

ORIGINAL ARTICLE

An Investigation into The Perceptions of Students in Language and Literature Departments at Tertiary Level about Translanguaging

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Ethical Statement

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ABSTRACT

Translanguaging has gained a great interest in multilingual settings as a pedagogical approach which fosters the integration of the languages in the students' repertoire in the teaching and learning process. However, investigating the role of translanguaging in literature departments at higher education institutions has gained scant attention. Therefore, this current research study attempts to achieve the following purposes: (1) to investigate the perceptions of university students about translanguaging, (2) to assess the positive and negative aspects of translanguaging in the process of learning, (3) to examine the practicality of translanguaging specifically in literature classes, (4) to evaluate the usage of translanguaging in higher education. To fulfill these goals, first and fourth year university students of German Language and Literature, French Language and Literature and English Language and Literature were surveyed and interviewed. The results showed that university students perceive translanguaging as a useful strategy for university students' active learning, along with its positive effects on students' psychological state. These findings underscore the importance of using translanguaging in higher education, especially in literature departments, suggesting that translanguaging can help increase efficiency in higher education.

Keywords: higher education, literature, perceptions, translanguaging, university

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INTRODUCTION

Translanguaging is a concept introduced by Cen Williams in the 1980s in Wales. It was initially referred to as "trawsieithu" (Williams, 1994) to describe a context that involves two languages. As an academic approach, translanguaging refers to the strategic use of a speaker's entire linguistic repertoire to expedite language learning or enhance proficiency. This approach encourages learners to fluidly switch between languages, thereby fostering deeper and better comprehension and more effective communication (Garcia & Wei, 2014). English, which began its global dispersal in the 19th century from England, gradually became a widely taught second language in non-English-speaking countries. Particularly in the institutions of education, teaching English as a second language became a standard practice. However, with the millennium, learning and speaking English has turned out to be insufficient, leading to an increased demand for learning additional languages. As a result, translanguaging emerged as a pedagogical approach to address the needs of multilingual and multicultural communities.

Translanguaging has been proved to be an effective strategy in previous research as it provides a ground for active participation and learning (Lewis, Jones, & Baker, 2012). It is generally accepted to be an approach that allows students to draw upon their entire linguistic repertoire, which enables them to switch fluidly between languages in the classroom (Garcia, 2009). Previous studies have demonstrated that translanguaging not only boosts learners' confidence but also encourages active participation, reduces language learning anxiety, and helps with adaptation to the target language (Agustin & Wahyudi, 2024; Wang et al., 2024). For instance, Chicherina and Strelkova (2023) found in their study that Russian native students cannot adapt to the classes with target language only and develop better cognition with translanguaging. Likewise, a study by Wanghdi and Rai (2024) showed that translanguaging had a positive impact on the reading comprehension skills of Bhutanese English learners. Additionally, participants in the study reported positive attitudes toward translanguaging, particularly in terms of active classroom participation. Similarly, Agustin and Wahyudi (2024) explored the perceptions of Indonesian university students, concluding that translanguaging helps with language-related anxiety and fosters greater self-esteem and confidence. In a similar vein, Wang et al. (2024) highlighted that Chinese university students perceive translanguaging as a beneficial tool for improving their confidence, as stated by their systematic review.

Although previous studies have shown the impacts of translanguaging and how it is perceived among students in different countries, little is known about Turkish students' perceptions of translanguaging and its practicality among Turkish native speaker students in higher education. With this study, it is aimed to uncover the attitudes of Turkish native speakers who learn English, French and German towards translanguaging and reveal the positive and negative aspects of translanguaging from the perspective of Turkish university students. This study has two main questions:

1. How do students that learn English, French and German as a foreign language perceive translanguaging?
2. For what skills can translanguaging be used as a strategy according to the university students that learn English, French and German as a foreign language?

Literature Review

The topic of translanguaging has gained significant attention for its relevance in teaching. It is a language learning and teaching strategy that was brought up around the 1980s in Wales. Cen Williams and his colleagues laid the foundation of translanguaging by speaking Welsh and English to participants, expecting them to speak Welsh and English back to examine the effectiveness of translanguaging (Williams, 1994). For instance, using Welsh to learn and enhance reading skills and using English to learn and enhance speaking skills is the most fundamental usage of translanguaging. What distinguishes translanguaging from other language learning strategies is that translanguaging does not create strict boundaries while acquiring or improving a target language. On the contrary, the traditional method (grammar translation) centers on grammar and emphasizes the teaching of grammatical rules, Larsen - Freeman (2000) says in her book that this method is one of the oldest methods in language teaching and it is used to help students appreciate the literature and read the target language. This method, however, falls short of using it in practice and speaking. In another one called direct method, teaching is done completely in the target language. Dakhalan et al. (2024) state that while this method can be useful, it might not be sufficient for advanced levels due to its focus on grammar. Another one is called the audio-lingual method. This method is oral based, it has a significant base in Structural Linguistics and behavioral psychology. It expects the learners to speak and hear only the target language in the process of learning. Auditory method's purpose is to help students with understanding the patterns of the target language by hearing and imitating (Larsen-Freeman, 2000). Although it does contribute to speaking skills, it falls short of improving reading and writing skills. On the other hand, translanguaging does not draw a strict line at learning or improving the target language and contributes positively to the process of learning by considering the psychological factors. As Juvonen and Källkvist (2021) put it: "Pedagogical translanguaging is a construct that refers to teaching approaches that involve the intentional and planned use of student multi-lingual resources in language and content subjects" (p.1). As a result, the learners having an active participation in the process of creating meaning was also proved to be an effective strategy (Lewis, Jones & Baker, 2012).

In their study, Chicherina and Strelkova (2023) investigated the strategy of translanguaging with Russian native speakers who learn English. Thanks to their study, they brought to light that the students are not ready for classes that require speaking English only, along with psychological relief that translanguaging brings to the students. Additionally, they also uncovered the fact that the crucial information cannot be conveyed fully in English through the interviews with lecturers. Moreover, Ha, Phan and Anh (2022) conducted an eight-month study with second grade students that learn English as a second language. With their study, they found that the classes that included translanguaging left a positive impact and helped students with improving their speaking skills. Especially for more crowded environments, translanguaging serves as an aid for both students and lecturers in terms of general skills. In her work, Nagy (2018) discusses that translanguaging helps with the linguistic gap between students, considering the level of proficiency in the target language among the students in a classroom. Sulaiman, Akbar and Taqi (2020) carried out a research study in Kuwait with English/Arabic bilingual students that have different levels in English as their second language. Their study revealed that while translanguaging was an effective strategy in high thinking, it did not show a significant change in students' languages in the short period of time the study was conducted. Similarly, Champlin (2016) performed research in New York with bilingual kindergarten students who were classified as English learners. The study highlighted that translanguaging is an effective approach for the students' proficiency and plays a significant role in encouraging the students to switch between languages to create a better understanding. In a study in the national context, Karabulut and Dollar (2022) observed the participants with English as their first language who aim to learn Turkish and concluded that

translanguaging plays an important role in the process of language learning. Another research by Yüzlü and Dikilitaş (2021) was conducted in Türkiye with students who speak Turkish as first language and learning English as the second. With the study, it is uncovered that translanguaging resulted in better communication between students and teachers, as well as students among themselves. Additionally, it is shown in the study that students feel more motivated and secure with translanguaging, allowing the students to improve their language.

As briefly discussed above, previous studies investigated translanguaging in terms of its practicality and effectiveness in different national contexts, however there is a significant gap in research with Turkish first language learners. As mentioned, existing studies have focused on students whose first languages include Arabic, Russian and Vietnamese who are learning English as a second language. Studies that investigated bilingual schools that utilise English as a second language, along with English first language students that learn Turkish as second language also contribute to the field. Although previous research also shed light on the practicality of translanguaging for Turkish native speaker students that learn English, the effectiveness of translanguaging remains unexplored in higher education in Türkiye. In contrast to earlier studies, this research will focus on the practicality of translanguaging along with perceptions of translanguaging among university students. This study will enhance the knowledge of using translanguaging in higher education, especially in the departments of literature, thereby broadening the current understanding of translanguaging as a language teaching strategy.

METHOD

Research Design

This research incorporated a mixed methods research design. Mixed-methods research design has gained popularity as it employs the combination of both quantitative and qualitative approaches. Mixed methods research enables a better understanding by providing a larger scale and detailed results (Creswell, 2013). Both qualitative and quantitative data was obtained through questionnaires and face to face interviews for this study. Therefore, both data sets have complemented each other's limitations. To ensure ethical considerations, the ethical approval was acquired from the Ethics Committee of the university. Thus, the study adhered to the ethical guidelines instituted by the committee, ensuring to protect the rights of the participants. Participation in the present study was completely voluntary, and the participants were informed of their rights of withdrawal at any time with no consequence. The participants of this study were selected through convenience sampling, the method was preferred due to its practicality. The participants were specifically chosen from first year and fourth year university students to be able examine whether the findings varied depending on participants' academic year at university or fluency level.

Setting and Participants

The participants of the study consist of university students at language and literature departments of a state university. In total 79 students participated in the survey by the end of June 2024. Table 1 summarizes the general demographic information about the participants.

Table 1. Information about the participants in the study

Department	Class		Proficiency level					
	First	Fourth	A1	A2	B1	B2	C1	C2
English Language and Literature	9	19	1	1	3	7	12	4
French Language and Literature	10	9	-	6	10	2	1	-
German Language and Literature	13	19	2	9	11	6	4	-



Data Collection and Analysis

To collect the data, a questionnaire was distributed to English, French and German Language and Literature volunteer students of first- and fourth-year at a state university. Starting in May, a questionnaire on Google Forms was shared with students online and expected the volunteer students to answer the survey until the end of June 2024. 79 students participated in the survey by the end of June. Moreover, to obtain qualitative data, face to face interviews were done simultaneously with 21 students. During data analysis, for the obtained quantitative data, Microsoft Excel was used to calculate the means, percentages and frequencies while for the qualitative data content analysis method was utilized to determine the most concurrent themes and ideas of the participants.

RESULTS AND DISCUSSION

A total of 79 students from French, German and English Language and Literature departments were surveyed in the study. To answer the first research question which intends to discover students' perceptions about translanguaging, they were asked about their knowledge about translanguaging, the usefulness of translanguaging, and the frequency of their use of translanguaging. To demonstrate the findings, table 2 is prepared which summarizes the main results.

Table 2. Perceptions of German Language and Literature Students

Class	Knowledge about Translanguaging			Usefulness of Translanguaging			Frequency of Usage of Translanguaging				
	Yes	Partially	No	Useful	Very Useful	Useless	Never	Rarely	Sometimes	Usually	Always
First Year	5	3	5	7	6	-	-	2	3	4	4
Fourth Year	10	6	3	10	9	-	2	4	3	9	1

According to the results, German Language and Literature students made up 32 students of the study. Considering the knowledge of the first-year students about translanguaging, 5 students (38.46%) said "yes", 3 students (23.08%) said "partially" and 5 students (38.46%) stated "no", meaning that they do not know about translanguaging. In total, 7 students stated that they find translanguaging "useful", while 6 of them find it "very useful". None of the students answered "never" to the frequency of usage of translanguaging. All of the first-year students use translanguaging although it can be rare.

Fourth year students of German Language and Literature consisted of 19 students. When they were asked about their knowledge of translanguaging, 10 students (52.63%) stated "yes", 3 students (15.79%) stated "no" and 6 students (31.58%) responded "partially". In total, 10 students said that they find translanguaging "useful" and 9 of them find it "very useful". Different from the first-year students, 2 of the students reported that they "never" use translanguaging while their classmates stated that they use translanguaging although it can be rare.

Considering qualitative data with regards to the usefulness of translanguaging, 2 German Language and Literature first year students were interviewed and 2 of them stated that they use Turkish when it is needed during class. They stated that translanguaging is useful for better understanding of concepts as they mentioned that their German skills are under B level of proficiency. One of them reported: "Using Turkish in the classroom setting makes me feel more confident when stating my opinion because I cannot speak German well enough to say everything I want to say". For fourth year

students, 3 of them were interviewed and the recurring theme was that they find translanguaging useful as they could establish a better understanding when they used Turkish during the analysis of certain literary concepts. One of the students added that when learning the German language itself, using English also helps her by creating a comparative approach to the languages. She said: "I am an English speaker before German, that is why I think about the rules of English while learning German". One of the students emphasized that translanguaging is only useful if it has a limited usage because he believes that being too free at using his mother tongue would make him lazy. He stated: "If I am free to use Turkish, I will use it forever. I think we need to use our mother tongue mindfully".

Table 3. Perceptions of French Language and Literature Students

Class	Knowledge about Translanguaging			Usefulness of Translanguaging			Frequency of Usage of Translanguaging				
	Yes	Partially	No	Useful	Very Useful	Useless	Never	Rarely	Sometimes	Usually	Always
First Year	1	1	8	7	2	1	2	1	5	2	-
Fourth Year	1	7	1	5	4	-	-	-	3	6	-

French Language and Literature students made up 19 students out of 79. First year students were in total of 10, 6 students were at A2 level and 4 students at B1 level in French. 1 student (10%) responded "yes" when asked about their knowledge of translanguaging, 1 student (10%) answered "partially" and the rest of 8 students (80%) responded "no", indicating that they were unfamiliar with the strategy. In total, 8 students stated that they find translanguaging "useful", 1 student finds it "very useful", and 1 student stated that they find translanguaging "useless". 2 students out of 10 stated that they "never" use translanguaging and the remaining 8 reported that they use the strategy, although it can be rare.

Fourth year students of the French Language and Literature department consisted of 9 students. Their proficiency levels are as follows: 6 students at B1, 2 students at B2 and one student at C1 level. 1 student (11%) responded "yes", 1 student (11%) responded "no" and the remaining 7 students (78%) answered "partially" when asked about their knowledge of translanguaging. In total, 5 students said that they find translanguaging "useful" while 4 students find it very useful. All the students stated that they use translanguaging, most of them reported to be using it "usually".

Regarding the qualitative data, in the French Language and Literature department, in total 5 students were interviewed and all of them stated that they think translanguaging makes it easier for them to be more engaged in the lectures, especially literature based ones. 2 of the fourth-year students mentioned that every student has a different level of proficiency in French and when the lecturers use Turkish from time to time, they feel included in the classes. A student said: "My French proficiency is below average, honestly. I feel motivated to speak when I am asked in Turkish". However, one of the fourth-year students added that switching to Turkish should be limited because she feels like it would make her more determined to learn French when she struggles with phrases that she does not know. She reports: "I like it when I struggle, not always but most of the time failure helps with my improvement. Of course it is easier to use Turkish but I sometimes want to push myself". Overall, they all reported that integrating Turkish helps with better cognition, especially in literature. Therefore, it can be said that French Language and Literature students find translanguaging useful, although they sometimes prefer pushing the limits for themselves.

Table 4. Perceptions of English Language and Literature Students

Class	Knowledge about Translanguaging			Usefulness of Translanguaging			Frequency of Usage of Translanguaging				
	Yes	Partially	No	Useful	Very Useful	Useless	Never	Rarely	Sometimes	Usually	Always
First Year	3	4	2	7	2	-	-	4	2	3	1
Fourth Year	14	4	1	11	7	1	1	1	6	9	2

The students who majored in English Language and Literature consisted of 28 students in total. First year students consisted of 9 students and 3 students (33%) responded “yes”, 4 students (44%) responded “partially”, and 2 students (22%) responded “no” when they were asked if they knew about translanguaging. 7 students reported that they find translanguaging “useful” and 2 students find it “very useful”. All the students reported that they use translanguaging, even if it is rare.

Considering qualitative data, fourth year English Language and Literature students made up of 19 people. When they were asked if they knew about translanguaging, 14 students (approx. 74%) responded “yes”, 1 student (5%) responded “no” and 4 students (approx. 21%) reported having partial knowledge about the concept. In total, 11 students stated that they find translanguaging “useful”, 7 students reported finding it “useful” and 1 student reported finding translanguaging “useless”. Among 19 fourth year students, one of them reported that they never use translanguaging while others indicated that they use translanguaging, although it can be rare.

For the English Language and Literature department, in total of 11 students were interviewed. First year students stated that using Turkish in literature classes makes them feel secure, thus suggesting that translanguaging is perceived as useful. One of them stated that being a first- year student and not being familiar with literary concepts makes it harder for him to participate in classes. He stated that when the lecturer uses Turkish with key elements in literature, he understands the core of the information better. He said: “I do not know what the meter is! I do not speak English well enough to understand what a poetic meter is in literature and how it works, that is why when the lecturer switches to Turkish, I understand better and encourages me to ask questions.” All of them mentioned a psychological relief when they were asked a question in Turkish, rather than English because they feel pressure when they have to think about both the grammar rules and the answer at the same time and cut their sentences short to avoid thinking about the grammar rules of English. One of the girls said: “Classroom is very different from talking to yourself. Whenever I am asked about something, I tend to give the shortest answers I can think of. Because in the classroom, I do not want to embarrass myself and think about all the grammar rules before speaking, I get too nervous to form long sentences”. However, one of them was indecisive about translanguaging because she feels like pressure makes her work harder. She claimed: “I both like and dislike to be free to use my mother tongue. I feel like working hard is the key to learning, but I usually do not have enough time for that”. She concluded that if she has enough time to think, she would not like to integrate Turkish in her speech but if she does not have enough time to gather her thoughts, she finds translanguaging useful although it can decelerate the learning process. Out of 6, 5 students stated that they like the idea of using translanguaging as they are already using it in most of their classes, but they think that there needs to be a limit of using it. Lastly, fourth year English Language and Literature students made up of 5 people. They all stated that they feel more confident in writing in English than speaking, when they were given a short amount of time. One of the students commented: “Bring me a paper

and a pen and watch me do wonders on it. But when it comes to speaking, you can see my hands shaking from anxiety". They all stated that using fully English in a class would not affect them negatively but all of them stated that integrating Turkish helps them save time and provide them psychological relief. One of them highlighted: "There is no way that a lecturer gives us enough time to think before we speak, so using Turkish when we need to make everything easier and quicker". Another student added that although they are confident in English, they find translanguaging to be "practical" when they are in literature-based classes as analyzing a literary work requires a "flow of ideas". Almost all of them reported that using Turkish made the whole process easier for them but one of the students stated that although he is using translanguaging, he sometimes feels guilty about it because he feels like taking the easy way out is not his style of working. He said: "I kind of feel like using Turkish is cheating on English because it is the easy way out. I generally hate this idea".

Research Question 2

To be able to answer the second research question that intends to find for what skills can translanguaging be used as a strategy, the students were asked about this question on the Google Forms survey, and they were free to choose multiple answers. To showcase the findings, table 5 is prepared which summarizes the main results.

Table 5. Students' perceptions about the skills to use translanguaging as a strategy

Department and Class	Skills				
	writing	speaking	reading	listening	vocabulary
German Language and Literature					
First year students	10	9	8	-	8
Fourth year students	5	10	5	5	18
French Language and Literature					
First year students	8	6	6	-	6
Fourth year students	5	5	5	-	8
English Language and Literature					
First year students	2	7	-	-	5
Fourth year students	7	7	4	-	14

As it is shown on Table 5 above, German Language and Literature first year students mostly chose writing (10 times). Other chosen skills were speaking, reading and vocabulary acquisition (at least 8 times each). On the other hand, fourth year German Language and Literature students mostly chose vocabulary acquisition (18 times) and speaking (10 times). Other chosen skills were writing, reading and listening (5 times each). It can be said through the results that German Language and Literature students with lower proficiency tend to use translanguaging for writing while higher proficiency students use translanguaging mainly for their process of learning new words and speaking German. During the interviews, one of the first German Language and Literature students stated: "I hate to admit it, but I am actually scared of the German language. I have just started learning this language and whenever I have to write something, I write it in Turkish first and then try to translate it". When asked why, the student said: "I cannot think in German yet, I do not speak that well". Another first- year student reported: "I love to talk, really. People around me know this. I want to answer my lecturer in German but my proficiency level is still so low. I try to speak German in class because I learned it in high school a little bit, but I often use Turkish and English". This student was asked about how using Turkish while speaking German makes her feel and she said: "Good, of course. I told you I love to talk". One of the fourth-year students claimed: "I am an English speaker before German, I use a German-English dictionary for the words that I do not know. That is why I think about

the rules of English while learning German". Another student said: "It is nice to speak Turkish while discussing literary concepts". Ultimately, German Language and Literature students use translanguaging for vocabulary acquisition, writing and speaking.

According to the Table 5, first year French Language and Literature students mostly chose writing (8 times). Other chosen skills were speaking, reading and vocabulary acquisition (6 times each). On the other hand, fourth year students' most chosen skill was vocabulary acquisition (8 times). Other chosen skills were writing, speaking, reading (5 times each). It can be said that French Language and Literature students with lower proficiency tend to use translanguaging for writing and students with higher proficiency levels mostly use translanguaging for vocabulary acquisition. This result parallels with German Language and Literature students. During the interviews, the students mostly mentioned speaking. One fourth-year student said: "I feel motivated to speak when I am asked in Turkish". Another student claimed: "Not everybody speaks the same level of French. I personally feel included when the lecturer speaks Turkish because only then I can speak Turkish". Overall, French Language and Literature students use translanguaging for vocabulary acquisition, writing and speaking.

As shown on Table 5, first year English Language and Literature students mostly chose speaking (7 times). This result is different from German and French Language and Literature first-year students who mostly chose writing. Other chosen skills were vocabulary (5 times) and writing (2 times). Lastly, fourth year English Language and Literature students mostly chose vocabulary acquisition (14 times). This result parallels other fourth year students of German and French Language and Literature students. Other chosen skills were writing and speaking (7 times each) and reading (4 times). It is not possible to make a clear statement about the relationship between proficiency level and mostly used skills of students because most of the participants are at B2 and C1 level in English. However, during the interviews, students gave details on their usage of skills in classes. One of the students from the first year said: "When the lecturer switches to Turkish, I understand better and encourages me to ask questions". Most of the first-year students implied that they are unfamiliar with new concepts that they come across in lectures, thus, using Turkish makes them actively participate in class. A few students also mentioned that they read the Turkish translations of certain literary works first to understand better. A first-year student reported: "We are analyzing The Canterbury Tales by Geoffrey Chaucer in the class (in English) but honestly I first read it in Turkish because it was too heavy to understand it in English". It can be said that some students prefer using Turkish for their reading activities for better cognition and use English to express it. Fourth year students mostly mentioned translanguaging's time-saving qualities during the interviews, highlighting that using Turkish when they need to while speaking helps them during classes. The students did not give much information about how they use translanguaging with vocabulary acquisition, but one of the students said: "I use Turkish a lot for the terminology, I often try to find Turkish equivalents of certain literary trends".

To conclude, first year German and French Language and Literature students utilise translanguaging for writing skills, while first year English Language and Literature students use it for speaking. This might be due to the fact that English Language and Literature departments focus on literature-based classes more than German and French Language and Literature departments in the first year. The reason is that most of the students of German and French Literature students have lower proficiency in German and French, compared to English students. Hence, the classes in the first year mainly focus on the German and French languages, instead of heavily focusing on the literature side. On a final note, fourth year students of each department mostly use translanguaging for vocabulary acquisition.

DISCUSSION

This research study intended to investigate the perceptions of university students about translanguaging while assessing its positive and negative impacts on the process of learning. This study also aimed to examine the practicality of translanguaging in higher education, especially in the departments of literature. With our study, we found that university students consider translanguaging as a helpful approach for learning, thanks to its practicality and positive impact on students' psychology. This study also revealed that students use translanguaging for better cognition, especially in literature-based classes that require higher thinking levels. Our findings share similarities with Agustin and Wahyudi's (2024) study, where they found that students feel language anxiety when they have to speak English. However, their study was conducted with students who have lower levels of proficiency. In our study, we conducted this study with three different second languages, English, French and German. Most significant similarity is that their study revealed the fact that students with lower proficiency levels were more likely to experience language anxiety. Our study similarly relieved that first grade students feel more anxiety compared to fourth year students. Another similarity is that their study also revealed that some students consider using translanguaging as an obstacle to improve their target language. In our study, we also highlighted that some students think translanguaging should have limited usage to be effective.

Our study resonates with Yüzlü and Dikilitaş's (2021) study that reveals translanguaging's function of helping students with making meaning and conveying messages. Our study also highlights that students understand better when their lecturers use their mother tongue with the target language. Their work also revealed that translanguaging improves communicative abilities, which makes the students feel like classes flow like water as they kept communicating. Very similarly, our study found that translanguaging creates a class environment in which active participation increases.

This study partly shares similar findings with Akbar and Taqi's (2020) study, especially where they found that translanguaging results in higher thinking levels. The similarity is found in the same context: university students claim to have improved thinking levels in their literature-based classes, when both them and their lecturers use translanguaging during class. Our study also parallels Champlin's (2016), saying that using translanguaging creates a better understanding. The main difference between our works is that we conducted this study with university students, Champlin conducted theirs with bilingual kindergarten students. However, the results share a similarity that students feel more comfortable and understand better when their lecturer or teacher uses translanguaging.

Lastly, this study suggests that translanguaging has positive impacts on students' confidence as they feel more included and secure in the classes if they use translanguaging. This result shares similarities with Tsokalidou and Skortou's (2020) research that states translanguaging increases self-esteem and confidence. However, our study lacks studying on teachers' perspectives like their work did, leaving a crucial part unexplored.

In brief, the findings indicate that most of the participants regarded translanguaging as a practical approach and highlighted its positive impact on their mental states, noting the fact that they develop enhanced cognition. Moreover, our participants also revealed a crucial dimension of translanguaging, some argue that translanguaging's utility is maximized when its application in the lectures is limited.

CONCLUSION AND RECOMMENDATIONS

This study was designed to investigate how university students perceive translanguaging and its usage in literature departments, including its practicality. The findings revealed that university students more or less know about

translanguaging and find it very practical for saving time and helping with better comprehension in literature-based classes. It is also revealed that students with higher proficiency know more about translanguaging and consider it useful for learning. Additionally, it is discovered that university students do not have clear opinions about translanguaging as a language learning strategy, enough data was not collected by interviews as they avoided giving a clear answer.

The findings summarized above made it possible to create some practical implications for translanguaging. German, French and English Language and Literature find translanguaging to be useful and practical for higher education. Especially in literature-based classes, students consider translanguaging as time saving and effective. It is important that students between the proficiency levels of B1-C1 know and utilise translanguaging more, indicating that higher proficiency levels result in positive perceptions in translanguaging. It is crucial to mention that although students feel more secure and comfortable with using translanguaging, they believe that it needs to be limited in usage for it to have a positive effect in learning and improving. Lecturers in the universities should understand the concept of translanguaging integrate it in their classes that require deeper understanding for more participation from students and better comprehension.

This study has several limitations. Firstly, the data was collected from three departments in one university and the survey was close ended. It makes it difficult to generalise the findings and observe other answers that might emerge during the survey. Secondly, face to face interviews were done with less participants due to the research being voluntary. This results in less data to analyze in the particular topic. These limitations should be addressed in future research and more data should be obtained from different departments along with other countries. Considering that English is taught as the second language in education, more research is needed with bilingual students in Türkiye.

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Conflict of Interest Statement

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