed side-by-side, they stopped short of integrating a unitary repertoire view or ideological stakes.

Nevertheless, Ava was able to link pedagogical principles to applications. She argued that teachers can use translanguaging tasks to engage students in deeper processing (avoiding ‘copy and paste’ in monolingual tasks) and can therefore diagnose comprehension, moving from ‘what it is’ to ‘how it works cognitively’. Similar to Emma and Scarlett, she demonstrated mechanism-aware thinking with an example that highlights how translanguaging differs from word-for-word translation. She also differentiated spontaneous and pedagogical translanguaging, and, while still endorsing teacher L1 explanations for grammar, she positioned translanguaging as a designed pedagogy.

Ava also reported having developed a “systematic and theoretical structure” of knowledge and an intention to use it as a pedagogical method. However, she voiced boundary conditions: translanguaging tasks presuppose sufficient L1 proficiency; for very young or less proficient learners, translanguaging tasks may be demanding. This showcases how Ava understood translanguaging pedagogy as a set of fixed strategies (as experiences in the loop input activities) rather than a flexible pedagogy that should be adapted to various contexts. This also explains her *Multi-structural* level theoretical knowledge, as she did not fully understand why translanguaging matters for all emergent bilingual learners. These caveats show she was beginning to calibrate use to learner profiles, but not yet able to solve the problem and adapt the pedagogy based on principles.

Ava exemplifies the typical upward pathway the PD enabled: from not knowing the construct, to assembling key theoretical features, to understanding the mechanism of the pedagogy (e.g., diagnosis of understanding, re-expression across languages). However, she also stopped short of *Extended Abstract* pedagogical knowledge, tending to treat translanguaging as a set of fixed classroom strategies rather than deriving context-sensitive design principles and adapting them across settings. This mirrors the broader cohort pattern: many participants articulated *Relational* pedagogical knowledge but struggled to generalise beyond familiar exemplars or specify design variables (e.g., instructional aim, learner repertoires, grouping with no shared L1, teacher–L1 mismatch). Her limited grasp of the theoretical strand likewise constrained her understanding of why translanguaging matters for all emergent bilingual learners. Compared with the cohort pattern of *Relational* theoretical knowledge, Ava (along with Charlotte and Chloe) particularly needed further concrete

understanding of how translanguaging challenges monoglossic ideologies and what ‘a unitary meaning-making repertoire’ actually means.

4.3.5 Cross-case Synthesis

Cross-case synthesis was conducted to move beyond individual case descriptions and identify patterned similarities and contrasts in participants’ knowledge development following the PD program. Drawing on case-oriented qualitative analysis (Miles et al., 2019; Yin, 2018), each participant’s theoretical and pedagogical knowledge trajectory was first analysed independently using the SOLO taxonomy, after which cases were systematically compared to identify recurring levels, transitions, and points of divergence. This approach enabled the analysis to preserve the integrity of individual learning trajectories while also generating cohort-level insights into how different forms of understanding emerged across participants.

The cross-case comparison focused on three analytically salient dimensions: (a) the level of conceptual integration in participants’ theoretical understanding of translanguaging (e.g., descriptive recognition, relational integration, or abstraction and critique), (b) the extent to which pedagogical reasoning moved beyond task description toward principled and transferable design thinking, and (c) the alignment or misalignment between theoretical and pedagogical knowledge. By examining how participants clustered across these dimensions, the analysis identifies not only dominant patterns of uptake but also boundary cases that illuminate constraints, partial understandings, and uneven development. This analytic lens allows the section to interpret variation across cases as theoretically meaningful rather than as an individual idiosyncrasy.

Across the cohort, the overall story is consistent. After the PD program, nine out of 12 (e.g., Emma, Scarlet and Ella's cases) participants could connect the theoretical points of translanguaging (unified repertoire, meaning-making, difference from code-switching) to their own linguistic experiences and challenges to monolingual norms (*Relational* in SOLO terms), while the remaining three (e.g., Ava's case) remained descriptive and abstract, lacking understanding of how translanguaging is different from code-switching. In terms of pedagogical knowledge, nine participants (e.g., Ava's case) could explain how translanguaging looks in the classroom and why it helps learning, again, typically *Relational*, while two (e.g., Emma and Scarlett's cases) could generalise and critically evaluate the pedagogical principles and the example translanguaging tasks to adapt to different contexts (*Extended Abstract* in SOLO terms). However, one (Ella's case) remained at the *Multi-structural* level of pedagogical understanding, only articulating principles abstractly without connection to concrete classroom practices and mechanisms of translanguaging tasks. Within this broad pattern, the four spotlighted cases show where participants converged and where they split.

For theoretical knowledge, Emma, Scarlett and Ella reached the *Relational* level, while Ava stopped at the *Multi-structural* level. The three *Relational* cases illustrate an understanding of how translanguaging values bilingual learners' one unitary repertoire and challenges monolingual norms, while stopping short of the *Extended Abstract* level to explicitly unpack and critique deficit ideologies (e.g., native-speakerism). Ava, on the other hand, struggled with how a translanguaging view positions emergent bilingual learners' repertoire at the centre of education, where learners' L1 should not just be considered as a scaffold towards L2 proficiency, but as an integral part and resource. The four cases indicate that sustained PD support is

needed to help participants move beyond abstract definitions toward explicit and concrete ideological critique, thereby deepening their theoretical understanding to the *Extended Abstract* level—a stage that none of the participants in this thesis attained.

For pedagogical knowledge, Emma and Scarlett both reached the *Extended Abstract* level, while Ava reached the *Relational* level and Ella remained descriptive at the *Multi-structural* level. Emma tied classroom design to learning mechanisms. She explained why translanguaging tasks deepen processing and then carried those principles across contexts. Scarlett did the same while also flagging equity risks in mixed-L1 classes (e.g., the lone-L1 student). Ava also linked translanguaging tasks to learning mechanisms, such as diagnosing understanding and prompting re-expression across languages, but her reasoning stayed close to the taught examples, with fewer signs that she could lift out reusable design rules for unfamiliar contexts. Ella continued to frame translanguaging as familiar, teacher-led L1 supports (clarifying vocabulary or grammar) and as ‘translation-adjacent’ rather than as a design that changes how learners cognitively process meaning. The four cases show how uptake of translanguaging pedagogy can be different across the *Multi-structural*, *Relational* and *Extended Abstract* levels, also highlighting the need for sustained PD to focus on transitioning participants’ prior knowledge of L1 use to understanding of translanguaging pedagogy as learner-centred, teacher-designed, spontaneous-responsive, context-adaptable pedagogy beyond a set of fixed strategies.

Three features stood out in helping participants develop their knowledge: (1) moments when participants understood how their own translanguaging practices reflects the theoretical definition of unitary repertoire, (2) loop input activities that forced deeper cognitive processing across languages prompted understanding of

mechanisms; and (3) discussion prompts provided in the PD sessions that framed contextual differences (e.g., learner diversity, teacher–student L1 mismatch) encouraged adaptive design thinking. Three gaps were consistent: (1) without guided inquiry into ideological critiques (as insufficient in the PD), theoretical knowledge risks being abstract and affected by L2 native-like proficiency end goals; (2) participants did not have the chance in the PD to derive and test design rules in different contexts, limiting adaptive design thinking for most; and (3) for some, translanguaging blurred back into translation or teacher-centred explanation.

Overall, the PD successfully built a *Relational* foundation for the cohort and, for a few, enabled them to understand the *Extended Abstract* level of pedagogical knowledge. Although there are still gaps in participants' knowledge, it is promising that, if the PD is longer and incorporates explicit ideological reflections and opportunities for classroom practice, participants are more likely to develop a well-rounded knowledge and a deeper understanding of translanguaging.

4.4 Summary

This chapter addressed Research Question 1, examining participants' theoretical and pedagogical knowledge of translanguaging before and after the program. With the PD's emphasis on pedagogy, most participants developed a *Relational* pedagogical understanding, and two (Emma and Scarlett) excelled at *Extended Abstract* pedagogical understanding. At the same time, the theoretical strand generally plateaued at the *Relational* level; although participants were able to contrast translanguaging with the monoglossic view underlying code-switching, their understanding lacks critical ideological reflection. Post-PD knowledge test results corroborated overall knowledge gains while revealing residual misconceptions about

translanguaging as a teacher-centred approach and a transfer ceiling when faced with unfamiliar scenarios.

Overall, the PD moved most participants from viewing translanguaging as an L1 ‘add-on’ toward a pedagogy grounded in using learners’ full repertoire for meaning-making through teacher design and shifts (García et al., 2017). The next step for future PD would be to make adaptation and critical reflexivity routine by embedding sustained ideological inquiry and providing classroom practice opportunities for transfer. Chapter 5 addresses Research Question 2 by analysing how participants’ beliefs about translanguaging shifted before and after the program and what challenges they anticipated in practice.

Chapter 5: Development of Translanguaging Beliefs

Chapter 4 presented the findings for Research Question 1, showing how participants' knowledge of translanguaging developed. That analysis revealed most participants moved from the *Pre-structural* or *Uni-structural* level knowledge, where translanguaging was conflated with translation or code-switching, toward *Relational* understanding, where they integrated theoretical knowledge to challenge monolingual norms and connected pedagogical principles to applications. However, the progression to the *Extended Abstract* level was rare, and a minority of participants remained at the *Multi-structural* level, accumulating descriptive knowledge without integration.

While knowledge development offered a cognitive map of how participants came to understand translanguaging, the analysis of beliefs in this chapter reveals whether and how participants supported or resisted translanguaging in their envisioned teaching contexts. Therefore, the current chapter extends the analysis of participant development. It addresses Research Question 2: To what extent do TESOL postgraduate coursework students' beliefs about translanguaging change over the course of their participation in a PD program? Specifically, it explores two sub-questions: (a) What are shifts in their beliefs about translanguaging before and after the PD program? (b) What anticipated challenges do they have about applying translanguaging pedagogy in their future classroom situations?

5.1 Beliefs Before the PD Program

This section reports participants' beliefs about the use of L1 in their envisioned teaching contexts before participating in the PD program. Thematic analysis was

based on the analytical framework (see Chapter 3 for specific definitions, especially Table 3.6), informed by existing theoretical frameworks on teacher beliefs (García et al., 2017; Macaro, 2021) and by empirical data on the participants' beliefs collected for this thesis. Due to the validity issue discussed in Chapter 2, the pre-PD interview questions specifically asked participants about their beliefs regarding the use of L1 instead of using the term translinguaging or “the use of full linguistic repertoire”, as they were expected not to have a comprehensive understanding of translinguaging at that early stage (also evident in the findings presented in Chapter 4).

Before the program, all 12 participants consistently articulated beliefs that were categorised as a *Conditional Position* toward the use of L1. This position holds that L1 can be useful in English classrooms, but only under certain conditions, such as with beginners, for specific skills (e.g., grammar or vocabulary), or when comprehension would otherwise break down. Rather than being conceptualised as an integral pedagogical or ideological resource, L1 was framed as temporary, instrumental, and, for some participants, ultimately expendable once learners achieved sufficient English proficiency. Four interconnected themes are identified in their conditional beliefs (see Table 5.1 for a descriptive summary). Further interpretation and discussion are presented below Table 5.1.

Table 5.1*Beliefs before the PD program*

Belief Position	Themes	Example excerpts from the pre-PD program interview data
Conditional Position (<i>n</i> = 12)	L1 as a Compensatory Support for Beginners and Comprehension	<p>“I used L1 in my class because my students were beginners who were low-level students, so I think L1 can support them to realise the knowledge about the L2.” (Olivia)</p> <p>“Although I use very simple sentence structures and words, they will not understand it. So I think in the beginning of teaching, we usually need to use L1.” (Chloe)</p>
	Gradual Reduction of L1	<p>“If the learner's ability improves, I think the use of L1 should be reduced to allow them to [enter] the second language environment.” (Olivia)</p> <p>“While I permitted it initially, I later sought to cut down L1 in favour of visual aids or examples.” (Scarlett)</p>
	Situational and Skill-Dependent Use of L1	<p>“I use Chinese to teach them the grammar... especially in the reading skills and the listening skills, [it] is more effective than L2. But I think in the speaking practice, I can use more L2.” (Ella)</p> <p>“L1 can facilitate more communication effectively... but outside the classroom I encourage students to practice English.” (Isabella)</p>
	Balance and Risk of Over-Reliance	<p>“It’s important to keep a balance, because over-relying on L1 may hinder their target language learning.” (Charlotte)</p> <p>“Students may always transform their idea from first language to second language [...] their expression is more like Chinglish.” (Ava)</p>

5.1.1 L1 as a Compensatory Support for Beginners and Comprehension

Participants consistently framed L1 as a compensatory scaffold for students at the beginning stages of English learning and for scaffolding comprehension. Their accounts reveal an assumption that without L1, novice learners would be unable to comprehend content or express ideas. This positioning reinforces the conditional nature of their beliefs: L1 is useful when students are linguistically underprepared, but it is not central to pedagogy when teaching across all levels of learners.

For example, Olivia explicitly tied L1 use to student proficiency, stating: “I used L1 in my class because my students were beginners who were low-level students, so I think L1 can support them to realise the knowledge about the L2”. Here, L1 is not celebrated for its inherent value but instrumentalised as a temporary aid. Chloe echoed this belief with young learners, noting that: “although I use very simple sentence structures and words, they will not understand it. So I think in the beginning of teaching, we usually need to use L1”. This suggests that L1 functions as a temporary workaround, filling perceived gaps in comprehension until students are ready for more English exposure.

Other participants underscored learners’ limited English proficiency as justification. Emma argued: “Students should use L1 to learn English, because they have limited words and limited ability to express themselves”. Hannah similarly described L1 as a bridge to “essential knowledge,” claiming that beginners can “easily understand” if teachers use L1. These comments reflect a deficit framing of students’ early language abilities, positioning L1 as a compensatory tool rather than a resource with its own legitimacy. This also implies that if learners have enough English proficiency, then L1 is no longer needed.

The belief that L1 is essential for beginners is not novel but a common and longstanding pattern in EAL contexts (where all participants come from). Numerous studies have shown that teachers view L1 as a useful scaffold to compensate for learners' limited proficiency, particularly in early stages (e.g., Oguro, 2011). Therefore, the finding here reflects a broader EAL tendency to legitimise L1 as temporary support for novices while withholding recognition of its enduring pedagogical value, still heavily influenced by monolingual and monoglossic ideologies that view emergent bilingual learners' learning of L2 as a process towards a native-like endpoint where their L1 is considered only as a scaffold ultimately expendable.

5.1.2 Gradual Reduction of L1

Closely connected to the previous theme, participants framed L1 as a temporary tool, meaning that as students' proficiency improves, teachers should decrease L1 use and increase exposure to English. This continues to reinforce the transitional, non-permanent legitimacy of L1.

Olivia, for example, articulated a developmental logic that directly ties L1 use to learners' progress: "If the learner's ability improves, I think the use of L1 should be reduced to allow them to [enter] the second language environment". Scarlett similarly described setting limits on when and how students could use L1, explaining that while she permitted it initially, she later sought to "*cut down*" L1 in favour of visual aids as a scaffold. Grace also reflected this gradualist stance: "Because of the specific situation in China, students may not use L2 after the classroom. So in class, I may use a little bit [of] L1 to help them better understand what they do not know". The

implication is that classroom English must be maximised precisely because opportunities beyond the classroom are scarce, with L1 tolerated only to clarify gaps.

At first glance, this finding may resonate with Macaro's (2021) *Maximal Position* (See Table 3.4), as participants expressed or implied maximum use of English when learners' proficiency increases. However, this position does not capture the conditional nuance in their beliefs and the openness to the value of L1. Rather than adopting a strict English-only belief (as indicated in Macaro's *Maximal Position*), participants acknowledged L1 as temporarily useful, thereby aligning more closely with what Turnbull (2001) described as a judicious, context-sensitive use of L1.

5.1.3 Situational and Skill-dependent Use of L1

Further to conditional use based on learner proficiency, participants also described L1 use as skill-dependent, highlighting how different skills or classroom activities warrant different language choices. L1 is perceived to enhance efficiency or clarity when teaching different skills (e.g., grammar, reading, or writing), while English is prioritised in domains associated with oral proficiency or immersion. Such a belief again reveals that participants did not conceptualise L1 as a holistic pedagogical principle but as a bounded, situational resource.

Ella's reflections illustrate this differentiation clearly:

I use Chinese to teach them the grammar [...] especially in the reading skills and the listening skills, [it] is more effective than L2. But I think in the speaking practice, I can use more L2 to practice their oral speaking skills.

Similarly, Isabella stressed the distinction between comprehension and oral practice, noting that while L1 could “facilitate more communication effectively” in collaborative activities, she encouraged L2 use outside class to develop speaking.

This skill-dependent reasoning echoes Cook’s (2001) argument that teachers often instrumentalise L1 for explanation but restrict its use in communicative tasks to avoid interference. This framing situates L1 not as an integral resource but as a context-specific tool, subject to careful management and boundaries. By viewing L1 in this way, participants implicitly held the belief that comprehension is safeguarded by L1, while speaking is reserved for L2. This bifurcation further reinforces monoglossic hierarchies and underscores the *Conditional Position*, in which L1 is acknowledged as useful but its legitimacy is confined to specific contexts rather than embraced as an overarching pedagogy.

5.1.4 Balance and Risk of Over-reliance on L1

Alongside acknowledging the value of L1, participants frequently cautioned against excessive reliance on it. Their accounts again reveal a tension at the heart of the *Conditional Position*: L1 is valued for its efficiency and clarity, yet simultaneously seen as potentially undermining students’ exposure to English and hindering learning progress. This ambivalence positions L1 as both a necessary support and a potential obstacle, reinforcing its status as a bounded, carefully managed resource rather than a fully legitimate pedagogical practice.

Charlotte captured this tension directly, noting that while L1 helped reduce misunderstanding: “It’s important to keep a balance, because over-relying on L1 may hinder their target language learning”. Amelia echoed this sentiment when describing her middle school students: “You need to make sure they understand what you say.

So, I think it's quite useful to use L1, but [...] you need to keep the balance, because it's also very important for them to practice speaking abilities". Ava also described tailoring her approach to the nature of the task, while problematising L1 as a potential hindrance:

I think it is necessary to use L1 when the teacher is delivering the course or explain[ing] some more difficult terms [...] but there must be some defects. Students may always [...] transform their idea from first language to second language [...] their expression is more like Chinglish and [...] unidiomatic.

These concerns echo long-standing debates in TESOL about the role of L1, as Heugh (2021) observes that, over a century of research, especially from the Global South, the importance of building new learning on learners' prior knowledge and multilingual repertoires has been highlighted rather than excluding them. Researchers challenge the assumption that L1 is inherently harmful, arguing instead that it can extend learners' cognitive and metacognitive resources and that outright bans may curtail learning opportunities (e.g., Macaro, 2001; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). However, they also caution that overreliance on L1 may deprive learners of valuable input and diminish motivation, even while acknowledging a place for judicious L1 use (e.g., Turnbull, 2001). Previous perspectives (both before and after the emergence of the notion of translanguaging) call for greater clarity about what constitutes an "optimal" balance between languages (e.g., Treffers-Daller, 2024b). Participants' emphasis on balance reflects these perspectives, not about whether L1 should be used, but about how it can be balanced. However, underlying these perspectives is an internalisation of monoglossic ideology, in which L1 is viewed separately from L2 (i.e., L1 as a separate supportive tool rather than an

integral part of learners' repertoire that is inevitably activated when engaging in new learning)—a stance that translanguaging explicitly seeks to challenge. Therefore, through a translanguaging lens, it is not about how teachers manage the amount of L1 according to a prescribed ratio (Anderson, 2024), but about how teachers explicitly acknowledge, value, and purposefully leverage learners' full meaning-making repertoire (i.e., a translanguaging stance) through pedagogical designs suited to their classroom ecologies (i.e., a translanguaging design).

To conclude, before the PD program, participants uniformly expressed conditional beliefs about the role of L1. Notably, none adopted a *Monolingual Position* that rejected L1 outright, which can be reasonably explained by their shared backgrounds, in which L1 was used in their teaching and learning experiences (see Table 3.1 for participant characteristics). These experiences appear to have normalised L1 as a pragmatic resource, making a strict English-only approach implausible in their accounts. At the same time, none of the participants were able to articulate beliefs beyond the *Conditional Position* toward more expansive pedagogical or ideological framings of translanguaging. As Chapter 4 also shows, their knowledge of translanguaging was at a surface level, meaning that they lacked the conceptual and theoretical grounding needed to reconceptualise L1 as part of an integrated, heteroglossic repertoire. Thus, their pre-PD beliefs reflect a familiar orientation: pragmatic openness to L1 under defined conditions, but without the ideological or pedagogical commitments that would lead them to view learners' L1 as an integral part of learning and teaching. This establishes a baseline against which the shifts after the PD program can be meaningfully understood.

5.2 Beliefs After the PD Program

This section reports participants' beliefs about translanguaging after the PD program. Participants' Session 5 reflections and interviews after the entire program were analysed based on the same analytical framework applied before the program to ensure comparability. Both qualitative findings and questionnaire results are presented and compared to reach the final answer to the research question. Table 5.2 presents a descriptive summary of the qualitative findings, mapping the broad pattern of shifts in belief positions defined by the analytical framework. Below the table, each belief position is interpreted and discussed in terms of the identified themes. Individual cases are highlighted when comparing qualitative findings to questionnaire results.

Table 5.2*Beliefs after the PD program*

Belief Position	Theme	Example quotes from post-PD data (reflections and interviews)
Pedagogical Trajectory (<i>n</i> = 10: Emma, Olivia, Charlotte, Amelia, Ava, Chloe, Harper, Scarlett, Hannah, Grace)	Translanguaging as a Beneficial Pedagogical Resource	<p>“I now view translanguaging as a dynamic pedagogical tool that reinforces multilingual identities and fosters deeper engagement with content.” (Charlotte)</p> <p>“The possible benefits of applying translanguaging pedagogy in EFL classrooms include increased student engagement, as students may feel more confident to participate in activities when they can draw on their full linguistic capabilities.” (Scarlett)</p>
	Anticipated Challenges Prevent Full Endorsement	<p>“Translanguaging also requires learners to be equipped with a good proficiency in their first language [...] In that case, translanguaging can be more used in some learners who are more than 10 or excel in their mother tongue.” (Ava)</p> <p>“Teachers may need to carefully manage the use of L1 to ensure that it facilitates rather than replaces the learning of English. There is also the potential for some students to become over-reliant on their L1, which could hinder the development of their English proficiency.” (Scarlett)</p>
	Translanguaging as Pedagogy to Support Inclusive Participation	<p>“My beliefs have evolved accordingly, now recognizing translanguaging as a powerful tool to foster a supportive, inclusive environment where students feel valued and encouraged to use their full language.” (Amelia)</p> <p>“By allowing students to use both languages, teachers can create a more inclusive classroom where everyone feels encouraged to contribute.” (Harper)</p>
	Instrumental Rather than Ideological Framing	<p>“In summary, translanguaging pedagogy offers a promising approach to EFL teaching by leveraging students' linguistic diversity.” (Scarlett)</p>

Table 5.2 (continued)

Belief Position	Themes	Example
Ideological Trajectory (<i>n</i> = 2: Ella & Isabella)	Translanguaging as a stance for equity and inclusion	<p>“In schools with a variety of linguistic backgrounds, I now view it as a potent instrument for advancing fairness and inclusivity.” (Ella)</p> <p>“This shift has led me to regard it as a tool for social justice, empowering students to express themselves fully and bridging the gap between their home cultures and the school environment.” (Isabella)</p>
	General Commitment to Translanguaging as a Core Practice	<p>“My perspective has changed as a result of this change; I no longer consider translanguaging to be an optional extra, but rather a necessary practice that supports the ideas of culturally responsive education.” (Ella)</p> <p>“My understanding of how translanguaging works in diverse contexts has convinced me that educators must be flexible in their approach, adapting their strategies based on the linguistic diversity of their classrooms.” (Isabella)</p>

5.2.1 Predominant Pedagogical Trajectory

Ten participants (Emma, Olivia, Charlotte, Amelia, Ava, Chloe, Harper, Scarlett, Hannah, Grace) were able to go beyond the *Conditional Position* they had before the program to a wider support of translanguaging based on pedagogical reasoning. These participants no longer framed L1 as a temporary or bounded technique but a shift from cautious pragmatism to pedagogical endorsement of translanguaging, where it was positioned as beneficial for teaching and learning across wider contexts, learner proficiency levels and target skills, though, for some, certain challenges prevent them from moving further to fully embrace translanguaging as an integral pedagogy.

5.2.1.1 Translanguaging as a Beneficial Pedagogical Resource

Participants consistently highlighted translanguaging as a pedagogically beneficial means to enhance students' learning by leveraging their full repertoires. Emma reflected that the PD program deepened her understanding by providing concrete strategies beyond translation or code-switching, which made her “better accept translanguaging and develop [her] confidence in applying translanguaging in the future”. Charlotte also reflected metacognitively by comparing her previous beliefs:

Before the program, I was concerned that allowing students to use multiple languages in class might slow down their English learning. However, I now understand that translanguaging can actually accelerate learning by lowering affective barriers, encouraging participation, and facilitating deep and critical thinking.

These perspectives position translanguaging as a proactive instructional design choice rather than a compensatory fallback, reflecting a stronger belief in its pedagogical benefits.

5.2.1.2 Translanguaging as Pedagogy to Support Inclusive Participation

Participants also noted that translanguaging can affirm students' linguistic and cultural backgrounds, though their emphasis was primarily pedagogical rather than ideological. Charlotte, for instance, stated that translanguaging "acknowledges and values students' different cultural backgrounds", but she framed this largely as a way of increasing students' participation and confidence in classroom activities. Amelia similarly emphasised that translanguaging creates a "supportive, inclusive environment" that motivates students to bring all their language skills into the classroom. Harper and Scarlett also pointed to its role in fostering inclusive classrooms, yet their focus was on improving engagement and learning efficiency rather than advancing an ideological stance. Similarly, Grace highlighted that translanguaging "increases students' engagement and promotes cooperation", again linking inclusivity directly to pedagogical outcomes. In this sense, participants recognised that translanguaging can create a more inclusive learning environment, but their framing remained grounded in classroom practice and student learning rather than in broader ideological commitments to equity or social justice.

5.2.1.3 Anticipated Challenges Preventing Full Endorsement of Translanguaging

Participants also justified a restricted application of translanguaging in light of anticipated practical barriers (see also further focused analysis in Section 5.3). For example, Chloe's concerns included the lack of suitable materials, limited institutional support, and resistance from colleagues. She acknowledged its benefits but noted that

“these challenges may have led to a relatively low proportion of my use of translanguaging teaching in class, preferring flexible use in specific sections or activities rather than throughout the whole class”. Similarly, Olivia articulated concerns over rigid policy in China, although she described translanguaging as “a good concept that can be gradually introduced”. These anticipated obstacles might have constrained participants’ beliefs even though they were starting to move beyond the *Conditional Position*, through a *Pedagogical Trajectory*.

5.2.1.4 Instrumental Rather than Ideological Framing of Translanguaging

Finally, participants continued to frame translanguaging primarily in instrumental rather than ideological terms. Ava described it as “one of the pedagogical methods to promote the teaching target”. It reveals that translanguaging was not fully embraced as an integral pedagogy, but mainly as a pedagogy (broader than they previously thought) to support academic learning outcomes. This instrumentalisation demonstrates a heavy focus on the pedagogical rather than the ideological dimension of translanguaging (see also Chapter 4), underscoring the teachers’ beliefs and concerns, mainly at the *Micro*-level (local classroom contexts), concerning learning outcomes rather than valuing learners’ full repertoire as an essential resource for resisting deficit ideologies.

To conclude, ten participants showed development of belief through a *Pedagogical Trajectory*, echoing findings from Herrera (2023) and Araujo et al. (2023), who observed that teachers often begin by valuing translanguaging for its immediate pedagogical benefits (e.g., boosting participation) before developing deeper theoretical and ideological understandings. By foregrounding pedagogical benefits and functions of translanguaging pedagogy, participants in this thesis positioned

translanguaging within what García et al. (2017) describe as a translanguaging design (i.e., the structuring of classroom practices to draw on students' repertoires) rather than a translanguaging stance, which requires an explicit commitment to challenge monoglossic ideologies, acknowledge learners' unitary meaning-making repertoire. Similar patterns were reported by Back (2020) and Pontier (2022), in which teachers expressed appreciation for translanguaging's inclusive effects but tended to frame it as a practical classroom tool rather than a challenge to monoglossic norms. These findings suggest that the PD program may succeed in strengthening participants' beliefs through expansive understanding of translanguaging's pedagogical affordances, but shifting toward a full endorsement requires more sustained engagement and critical reflection.

5.2.2 Less Frequent Ideological Trajectory

Two participants, Ella and Isabella, articulated stronger beliefs about translanguaging, based on reasoning mainly reflecting ideological commitment. Their rationale for beliefs foregrounded issues of equity, fairness, and identity. Rather than framing translanguaging mainly in terms of classroom strategies or practical benefits, they highlighted its role in challenging monolingual norms and recognising learners' full linguistic repertoires.

5.2.2.1 Translanguaging as a Stance for Equity and Inclusion

Both participants positioned translanguaging as essential for creating equitable classrooms. Ella described translanguaging as “a potent instrument for advancing fairness and inclusivity” in multilingual schools. While she pointed to strategies such as “using multilingual texts and promoting multilingual peer collaboration”, her reasoning mainly focused on a broader commitment to linguistic equity. For Ella,

translanguaging was not merely a technique but a stance that affirms students' identities and challenges deficit perspectives.

Isabella also positioned translanguaging as enhancing equity and fairness. She explicitly rejected views of L1 as an obstacle, stating that she would “implement translanguaging strategies in the classroom [...] to create an inclusive environment where students can feel valued and their mother tongues are recognised as assets rather than obstacles”. Beyond pedagogy, she emphasised that:

Education is not just about teaching knowledge, but rather a process of fostering cultural understanding and respect. Translanguaging is a tool for social justice, empowering students to express themselves fully and bridging the gap between their home cultures and the school environment.

Her account highlights how translanguaging can serve as both a classroom practice and a vehicle for broader sociocultural transformation.

5.2.2.2 General Commitment to Translanguaging as a Core Practice

Both participants showed general commitment to applying translanguaging as a core practice in their future teaching. Ella argued that translanguaging should be “a fundamental component of teaching and learning, rather than only as a support tactic”, while Isabella highlighted “how translanguaging works in diverse contexts” has convinced her “that educators must be flexible in their approach, adapting their strategies based on the linguistic diversity of their classrooms”.

Although both Ella and Isabella expressed strong ideological commitments, their responses did not yet include sustained critiques of systemic issues such as raciolinguistic hierarchies, native-speakerism, or monolingual accountability regimes.

This reflects an early stage of the ideological commitment, where the rationale for inclusivity and justice is evident, but deeper critical interrogation remains underdeveloped. This, along with a lack of balanced focus on pedagogical aspects, prevents them from reaching the final *Integrated Translanguaging Stance*.

This pattern is consistent with prior research showing that ideological framings of translanguaging often emerge later and less frequently than pedagogical ones (Herrera, 2023; Menken & Sánchez, 2019). As with Ella and Isabella, teachers may begin by articulating commitments to fairness, inclusion, and respect for students' identities, yet fail to fully interrogate the systemic conditions that reproduce linguistic hierarchies. Li and García (2022) emphasise that the ideological dimension of translanguaging entails not only affirming students' repertoires but also challenging monoglossic ideologies and deficit perspectives embedded in educational structures. Similarly, Dovchin and Wang (2024) argue that moving beyond surface inclusivity requires confronting raciolinguistic ideologies and native-speakerist saviorism that sustain inequality. The absence of such critiques in Ella and Isabella's accounts suggests that their ideological commitments remain emergent, reflecting what Pontier (2022) describes as a transitional phase where teachers acknowledge social justice concerns but lack the critical depth to resist systemic constraints. At the same time, their orientation represents a shift beyond conditional and instrumental framings, signalling potential for the development of an *Integrated Translanguaging Stance* if supported through sustained PD, critical reflection on ideologies, and opportunities to apply translanguaging into teaching.

5.2.3 *A Lack of Integrated Translanguaging Stance*

While ten participants embraced translanguaging pedagogically and two expressed ideological commitments, even after the full program, none were able to integrate pedagogical and ideological aspects of translanguaging to form an *Integrated Translanguaging Stance*. This position, as described in the analytical framework (Table 3.6), represents the culmination of translanguaging beliefs, where pedagogical feasibility and ideological resilience are consciously integrated into a coherent orientation. Integrating García et al.'s (2017) translanguaging stance, design and shifts, teachers should not only be able to design lessons that mobilise students' full repertoires and make responsive moves to support students' translanguaging practices but also adopt a stance where they value students as having one holistic repertoire, challenging monolingual, monoglossic and raciolinguistic ideologies.

The absence of an *Integrated Translanguaging Stance* in the present data highlights both the limitations of the PD program's timeframe and the difficulty of achieving a stance that is simultaneously pedagogically grounded and ideologically resilient. This absence mirrors findings across teacher education research, where short-term interventions often foster pedagogical uptake but struggle to facilitate deeper ideological transformation (Herrera, 2023; Araujo et al., 2023). As Menken and Sánchez (2019) emphasise, ideological change requires not only exposure to theory but also active engagement with critical reflection, modelling, and opportunities to enact translanguaging in practice. This finding also aligns with Pontier (2022), who shows that many teachers oscillate between monoglossic and heteroglossic perspectives depending on context, suggesting that belief development is not linear but iterative and contingent on long-term professional learning.

Overall, while short interventions support participants in holding stronger beliefs about translanguaging, either through a *Pedagogical* or an *Ideological Trajectory*, integration into a fully developed *Integrated Translanguaging Stance* remains aspirational. This reinforces the need for sustained, iterative professional learning that explicitly links classroom practice with ideological critique, enabling teachers to adopt translanguaging not only as a set of classroom strategies or an abstract ideological commitment, but as a unified framework capable of withstanding systemic pressures and tackling local-level pedagogical concerns.

5.2.4 Results of the Post-PD Questionnaire

This section draws on the post-PD questionnaire results to triangulate the previous qualitative findings. The questionnaire aims to investigate participants' specific beliefs or context-dependent beliefs, whereas the guided reflection questions elicit more general beliefs. The items are framed to elicit the most immediate context participants imagine teaching in (e.g., specific age and level of students). The questionnaire consisted of twelve Likert-scale items grouped into three sub-constructs: (a) beliefs in the English-only teaching approach, (b) beliefs in translanguaging within classroom settings, and (c) beliefs in translanguaging beyond classroom settings. Responses were measured on a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with a 'Don't Know' option as 0.

Table 5.3 summarises the distribution of responses to each item, while Table 5.4 presents the individual mean scores across the three sub-constructs. Together, these findings provide insight into the extent to which participants endorsed or rejected monolingual and translanguaging-oriented beliefs in specific contexts after the PD program.

Table 5.3*Results of belief items in the post-PD questionnaire*

Item Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1. In my future classroom, I will encourage students to communicate with each other only in English.	1	4	6	1	0	0
2. In my future classroom, I will only use English to teach English.	1	7	3	1	0	0
3. In my future classroom, I will plan learning activities that require students to use English only.	2	5	3	2	0	0
4. In my future classroom, I will encourage students to ask or answer questions only in English.	2	6	3	1	0	0

Table 5.3 (continued)

Item Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
5. In my future classroom, I will encourage students to ask or answer questions using their full linguistic repertoire (i.e., English and any other languages they speak)	1	0	1	7	3	0
6. In my future classroom, I will plan learning activities that require students to draw on their prior cultural knowledge in their first language.	0	0	2	6	4	0
7. In my future classroom, I will encourage students to use their full linguistic repertoire to communicate with each other instead of using only English or Chinese.	0	1	1	5	5	0
8. In my future classroom, I will encourage students to mix their first language and English creatively.	0	0	2	6	4	0
9. In my future classroom, I will plan learning activities that activate students' full linguistic repertoire.	0	0	0	6	5	1

Table 5.3 (continued)

Item Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
10. Beyond the classroom, I will encourage students to use their full linguistic repertoire to communicate with each other.	0	0	0	7	5	0
11. Beyond the classroom, I will communicate with students using the languages and resources we both share.	0	0	0	5	7	0
12. Beyond the classroom, I will encourage students to learn English using their full linguistic repertoire.	0	0	0	2	10	0

Table 5.4*Individual mean score for each sub-construct*

Participant (Qualitative Belief Positions)	Beliefs about the English-only teaching approach	Beliefs about translanguaging within classroom settings	Beliefs about translanguaging beyond classroom settings
Emma (<i>Pedagogical Trajectory</i>)	2	4.6	5
Olivia (<i>Pedagogical Trajectory</i>)	2.75	3.8	4.66
Charlotte (<i>Pedagogical Trajectory</i>)	2.5	5	5
Amelia (<i>Pedagogical Trajectory</i>)	2.5	4	4.66
Ella (<i>Ideological Trajectory</i>)	3	3.2	4
Ava (<i>Pedagogical Trajectory</i>)	1.75	5	5
Isabella (<i>Ideological Trajectory</i>)	2.5	4.2	4
Chloe (<i>Pedagogical Trajectory</i>)	2.5	3.5	4.66
Harper (<i>Pedagogical Trajectory</i>)	3	3.8	4.33
Scarlett (<i>Pedagogical Trajectory</i>)	2.5	3.8	5
Hannah (<i>Pedagogical Trajectory</i>)	2.75	4.2	4.33
Grace (<i>Pedagogical Trajectory</i>)	1	4.8	4.66

5.2.4.1 Neutral Responses to English-only Items Reflecting Pedagogical Caution

As shown in responses to items 1 to 4 in Table 5.3, at the group level, participants generally expressed low endorsement of English-only beliefs. This is aligned with the qualitative findings, which show that no participant endorsed the *Monolingual Position*. However, residual monolingual beliefs can be observed, especially when the questionnaire items elicit beliefs in more specific contexts.

For example, when it came to item 1 (In my future classroom, I will encourage students to communicate with each other only in English), neutral responses were common (6 participants: Charlotte, Amelia, Ella, Ava, Isabella and Hannah) and 1 participant (Chloe) agreed, suggesting that these participants were still hesitant to challenge the monolingual approach in specific contexts. The wording (encourage vs. require) likely softened the perceived strictness of English-only, making neutrality more acceptable. Nevertheless, this item may have reached participants' foundational beliefs (Bryan, 2003), which are entrenched and resilient beliefs about maximising exposure and practice of English to improve skills such as speaking.

As reported in Chapter 4 and the previous section on participants' beliefs after the program, participants' focus is not on ideology (e.g., should the English-only norm be resisted?) but on pedagogical effectiveness, as also evident in *Micro*-level concerns such as the balance between L1 and L2 (see further analysis in Section 5.3). Thus, the neutrality shown in the questionnaire results should not be read as ideological ambivalence (i.e., participants are not favouring monolingual ideologies but favouring the pedagogical effectiveness of immersion in English). This interpretation is different from previous research, which tends to problematise such neutrality and often masks teachers' underlying pedagogical concerns about L2 outcomes. This finding points to

an ongoing negotiation of beliefs, where participants prioritise perceived L2 outcomes while gradually grappling with broader ideological implications.

Furthermore, comparing the results in Table 5.4 to the qualitative findings, Ella and Harper, despite expressing support of translanguaging from ideological (Ella) or pedagogical (Harper) perspectives, have scored a mean of 3 (i.e., neither agree nor disagree) for the English-only approach. Their cases illustrate how belief systems can be layered and context-dependent (Fives & Buehl, 2012; Pajares, 1992). A participant may broadly endorse translanguaging but still hedge at the practical level when faced with an idea expressed in a survey item that elicits beliefs in a real-world, context-specific scenario. This does not mean their beliefs are contradictory, but that different layers of belief are being activated by different prompts. This discrepancy reflects the complex and sometimes inconsistent ways in which teachers negotiate beliefs, as well as the influence of contextual pressures that sustain the perceived legitimacy of English-only teaching (Borg, 2015; Pointer, 2022).

5.2.4.2 Strong Support for Translanguaging in Classrooms, with Nuanced Individual Differences

As evident in responses to items 5 to 9 in Table 5.3, participants strongly endorsed translanguaging in specific classroom contexts. The majority (11 of 12 participants) agreed or strongly agreed with item 5 (I will encourage students to ask or answer questions using their full linguistic repertoire) and item 9 (I will plan learning activities that activate students' full linguistic repertoire). Individual mean scores for this construct ranged from 3.2 to 5 (see Table 5.4), with most participants positioned in the higher range. Hence, at the group level, there is strong convergence between

questionnaire results and qualitative findings, suggesting that translanguaging has gained widespread acceptance among participants as a viable classroom practice.

However, at the individual level, it is noticeable that Ella has a mean score of 3.2, indicating only moderate agreement (though equal-interval assumptions are not made in this Likert scale, this level of agreement is notable), suggesting hesitation in applying translanguaging in practice in specific contexts. This could signal that she supports the idea generally (as evident in her qualitative accounts) but is unsure how it plays out in practice, as evident in her *Multi-structural* level pedagogical knowledge (see further discussion of Ella's case in Chapter 6).

The results show that while translanguaging is broadly endorsed, individual participants display variation between their general beliefs (as in qualitative accounts) and their specific classroom beliefs (as in questionnaire responses). This suggests that beliefs are not unitary but stratified, and they can “vary in their level of specificity” (Fives & Buehl, 2012, p. 476).

5.2.4.3 Strong Endorsement of Translanguaging Outside Classrooms Reflecting Fewer Systemic Constraints

As shown in responses to items 10 to 12 in Table 5.3, the strongest endorsement was for beliefs about translanguaging practices outside the classroom. All participants agreed or strongly agreed that they would encourage students to use their full linguistic repertoire in learning English and in everyday communication with peers. Similarly, as shown in Table 5.4, individual mean scores for this construct were consistently high, ranging from 4 to 5. This stronger support and consensus on out-of-class translanguaging suggests that participants' lower level of agreement within classroom settings (as explained in the previous section) does not stem from rejecting

translanguaging itself but possibly from contextual constraints such as curricular demands, assessment pressures, or concerns about maintaining an English-rich environment (see further analysis in Section 5.3).

The convergence of questionnaire results and qualitative findings in this domain indicates that participants regard translanguaging as a less controversial resource for language learning and communication beyond the classroom. This pattern resonates with research showing that teachers often view translanguaging as more legitimate in informal, low-stakes spaces than in formal instructional settings (Hall & Cook, 2012; Sobkowiak, 2022). In such contexts, translanguaging is perceived less as a challenge to curricular norms and more as a natural and useful resource for meaning-making and acquiring a new language. The strong endorsement of out-of-class translanguaging in this thesis suggests that participants recognised its value, even if some hesitated to implement it in classrooms bound by monolingual expectations. This discrepancy underscores the influence of other factors, such as systemic pressures that limit teachers' willingness to embrace translanguaging pedagogically (Menken & Sánchez, 2019).

5.2.5 Summary of Findings for Research Question 2a

To summarise the answer to Research Question 2a (What are shifts in their beliefs about translanguaging before and after the PD program?), the qualitative findings demonstrate a clear shift among all participants away from the initial conditional support of L1 toward broader support of translanguaging, mainly grounded in the pedagogical understanding (10 participants), rather than ideological commitment (2 participants). The questionnaire results confirmed the broad pattern of support for translanguaging.

However, a closer look at the individual case level reveals that the strength and consistency of this endorsement varied according to the level of specificity for some participants (e.g., Ella) and according to contextual shifts (in-class vs. out-of-class translanguaging). This indicates that belief change is not uniform or linear but situated, contingent, and at times internally inconsistent, reflecting the co-existence of conflicting orientations (Menken & Sánchez, 2019).

Overall, the findings suggest that participants' beliefs were broadened beyond conditional L1 use towards beliefs filtered through a translanguaging lens. However, the absence of an *Integrated Translanguaging Stance* and the unevenness of endorsement subject to contextual changes suggest that participants' developing beliefs remain fragile and subject to constraints. Understanding these tensions requires turning to the challenges participants themselves anticipated in enacting translanguaging. The next section explores these challenges in detail and responds directly to Research Question 2b: What anticipated challenges do they have about applying translanguaging pedagogy in their future classroom situations?

5.3 Anticipated Challenges

As reported and discussed in Section 5.2, although participants broadly endorsed translanguaging in the post-PD interviews and reflections, they also showed concerns and reservations about its enactment in specific classroom contexts. Their qualitative accounts revealed a range of anticipated challenges, many of which help explain the cautiousness or variance between general and specific beliefs reported in the previous section. Table 5.5 provides an analysis based on the Douglas Fir Group's (2016) transdisciplinary framework, which offers an ecologically informed lens for analysing participants' anticipated challenges by situating them across three levels of influence

(see Table 3.7). Five themes related to participants' anticipated challenges are sorted into *Macro-*, *Meso-* and *Micro-*level. Further interpretations and discussions are provided in the sub-sections below.

Table 5.5

Anticipated challenges

Transdisciplinary Framework ⁷	Theme	Example excerpts from post-PD interviews or reflections
Marco-level ($n = 3$; Emma, Olivia, Isabella)	Rigid curricula, traditional teaching methods, and test washback ($n = 3$; Emma, Olivia, Isabella)	“Curriculum restrictions and school policy are also important factors. It is really hard for me to implement if I cannot get the support from schools.” (Emma) “Education from primary school to high school in China follows traditional teaching methods [...] it is difficult to adopt new teaching methods.” (Olivia) “Assessment methods may not align with a translanguaging framework, as standardized tests often emphasize a strict adherence to a single language.” (Isabella)

⁷ See definition of each ecological level in Chapter 3

Table 5.5 (continued)

Transdisciplinary Framework	Theme	Example excerpts from post-PD interviews or reflections
Meso-level (<i>n</i> = 6; Emma, Chloe, Harper, Grace, Charlotte, Hannah)	Resistance from parents, society, or colleagues who view English-only instruction as more legitimate than translanguaging (<i>n</i> = 6; Emma, Chloe, Harper, Grace, Charlotte, Hannah)	<p>“Social stigmatization and parental concerns are also potential challenges. [...] Doubts may arise among parents.” (Emma)</p> <p>“Other teachers may lack understanding of the effects of translanguaging, resulting in limited interdisciplinary collaboration.” (Chloe)</p> <p>“Implementing a translanguaging approach in China, especially in some international schools, is limited by the so-called English-only environment.” (Hannah)</p>
	Constraints due to teachers’ limited training, time, or access to bilingual/multimodal resources (<i>n</i> = 4; Emma, Chloe, Harper, Grace)	<p>“The lack of teaching materials and tools suitable for translanguaging may increase the difficulty of lesson preparation.” (Chloe)</p> <p>“As a relatively new concept for many educators, it may take time and experience to develop the necessary skills and strategies to implement it confidently.” (Harper)</p>

Table 5.5 (continued)

Transdisciplinary Framework	Theme	Example excerpts from post-PD interviews or reflections
Micro-level ($n = 8$; Amelia, Scarlett, Grace, Olivia, Ava, Isabella, Hannah, Charlotte)	The need to strike a balance between students' use of L1 and L2 in the classroom ($n = 3$; Amelia, Scarlett, Grace)	"Teachers may need to carefully manage the use of L1 [...] there is also the potential for some students to become over-reliant." (Scarlett)
	Difficulties from varied learner linguistic profiles ($n = 5$; Olivia, Ava, Isabella, Hannah, Charlotte)	"It would be a great hardship if the learner is not quite good at their first language." (Ava)
		"One significant challenge is the diverse linguistic proficiency among students." (Isabella)
		"In immigrant countries, it is restricted by learners from different backgrounds [...] teachers may be at a loss as to which L1 to choose." (Hannah)
		"Some students may resist using their home languages in academic settings." (Charlotte)

5.3.1 Macro-level Constraints

Three participants (Emma, Olivia, Isabella) highlighted structural barriers linked to rigid curricula, entrenched teaching traditions, and assessment regimes that reinforced monolingual practices. Emma noted that curriculum and policy restrictions made it “really hard” to implement translanguaging without institutional support, while Olivia emphasised the inertia of traditional pedagogical models across the Chinese education system. Isabella drew attention to the washback of monolingual standardised tests, which reinforced the prioritisation of English-only instruction.

These comments reveal the broad systemic pressures that work against translanguaging, even among teachers who recognise its pedagogical benefits.

Participants’ concerns are consistent with prior findings that high-stakes testing and curricular mandates reproduce English dominance and narrow teachers’ perceived options (Menken & Sánchez, 2019). Wang and Ai (2024) similarly note that Chinese secondary EFL teachers struggled to reconcile their interest in translanguaging with the rigid demands of exam-oriented education. Deroo and Ponzio (2019) also found high-stakes testing and policy pressures reinforced English dominance at the *Macro*-level, constraining teachers’ adoption of a translanguaging stance. The data here suggest that while participants’ beliefs had expanded to embrace translanguaging pedagogically, their anticipation of institutional resistance undermined confidence in sustaining such practices. This illustrates how *Macro*-level logics shape *Micro*-level classrooms by reinforcing English-only as the default expectation.

5.3.2 Meso-level Constraints

At the *Meso*-level, 6 participants (Emma, Chloe, Harper, Grace, Charlotte, and Hannah) expressed concerns about sociocultural, institutional and community factors

that shape the feasibility of translanguaging. This level of constraints reflects how parental expectations, school cultures, workplace norms, and support from the school in terms of training and resources mediate teachers' ability to enact translanguaging, revealing tensions between individual pedagogical intentions and the wider sociocultural contexts in which they operate.

5.3.2.1 Resistance from Parents, Society, or Colleagues Who View English-Only Instruction as More Legitimate than Translanguaging

All six participants identified social legitimacy pressures as a key barrier, especially from parents, colleagues, and schools. Emma, Chloe, Harper and Grace pointed to parental concerns that translanguaging undermines immersion in English. Charlotte, Chloe, Harper and Hannah described the pressure of institutionalised English-only environments. Chloe further extended this beyond parents to colleagues, noting that some teachers lacked an understanding of translanguaging, which limited collaboration. Together, these anticipated challenges highlight how translanguaging is shaped not only by teachers' choices but also by the broader sociocultural level of stakeholders whose expectations position English-only as the legitimate norm.

Similar tensions between teachers' multilingual pedagogies and parental expectations have been reported in the bilingual education context. Pointer (2022) found that parents or family members discouraged bilingual development due to concerns about confusion or underdevelopment in both languages. As a result, translanguaging may be misinterpreted as a pedagogical shortcut or even as detrimental to English acquisition, despite research demonstrating its benefits for learning and identity affirmation (Cenoz & Gorter, 2021). In China, while direct studies of parents demanding English-only classrooms are limited, multiple lines of evidence show

strong parental preference for early and intensive English exposure and stakeholder monolingual ideologies that teachers experience as pressure to minimise L1 use (Nie & Mavrou, 2025). Participants in the present thesis thus face not only institutional pressures but also the weight of community and parental expectations, which can significantly constrain their agency. As Back (2020) notes, developing sustainable translanguaging pedagogies requires collective responsibility across teachers, families, and communities, rather than positioning teachers as sole negotiators of ideological tensions. Without broader awareness-raising and dialogue with parents and stakeholders, teachers' efforts to adopt translanguaging risk being undermined by perceptions that frame English-only practices as inherently superior.

5.3.2.2 Constraints Due to Teachers' Limited Training, Time, or Access to Bilingual/Multimodal Resources

At the same time, four participants (Emma, Chloe, Harper, and Grace) described capacity and resource limitations. Emma, Chloe and Grace pointed to the lack of bilingual materials and heavy preparation demands, while Harper anticipated that teachers' limited training and experience could hinder confident application.

Previous studies likewise highlight how limited materials and teacher workload are significant barriers to sustaining translanguaging pedagogy (Herrera, 2023). Deroo and Ponzio (2019) also report that teachers often struggle to reconcile translanguaging with the demands of rigid curricula and standardised resources that privilege monolingual instruction. In such contexts, the lack of ready-made bilingual or multilingual materials places an additional burden on teachers, who must design their own resources if they wish to integrate students' full repertoires. This reinforces the perception of translanguaging as an extra rather than a core pedagogical approach,

particularly in settings where heavy workloads and administrative duties already limit teachers' preparation time. As Cenoz and Gorter (2021) argue, pedagogical translanguaging is most effective when embedded in curriculum design and supported by materials that reflect learners' linguistic realities. Without such support, teachers may remain reliant on ad hoc strategies, risking both inconsistency and burnout. The concerns voiced by participants thus mirror a broader structural tension: translanguaging pedagogy is acknowledged as valuable, but the lack of accessible resources and time threatens its practical feasibility. Addressing this challenge requires not only teacher commitment but also coordinated efforts from schools, publishers, and policymakers to legitimise and resource translanguaging practices in ways that ease the preparation burden for individual teachers.

5.3.3 Micro-level Constraints

At the *Micro*-level, 8 participants (Amelia, Scarlett, Grace, Olivia, Ava, Isabella, Hannah, and Charlotte) expressed concerns about managing translanguaging within the immediate classroom ecology. This level of constraints is the most prominent among the three ecological levels, again showing how participants tend to focus on the pedagogical aspect of translanguaging, including designing translanguaging lessons, balancing L1 and L2 use, and addressing learner proficiency differences and linguistic background diversity. These concerns highlight how teachers' immediate pedagogical realities often overshadow broader institutional or ideological considerations, anchoring translanguaging debates at the level of day-to-day classroom practice.

5.3.3.1 *Need to Strike a Balance Between Students' Use of L1 and L2 in the Classroom*

Three of the eight participants (Amelia, Scarlett, Grace) cautioned that over-reliance on L1 could limit opportunities for L2 practice (as also reported in pre-PD beliefs). Scarlett in particular noted the need for teachers to “carefully manage” L1 use, reflecting persistent anxieties about whether translanguaging dilutes exposure to English. Compared to their pre-PD beliefs, this concern is not new. As reported in Section 5.1, seven participants (Olivia, Charlotte, Amelia, Isabella, Scarlett, Grace, Ava) cautioned the risk of over-reliance on L1 and stressed the importance of a balanced use between L1 and L2. Amelia, Scarlett and Grace continued to show this concern after the program, but their framing shifted towards how translanguaging can be adapted to different contexts, rather than favouring the L2-immersion approach in certain contexts. For example, Scarlett summarised her points:

In summary, translanguaging pedagogy offers a promising approach to EFL teaching by leveraging students' linguistic diversity. When thoughtfully integrated into lesson plans, it can lead to a more dynamic and inclusive learning environment, though careful consideration must be given to its implementation to address potential challenges.

Although Scarlett continued to caution against over-reliance on L1, this cannot now be interpreted as a view problematising L1. This is more of a pragmatic, pedagogic concern that highlights the lack of confidence in *translanguaging shifts* (García et al., 2017). As discussed in Section 5.1.4, similar balancing concerns have long been documented in research on the use of L1 and critiques on translanguaging (e.g., Macaro, 2001; Treffers-Daller, 2024b; Turnbull, 2001). To respond, Anderson (2024)

rejects a prescriptive ratio of L1 and L2, advocating instead for flexible, context-sensitive use of learners' full repertoires, where translanguaging is both a means to learning and a goal in itself. Participants' concern about over-reliance on L1, while endorsing translanguaging, can be interpreted as a lack of confidence in flexibly applying it to learners' needs, rather than as a problematising of their beliefs, as underscored by monoglossic ideologies.

5.3.3.2 Difficulties from Varied Learner Linguistic Profiles

Five participants (Olivia, Ava, Isabella, Hannah, Charlotte) highlighted the challenges posed by learner diversity and attitudes. Ava and Olivia worried that young learners' weak L1 proficiency could make translanguaging ineffective, while Isabella emphasised the difficulty of managing varied language proficiency in one classroom. Ava and Olivia's interpretation of translanguaging being suitable for learners with higher proficiency reflects partial understanding in their knowledge system, in particular, rooted in the Welsh classroom translanguaging activities and Lewis et al.'s (2012) caution against applying classroom translanguaging to learners who are not proficient enough in their L1. On the other hand, Isabella's concern about "diverse linguistic proficiency among students" is more related to her confidence in adapting translanguaging to suit learners' needs. This is understandable, as the PD program did not include a practicum in which participants could experiment with the newly learned translanguaging pedagogy.

Moreover, Hannah described the problem of deciding which L1 to prioritise in multilingual classrooms. Prior studies have likewise shown that teachers often struggle with how to manage translanguaging when student populations are linguistically heterogeneous, particularly in contexts where multiple L1s are present

and no single shared language can be used as a scaffold (Back, 2020; Pontier, 2022). This reflects a common challenge and misunderstanding of translanguaging (i.e., the teacher must know students' L1 to be able to apply translanguaging pedagogy). Deroo and Ponzio (2019) highlight how these concerns reflect monolingual ideologies. However, Hannah's concern should be interpreted as a lack of full understanding of translanguaging, particularly on how translanguaging pedagogy can be applied in multilingual classrooms through multimodal and collaborative activities. The challenge raised by Hannah, therefore, reflects not resistance to translanguaging itself but the practical complexity of implementing it in multilingual classrooms.

Furthermore, Charlotte anticipated that some students may resist using their home languages altogether, reflecting students' internalised monolingual ideologies. This concern is common, not just around translanguaging, but around any misalignment between the teacher's and students' beliefs, which may affect learners' participation, motivation, and classroom behaviour (Richards, 2015). Translanguaging research shows similar concern. Dovchin and Wang (2024) describe how some students internalise deficit ideologies that devalue their home languages, leading them to view translanguaging as illegitimate. Herrera (2023) also notes that preservice teachers observed reluctance among learners who associated English-only practices with academic prestige, thereby hesitating to translanguage even when opportunities were available. This suggests that the success of translanguaging depends not only on teacher beliefs and institutional conditions, but also on students' affective orientations and identity negotiations. As Li (2011) introduced in his notion of *translanguaging space*, translanguaging pedagogy should create safe and affirming spaces where students' full repertoires are recognised as legitimate and valuable. Without attention

to students' agency and affective investments, translanguaging risks remaining a teacher-driven initiative rather than a co-constructed practice.

5.3.4 Summary of Findings for Research Question 2b

To conclude, the anticipated challenges reveal that participants' capacity to enact translanguaging is structured by interlocking constraints operating across levels of influence. At the *Macro* level, testing regimes and policy frameworks lock in monolingual norms, creating systemic barriers that teachers find difficult to challenge. At the *Meso*-level, parents and institutional stakeholders act as powerful arbiters of legitimacy, reinforcing English-only practices and undermining teacher agency. At the *Micro* level, participants worry about balancing L1 and L2 and lack confidence in dealing with learner diversity and attitudes. From the participants' perspectives, these factors make adopting translanguaging precarious, time-consuming, and professionally risky.

However, these challenges show that participants' hesitation at the *Micro*-level is not necessarily resistance to translanguaging itself nor entrenched monolingual beliefs. Rather, for some, the hesitation can be attributed to a lack of a full understanding of translanguaging pedagogy, and for others, to a lack of confidence in adapting it to different situations. Their hesitation at the *Macro*- and *Meso*-levels can be described as a reasonable response to systematic pressures that are beyond their control.

Therefore, the findings about the various sources of anticipated challenges contribute explanations for why participants (a) did not develop an *Integrated Translanguaging Stance* (either pedagogically unconfident and under-equipped or ideologically aspirational but lack of explicit awareness and critiques) and (b) can potentially revert

to the conditional beliefs that view translanguaging only as a supplementary pedagogical strategy.

5.4 Summary

This chapter has addressed Research Question 2. Before the PD program, all participants articulated conditional beliefs: L1 was accepted as a temporary, skill- and proficiency-dependent aid, carefully bounded to prevent perceived over-reliance. No one adopted a *Monolingual Position*, but neither did anyone frame the use of L1 as an enduring pedagogical or ideological commitment. This baseline aligns with the surface-level knowledge reported in Chapter 4 and establishes a pragmatic rather than a principled orientation to language use.

After the program, all participants moved beyond conditional beliefs. Ten endorsed translanguaging based on pedagogical reasoning; two supported translanguaging based on ideological reasoning. However, none reached an *Integrated Translanguaging Stance* (the highest level of belief positions and trajectories; see Table 3.6): ideological commitments and pedagogical confidence were not woven into a single, durable orientation capable of withstanding pressure.

Questionnaire findings supported these patterns. Endorsement of classroom translanguaging was strong overall, and support was even higher in out-of-class contexts. Residual neutrality toward English-only items, however, indicated lingering pedagogical caution. At the individual level, divergences underscored that beliefs are layered, context-specific, and unevenly activated across prompts and imagined settings.

Participants' anticipated challenges clarified why belief change stalled short of integration. *Macro*-level testing and policy regimes entrenched monolingual norms, while *Meso*-level parental and institutional expectations questioned legitimacy. At the *Micro*-level, hesitation stemmed less from resistance than from limited pedagogical confidence in adapting translanguaging across contexts. Together, these interlocking pressures left participants' developing beliefs fragile: they could endorse translanguaging in principle, yet without sustained support, they will likely revert to conditional views that reduce it to a supplementary strategy.

To conclude, participants' beliefs went beyond conditional L1 use and consolidated pedagogical (and for some, ideological) commitments, but did not produce integrated, critically resilient stances. Belief change was substantive yet situated, with variability across specificity and context. Whereas Chapter 4 showed a major trend toward *Relational* knowledge, Chapter 5 shows parallel, though less consolidated, movement in beliefs. Chapter 6 synthesises these findings, connects findings about knowledge and beliefs, and discusses the limitations of the current study.

Chapter 6: Discussion

The previous two chapters discussed analyses of data for each research question and sub-question. The current chapter synthesises the findings of knowledge and beliefs into a meta-discussion. Hence, this chapter builds on Chapters 4 and 5 by (a) examining interactions between knowledge and beliefs, (b) considering those interactions at specific time points (before and after the PD program), (c) tracing individual cases of these interactions, and (d) drawing out both the theoretical and the practical implications of the findings. In these ways, this chapter offers a meta-discussion, unifying and extending the findings and analyses in the previous two chapters. The limitations of the current thesis are also discussed.

6.1 Meta-discussion

This section aims to consolidate the current thesis by discussing all relevant aspects that ignited the study and tracing how the research has evolved, thus engaging in a meta-discussion. In particular, the discussion will focus on integrating findings on knowledge and beliefs at different time points (before and after the PD program) and on the developmental patterns of individual cases.

6.1.1 Knowledge and Beliefs Before the Program

The findings from Chapter 4 show that participants' baseline knowledge of translanguaging was superficial and limited, mostly equating it with the use of L1 in the classroom, without a deeper understanding of how and why. The findings from Chapter 5 show that participants' prior beliefs were conditional, either framed around limited L1 use for clarification or extended to broader skills, but still treated as contingent.

If taken separately, both findings are neither surprising nor interesting, as previous studies have reported similar results. For example, Robinson et al. (2020) found that TESOL students tended to view translanguaging as a set of practical scaffolding strategies, such as visuals or L1 translations. Andrei et al. (2020) found that despite providing readings and practical examples, many students remained confused or sceptical, often reverting to viewing translanguaging as simply code-switching.

Similarly, Previous studies reported caution regarding L1. For example, Atta (2024) found that even EAL teachers who support translanguaging often do so tentatively, citing concerns about institutional policies, perceptions of language purity, or fear of undermining students' English proficiency. Romanowski (2025) found that English as a Medium of Instruction (EMI) teachers believe in the pedagogical necessity of translanguaging for clarification, comprehension, and student inclusion, while some explicitly positioned translanguaging as “helpful but risky,” reflecting a belief that it may undermine EMI’s legitimacy if overused.

However, previous studies did not explicitly link cautious beliefs to teachers’ knowledge and understanding of translanguaging, as this thesis has. In the current thesis, participants’ pre-PD knowledge constrained their beliefs: limited conceptual grounding (a monoglossic view separating L1 and L2) reduced their beliefs to cautious pragmatism toward L1 use within monolingual frames, focusing only on L2 development rather than viewing learners as emergent bilinguals possessing a unitary repertoire.

This also confirms the validity issue raised in Chapter 2, namely that investigations of teachers’ beliefs about translanguaging should be informed by any foundational knowledge or misunderstandings that teachers may already have of this approach.

Otherwise, research risks misinterpreting beliefs about L1 use filtered through more familiar constructs (e.g., code-switching, grammar-translation) as beliefs about translanguaging. There has been extensive research in teachers' beliefs in the use of L1 in various contexts (Doiz & Lasagabaster, 2018; Haukås, 2016; Lundberg, 2019; Rabbidge, 2019; Wang, 2019), but what is important is to investigate the nuance of teachers' supportive beliefs about L1 use (e.g., those that can be categorised as Macaro's *Optimal Position*; see Table 3.4), instead of claiming that they already hold a translanguaging stance (García et al., 2017; see Table 3.5).

Therefore, the implications of the findings here are both theoretical and practical. Theoretically, the findings extend the previous conception of beliefs about translanguaging by linking it to the knowledge and understanding of it. A conceptual basis is required before teachers' statements can be read as translanguaging beliefs (e.g., do they understand the differences between a monoglossic view and a unitary repertoire view; do they understand the differences between spontaneous translanguaging and pedagogical translanguaging). This aligns with Biggs et al.'s (2022) notion of *threshold concepts*, which is a core idea or understanding within a discipline that, once grasped, transforms a student's perception of that subject and consequently changes in behaviour (see further discussion of contribution in Chapter 7). In practice, the findings reinforce the need for PD to move teachers beyond superficial familiarity and conditional beliefs, which are most likely to occur if translanguaging is only briefly covered within a whole-unit study in a TESOL coursework degree, or in a short PD session for in-service teachers. TESOL students and in-service teachers need to engage in extended professional learning to move toward principled, critical understandings of translanguaging and possibly adopt an *Integrated Translanguaging Stance* (see Table 3.6).

6.1.2 Knowledge and Beliefs After the Program

6.1.2.1 Theoretical Knowledge Development and the Limits of Ideological Uptake

As found in Chapter 4, the development of theoretical knowledge after the program illustrates a pattern: participants were able to acquire definitional clarity and distinguish translanguaging from adjacent concepts, but struggled to move towards an *Extended Abstract* level, connecting translanguaging with broader ideological critiques. This finding is consistent with research showing that short-term PD often promotes conceptual awareness without generating sustained ideological repositioning (Deroo et al., 2020; Robinson et al., 2020). Deroo et al. (2020) conducted two case studies (comparing a pre-service teacher, Elle, with an in-service teacher, Katie). They found that although both teachers began to adopt translanguaging principles during the practicum, their reflections and practices continued to treat languages as separate systems—Elle reverting to translation-based scaffolding and Katie implying translanguaging required shared L1 or literacy in L1—revealing persistent monoglossic assumptions. The findings in the current thesis align with Deroo et al.’ (2020) findings, although this thesis connects the lack of ideological repositioning to participants’ knowledge developed through the PD.

What the current thesis adds to previous studies is that by applying the SOLO taxonomy (Biggs et al., 2022), knowledge depth can be analysed systematically, therefore, revealing that the appearance of *Relational*-level reasoning (i.e., defining translanguaging as a unified repertoire contrasting with code-switching) does not automatically signal critical uptake (as reflected at the *Extended Abstract* level). As Borg (2015) argues, knowledge in teacher cognition is shaped by pre-existing frameworks; when those frameworks are deeply rooted in monolingual and

monoglossic assumptions, teachers may adopt new terminology without transforming their underlying epistemologies. In this sense, without opportunities to interrogate how monolingual and monoglossic ideologies are embedded in curriculum, testing, and classroom routines, theoretical knowledge risks remaining abstract and descriptive, assimilated into existing logics rather than reshaping them.

In addition to the importance of differentiating between surface-level definitional clarity and deeper epistemic change, the findings also highlight the importance of PD length and wider institutional support. Poza (2017) warns that translanguaging's critical and ideological dimensions risk being diluted when the concept is adopted in PD or classroom guides as just a set of techniques. While practical definitions can be communicated relatively quickly, cultivating ideological reflexivity requires longer-term engagement, dialogic inquiry, and institutional support (Poza, 2017).

Overall, these findings carry several implications. Theoretically, these findings suggest that definitional clarity (i.e., understanding bilinguals as having a unitary repertoire) may not be sufficient and automatic for ideological change (i.e., challenging deficit ideologies), highlighting the need to distinguish between definitional integration and critical reframing. For translanguaging theory, this underscores the potential of a “photocopy of a photocopy” effect (Poza, 2017, p. 103) in the broader translanguaging research where researchers may dilute translanguaging's critical and ideological dimensions. Teachers' uptake of theoretical knowledge may also be filtered through preexisting monoglossic and raciolinguistic views of languages (even though they may not be aware of it). Therefore, this means that PD cannot assume that conceptual awareness is enough; it must embed structured opportunities for ideological critique if it aims to move teachers to fully understand

how translanguaging differs from a monoglossic use of L1 in teaching and from a raciolinguistic assumption in language teaching. Methodologically, the findings caution against equating teachers' ability to define translanguaging with the deeper epistemic shifts required for stance development. Applying the SOLO taxonomy adds nuance to the evaluation of whether theoretical knowledge of translanguaging remains abstract and descriptive or extends to ideological critiques and reflexivity (e.g., monoglossic vs. heteroglossic).

6.1.2.2 Pedagogical Knowledge Development Through Loop Input Activities:

Successes and Constraints

The PD was more successful in developing pedagogical knowledge, particularly when participants engaged in loop input activities (Woodward, 2003) that foregrounded the pedagogical benefits of translanguaging by offering first-hand experiences from a learner perspective of the pedagogical translanguaging approaches underpinning the PD. This echoes Yüzlü and Dikilitaş's (2024) study showing that loop input enhanced EFL teachers' critical reflection, learner-centred engagement, and pedagogical enactment of translanguaging, fostering identity reconstruction toward more inclusive and bilingual classroom practices. What the findings of this thesis add to this is that through the two loop input activities (see Appendix G, Sessions 3 & 4), participants were able to contrast translanguaging with word-for-word translation, identify the benefits of deeper cognitive processing, and understand the possibility of translanguaging tasks as formative assessments to test learners' understanding of the input. This might explain why most participants in this thesis are supportive of translanguaging, primarily for pedagogical reasons.

However, not all participants can extend beyond the loop input activities to apply the principles to different contexts, as evident in their questionnaire response (see Table 4.5, Item 8) and in their qualitative accounts showing partial understanding of translanguaging as requiring high literacy and proficiency in L1 (see Olivia and Ava's accounts in Section 5.3.3.2). Moreover, there is a persistence of teacher-centred orientations in TESOL praxis among some participants, as evident in their questionnaire responses (see Table 4.5, Item 6) and in their qualitative accounts (see Hannah's accounts in Section 5.3.3.2). These findings echo previous cautions made by Fives and Buhel (2012): teachers may initially engage with new pedagogical frameworks in formulaic ways, focusing on taught strategies (e.g., the loop input activities they experienced in the PD) rather than underlying principles. Similar to Borg (2015), Fives and Buhel also highlight that teachers' prior beliefs can serve as filters that shape how new knowledge is received, often constraining the interpretation or application of unfamiliar pedagogical frameworks. In the current thesis, some participants' pedagogical knowledge development may have been filtered through their prior experiences and beliefs regarding the teacher-centred use of L1 and the grammar-translation method. Therefore, the thesis adds a nuanced layer of interpretation to previous research that also found teachers reduced translanguaging to translation-oriented teaching (Deroo et al., 2020; Robinson et al., 2020; Turner, 2020), by highlighting that extended and reflective PD is needed to explicitly help teachers contrast with traditional L1 use and understand how translanguaging pedagogy can be enacted in various contexts.

These findings have the following key implications. Theoretically, the findings show that pedagogical and ideological dimensions of translanguaging knowledge can develop asymmetrically. From a pedagogical perspective, familiar prior frameworks

such as the teacher-centred approach or the grammar-translation method may limit some teachers' uptake of new knowledge about translanguaging pedagogy. Therefore, in practice, PD should deliberately pair experiential modelling with a structured pedagogical critique of traditional teaching models involving L1 use if it is to move beyond formulaic and partial uptake.

Overall, the findings on knowledge development suggest that the current short-term PD has advanced pedagogical repertoires and promoted definitional clarity, but the evidence is not enough to conclude that it destabilised the monoglossic ideologies that shape teachers' epistemic orientations. Addressing this requires teacher education to scaffold not only "how to" knowledge but also "why" knowledge, situating translanguaging within broader debates about equity, identity, and linguistic justice (Lau & Van Viegen, 2020; Tian & Shepard-Carey, 2020).

6.1.2.3 Bifurcated and Non-Linear Development of Knowledge and Beliefs About Translanguaging

Post-PD patterns in knowledge and beliefs underscore the uneven and layered nature of teacher learning about translanguaging. Belief development was both slower and more fragmented than knowledge, a finding consistent with studies showing that knowledge can be consolidated relatively quickly, but belief change is slower, more fragmented, and more context-dependent (Pontier & Abassi, 2024). Teachers' beliefs are tied to identity, prior experience, and contextual factors, and cannot be explained solely by their knowledge (Borg, 2017). While many participants endorsed translanguaging as "good practice", these pedagogical commitments are not explicitly linked to ideological commitments. This reflects what Wang (2019) describes as pragmatic rather than critical uptake: teachers accept translanguaging for its

instructional benefits, such as improved comprehension, participation, or reduced anxiety, but without reframing their stance toward linguistic justice. The risk is that translanguaging remains instrumentalised (or reduced to monoglossic strategies), treated as a technique to improve efficiency rather than a stance that values students' unitary repertoire and challenges deficit ideologies.

On the other hand, a smaller group of participants in this thesis moved toward ideological endorsement, framing translanguaging in terms of equity and inclusivity. This aligns with Robinson et al.'s (2018) findings that teachers value translanguaging in affirming identity, fostering inclusion, and supporting additive bilingualism. However, the research informing this thesis found that, for participants who endorsed translanguaging through the *Ideological Trajectory* (see Table 3.6), advocacy was not consistently accompanied by a clear pedagogical understanding for enactment. As Robinson et al. (2020) observe, while their participants critiqued the hegemony of English and classroom power hierarchies, their teaching practices often remained traditional, and translanguaging was rarely enacted in its full transformative potential. Therefore, the findings in this thesis, as in the literature, are bifurcated: translanguaging is either a pragmatic pedagogy or an ideological aspiration, with few participants integrating both dimensions into a coherent, resilient stance.

This bifurcation has theoretical implications. García et al. (2017) describe how teachers should adopt a translanguaging stance to fully enact translanguaging pedagogy through translanguaging design and shifts, implying a linear trajectory: teachers should first embrace a translanguaging stance, then understand teaching strategies. The present findings suggest a more complex and uneven dynamic: most participants adopted design-level practices (pedagogical translanguaging) without a

clear stance, while some others articulated stance-level commitments (justice-oriented rationales) without the pedagogical designs to sustain them. Rather than progressing linearly, knowledge and beliefs appear to develop along partially independent tracks that can stall, bifurcate, or remain stratified. This is also aligned with Menken and Sánchez's (2019) findings that pedagogical experimentation with translanguaging can lead to ideological change, showing that stance can emerge through practice rather than needing to precede it. Therefore, the current thesis challenges the implied sequencing of "stance → design → shifts" and highlights the need to theorise translanguaging belief development as recursive, non-linear, and contingent on both ecological conditions and teacher knowledge.

6.1.2.4 Ecological Constraints on Sustaining Translanguaging Beliefs and Practices

Findings in Chapter 5 about anticipated challenges also reveal that, without explicit and targeted support, beliefs may remain vulnerable to a variety of pressures at the *Macro-, Meso-, and Micro-levels* (Douglas Fir Group, 2016; see Table 3.7). This echoes Deroo and Ponzio's (2019) observation that even in-service teachers who articulate equity-oriented commitments struggle to sustain them under systemic pressures. Here, the implication is clear: PD alone is insufficient unless accompanied by institutional and policy supports. Translanguaging must be legitimised in curricula and assessments (Williams, 2023; Zhang et al., 2020), supported by resource development that reduces preparation burdens (Barros et al., 2021), and normalised within professional communities of practice where teachers can collaboratively refine strategies (Deroo & Ponzio, 2019; Egaña et al., 2015; Wong, 2024). Engagement with parents and communities is also essential, not only to dispel misconceptions but to position families as allies in sustaining multilingual learning (Back, 2020; García et

al., 2017). Without these systemic scaffolds, even supportive beliefs are at risk of remaining fragile and context-bound.

Therefore, the findings have ecological implications: belief change cannot be achieved without addressing *Macro*- and *Meso*-level constraints, while PD can focus more on the *Micro*-level constraints to address teachers' practical concerns about applying the pedagogy. Only when all levels of constraints are addressed can translanguaging be enacted as both pedagogy and stance, rather than reduced to technique or rhetoric.

6.1.3 Individual Case Comparison: Contrasting Pathways of Knowledge and Belief Development

Table 6.1 presents a holistic view of participants' knowledge and beliefs before and after the program. Shifting from a cohort-level discussion about the development of knowledge and beliefs to discussing how belief trajectories aligned or diverged from the knowledge development for individual cases, Emma and Ella's cases are selected for further discussion as they enable an explanation of two types of beliefs at the extremes of the continuum before an *Integrated Translanguaging Stance*.

Table 6.1*Development of knowledge and beliefs in individual cases⁸*

Participant	Prior Knowledge	Theoretical Knowledge	Pedagogical Knowledge	Prior Beliefs	Beliefs after the program
Emma	Uni-structural	Relational	Extended Abstract	Conditional	Pedagogical Trajectory
Olivia	Uni-structural	Relational	Relational	Conditional	Pedagogical Trajectory
Charlotte	Uni-structural	Multi-structural	Relational	Conditional	Pedagogical Trajectory
Amelia	Uni-structural	Relational	Relational	Conditional	Pedagogical Trajectory
Ella	Uni-structural	Relational	Multi-structural	Conditional	Ideological Trajectory
Ava	Pre-structural	Multi-structural	Relational	Conditional	Pedagogical Trajectory
Isabella	Uni-structural	Relational	Relational	Conditional	Ideological Trajectory
Chloe	Uni-structural	Multi-structural	Relational	Conditional	Pedagogical Trajectory
Harper	Uni-structural	Relational	Relational	Conditional	Pedagogical Trajectory

⁸ as defined by terms in the SOLO taxonomy and the belief framework developed by the researcher (see Table 3.3 and Table 3.6).

Table 6.1 (continued)

Participant	Prior Knowledge	Theoretical Knowledge	Pedagogical Knowledge	Prior Beliefs	Beliefs after the program
Scarlett	Multi-structural	Relational	Extended Abstract	Conditional	Pedagogical Trajectory
Hannah	Uni-structural	Relational	Relational	Conditional	Pedagogical Trajectory
Grace	Pre-structural	Relational	Relational	Conditional	Pedagogical Trajectory

6.1.3.1 Ella's Case: Layered and Stratified Beliefs Rooted in Limited Pedagogical Knowledge

Ella's case illustrates how beliefs can be layered and stratified when pedagogical knowledge remains at the *Multi-structural* level. Her pedagogical knowledge after the program was descriptive and teacher-centred, reflecting an ability to list practices but not to integrate theoretical and pedagogical perspectives (see Section 4.3.3). This limited pedagogical understanding was reflected in her questionnaire responses, where she expressed only moderate endorsement of translanguaging and a degree of neutrality toward English-only practices in specific classroom contexts. Yet, in her qualitative accounts, she articulated a justice-oriented rationale, framing translanguaging as a matter of fairness and inclusion, strongly supporting translanguaging as “a fundamental component of teaching and learning”. This discrepancy reveals a stratification between general and specific beliefs: while her broader ideological stance was expansive, her classroom-specific beliefs remained hesitant and conditional.

This apparent misalignment reflects a well-documented dynamic in belief research. Nespor (1987) notes that beliefs are not monolithic but operate across different levels of abstraction, often appearing contradictory when activated by different prompts. This supports the theorisation of beliefs as stratified and dynamically activated (Fives & Buehl, 2012), a perspective particularly relevant to translanguaging where tensions between ideological endorsement and pragmatic caution are common (Pontier & Tian, 2022; Yüzlü & Dikilitaş, 2024). Ella demonstrates this stratification clearly: her reflections allowed her to express general ideological commitments, while the scenario-based questionnaire activated her limited pedagogical knowledge and pragmatic reservations. The stratification of her beliefs, therefore, cannot be read as

inconsistency or contradiction but as an illustration of how different instruments elicit different layers of teacher beliefs.

The translanguaging literature provides further insight into this pattern. Research has shown that teachers often embrace translanguaging as a principle but hesitate to enact it in practice, especially when they lack pedagogical repertoires to operationalise their ideological commitments (David et al., 2021; Ollerhead et al., 2025; Pontier & Tian, 2022). García and Kleyn (2016) highlight that without concrete strategies for designing lessons, teachers' commitments to equity and identity affirmation may remain aspirational rather than enacted. Ella's case illustrates this challenge clearly: although she expressed strong ideological support for translanguaging, her limited pedagogical knowledge prevented her from confidently applying it in classroom practice.

6.1.3.2 Emma's Case: Pedagogical Sophistication Without Ideological Empowerment

Emma's case contrasts with Ella's in that she reached an *Extended Abstract* level of pedagogical knowledge, demonstrating the ability to articulate how translanguaging can be adapted to varied contexts (see Section 4.3.1). This advanced understanding aligns with her questionnaire results, showing strong endorsement of translanguaging (see Table 5.4). Her qualitative accounts revealed *Macro*- and *Meso*-level challenges, such as policy constraints and parental expectations, but no *Micro*-level challenges, reflecting strong pedagogical confidence. As she noted, "It is really hard for me to implement if I cannot get the support from schools. Teachers need to educate students in a way that the school expects". However, like other participants, Emma did not explicitly engage in ideological critique, which may have contributed to a sense of powerlessness in confronting systemic pressures.

Although Menken and Sánchez (2019) provide empirical evidence that pedagogical experimentation with translanguaging can lead to ideological change, Emma's case illustrates that deep pedagogical understanding does not automatically translate into ideological empowerment (though it might be due to a lack of practicum opportunity in the current PD and a prolonged engagement with the participant after PD, which were present in Menken & Sánchez, 2019). While her *Extended Abstract* level knowledge equips her with the cognitive and instructional tools to enact translanguaging, the absence of ideological critique limits her capacity to actively challenge systemic constraints.

Emma's trajectory demonstrates the strengths and limits of knowledge-driven belief development. Her theoretical and pedagogical understanding and strong belief endorsement at the specific level enabled high classroom confidence and beliefs, but without critical engagement with the power structures surrounding language policy and ideology, her general beliefs remain constrained by systematic pressures. This underscores the need for PD programs that explicitly link pedagogical strategies with ideological reflection, helping teachers to locate their agency within broader sociopolitical systems and to sustain translanguaging practices in the face of structural resistance.

6.2 Synthesis of the Findings

The findings of this thesis hold several important implications for translanguaging theory, TESOL teacher education practice, and future research.

The findings highlight the need to establish a framework for identifying genuine translanguaging beliefs, distinct from supportive beliefs grounded in monoglossic

ideologies. Without a foundational understanding of translanguaging as a unified repertoire and ideological stance, teacher statements risk being misinterpreted as translanguaging beliefs when they merely reflect pragmatic orientations toward L1 use. This thesis thus contributes to a more nuanced framework for interpreting teacher beliefs, integrating Macaro's three positions with García et al.'s (2017) translanguaging stance, design and shifts (further discussed in Chapter 7).

From a practical standpoint, the results demonstrate that the current short-term PD can enhance definitional clarity and pedagogical repertoires but is insufficient for fostering sustainable ideological change. To move teachers beyond conditional pragmatism and fully embrace translanguaging, professional learning must (a) be extended and iterative, allowing time for epistemic transformation and reflective practice; (b) provide classroom experimentation and feedback opportunities to reinforce the connection between theory and practice; (c) combine loop input and modelling with structured pedagogical and ideological critique, enabling participants to contrast translanguaging pedagogy with traditional L1 use and link pedagogy to broader issues of equity, linguistic justice, raciolinguistic ideologies and native-speakerism.

Furthermore, belief development was found to be highly vulnerable to ecological pressures at *Macro*- and *Meso*- levels. Thus, PD alone cannot secure sustainable change. Translanguaging must be institutionally legitimised through: (a) curricular frameworks that recognise multilingualism as a resource; (b) assessment reforms that accommodate translanguaging practices; (c) leadership and parental engagement initiatives that reframe community expectations; (d) resource provision and workload recognition to support planning and enactment. Without such systemic scaffolds, even

well-intentioned teachers may retreat to monolingual or conditional practices under pressure, resulting in fragile translanguaging commitments.

Finally, the findings also offer insights for research design. It demonstrates the value of triangulating instruments (questionnaires, reflections, and interviews) to capture layered and context-sensitive beliefs. It also suggests that merely acknowledging the value of L1 or translanguaging or even stating a clear definition of translanguaging (e.g., acknowledging students possessing a unitary repertoire) is an unreliable indicator of a translanguaging stance (as teachers may not engage in deeper ideological critique or pedagogical understanding), reinforcing the importance of analysing how teachers reason about translanguaging. Furthermore, applying the SOLO taxonomy to analysing teacher knowledge proved effective in distinguishing levels of conceptual integration, but future studies should validate this approach by using a more robust question design, so that when students respond, they demonstrate the various taxonomic levels. This way, performance can be evidenced through a set of questions at various levels.

6.3 Limitations and Ramifications of the Current Thesis

No research is without limitations, and the current thesis is no exception. A responsible researcher should carefully identify and articulate key limitations that may influence the quality of the study and the validity of the knowledge derived from the data and subsequent inferences. This section outlines these limitations and provides justifications, highlighting how they reflect the inherent nature of qualitative research. Each of these areas carries implications not only for the interpretation of the present results but also for how future research might build upon them.

6.3.1 Sample and Participant Characteristics

The first limitation concerns the sample size and participant composition. The study originally recruited 39 participants, but later drew on a small cohort of twelve participants who supplied desirable data for addressing the research aims and questions. The sample size of 12 to represent the TESOL student cohort in the university, which is generally about 200+ students per semester, is not large, and their experience and learning in this PD could not be assumed to represent those who did not participate. Furthermore, in a research setting, participants who volunteered were often motivated or eager to learn about this topic. Therefore, their motivation may have played a significant role in how they participated in the study. A small homogeneous sample size cannot yield generalisable findings for the TESOL postgraduate students in this program or in other similar contexts.

Despite acknowledging the small sample size and participant composition, it is essential to note that a small sample in qualitative research can be a strength rather than a weakness in a study of this sort. It is the quality of the sample and data analysis that counts toward knowledge. Small samples have a strength to allow depth of engagement and thick contextualisation rather than breadth of coverage. As Creswell and Plano Clark (2018) note, exploratory mixed-methods designs are best suited to generating transferable rather than statistically generalisable insights. The current thesis, therefore, privileges analytic transferability over representativeness, providing richly described participant profiles and contexts that enable readers to judge relevance to their own settings. Rather than a limitation per se, the bounded sample functions as a design choice aimed at interpretive precision and ecological validity.

6.3.2 Design and Duration of the PD Program

The second limitation could be related to the design and scope of the PD program itself. The program spanned five weeks. While this was sufficient to move participants from surface-level understandings to more integrated *Relational* knowledge, it was insufficient to foster the kind of sustained, iterative engagement required for deep ideological change. This limitation resonates with critiques in the literature that short-term interventions tend to generate conceptual awareness but rarely support durable belief transformation or classroom enactment (Deroo et al., 2020; Robinson et al., 2020). Nevertheless, the present design demonstrates that conceptual and pedagogical growth can occur even within condensed formats when learning is dialogic, reflective, and coherently scaffolded. The PD program's short-term nature thus functions as both a limitation and a pragmatic strength, modelling a feasible template for teacher educators seeking impactful, time-efficient PD. It is also impractical to expect a perfect PD program that can develop all participants' knowledge and beliefs to the perfect endpoint. Ultimately, the effectiveness of a PD program should be judged not by immediate outcomes but by whether it heightens participants' awareness and motivates continued self-directed professional learning.

Moreover, the workshop format may have shaped the nature of the learning. The program foregrounded collaborative discussion and reflective writing but did not incorporate microteaching, classroom simulations, or opportunities to observe translanguaging pedagogy in authentic classrooms. Without such enactment opportunities, participants' knowledge and beliefs remained at the level of discourse rather than practice. Nonetheless, this focus was intentional: the thesis aimed to trace the development of knowledge and belief, not to evaluate enacted performance. In this

sense, reflection-centred learning provided insight into participants' reasoning processes—the necessary cognitive substrate for future practice change (Richards & Farrell, 2005).

Another limitation of the PD design is its focus on translanguaging pedagogy rather than explicit ideological critiques and awareness. While participants were encouraged to distinguish translanguaging from adjacent concepts such as code-switching or translation, the program did not provide enough time for a systematic deconstruction of the ideological underpinnings of monolingual education. This imbalance, focusing more on pedagogical aspects than on ideological aspects, may help explain why participants' ideological development lagged behind their pedagogical uptake.

Nevertheless, this design choice also allowed the study to isolate and observe how pedagogical learning can proceed independently of ideological realignment, an issue under-theorised in existing research. Future PD could integrate both strands—by combining loop input and contextualised practice with critical reflection on power, deficit ideologies, and linguistic hierarchies (see further discussion in Section 7.2.2).

Beyond design limitations, the findings also allow for interpretation of the learning mechanisms through which the PD supported knowledge and belief development. Several processes appear to account for the observed development in participants' knowledge and beliefs following the PD program. One key process was conceptual disambiguation through explicit instruction and comparison, particularly the sustained distinction between translanguaging, code-switching, and L1 support. By repeatedly revisiting these distinctions across sessions and reflection tasks, the program disrupted participants' default reliance on familiar L1-use schemas and prompted conceptual restructuring. This process aligns with threshold concept theory (Meyer & Land,

2005), whereby learners must pass through a phase of uncertainty or conceptual trouble before achieving a more integrated understanding. The PD's sequencing (i.e., from familiar debates about L1 use to more abstract theorisation of translanguaging) created conditions for participants to reorganise prior knowledge rather than merely add new terminology.

A second mechanism was experiential engagement coupled with guided reflection, most notably through loop input activities and structured written reflections.

Experiencing translanguaging tasks as learners allowed participants to perceive the cognitive and pedagogical mechanisms underpinning translanguaging (e.g., re-representation of meaning across languages, deeper semantic processing), while reflection prompts required them to articulate these mechanisms explicitly. This combination appears to have supported movement toward Relational and, for some, Extended Abstract levels of pedagogical understanding by making learning processes visible and discussable. At the same time, the relative absence of sustained ideological critique limited opportunities for participants to interrogate deficit discourses or monoglossic assumptions at a deeper level, helping to explain why ideological development lagged behind pedagogical uptake. These findings suggest that PD-induced change is not a unitary outcome but emerges from interacting learning processes that differentially support conceptual, pedagogical, and ideological development.

6.3.3 Methodological Considerations

Methodologically, the thesis carries some limitations that shape the scope and strength of its claims. First, data were collected primarily through questionnaires, interviews, and reflective journals. These instruments provided rich insights into participants'

evolving understandings and reasoning processes, yet they inevitably reflect participants' self-reported perspectives. Responses may have been influenced by self-presentation or social desirability tendencies, as participants sought to align with what they perceived as the program's aims. Nonetheless, these instruments were deliberately chosen because they elicit teachers' articulated reasoning and self-positioning, which were central to understanding knowledge and belief development. While classroom observations could have added behavioural evidence, they might also have diverted focus from the cognitive and epistemological processes at the heart of the inquiry.

Second, the thesis employed a post-PD questionnaire but did not include a pre-test. Consequently, the thesis does not make statistical claims about change over time. Instead, developmental insights were drawn from qualitative evidence and participants' retrospective accounts, consistent with the exploratory nature of mixed methods design (Creswell & Plano Clark, 2018). While this limits quantitative comparison, it enhances interpretive depth by situating belief trajectories within participants' own narratives.

Third, the questionnaire measured beliefs using context-specific Likert-scale items intended to prompt reflection on translanguaging in classroom practice. However, because the classroom context was left open, participants may have imagined different teaching settings, leading to variability in interpretation. This open design was a deliberate choice to preserve authenticity and allow respondents to draw on their own experience, even though it reduced the comparability of responses across individuals.

Fourth, data collection concluded shortly after the PD program. As a result, the thesis captures participants' immediate post-PD understandings and beliefs rather than longer-term consolidation or transformation. Therefore, further research is needed to collect a longitudinal follow-up. This would provide valuable insight into the sustainability of these changes and investigate whether participants revert to conditional beliefs (as hypothesised if they do not integrate both pedagogical and ideological commitments). An ethnographic study would be a useful method for this kind of research.

In addition, while the thesis focused on teachers' knowledge and beliefs, it did not explicitly examine affective dimensions such as emotion, motivation, or professional identity, which the literature recognises as key mediators of teacher learning (Golombek & Doran, 2014). Participants who signed up for the current study may have a strong motivation to learn about translanguaging (which may be related to their uniform *Conditional Position* rather than *Monolingual Position* prior to the PD). This highlights a need to understand what beliefs less motivated TESOL students hold and how they engage with professional learning of translanguaging. Future research could extend this work by integrating an affective or identity-based lens to better capture these dynamics.

Next, the belief analytical framework advanced in this thesis sought to move beyond binary "for or against" framings by distinguishing conditional support grounded in monoglossic ideologies from broader support for translanguaging grounded in pedagogical reasoning or ideological commitment. As Fives and Buehl (2012) caution, any coding inevitably simplifies complex, layered, and context-sensitive beliefs. Therefore, the categorisation used in this thesis not only sorts participants into

categories but also provides a detailed analysis of what participants know and believe and why they believe in different ways.

Moreover, the application of the SOLO taxonomy to analyse teacher knowledge represents an innovative methodological contribution. Although SOLO was not originally conceived as an analytic framework, its use here provided a structured, theoretically coherent means of identifying qualitative shifts in participants' understanding. As discussed in Chapter 3, the pre-PD data were necessarily limited (elicited through a single open-ended interview question) but served to effectively establish a baseline for initial conceptualisation. By contrast, post-PD analyses drew on multiple data sources, allowing for triangulation and greater interpretive confidence. The SOLO-based categorisation should therefore be seen not as a precise measurement tool, but as a heuristic framework that complements the inductive thematic analysis of the qualitative data, enabling a clear, systematic depiction of participants' developmental trajectories.

A further consideration relates to the researcher's positionality. As the program designer, facilitator, and primary analyst, the researcher occupied multiple roles that may have influenced both participants' responses and his interpretations. Strategies such as iterative coding and transparency in analytic decisions were employed to enhance trustworthiness, and reflexivity was practised throughout. While the dual role of educator-researcher presents interpretive challenges, these were actively managed and should be taken into account by readers.

6.3.4 Theoretical and Conceptual Boundaries

Further limitations concern the theoretical framing. The theorisation of the *Integrated Translanguaging Stance* remains untested. No participants in this thesis reached this

stage, meaning that its formulation is necessarily speculative. While the model provides a useful heuristic for mapping developmental trajectories, it awaits empirical validation through longitudinal research in which teachers have extended opportunities to enact and reflect on translanguaging in real classrooms. Until then, claims about an *Integrated Translanguaging Stance* must be regarded as provisional.

6.3.5 Summary of the Limitations

Overall, recognising these limitations is essential for good research practice. Each opens a pathway for further research: more diverse samples to allow expanded attention to affective and identity dimensions, longitudinal designs to investigate the sustainment and potential reversion of beliefs, refinement of the PD to increase the potential for deeper theoretical understanding and ideological reflections, and quantitative triangulation before the PD to improve credibility and to allow for pre-post quantitative comparison. By situating its contributions within these boundaries, the thesis underscores both the progress made and the work that remains to be done in advancing translanguaging teacher education.

6.4 Summary

This chapter has synthesised the findings from the preceding analyses to construct a coherent account of how TESOL students developed knowledge and beliefs about translanguaging through a short-term PD program. Through integrating quantitative and qualitative data, this chapter demonstrated that teachers' learning about translanguaging is both recursive and asymmetrical. The chapter also highlighted that belief development is context-sensitive and stratified, revealing discrepancies between general ideological endorsement and specific pedagogical caution. These dynamics

underscore the need for teacher education programs to provide sustained, iterative opportunities for conceptual engagement, critical reflection, and authentic enactment. Furthermore, the discussion emphasised that translanguaging cannot be fully realised as a pedagogical or ideological stance without addressing the ecological conditions that shape teachers' professional realities. Institutional policies, assessment regimes, and parental expectations can all either enable or inhibit teachers' capacity to sustain translanguaging practices. Hence, professional learning must be aligned with systemic reforms if translanguaging is to move beyond classroom-level experimentation to become a feasible and enduring educational stance.

Building on these insights, Chapter 7 concludes the thesis by articulating its theoretical, methodological, and pedagogical contributions, acknowledging its limitations, and proposing a comprehensive agenda for future research. It positions the findings of the thesis within broader debates in translanguaging and teacher education, advancing a conceptual model of knowledge–belief development that integrates pedagogical, ideological, and ecological dimensions.

Chapter 7: Conclusions and Future Directions

Building on the discussion in Chapter 6, this concluding chapter brings together the main insights of the thesis and consolidates it by articulating its contributions, clarifying its limitations, and outlining directions for future research. The thesis set out to investigate how TESOL postgraduate coursework students learn about translanguaging as both theory and pedagogy in a PD program. The findings contribute to the growing literature that situates translanguaging within teacher education in English-dominant contexts. They show that TESOL students can achieve meaningful conceptual change within short, structured PD programs, yet that deeper ideological repositioning requires longer-term, iterative engagement supported by institutional and policy alignment. These insights inform both theory and practice by clarifying how pedagogical knowledge, ideological stance, and ecological context interact in shaping teachers' professional growth.

Accordingly, this chapter is organised into three sections. Section 7.1 synthesises the contributions of the thesis, including the branching developmental model of knowledge and beliefs, the identification of troublesome concepts, and implications for TESOL teacher education. Section 7.2 extends the current thesis to propose a set of future research directions and questions addressing conceptual, methodological, and ecological challenges in the field. Finally, Section 7.3 offers concluding remarks, emphasising how translanguaging can be enacted and sustained as both a feasible pedagogy and a transformative stance in TESOL teacher education.

7.1 Contribution of the Thesis

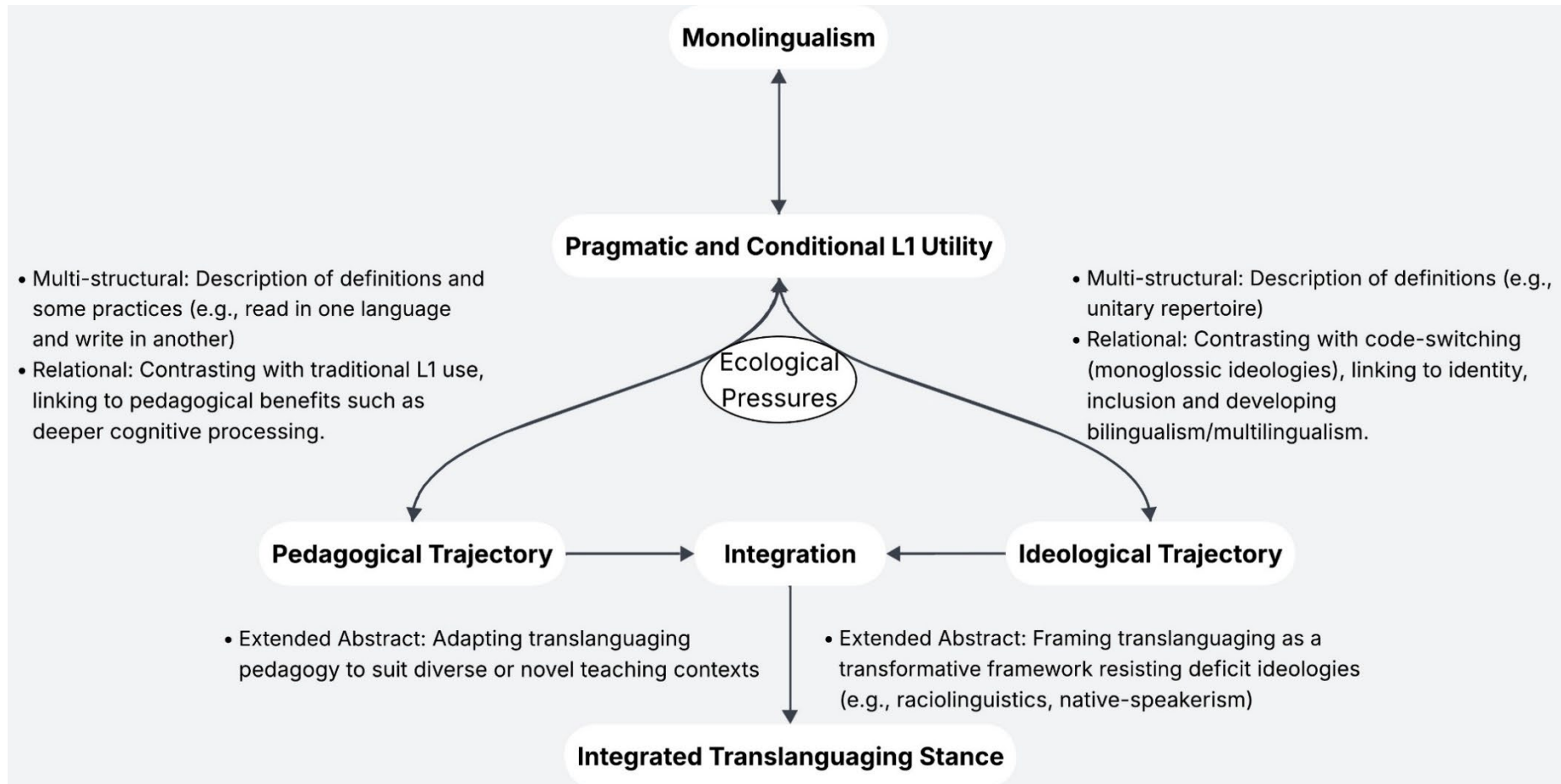
Drawing on the findings, discussion, and implications, this thesis has made several contributions to teaching translanguaging theory and pedagogy in TESOL teacher education and to researching teacher beliefs about translanguaging.

7.1.1 *A Model for the Development of Knowledge and Beliefs*

This thesis presents a new branching developmental model (see Figure 7) of translanguaging knowledge and beliefs, grounded in previous models (Macaro's three positions and García et al.'s translanguaging stance, design, and shifts) and the current findings. The branching developmental model captures how teachers may move beyond the stage of pragmatic and conditional L1 utility based on monoglossic ideologies along two distinct trajectories: a *Pedagogical Trajectory*, where knowledge of translanguaging pedagogy is foregrounded, and an *Ideological Trajectory*, where beliefs are anchored in equity, justice, and resistance to deficit ideologies. The findings show that most participants foregrounded the *Pedagogical Trajectory*, while two leaned toward the *Ideological Trajectory*. However, no one fully integrated the two strands: while each demonstrated some awareness of both pedagogical and ideological dimensions, neither fully integrated pedagogical and ideological critiques to form an *Integrated Translanguaging Stance*. This suggests that progression along one trajectory does not exclude partial knowledge and awareness of the other, but that the final stage of development requires the deliberate integration of both branches.

Figure 7

A branching developmental model



The model proposes that only through integration of pedagogical and ideological understanding and reasoning can a teacher enact translanguaging in classrooms with both pedagogical sophistication and ideological validation: one that is both practically sustainable and critically robust. Without this integration, translanguaging risks reduction: either to a set of classroom techniques without ideological support, or to abstract advocacy disconnected from pedagogical enactment (Anderson, 2024; Zhang et al., 2020). It is hypothesised that to achieve integration, teachers need to reach the *Extended Abstract* knowledge level for both the pedagogical and ideological aspects of translanguaging.

A further contribution of this model lies in its recognition of ecological pressures (Deroo & Ponzio, 2019; Douglas Fir Group, 2016), which act as critical filters shaping the trajectory of development. These pressures can enable or block progression toward integrated stance-taking and potentially push teachers back into conditional pragmatism. By embedding ecological constraints into the model, this thesis extends existing frameworks of translanguaging (García et al., 2017) and offers a more dynamic account of how knowledge, beliefs, and context interact in teacher learning.

7.1.2 Contributions to Teaching Translanguaging in Teacher Education

This thesis has contributed to teaching translanguaging in teacher education. These contributions will be explained based on Meyer and Land's (2005) framework of *threshold concepts*, which mark *transformative* points in teacher learning: once grasped, they *irreversibly* shift how teachers conceptualise and enact pedagogy. They are often *troublesome* (i.e., conceptually difficult, counter-intuitive, or alien to students' prior understanding) and *integrative* (i.e., connecting previously fragmented knowledge into a cohesive framework). Meyer and Land (2005) argue that teachers need to recognise troublesome knowledge and respect variation in students' engagement and meaning-making. Section 7.1.1 already

proposed a model that recognises variation in how individuals take up knowledge, foregrounding either the pedagogical or the ideological aspect. This section will propose troublesome knowledge of translanguaging.

Ollerhead et al. (2025) conceptualised translanguaging itself as troublesome knowledge, while the current thesis delves deeper into components of translanguaging that are troublesome. Four troublesome concepts related to the pedagogical aspect are proposed:

1. Translanguaging views learners as having one unitary meaning-making repertoire.

At the heart of translanguaging lies the view that multilingual speakers do not operate with separate, compartmentalised language systems, but rather draw flexibly from a single, integrated repertoire of semiotic, linguistic, and cognitive resources to make meaning (García & Li, 2014; Otheguy et al., 2015). This perspective challenges the conventional assumption, rooted in monoglossic ideologies, that languages are bounded entities that learners must keep apart. The troublesome knowledge for teachers, therefore, is recognising that multilingual learners are not “switching” between discrete codes, but engaging in fluid, agentive meaning-making that transcends named languages (Ollerhead et al., 2025). Accepting this requires a shift from viewing learners as deficient second-language users toward understanding them as competent multilingual meaning-makers, who naturally engage in learning and meaning-making, drawing on their full repertoire. Such reconceptualisation destabilises long-held pedagogical norms and assessment practices that privilege “native-like” English use, marking this as a threshold concept in teacher learning.

2. Translanguaging is a learner-centred rather than teacher-centred pedagogy.

Teachers must reconceptualise their classroom role from transmitter of knowledge to facilitator of learner-centred meaning-making. The findings show that some participants who remained tied to teacher-led L1 scaffolding struggled to imagine translanguaging as a learner-centred pedagogy. In contrast, those who showed deeper understanding recognised that translanguaging can take various forms in classrooms, based on how learner-centred activities are designed. This marks a threshold concept because it requires teachers to let go of the entrenched authority of teachers and to redistribute agency to learners.

3. Spontaneous and pedagogical translanguaging is on a continuum

Many participants initially viewed translanguaging as accidental or spontaneous learner behaviour and reflected on their own experience as mostly using spontaneous translanguaging in teaching or learning. The troublesome knowledge here is recognising that translanguaging can also be systematically planned, embedded in lesson design, and intentionally mobilised to support learning, while students' spontaneous translanguaging can be linked by the teacher to the pedagogical aims (Cenoz & Gorter, 2021). Without this understanding, translanguaging risks being seen as tolerable but peripheral. Understanding it enables teachers to move from reactive acceptance to proactive design (García et al., 2017), legitimising translanguaging as a core professional practice (Cenoz & Gorter, 2021; Pontier, 2022). It is troublesome because teachers need to challenge prior experiences of spontaneous L1 use, while shifting to a new perspective of proactively planning translanguaging.

4. Translanguaging is adaptable based on contexts and needs rather than formulaic.

Another troublesome knowledge is realising that translanguaging cannot be reduced to a fixed set of strategies (e.g., translation, group work, bilingual texts), but rather should be

adapted and created by the teacher based on contexts and needs. The findings highlight that participants who understood translanguaging as context-sensitive adaptation were better able to align pedagogy with learner profiles. This distinguishes surface-level adoption of activities from deeper pedagogical flexibility, a quality that sustains translanguaging across diverse contexts.

Overall, the troublesome knowledge proposed underscores that teacher education must explicitly address these concepts, so teachers can develop a deep understanding of translanguaging.

7.1.3 Extending Translanguaging Research into TESOL Postgraduate Education

Another contribution is that this thesis extends translanguaging scholarship into the underexplored context of TESOL postgraduate coursework education in Australia, a site rarely examined in existing literature (with only very recent studies such as Ollerhead et al., 2025). The findings show that TESOL students often enter programs with either no knowledge or only superficial, practice-adjacent understandings of translanguaging, echoing international evidence that teacher educators cannot assume a shared conceptual baseline (Herrera, 2023).

Therefore, this thesis provides insights into the design of TESOL postgraduate coursework programs. It shows that translanguaging cannot be treated as an ‘add-on’ module or addressed solely through definitional input or a few pedagogical examples. Instead, it requires integration across coursework, modelling in pedagogy, and opportunities for critical reflection on policy, assessment, and raciolinguistic hierarchies (García & Kleyn, 2016; Lau & Van Viegen, 2020). Failing to embed such work risks underpreparing graduates who may be confronted by sudden policy shifts mandating multilingual pedagogies, leaving them unequipped with flexible strategies and a principled stance.

Overall, the contribution lies in positioning TESOL postgraduate coursework as a decisive intervention for equipping future teachers with pedagogical knowledge of translanguaging and for engaging them in ideological critique. By evidencing both the forms of knowledge and belief development that are possible and the limits of short-term PD, this thesis expands translanguaging research into a neglected educational space and provides conceptual and pedagogical foundations for rethinking how postgraduate coursework programs prepare teachers for increasingly multilingual classrooms.

7.2 Future Research Directions

Building on the limitations discussed in Chapter 6 and contributions in Section 7.1, several directions for future research on translanguaging in TESOL teacher education can be identified. These directions are not merely technical extensions of the present thesis, but responses to the limitations and challenges foregrounded. They aim to deepen understanding of how teachers develop knowledge and beliefs about translanguaging and how professional learning can best scaffold both pedagogical practice and ideological stance.

7.2.1 Diversifying Participant Profiles

A first direction concerns diversifying the sample beyond the narrow demographic investigated in this thesis. Future research should purposefully diversify samples across multiple dimensions, including prior learning background and professional identity.

First, TESOL students from other EFL contexts and from the local ESL context may draw on translanguaging very differently from those who come from the Chinese EFL systems in this thesis. Comparative research could examine how they differ in their prior beliefs, their learning about translanguaging and in their anticipation of challenges.

Second, future studies should recognise how identity mediates stance and authority in classrooms (Norton, 2013). Comparing native English-speaking TESOL students with non-native English-speaking TESOL students can add another layer of analysis of how teacher identity affects professional learning in translanguaging. This might be particularly interesting as the ideological aspect of translanguaging (or translanguaging) challenges native-speakerism, which is closely related to teacher identity (Im & Park, 2024).

Diversifying samples in this way would move the field toward a more robust theorisation of translanguaging development across teacher populations. The following research questions are proposed for future studies:

1. How do TESOL teachers from different linguistic and educational backgrounds (e.g., EFL vs ESL contexts) conceptualise and enact translanguaging differently?
2. In what ways do teacher identity mediate teachers' adoption of translanguaging pedagogies?
3. How do native English-speaking TESOL teachers' beliefs about translanguaging differ from those of non-native English-speaking ones, particularly regarding authority, legitimacy, and linguistic ownership?

7.2.2 Designing and Evaluating Sustained PD

A second direction is the design and investigation of PD programs that are more sustained, iterative, and embedded in practice. The five-week program in this thesis successfully advanced participants' conceptual knowledge and pedagogical confidence but was insufficient to destabilise monoglossic ideologies. Therefore, future research should refine the PD program to provide opportunities for classroom enactment of the pedagogy and for critical reflections on ideologies.

First, refined PD could provide iterative cycles of input, enactment, and reflection. Such designs would allow TESOL students to test translanguaging strategies in micro-teaching, receive feedback, and reframe their beliefs in light of lived successes and challenges (Menken & Sánchez, 2019; Zeichner & Gore, 1990).

Second, the PD program in this thesis prioritised theoretical clarity and pedagogical understanding. Future designs should allocate more time to unpacking the ideological foundations, helping teachers interrogate how policies, curricula, and testing regimes sustain inequities. Such reflexivity is essential for moving beyond pragmatic uptake to a critical stance (Poza, 2017; Lau & Van Viegen, 2020).

By testing these designs, future research can clarify not only whether but also how teachers progress toward an *Integrated Translanguaging Stance* when given sustained opportunities.

The following research questions are proposed for future studies:

1. What impact do PD programs focusing on both ideological reflections and pedagogical practices of translanguaging have on teachers' espoused and enacted beliefs?
2. What kinds of reflective or dialogic activities most effectively help TESOL students interrogate monoglossic ideologies and develop a critical translanguaging stance?

7.2.3 Methodological Directions

A third direction is related to methodological refinement. Longitudinal studies that follow TESOL students from the coursework into employment could illuminate how beliefs shift when confronted with the complexities of real classrooms (Borg, 2015), and how participants at various levels of beliefs (e.g., *Pedagogical Trajectory*, *Ideological Trajectory*, *Integrated*

Translanguaging Stance) may sustain their beliefs or revert to *Conditional or Monolingual Positions*.

In addition, while this thesis focused deliberately on teachers' conceptual and reflective development, future work could complement such accounts with evidence of how these understandings manifest in classroom routines. Therefore, another methodological refinement goes along with the refined PD that incorporates classroom enactments. It could involve incorporating classroom observations, teaching artefacts, and video-stimulated recall interviews to triangulate self-reported data with enacted practice. These would allow researchers to examine how teachers translate pedagogical knowledge and ideological commitments into situated action, and how *Micro*-level ecology (e.g., anticipated challenges of overreliance on L1 as found in this thesis) would mediate that process.

The quantitative strand could also be strengthened through longitudinal and multi-phase designs. Whereas this thesis employed a post-only questionnaire to capture beliefs after the PD, future research could include pre- and delayed post-tests using validated belief scales that differentiate monoglossic and heteroglossic orientations. Such designs would enable statistical tracking of change and stability over time, providing complementary evidence to qualitative insights. Delayed post-test data could further clarify whether teachers' knowledge and beliefs consolidate, evolve, or attenuate once PD concludes, contributing to a more dynamic understanding of sustained learning.

Another promising direction concerns the context-sensitivity of beliefs across instruments. As illustrated by Ella's case, participants expressed expansive ideological commitments in reflective writing yet adopted more cautious or conditional beliefs when responding to specific classroom scenarios. This variability highlights the layered nature of teacher beliefs and underscores the importance of using complementary elicitation tools. Future studies

might employ scenario-based vignettes or stimulated recall to elicit beliefs at multiple levels of abstraction, ranging from general principles to situated decisions, thus revealing how teachers reconcile ideological aspirations with contextual constraints.

The analytic tools used in this thesis also open avenues for methodological innovation. The combination of the SOLO taxonomy and the belief framework provided a structured yet flexible lens for examining developmental trajectories. Future research could refine this approach by integrating SOLO with discourse or interactional analysis to capture how teachers co-construct and negotiate understanding in real-time collaboration. For instance, analysing peer discussions or joint lesson planning could reveal the social processes through which knowledge and stance are dynamically formed, challenged, and re-aligned (Tai & Li, 2023).

Collectively, these methodological directions would build on the foundations laid by this thesis, advancing from reflective accounts of belief and knowledge development toward triangulated, longitudinal, and interactionally grounded analyses. Such approaches would more fully illuminate the interdependence of teachers' knowledge, beliefs, and classroom ecologies, which this thesis has highlighted as central to understanding professional growth in translanguaging pedagogy. The following research questions are proposed for future studies:

1. How do teachers' knowledge and beliefs about translanguaging evolve longitudinally across coursework and early career stages?
2. What factors contribute to the sustainability or reversion of teachers' beliefs during the transition from university study to classroom practice?
3. How does professional experience in diverse school ecologies mediate the long-term consolidation or erosion of teachers' translanguaging beliefs?

7.2.4 Ecological and System-Level Investigations

This thesis highlighted how participants' beliefs were mediated by ecological pressures such as rigid curricula, testing regimes, parental expectations, and institutional norms. Future research should explore these factors more systematically.

Ethnographic or comparative designs could show how *Macro-* and *Meso-*level logics shape *Micro-*level pedagogical choices (Hornberger & Link, 2012). In addition, participants in this thesis often cited parental resistance as a barrier. Future research should investigate parents' understandings of translanguaging, examining whether targeted outreach or collaborative projects shift perceptions.

More importantly, given the washback effect of tests, research should examine how translanguaging can be integrated into assessment practices without compromising perceived rigour. Innovative assessment designs could test whether the translanguaging approach improves learner outcomes under high-stakes conditions. With more evidence-based resources, including assessments, teachers can be better prepared to enact translanguaging in classrooms.

By investigating these ecological dimensions, future work can move beyond individual cognition to theorise translanguaging as a system-level phenomenon. The following research questions are proposed for future studies:

1. How do teachers' translanguaging beliefs and practices vary across educational systems with supportive multilingual policies versus restrictive English-only regimes?
2. How do parental attitudes and expectations influence teachers' willingness to adopt translanguaging pedagogies, and how might these perceptions shift through outreach or collaboration?

3. Can translanguaging-based assessment designs enhance learners' academic performance while maintaining perceptions of fairness and rigour?

7.2.5 Advancing Theoretical Models of Integrated Translanguaging

This thesis proposed two interconnected conceptual contributions: (1) the identification of troublesome concepts (see Section 7.1.2), and (2) the formulation of the *Integrated Translanguaging Stance* as a developmental endpoint in the branching model of knowledge-belief growth (see Section 7.1.1). Both contributions remain provisional and require empirical testing across wider contexts, but they offer starting points for refining theoretical accounts of teacher learning.

Future research should investigate whether the troublesome concepts identified here, such as recognising translanguaging as a learner-centred pedagogy, can be considered threshold concepts that can mark moments of epistemic transformation. In addition, these troublesome concepts may vary depending on prior experiences (e.g., a teacher who already enacts a learner-centred pedagogy), linguistic background, or policy contexts. Systematic comparison across teacher populations could therefore test whether some troublesome concepts are universal markers of conceptual difficulty or context-dependent heuristics.

The *Integrated Translanguaging Stance*, likewise, requires longitudinal testing. The research underpinning this thesis found no participant who integrated pedagogical and ideological commitments into a stable stance, raising the question of whether it represents an attainable endpoint or a normative construct. Longitudinal designs that follow teachers across extended PD, practicum, and professional practice are needed to establish whether integration occurs under particular enabling conditions, such as sustained mentorship, institutional support, or policy alignment.

The branching trajectories theorised in this thesis also suggest that teacher development is not linear, but recursive, with bifurcations and partial integrations. Theoretical models should therefore engage with complexity and ecological perspectives, drawing on dynamic systems theory (Larsen-Freeman, 2019) to account for the nonlinear, context-contingent nature of teacher learning. This means treating knowledge and beliefs not as sequential steps but as an interacting system (Borg, 2015).

Advancing theoretical models in these directions directly informs the design of teacher education, providing conceptual clarity about what constitutes deep learning, where developmental plateaus occur, and what supports are needed to move teachers toward ideological awareness and pedagogical preparedness. The following research questions are proposed for future studies:

1. Can the “troublesome concepts” proposed in this thesis be empirically validated as threshold concepts in teacher learning about translinguaging?
2. Do the troublesome concepts vary across teacher populations, linguistic backgrounds, or policy environments?
3. Under what enabling conditions can teachers achieve the *Integrated Translinguaging Stance*?
4. How stable is the *Integrated Translinguaging Stance* over time, and what factors contribute to its consolidation or erosion?

7.2.6 Summary of Future Research Directions

Expanding participant diversity would allow for investigating differences between professional identities and teachers’ prior learning background. Refined PD designs would increase the possibilities of reaching *Extended Abstract* level knowledge and *Integrated Translinguaging Stance*. Methodological innovations would allow for more triangulation and

longitudinal investigation and mitigate analytic simplifications. Ecological studies would illuminate how systemic factors mediate beliefs and practices. Theoretical validation would clarify troublesome knowledge, development trajectories, and the possibility of an *Integrated Translanguaging Stance*. These directions outline a research agenda that is broader, longer, and more ecologically grounded.

By pursuing these directions and the proposed research questions, the field can move beyond documenting partial or conditional uptake to understanding how translanguaging can be prepared for, enacted, and sustained in diverse TESOL contexts. Ultimately, this work will help ensure that translanguaging is not reduced to either technique or rhetoric, but realised as a pedagogy and stance that is both feasible in practice and resilient under systemic pressures.

7.3 Concluding Remarks

This current thesis has advanced the theorisation of translanguaging in teacher education by revealing that knowledge and beliefs about translanguaging do not develop linearly or synchronously. While knowledge and understanding can progress within the current short-term PD program, belief change is slower, more fragmented, and highly context-dependent. The evidence suggests a recursive, stratified model in which pedagogical and ideological dimensions evolve along partially independent trajectories. This reconceptualisation underscores the need to distinguish between definitional knowledge (knowing what translanguaging is), pedagogical knowledge (knowing how to enact it), and ideological knowledge (knowing why it matters and how to sustain it under pressure).

Progress should not be measured solely by whether teachers can define translanguaging or list strategies, but by whether they can design for it and adapt it to different contexts, justify it within a justice-oriented frame, and sustain it amid the pressures of real institutions. That

reframing places responsibility not only on individual teachers, but also on teacher education, policies, communities, institutions and employers of teachers which either constrain or enable multilingual futures more freely. If teacher education takes seriously the dual mandate of feasibility and equity, translanguaging need not collapse into technique or rhetoric. It can become, as Li (2023) rightly pointed out, what it promises to be: a transformative approach to teaching and learning in linguistically diverse worlds.

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Appendices

Appendix A: Participant Information Statement

Research Study: The Development of TESOL Postgraduate Students' Beliefs and Knowledge of Translanguaging in English Teaching and Learning through a Professional Development Program

Dr. Aek Phakiti (Responsible Researcher)

Discipline of TESOL/Sydney School of Education and Social Work/Faculty of Arts and Social Sciences

Phone: +61 2 9351 6312 | Email: aek.phakiti@sydney.edu.au

Mr. Cheng Lin (PhD student) | Email: keith.lin@sydney.edu.au

1. What is this study about?

We are conducting a research study about TESOL postgraduate students' beliefs and knowledge of the translanguaging approach. Taking part in this study is voluntary.

Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

2. Who is running the study?

The study is being carried out by the following researchers:

- Dr. Aek Phakiti, Associate Professor, School of Education and Social Work/Faculty of Arts and Social Sciences
- Mr. Cheng Lin, PhD student, School of Education and Social Work/Faculty of Arts and Social Sciences

Cheng Lin is conducting this study as the basis for the degree of Doctor of Philosophy at The University of Sydney.

3. Who can take part in the study?

We are seeking 30 TESOL postgraduate students who are currently enrolled in the degree of Master of Education (TESOL) at the University of Sydney.

You have been invited to take part in this study because you are currently enrolled in the degree of Master of Education (TESOL) at the University of Sydney.

4. What will the study involve for me?

If you decide to take part in this study, you will be asked to participate in a professional development program comprising the following activities:

1. a pre-workshop group interview (10 minutes)
2. a face-to-face workshop comprising five sessions (2 hours each session) conducted over five weeks (10 hours in total)
3. a post-workshop questionnaire (10 minutes)
4. a post-workshop group interview (30-45 minutes)

The total time commitment for the study will be approximately 11 hours.

For the pre-workshop group interview, an online Zoom meeting will be scheduled. You will be asked questions to discuss your beliefs about the use of L1 in English classrooms and your knowledge of the translanguaging approach. The interview will be audio-recorded.

For face-to-face workshop sessions, an agreed time and location will be scheduled and set. This location will be on the Camperdown/Darlington campus of the University of Sydney. The specific location will be communicated to you via email as soon as it is confirmed. These workshop sessions will focus on the translanguaging approach and provide you with opportunities to participate in learning activities with other participants. These sessions will be audio recorded.

For the post-workshop questionnaire, it will take you around 10 minutes to complete. The questionnaire will give you a series of statements related to the translanguaging approach and ask you to indicate your level of agreement. You can access this questionnaire anywhere and anytime as long as you have an internet connection. No recording will be involved.

For the post-workshop interview, an agreed time and location will be scheduled and set. This location will be on the Camperdown/Darlington campus of the University of Sydney, or this interview can be scheduled as an online meeting. The specific location will be communicated to you via email as soon as it is confirmed. In the interview, you will be asked questions to discuss your beliefs and knowledge of translanguaging. The interview will be audio recorded.

5. Can I withdraw once I've started?

Being in this study is completely voluntary and you do not have to take part.

Your decision will not affect your current or future relationship with the researchers or anyone else at The University of Sydney.

If you decide to take part in the study and then change your mind, you can withdraw by informing Mr. Cheng Lin of your decision. You are free to withdraw at any time and there will not be any consequence of the withdrawal. All your audio recordings, and emails containing your personal details will be erased.

For the workshops

If you take part in the workshops, you are free to stop at any stage.

For focus group

If you take part in a focus group, you are free to stop at any stage or to refuse to answer any of the questions. However, since it is a group discussion, it may not be possible to withdraw your individual comments from our records once the group has started.

For interview

If you take part in an interview, you may refuse to answer any questions that you do not wish to answer.

For data that can be withdrawn

If you choose to withdraw, we will not collect any more information from you. Please let us know, at the time you withdraw, what you would like us to do with the information we have collected about you up to that point.

6. Are there any risks or costs?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

7. Are there any benefits?

For survey participants who will respond to the questionnaire, you will have an opportunity to reflect on your beliefs and knowledge of the translanguaging practices in teaching and learning contexts. You will also receive a summary of the findings if you are interested.

For participants who will take part in the professional development program, you may have a deeper understanding of the translanguaging approach in teaching English. In addition, lunch and refreshments will be included on the day of the professional development workshop.

8. What will happen to information that is collected?

By providing your consent, you are agreeing to us collecting information about you for the purposes of this study.

Any information you provide us will be stored securely and we will only disclose it with your permission, unless we are required by law to release information. We are planning for the study findings to be published.

You will not be individually identifiable in these publications.

The data that will be collected from you include the audio recordings of face-to-face workshop sessions and interviews.

The audio recordings of the face-to-face workshop sessions are used for analysis purposes. These recordings along with interview recordings and questionnaire responses will be stored at the University supported system (i.e. the RDS) and will be destroyed after 5 years.

9. Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell us whether you wish to receive the feedback by ticking “Yes” for the feedback question of the Participant Consent Form. You will receive this feedback after the study has been completed. This feedback will be in the form of a brief lay summary.

10. What if I would like further information?

When you have read this information, the following researchers will be available to discuss it with you further and answer any questions you may have:

- Mr. Cheng Lin at +61 4514 51 567 or keith.lin@sydney.edu.au
- Dr. Aek Phakiti at +61 2 9351 6312 or aek.phakiti@sydney.edu.au.

11. What if I have a complaint or any concerns?

The ethical aspects of this study have been approved by the Human Research Ethics Committee (HREC) of The University of Sydney [2023/736] according to the *National Statement on Ethical Conduct in Human Research (2007)*.

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the University:

Human Ethics Manager
human.ethics@sydney.edu.au
+61 2 8627 8176

Appendix B: Participant Consent Form

Research Study: The Development of TESOL Postgraduate Students' Beliefs and Knowledge of Translanguaging in English Teaching and Learning through a Professional Development Program

Dr. Aek Phakiti (Responsible Researcher)

Discipline of TESOL/Sydney School of Education and Social Work/Faculty of Arts and Social Sciences

Phone: +61 2 9351 6312 | Email: aek.phakiti @sydney.edu.au

Mr. Cheng Lin (PhD student) | Email: keith.lin@sydney.edu.au

Participant Name

I agree to take part in this research study. In giving my consent, I confirm that:

- The details of my involvement have been explained to me, and I have been provided with a written Participant Information Statement to keep.
- I understand the purpose of the study is to investigate the development of my beliefs and knowledge of the translanguaging approach after a professional development program focused on the topic of translanguaging.
- I acknowledge that the risks and benefits of participating in this study have been explained to me to my satisfaction.
- I understand that in this study, I will be required to participate in a professional development program consisting of a pre-workshop interview, five 2-hour-long workshops for five weeks, a post-workshop questionnaire and a post-workshop interview (you will either be invited to participate in an individual interview or a focus group interview).
- I understand that my participation may be audio-taped.
- I understand that being in this study is completely voluntary.

- I am assured that my decision to participate will not have any impact on my relationship with the research team or the University of Sydney.
- I understand that I am free to withdraw from this study at any time and that I can choose to withdraw any information I have already provided (unless the data has already been de-identified or published).
- I have been informed that the confidentiality of the information I provide will be protected and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.
- I confirm the following:

I consent to audio recordings Yes No

I would like to review my interview transcripts Yes No

I would like feedback on the overall results of this study Yes No

If you answered **Yes**, please provide your contact details

Contact Name:

Email:

- I understand that after I sign and return this consent form it will be retained by the researcher, and that I may request a copy at any time.

Participant Name

Signature

Date

Appendix C: Pre-PD Group Interview Questions

The following questions in the pre-workshop interview aim to understand participants' beliefs and knowledge of the use of L1 and translanguaging in English class. The questions also aim to understand participants' needs and expectations for the workshop, so the workshop can be tailored.

Background Information:

1. Do you have any English teaching experience?
2. In what contexts did you teach English?

Beliefs about the use of L1:

1. If you have teaching experience, did you use L1 in teaching? Did you allow students to use L1 in learning?
2. What do you think about using L1 in teaching and learning English?
3. Do you think teachers should speak L1 when teaching English?
4. Do you think students should speak or use L1 when learning English in and out of the classroom?

Knowledge of translanguaging:

1. What do you know about the term "translanguaging"?
2. Have you been taught before about how to use L1 in teaching English?

Expectations for the workshop:

1. What do you expect to learn from the workshop series on translanguaging?

Pre-PD group interview Example Data

[Researcher]

Good, okay, good, very good. Okay, so next, what do you think about using L1, your opinion about using L1 in teaching and learning? Do you think teachers should speak L1 in teaching? Do you think students should use L1 in learning English both in and out of classroom? Right, [Hannah] what do you think?

[Hannah]

I think it depends, but I support it to a great extent. For one reason, as a beginner, it's easier to understand than use the L2. And because they don't have essential knowledge, such as easy lexis and grammar, so if they use L1 to support learning the essential knowledge, they can easily understand. And for intermediate, it can be the supporting tool to acquire the knowledge, because if you use L1, it can help understand advanced vocabulary, such like some academic lexis. And it can also explain culture of target language, such like some native slang dialect and some cultures of L2. And another reason is teachers can quickly get close with students if you use L1 of them, because they can promote a sense of identity. And another reason is it can help elevate the nervous to speak L2 to students. And another reason I think also depends on the teacher's speaking ability. If teachers have poor oral abilities, they are difficult to use the target language to teach them. So it depends.

[Researcher]

Okay, that's very informative. That's very good. Thank you very much. [Grace], What do you think about the use of L1?

[Grace]

I also think it depends. But I really recommend them to use L1 in learning English. Because of the specific situation in China, students may not use L2 after the classroom. So in class, I may use a little bit L1 to help them better understanding that they do not know.

[Researcher]

Good. Okay. My final question is, what do you expect to learn from the workshop on translanguaging?

[Hannah]

I want to learn how to use L1 in different background students, such like if you want to teach in Australia, it's a migrant country. And I want to know how to use translanguaging in this context. And I want to know what the challenge is to use translanguaging in the future or at the moment, and how to design this kind of activities in real life, teaching activities.

[Researcher]

Yeah. Okay, good. Thank you. [Grace], what about you? What do you expect?

[Grace]

My idea is same as [Hannah]. I want to know how apply translanguaging in my classroom.

Appendix D: Program Reflection Questions

Session 1 Reflection

Please write around 200 words to share your thoughts about this week's topic (the L2-only versus multilingual debate) or any interesting points that you would like to discuss further.

You may refer to any of the following guiding questions.

Guiding questions

1. What do you think about the L2-only versus multilingual debate?
2. According to your previous learning experience as a student, was the English classroom English-predominant or multilingual? Did you think it was helpful?
3. If you have some teaching experience, did you use the English-predominant or multilingual approach? Did you think it was helpful?
4. After the workshop, what more do you know about both approaches?

Session 1 Reflection Example Data (Harper's Reflection)

1. What do you think about the L2-only versus multilingual debate?

I think this is a very interesting question because it can lead to a further discussion about language acquisition and cultural identity. The L2-only approach can foster deeper proficiency, which can improve learners without relying on their native language. This immersion often leads to more natural language use. Multilingual approach can be a tool to help learners' language learning. This approach can enhance learners' cognitive skills and cultural awareness, making language learning more relatable and meaningful. I think the effectiveness of either approach depends on the learner's level and context.

2. According to your previous learning experience as a student, was the English classroom English-predominant or multilingual? Did you think it was helpful?

In my previous learning experience, the English classrooms I attended were primarily multilingual before I entered college. This approach was very helpful, especially for grasping test rules and grammar concepts. Using our native language allowed for quicker and clearer understanding. Once I got to college, however, the focus shifted to English-only instruction. This immersion significantly improved my listening and speaking skills, helping me engage more fully with the language.

3. If you have some teaching experience, did you use the English-predominant or multilingual approach? Did you think it was helpful?

Because I teach elementary school students, I use multilingual approach more than English-predominant approach. Since my students have limited knowledge of English, incorporating their native language helps them understand the material more effectively. Using their first language also alleviates anxiety around language learning, creating a more comfortable and supportive environment. This approach not only enhances comprehension but also builds their confidence as they begin to engage with English.

4. After the workshop, what more do you know about both approaches?

I think both methods have two sides, and this still need to be discussed. It's important for teachers to find a balance in these two methods.

Session 2 Reflection

Please write around 200 words to share your thoughts about this week's topic (the theoretical framework of translanguaging) or any interesting points that you would like to discuss further. Please write in English. You may refer to any of the following guiding questions.

Guiding questions

1. What is translanguaging?
2. Do you often engage in the language act (i.e., mixing two languages) the translanguaging approach aims to explain? Describe when and how.
3. Do you think the translanguaging approach accurately explains your language act?
4. What is the difference between translanguaging and code-switching?
5. What is the translanguaging stance?

Session 2 Reflection Example Data (Isabella's reflection)

1. What is translanguaging?

Translanguaging is an educational and linguistic approach that recognizes and values the fluid use of multiple languages by bilingual or multilingual individuals.

2. Do you often engage in the language act (i.e., mixing two languages) the translanguaging approach aims to explain? Describe when and how.

In my own experience, I often engage in translanguaging, particularly in conversations with my friends, because some words are difficult for us to translate. For example, I might say, 我要去上 lecture/tutorial, which cannot be intuitively translated as "large lessons" or "small

lessons". Additionally, some words have certain behaviors associated with them, such as "walk in" and "check in".

3. Do you think the translanguaging approach accurately explains your language act?

Yes, translanguaging can engage people to communicate more effectively and authentically. It allows for the blending of languages, enabling richer expressions of thoughts and emotions while fostering inclusivity in diverse linguistic contexts.

4. What is the difference between translanguaging and code-switching?

Code-switching involves alternating between distinct languages in conversation, often for specific contextual reasons or to express identity. In contrast, translanguaging is a process of meaning instead of an object or a thing-in-itself to identify.

5. What is the translanguaging stance

The translanguaging stance advocates for recognizing and valuing all languages a speaker knows, promoting inclusivity in educational and social contexts, and facilitating deeper understanding across linguistic boundaries.

Session 3 Reflection

Please write around 200 words to share your thoughts about this week's topic (the translanguaging pedagogy) or any interesting points that you would like to discuss further.

You may refer to any of the following guiding questions.

Guiding questions

1. What is the original classroom translanguaging practices described by Cen Williams?

What do you think about it?

2. Since you have experienced two types of summary tasks (monolingual versus translanguaging) in the workshop, which do you think is more beneficial for English learners?

Session 3 Reflection Example Data (Scarlett's reflection)

1. What is the original classroom translanguaging practices described by Cen Williams? What do you think about it?

Translanguaging is a process where input is received in one language and output is produced in another, typically the target language. To effectively output the information, one must first fully understand it. I partially agree with Cen Williams's view that translanguaging is best suited for children who have a strong foundation in both languages. I believe that it can be particularly beneficial in classrooms where children are in the early stages of learning and developing their second language.

However, translanguaging is a pedagogical tool that must be aligned with teaching and learning objectives. Teachers should discern when and how to use the translanguaging method appropriately. It is essential to employ translanguaging in a way that supports the learning process and helps students achieve their educational goals.

2. Since you have experienced two types of summary tasks (monolingual versus translanguaging) in the workshop, which do you think is more beneficial for English learners?

The proficiency level of the learners in English and their first language plays a crucial role. If learners are more comfortable expressing complex ideas in their first language, translanguaging might be more beneficial. If the learning objective is to improve English language skills specifically, a monolingual approach might be more appropriate. However, if

the objective includes developing cognitive skills, creativity, or intercultural understanding, translanguaging could be advantageous.

Session 4 Reflection

Please write around 200 words to share your thoughts about this week's topic (Classroom translanguaging in different contexts) or any interesting points that you would like to discuss further. You may refer to any of the following guiding questions.

Guiding questions

1. What is your understanding of spontaneous translanguaging versus pedagogical translanguaging, as proposed by Cenoz and Gorter (2021)?
2. Going back to your previous learning and teaching experiences, did your teacher or did you as a teacher use more spontaneous translanguaging or pedagogical translanguaging?
3. How do the applications of translanguaging pedagogy differ between EFL contexts and other settings, such as bilingual education?
4. What do you think about the translanguaging task you experienced in the workshop?

Session 4 Reflection Example Data (Ella's reflection)

1. What is your understanding of spontaneous translanguaging versus pedagogical translanguaging, as proposed by Cenoz and Gorter (2021)?

Spontaneous translanguaging refers to the natural, unplanned use of multiple languages by bilingual or multilingual speakers in everyday communication.

Pedagogical translanguaging, on the other hand, refers to the intentional, structured use of translanguaging strategies in educational contexts to enhance learning and support bilingual or multilingual students. The main difference is the context .

2. Going back to your previous learning and teaching experiences, did your teacher or did you as a teacher use more spontaneous translanguaging or pedagogical translanguaging?

Yes, as a teacher i always use spontaneous translanguaging to convey my idea or teach my students more effectively. Since students are frequently not exposed to English outside of the classroom, the main objective is to assist them in becoming proficient in the language. Here, translanguaging acts as a link between English and the student's native language or languages, assisting them in comprehending difficult ideas, vocabulary, and grammatical constructions.

3. How do the applications of translanguaging pedagogy differ between EFL contexts and other settings, such as bilingual education?

Due to variations in language objectives, sociolinguistic contexts, and student backgrounds, translanguaging pedagogy is applied very differently in bilingual education settings and English as a Foreign Language (EFL) contexts.

4. What do you think about the translanguaging task you experienced in the workshop?

I suppose it is a good practice to deepen my understanding of the meaning of the text. It is an engaging activity for students to examine their knowledge of vocabulary, grammar.

According to the translation of the text, the teacher can give useful suggestion to students what they cannot figure out.

Session 5 Reflection

Please write a reflection to share your thoughts about what you have learned from the professional development program (i.e., the workshop series). Answer the following questions.

Questions:

1. Compare your knowledge of translanguaging before and after the professional development program. How has your knowledge evolved due to your participation in the program?
2. How would you describe your current beliefs about using translanguaging in your future teaching? In what ways, if any, do you think these beliefs have shifted as a result of the program?
3. What challenges do you foresee in implementing the translanguaging approach in your future teaching context, and how do you think these challenges might impact your teaching practices?
4. Reflecting on the professional development program, which aspects did you find most helpful or unhelpful in enhancing your knowledge, shaping your beliefs, or preparing you to address potential challenges related to translanguaging?

Session 5 Reflection Example Data (Olivia's reflection)

1. Have a deep understanding of the meaning of translanguaging and some practical operations of translanguaging in the classroom to apply these knowledge to the classroom.

2. Translanguaging is a good idea, but there are still some difficulties in applying it to primary and intermediate level exams in China. The direct translation method may be more suitable for elementary English language classes. However, this is a good concept that can be gradually introduced into the classroom according to the improvement of students' English learning level.

3. Education from primary school to high school in China follows traditional teaching methods. Therefore, the content and format of the class are basically the same, so it is difficult to adopt new teaching methods in these fixed teaching modes.

4. The combination of theory and practical application, attention to cultural background differences, and practice of practical cases in the translanguaging course not only enhanced my understanding of translanguaging, but also shaped my belief in cultural sensitivity in translation, providing strong support for coping with the challenges of future translation in multilingual scenarios.

Appendix E: Post-PD Questionnaire

Introduction

This is a questionnaire about your beliefs and knowledge about translanguaging pedagogy in your future teaching context. It consists of four sections. The first (6 questions) will ask about your background, the second (12 statements) will focus on your beliefs, the third (10 statements) will tap into your knowledge of translanguaging, and the fourth (10 statements) will ask your evaluation of the workshops. The questionnaire will take you approximately 10~15 minutes to complete.

Part 1 – Demographic questions

1. What is your full name? (This is only for data analysis purpose. Your name will remain confidential and your response to the questionnaire will have no impact on your relationship with the researcher.)

2. Is this your first semester or second semester?

- First semester
- Second semester

3. What languages and/or dialects do you speak proficiently?

- I speak English and Mandarin.
- Other than English and Mandarin, I speak ... (specify below; include dialects)

4. Out of five workshops, how many have you attended?

- 1

- 2
- 3
- 4
- 5

5. How long have you been teaching English?

- Never
- Less than 1 year
- 1-5 years
- More than 5 years

6. What teaching contexts will you most likely teach in?

- English as a second language in Australia or other English-speaking countries
- English as a foreign language in China or other non-English speaking countries
- Bilingual education including international schools

Part 2 – Beliefs of Translanguaging Pedagogy

Instruction: Please express the extent to which you agree with the following statements in your future teaching contexts. The responses range from Strongly Disagree to Strongly Agree. If you are unsure, please choose "Don't Know".

1. Strongly disagree; 2. Disagree; 3. Neither Agree nor Disagree; 4. Agree; 5. Strongly agree; 0: Don't Know

Numbers	Items	1	2	3	4	5	0
<i>Construct: Beliefs about the English-only classroom.</i>							
1.	In my future classroom, I will encourage students to communicate with each other only in English.	1	2	3	4	5	0
2.	In my future classroom, I will only use English to teach English.	1	2	3	4	5	0
3.	In my future classroom, I will plan learning activities that require students to use English only.	1	2	3	4	5	0

4.	In my future classroom, I will encourage students to ask or answer questions only in English.	1	2	3	4	5	0
<i>Construct: Beliefs about translanguaging in the classroom.</i>							
5.	In my future classroom, I will encourage students to ask or answer questions using their full linguistic repertoire (i.e., English and any other languages they speak)	1	2	3	4	5	0
6.	In my future classroom, I will plan learning activities that require students to draw on their prior cultural knowledge in their first language.	1	2	3	4	5	0
7.	In my future classroom, I will encourage students to use their full linguistic repertoire to communicate with each other instead of using only English or Chinese.	1	2	3	4	5	0
8.	In my future classroom, I will encourage students to mix their first language and English creatively.	1	2	3	4	5	0

9.	In my future classroom, I will plan learning activities that activate students' full linguistic repertoire.	1	2	3	4	5	0
<i>Construct: Beliefs about translanguaging outside the classroom.</i>							
10.	Beyond the classroom, I will encourage students to use their full linguistic repertoire to communicate with each other.	1	2	3	4	5	0
11.	Beyond the classroom, I will communicate with students using the languages and resources we both share.	1	2	3	4	5	0
12.	Beyond the classroom, I will encourage students to learn English using their full linguistic repertoire.	1	2	3	4	5	0

Part 3 – Knowledge of Translanguaging Theory and Pedagogy

Instruction: The following statements will take you through the key aspects of the translanguaging approach. Please indicate True or False to each statement. If you are unsure, please choose "Don't Know". *Please avoid guessing, as it is not an exam.*

Aspects	Items	True	False	Don't Know
Knowledge of the theoretical aspect of translanguaging				
1.	Translanguaging is a bilingual norm where bilingual people draw from their full linguistic repertoire (e.g., Chinese and English) fluidly and naturally when communicating.	1	2	3
2.	Translanguaging differs from code-switching as it does not simply refer to the shift between languages. Instead, it argues that there are no boundaries between languages and that bilingual people have one linguistic system consisting of different linguistic features from named languages such as Chinese and English.	1	2	3

3.	Translanguaging theory promotes the strict separation of languages in the classroom, suggesting that students should only use one language at a time to avoid confusion.	1	2	3
4.	Translanguaging assumes that bilingual individuals process their languages in completely separate mental systems, and thus, they should not mix languages during communication.	1	2	3
5.	Translanguaging focuses on meaning-making by transcending boundaries between named languages and other semiotic cues (e.g., gestures, facial expressions, pictures, signs, etc.).	1	2	3
Knowledge of the pedagogical aspect of translanguaging				
6.	Translanguaging pedagogy is a teacher-centred approach where, for example, the teacher constantly switches between languages (e.g., English and Chinese) to explain a grammar rule.	1	2	3

7.	If a teacher does not speak students' first language, they are unable to implement translanguaging pedagogy in the classroom.	1	2	3
8.	An example of pedagogical translanguaging is when a teacher asks students to do online research using both English and their first language, in order to prepare for a presentation that will be given only in English.	1	2	3
9.	A typical pedagogical translanguaging activity involves asking students to watch a video in English and then retell the content in their first language.	1	2	3
10.	One of the key differences between pedagogical translanguaging and spontaneous translanguaging is that pedagogical translanguaging is planned by the teacher.	1	2	3

Appendix F: Post-PD Interview Questions

Part 1: Knowledge of Translanguaging After the Program

Before the Program:

1. How would you describe your understanding of the translanguaging approach before participating in the program?
2. Were you familiar with any concepts or practices related to translanguaging before joining this program? Could you provide examples?

After the Program:

1. How has your knowledge of the translanguaging approach evolved after completing the program?
2. Could you explain any specific aspects of translanguaging that you feel impressed about after participating in the program?
3. Can you describe any new insights or ideas about translanguaging that you gained through the program?

Perceived Effectiveness of the Program in Enhancing Knowledge:

1. Which parts of the program contributed most to your knowledge of translanguaging?
Can you provide specific examples?
2. Were there any program components that you found less effective for enhancing your knowledge? If so, why?

Part 2: Beliefs About Translanguaging in Future Teaching Contexts

Initial Beliefs:

1. Before participating in the program, what were your beliefs about the role of students' full linguistic repertoire in the classroom?
2. Did you have any reservations or concerns about using translanguaging as an instructional approach before the program?

Beliefs After the Program:

1. How, if at all, have your beliefs about using translanguaging in your teaching context changed after the program?
2. In what ways do you envision applying the translanguaging approach in your future classroom? Could you give specific examples?
3. Are there any aspects of translanguaging you still feel uncertain about integrating into your teaching? Why?
4. Looking at your questionnaire response, could you explain why you responded X to item number Y?

Influence of the Program on Beliefs:

1. Can you identify specific program elements that influenced or shifted your beliefs about translanguaging?
2. Were there parts of the program that challenged or reinforced your pre-existing beliefs? Could you elaborate?

Part 3: Anticipated Challenges in Implementing Translanguaging

Anticipated Challenges:

1. What challenges do you foresee in implementing the translanguaging approach in your teaching context?
2. Are there any particular contexts (e.g., classroom size, student background, school policies) that you think might complicate the use of translanguaging?

Preparation for Challenges:

1. Do you feel that the program prepared you to handle potential challenges related to implementing translanguaging? Why or why not?
2. Were there discussions or strategies offered in the program that addressed these anticipated challenges? If so, which ones did you find helpful?

Post-PD Interview Example Data (Scarlett)

[Researcher] (1:03 - 1:10)

Okay, so how has your knowledge of the translanguaging approach evolved after completing the program?

[Interviewee] (1:10 - 1:39)

Well, after the program, I understand the translanguaging is not just about allowing students to use their first language. It is also an approach to integrate all aspects of a student's linguistic repertoire to enhance their learning. And also, it facilitates the teachers to use translanguaging to facilitate their teaching as well.

[Researcher] (1:40 - 1:48)

Could you explain any specific aspects of translanguaging that you feel impressed about after participating in the program?

[Interviewee] (1:48 - 2:13)

Yeah, sure. I'm quite impressed by the Welsh to English translanguaging lesson and the activity you ask the participants to get involved. And also, the idea that students can use their first language to deepen their understanding of complex concepts and then transfer the knowledge to the target language is also very powerful.

Appendix G: PD Program Design

Session 1: The L2-only versus the Multilingual Debate

Activity 1

- In your group, discuss your previous English learning/teaching experience.
 1. Did you learn/teach English through the English-only or the multilingual approach?
Describe how you learned/taught it in the classroom.
 2. Was it the same when you learned out of the classroom?
 3. Was it the same when you were/taught a beginner, intermediate, or more advanced learner in English?
 4. Which approach do you think is beneficial based on your own learning/teaching experience? Why?

Activity 2

- In your group, discuss your previous English learning/teaching experience.
 1. Did you learn/teach in a grammar-translation classroom?
 2. Do you think it is effective?
 3. What do you think are the problems with Grammar-translation?

Activity 3

- In your group, discuss your previous English learning/teaching experience.

1. Have you learned/taught based on the audiolingual method, the direct method or communicative language teaching (CLT)? Describe an example.
2. Do you think CLT classrooms have to be L2-only classrooms?

Activity 4

- In your group, discuss your previous English learning/teaching experience.
 1. Do you often focus on learners' errors and attribute them to their L1?
 2. What is your view towards code-switching?
 3. Think about why the use of L1 was viewed negatively in the past (or perhaps now somewhere in the world)?

Session 1 Intended Learning Outcomes

Participants can:

1. Distinguish between L2-only and multilingual approaches in TESOL and critically evaluate their theoretical underpinnings and classroom implications.
2. Describe the historical development of English-only and L1-based teaching methodologies, including grammar-translation, audiolingual, direct method, and communicative language teaching.
3. Critically reflect on personal teaching/learning experiences in relation to these methodologies, identifying ideological assumptions and their effects on practice.
4. Explain the role of language ideologies, such as language purism and code-switching stigma, in shaping pedagogical choices.

5. And begin to conceptualise translanguaging as a response to historical limitations in monolingual approaches.

These outcomes are strategically aligned with the four interactive group activities. Activity 1 supports ILOs 1 and 3 by encouraging participants to examine and compare their own experiences with English-only and multilingual approaches. Activity 2 aligns with ILOs 2 and 3, focusing on critical engagement with the grammar-translation method and its limitations. Activity 3 connects to ILOs 2 and 3 by revisiting audiolingual, direct, and communicative methods, prompting participants to question whether communicative language teaching necessarily implies an L2-only stance. Activity 4 directly addresses ILOs 4 and 5, pushing participants to reflect on their attitudes toward error correction, L1 interference, and code-switching, while unpacking the sociolinguistic ideologies that problematise L1 use.

Session 2: The Theoretical Aspect of Translanguaging

The second session, “The Theoretical Aspect of Translanguaging,” focused on the theoretical underpinnings of translanguaging, such as the concept of utilising a full linguistic repertoire in which there are no boundaries between named languages. This session aims to deepen participants’ theoretical understanding of translanguaging and distinguish it from related concepts such as code-switching. Participants were given the readings of two online blog articles by NALDIC EAL Journal Blog (<https://ealjournal.org/2016/07/26/what-is-translanguaging/>) and Li Wei on Oxford University Press Blog (<https://blog.oup.com/2018/05/translanguaging-code-switching-difference/>). Participants were prompted to reflect on the readings and the ideological differences between translanguaging and code-switching.

Activity 1

- What are your experiences of translanguaging in daily life?
- Do you often switch between languages?
- To whom and in what circumstances do you switch between languages?
- Have you heard other people's conversation which contains more than one language?

Activity 2

- Read the article: What is translanguaging? (<https://ealjournal.org/2016/07/26/what-is-translanguaging/>)
- In your group, discuss the following questions:
 1. How can you tell if someone is doing translanguaging?
 2. What is the focus of translanguaging? Communication/meaning or language accuracy?
 3. If teachers use translanguaging pedagogy, how can they respond to the forms of learning that require display (e.g., essays, speaking exams, etc.)?

Activity 3

- Read the article: Translanguaging and Code-Switching: what's the difference? (<https://blog.oup.com/2018/05/translanguaging-code-switching-difference/>)
- In your group, discuss the following questions:
 1. Does translanguaging describe the same phenomenon as code-switching?

2. What are the differences in their conceptualisation of bilingual “switching between and mixing languages”?
3. Do they have different pedagogical implications?
4. How does a translanguaging view challenge the monoglossic ideology represented by code-switching?

Session 2 Intended Learning Outcomes

Participants can:

1. Reflect critically on their own multilingual practices in everyday and educational contexts.
2. Articulate a clear definition of translanguaging from practical and theoretical perspectives.
3. Differentiate between code-switching and translanguaging in terms of their conceptual foundations (monoglossic vs. heteroglossic), pedagogical implications, and ideological significance.

These outcomes are aligned with three activities. Activity 1 invites personal reflection on lived experiences of multilingual language use, aligning with ILO 1. Activity 2 builds theoretical literacy by guiding participants to identify characteristics of translanguaging in practice and theory (ILOs 2). Activity 3 facilitates conceptual comparison between translanguaging and code-switching, addressing ILO 3.

Session 3: The Welsh classroom translanguaging

The third session, “The Welsh Classroom Translanguaging,” is designed to help participants develop a practical understanding of translanguaging pedagogy and explore how it can be

applied in classroom contexts. Participants learned about Welsh classroom translanguaging strategies that varied input and output language use. In particular, participants were invited to read an excerpt from Lewis et al. (2012) explaining Welsh classroom translanguaging. After reading the excerpt, they were engaged in group discussions to explain their understanding of Welsh classroom translanguaging. Participants were then engaged in the *loop input activity* (Activity 3) in which they summarised an English passage in both English and Chinese, and compared the difference between the monolingual and translanguaging summaries.

Loop input, a teacher education method developed by Woodward (2003), is a form of experiential learning where the process of training mirrors its content. For instance, an activity in the program would itself be structured as a translanguaging task, where participants are students who perform the task. By aligning form and function, loop input enables teachers to experience methods as learners, fostering reflection and internalisation.

Activity 1

- Have you used your first language (L1) to help learn/teach a new language (e.g., English)?
- How did you use it?
- Each group makes a list of the ways to use L1 in learning English.

Activity 2

- Read the handouts (an excerpt from Lewis et al., 2012).
- Discuss your understanding of the Welsh classroom translanguaging.

- From the cognitive perspective, what are the benefits of the Welsh classroom translanguaging?
- Do you think the Welsh classroom translanguaging is appropriate for ESL/EFL beginners?

Activity 3

- Step 1: Read the passage in English and summarise it in English.
- Write down your summary (50 words).
- Step 2: Summarise it in Chinese (Don't translate your English summary)
- Write down your summary (50 words) and exchange both the Chinese and English summary with your group members.
- Give feedback to each other's summary. You may speak both English and Chinese.
- Step 3: Discuss what you have learned from this task (e.g., practised reading, learned vocabulary, deeper processing of reading, etc.).
- What do you think are the benefits of this task?

Session 3 Intended Learning Outcomes

Participants can:

1. Identify and describe pedagogical uses of students' first languages in second language learning.
2. Evaluate the Welsh model of classroom translanguaging from a cognitive and pedagogical perspective.

3. Deepen understanding of how translanguaging tasks can enhance deeper cognitive processing and comprehension.
4. And reflect critically on the benefits and applicability of translanguaging pedagogy in their own teaching contexts.

Activity 1 encourages participants to draw on personal experiences of using L1 in language learning, addressing ILO 1. Activity 2 involves reading and discussing the Welsh context of translanguaging, promoting theoretical understanding and critical evaluation (ILO 2).

Activity 3 is a loop input translanguaging task that integrates reading comprehension, bilingual summarisation, and peer feedback, targeting ILOs 3 and 4.

Session 4: Spontaneous and Pedagogical Translanguaging

The fourth session, “Spontaneous and Pedagogical Translanguaging,” explored the difference between spontaneous and pedagogical translanguaging and examined how varying contexts, such as bilingual education, EFL, and ESL, influence the application of the translanguaging pedagogy. Participants watched a video by Jasone Cenoz on pedagogical translanguaging, a video on translanguaging in bilingual education, and a video on translanguaging in ESL classrooms. They engaged in a discussion about different contexts where translanguaging can be applied in various ways (e.g., a multilingual classroom with students from diverse linguistic and cultural backgrounds). They then discussed the differences between translanguaging and translation in EFL classrooms. Participants were then asked to complete the loop input activity of a translation task, translating an English passage into their L1 and discussing whether the original meaning was conveyed and what benefits and challenges they perceived during the experience.

Activity 1

- Discuss the following scenarios. How can the teacher apply translanguaging to the class?
- 1. The teacher speaks English only. Students all speak Chinese as their first language.
- 2. The teacher speaks English only. Students are from different linguistic and cultural backgrounds (Chinese, Korean, Japanese, Vietnamese, Thai, etc.)

Activity 2

- Consider yourself as a student in the EFL classroom. Your teacher gives you the following translation task. Please follow the steps in your handouts to finish this task.
- Each pair will get an English text. Work together on translating the text into your own language. You can discuss while translating and use dictionaries (both monolingual and bilingual dictionaries), but don't use AI or Machine Translation.
- After finishing your translation. Exchange your translation with the other pair (who has a different English text) in your group.
- Read their Chinese translation and ask them questions about what you couldn't understand. Do not look at the other pair's original English text at this stage.
- Read the other pair's original English text. Discuss possible translations that could better relay the meaning of the original text.

Activity 3

- After finishing activity 2, discuss in your group the following questions:

1. What is the difference between this translation task and the traditional translation in the grammar-translation method?
2. Did you engage in deeper processing of the text?
3. What have you learned from the discussion with group members?
4. Do you think your knowledge in both languages was activated?
5. Do you think you have benefited from this activity? (e.g., learned new vocabulary, practised using grammar to decode, practised checking sentence links, practised reading for both global meaning and local meaning).

Session 4 Intended Learning Outcomes

Participants can:

1. Differentiate between spontaneous and pedagogical translanguaging and recognise their interplay in classroom settings.
2. Compare the application of translanguaging pedagogy across bilingual, ESL, and EFL contexts, noting the pedagogical, sociolinguistic, and ideological implications.
3. And distinguish word-for-word translations from translations focused on meaning.

Activity 1 promotes context-sensitive thinking by asking participants to consider how translanguaging could work in classrooms where teachers and learners have different linguistic backgrounds (ILO 2). Activities 2 and 3 simulate a translation-based translanguaging task that fosters deeper meaning processing and collaboration, directly targeting ILO 3. Through guided reflection on these tasks, participants also consider the pedagogical difference between traditional translation and translanguaging approaches (ILO 1).

Session 5: Challenges and Current Criticism

The fifth and final session, “Challenges and Current Criticism,” addressed academic critiques of the translanguaging approach, offering participants a balanced perspective. Participants were grouped to create a translanguaging activity for different classroom contexts and to explain it to the whole class. They then discussed the potential challenges in implementing translanguaging in EFL classrooms and how to address those challenges. Scholarly criticisms were discussed while participants are encouraged to further explore the literature after the professional development program.

Activity 1

- For each group, please write a lesson plan based on translanguaging pedagogy. Each group will get a different classroom context. Use the template PPT on Canvas.
- Remember the translanguaging pedagogy has the following characteristics:
 1. Pedagogical translanguaging is planned and systematic.
 2. It aims to draw on students' full linguistic repertoire.
 3. It is a student-centred classroom.
 4. It is not a first language dominant classroom.
- Search on the internet to collect your task material and design the task.
- Present the task to the whole class.
- Whole class discuss how they feel about the task (e.g., benefits, issues, etc.)
- What potential challenges can you anticipate?

Activity 2

In your group, discuss the following questions.

1. What potential challenges can you anticipate if you apply the translanguaging pedagogy in your future classroom?
2. How can you deal with these challenges?

Session 5 Intended Learning Outcomes

Participants can:

1. Synthesise key concepts, practices, and insights from the previous sessions on translanguaging pedagogy.
2. Design and present a lesson plan grounded in translanguaging principles tailored to specific classroom contexts.
3. Critically evaluate potential challenges and limitations of implementing translanguaging pedagogy, particularly in EFL settings.
4. Respond to scholarly criticisms of translanguaging with informed and reflective perspectives.

Activity 1 requires participants to create and present a lesson plan using translanguaging pedagogy, addressing ILOs 1 and 2. Activity 2 fosters discussion of obstacles when applying translanguaging in participants' future contexts and strategies for addressing them, aligning with ILO 3. The discussion on criticisms of translanguaging, including concept clarity, language separation, and concept creep, offers a platform for ILO 4, encouraging engagement with critiques from scholars such as Treffers-Daller (2024a, 2024b).

Appendix H: Coding Scheme

Code	Definition	Example Quote
Policy and curriculum constraints	Participants identify challenges such as rigid curricula, traditional teaching methods, and test washback, reinforcing monolingual practices.	<i>“Education from primary school to high school in China follows traditional teaching methods... it is difficult to adopt new teaching methods.”</i>
Social and collegial gatekeeping	Participants identify challenges such as resistance from parents, society, or colleagues who view English-only instruction as more legitimate than translanguaging.	<i>“Social stigmatization and parental concerns are also potential challenges. Doubts may arise among parents.”</i>
Capacity and resource limitations	Participants identify challenges such as teachers’ limited training, time, or access to bilingual/multimodal resources.	<i>“The lack of teaching materials and tools suitable for translanguaging may increase the difficulty of lesson preparation.”</i>
Balance of L1/L2 exposure	Participants identify challenges such as the need to strike a balance between students’ use of L1 and L2 in the classroom. While acknowledging that L1 has pedagogical value, they express concern that excessive reliance may undermine students’ opportunities to practise English. Beliefs within this code range from positively valuing balance as supportive, to negatively framing L1 as a potential risk to L2 development.	<i>“Teachers may need to carefully manage the use of L1 [...] there is also the potential for some students to become over-reliant.”</i>
Learner diversity and attitudes	Participants identify challenges such as difficulties from varied linguistic profiles: weak L1 proficiency, multiple L1s, student reluctance to use L1, or teachers’ inability to know all learners’ languages.	<i>“Some students may resist using their home languages in academic settings.”</i>

Code	Definition	Example Quote
Situational Use of L1/Translanguaging	Participants show the belief that L1 or translanguaging is conditionally valuable, dependent on learners' proficiency levels, specific learning objectives, target skills, or classroom contexts. L1/translanguaging is generally seen as a supplementary and context-bound scaffold, but not as a central or enduring pedagogical approach. Within this orientation, some participants highlight its necessity for beginners and particular skills, while others emphasise phasing it out, restricting it to emergencies, or maximising English use wherever possible.	<i>“They want to learn some very beginning English, but although I use very simple sentence structures and words, they will not understand it. So I think in the beginning of teaching, we usually need to use L1.”</i>
Pedagogical functions of L1/Translanguaging	Teachers emphasise the instrumental benefits of L1/translanguaging for supporting learning processes, both at the level of cognition (e.g., comprehension of difficult vocabulary or grammar, idea development, deeper cognitive processing as opposed to surface-level word-for-word translation), or affect (e.g., reducing anxiety, improving engagement and participation). Beyond individual benefits, L1/translanguaging can also be described as enabling peer collaboration, helping students discuss, share, and negotiate meaning with peers. Translanguaging can also be framed as a tool to test comprehension and reveal misunderstandings by requiring learners to re-express ideas across languages, rather than reproducing content in the same language.	<p><i>“I think using Chinese in the class can, like, minimize their confusions and produce a comfortable learning environment.”</i></p> <p><i>“Through assimilating and accommodating information in listening and reading and then choosing and selecting information in speaking and writing, learners' understandings are deepened. Because in the process, instead of just repeating or finding similar words to replace it, learners have to process and relaying the meaning.”</i></p>

Code	Definition	Example Quote
Cultural/Identity/Equity functions of L1/Translanguaging	L1/translanguaging is framed not just as a pedagogical tool, but as integral to affirming learners' identities, fostering cultural connection, and promoting equity in the classroom. Teachers describe translanguaging as a way to recognise and validate students' linguistic repertoires, build belonging, and counterbalance the privileging of English-only norms. In this orientation, L1 is valued as part of students' full repertoires and as a right, rather than merely as a temporary scaffold.	<i>"I now understand translanguaging as a dynamic process that can enhance cognitive engagement and promote critical thinking, while emphasizing the significance of recognizing the linguistic diversity of students and validating their multilingual identities."</i>
Translanguaging as a linguistic phenomenon	Participants are able to frame translanguaging as a communication practice, where translanguaging is a natural and strategic use of the full linguistic repertoire in daily communication.	<i>"If I do not say it in English, I even cannot find accurate expression in Chinese to replace it. Even if I can, it sounds weird to say it in Chinese. Of course, I only say it when I am sure that the listener can understand me."</i>
Unified repertoire definition	Translanguaging is defined as the flexible and dynamic use of one's entire meaning-making repertoire, where named languages are not seen as separate systems but as interconnected resources for meaning-making.	<i>"Translanguaging is the use of students' full linguistic repertoire to make meaning. It believes that students have one language system with features from two named languages. It encourages students to make use of any knowledge and language features they own."</i>
Input/output variation	Translanguaging is described as a pedagogical strategy that deliberately varies the languages of input and output across learning tasks (e.g., reading in one language and writing in another).	<i>"The original classroom translanguaging practices described by Cen Williams mean that you receive information through the medium of one language and use it yourself through the medium of the other language."</i>

Code	Definition	Example Quote
Spontaneous vs. pedagogical translanguaging	The participant clearly distinguishes between spontaneous and pedagogical translanguaging by stating that pedagogical translanguaging is teaching and learning activities planned by the teacher.	<i>“Spontaneous translanguaging happens in natural context, speakers may shift from one language to another constantly and smoothly. Pedagogical translanguaging includes strategies planned by teachers and used in specific class context to boost students' full repertoire”</i>
Contextual adaptability of translanguaging	Participants emphasise that translanguaging is not applied uniformly, but flexibly adapted to learners' contexts (e.g., bilingual, EFL, ESL), proficiency levels, or classroom needs. They show awareness that translanguaging aims, practices, and constraints shift depending on the sociolinguistic and pedagogical environment.	<i>“Learners in different contexts have different needs and characteristics, and translanguaging has different aims and focus. Translanguaging in bilingual context aims to develop both languages and to involve students' resources from home and community. In EFL context, the use of L1 is planned strategically in specific context to develop English. Translanguaging focuses on processing and reorganizing the information, instead of word for word translation.”</i>

Appendix I: Excerpts Coded for Inter-rater Reliability

Excerpt 7 (Coder 1)

Translanguaging is a pedagogical approach that recognizes the natural and dynamic use of multiple languages by multilingual students (Translanguaging as a linguistic phenomenon). It involves the dynamic use of a student's full linguistic repertoire, including their first language (L1), to support and enhance learning in another language, such as English as a Foreign Language (EFL) (Unified repertoire definition). This approach can be spontaneous, occurring naturally in communication, or pedagogical, where teachers intentionally design activities that leverage students' L1 to achieve educational goals (Spontaneous vs. pedagogical translanguaging).

When designing lesson plans, EFL teachers or trainers can incorporate translanguaging pedagogy by creating spaces where students feel comfortable using their L1 as a tool to express ideas, clarify concepts, and deepen understanding of the English language (Pedagogical functions of L1/Translanguaging). This can involve using L1 to explain complex ideas, providing translations for key terms, or discussing cultural references that may be challenging to convey in a second language (Pedagogical functions of L1/Translanguaging).

The possible benefits of applying translanguaging pedagogy in EFL classrooms include increased student engagement, as students may feel more confident to participate in activities when they can draw on their full linguistic capabilities (Pedagogical functions of L1/Translanguaging). It can also enhance comprehension and cognitive development, as students can better grasp abstract concepts when explanations are grounded in a language they know well (Pedagogical functions of

L1/Translanguaging). Additionally, translanguaging can foster a more inclusive classroom environment that values and respects linguistic diversity

(Cultural/identity/equity functions of L1/Translanguaging).

However, there are challenges to consider. Teachers may need to carefully manage the use of L1 to ensure that it facilitates rather than replaces the learning of English.

There is also the potential for some students to become over-reliant on their L1, which could hinder the development of their English proficiency (Balance of L1/L2 exposure).

In summary, translanguaging pedagogy offers a promising approach to EFL teaching by leveraging students' linguistic diversity. When thoughtfully integrated into lesson plans, it can lead to a more dynamic and inclusive learning environment, though careful consideration must be given to its implementation to address potential challenges.

Excerpt 7 (Coder 2)

Translanguaging is a pedagogical approach that recognizes the natural and dynamic use of multiple languages by multilingual students. It involves the dynamic use of a student's full linguistic repertoire (Unified repertoire definition), including their first language (L1), to support and enhance learning in another language, such as English as a Foreign Language (EFL). This approach can be spontaneous, occurring naturally in communication, or pedagogical, where teachers intentionally design activities that leverage students' L1 to achieve educational goals (Spontaneous vs. pedagogical translanguaging).

When designing lesson plans, EFL teachers or trainers can incorporate translanguaging pedagogy by creating spaces where students feel comfortable using their L1 as a tool to express ideas, clarify concepts, and deepen understanding of the English language (Input/output variation and cross-linguistic scaffolding). This can involve using L1 to explain complex ideas, providing translations for key terms, or discussing cultural references that may be challenging to convey in a second language (Pedagogical functions of L1/Translanguaging).

The possible benefits of applying translanguaging pedagogy in EFL classrooms include increased student engagement, as students may feel more confident to participate in activities when they can draw on their full linguistic capabilities. It can also enhance comprehension and cognitive development, as students can better grasp abstract concepts when explanations are grounded in a language they know well (Pedagogical functions of L1/Translanguaging). Additionally, translanguaging can foster a more inclusive classroom environment that values and respects linguistic diversity (Cultural/identity/equity functions of L1/Translanguaging).

However, there are challenges to consider. Teachers may need to carefully manage the use of L1 to ensure that it facilitates rather than replaces the learning of English.

There is also the potential for some students to become over-reliant on their L1, which could hinder the development of their English proficiency (Balance of L1/L2 exposure).

In summary, translanguaging pedagogy offers a promising approach to EFL teaching by leveraging students' linguistic diversity. When thoughtfully integrated into lesson plans, it can lead to a more dynamic and inclusive learning environment, though careful consideration must be given to its implementation to address potential challenges.

Comparison of Coding Decisions

Agreed Codes:

- Spontaneous vs. pedagogical translanguaging
- Balance of L1/L2 exposure
- Pedagogical functions of L1/Translanguaging
- Cultural/Identity/Equity functions of L1/Translanguaging
- Unified repertoire definition

Disagreed/Missed Codes:

- Translanguaging as a linguistic phenomenon (Missed by Coder 2)
- Input/output variation and cross-linguistic scaffolding (Disagreed by Coder 1)