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# **New Connections in EMI Turkey Research Partnership Fund 2020**

**British Council Turkey**

# Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices

March 2021



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# Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices

## Introduction

In the past 20 years or so, higher education institutions across the world have experienced dramatic shifts in several respects. One of these shifts is related to the working language of instruction at the tertiary level. Against the demands of globalization and internationalization processes, many universities have taken a strategic step and started offering degree programmes taught entirely or partially in English, widely known as English as a Medium of Instruction (EMI) programmes, especially in mainland Europe, to compete with each other in the domain of education (e.g. Dearden, 2014, 2015; Doiz, Lasagabaster & Sierra, 2011; Wächter & Maiworm, 2014). This shift has been most remarkable in certain disciplines of social sciences (e.g. international relations, business programmes) and hard sciences (e.g. engineering). In practice, this linguistic shift has made it possible for higher education institutions to recruit international students and teaching staff from outside their national territories as all academic activities, particularly the three major activities, i.e. 'teaching/learning, research and enterprise'/knowledge transfer (Maringe & Foskett, 2010, p. 8) are predominantly carried out through a contact language of choice, i.e. English in the current times. At the same time, numerous non-Anglophone institutions expect EMI programmes to help develop the English skills of local student populations, even if incidentally, as developing communicative competence in English is seen as a strategy for 'internationalisation at home'.

One practical implication of holding interculturally diverse student and academic cohort on university campuses is that English will be both used as a lingua franca among speakers who do not share the same first language (L1) and an additional language among speakers of the same L1, as in the case of most non-English dominant contexts (e.g. China, Turkey). Considering this diverse speaker profile on university campuses, Jenkins (2019) observes that 'not only English is being used in myriad ways on campus, but other languages are also present, regardless of whether the setting is an Anglophone or non-Anglophone country' (p. 91). Thus, it is time to take into account this bi/multilingual nature of EMI programmes and its repercussions at the level of practice, such as varied uses of English and the use of other languages alongside English.

From a language policy perspective, most EMI programmes tend to be conceived of as monolingual as no language other than English should be used in practice. However, by referring to the current bi/multilingual practices that can be observed in many EMI classrooms, researchers argue that additional cultural and linguistic resources of EMI stakeholders need not pose a threat to the successful implementation of these programmes and call for the emergent use of bi/multilingual resources and English-only-policies to be reconciled in EMI education (Dafouz, 2014; Dafouz & Smit, 2016, 2020). Despite such arguments for embracing a hybrid language use in EMI classrooms, the extant research shows that most lecturers insist on English-only teaching models due largely to policy regulations across different contexts, even when the use of other languages by some lecturers and students has been found to be beneficial for pedagogical purposes (e.g. Costa, 2012; Dafouz, Hüttner, & Smit, 2018; Karakaş, 2016a; Ljosland, 2008, 2010; Marie, 2013). Another dominant belief sheltering English-only policies is that the use of other languages, or in most cases students' L1, is considered to be a deficit in the target language (L2) and thus English needs to be the sole working language of instruction and communication for purposes of improvement (Dafouz, Hüttner, & Smit, 2016). Feeling restricted by such language policies and beliefs, many lecturers prefer to use English and avoid employing other linguistic resources, even if they acknowledge their benefits for comprehension and learning because the predominant ideology of monolingual English policy makes them believe that they would otherwise commit wrongdoing (García, 2009).



However, monolingual English policy is not without its problems in EMI contexts. Kirkgöz (2014), for instance, points to several problems originating from the insistence on the English-only policy, such as missing critical information, low student participation and needing to invest more time on comprehension. Alongside these problems, EMI students face a wide range of difficulties related to their language skills, to affective and cognitive demands of the courses, and to lecturers and the way they run their classes (Soruç & Griffiths, 2017). Thus, such problems and difficulties are highly likely to lead to pessimism and low motivation among learners, as well as to diminishing lesson comprehension and classroom participation. One potential solution to such problems might be the tolerance and even permission of the use of other linguistic resources in students' multilingual repertoires for instructional purposes by lecturers who can also present disciplinary terms in other languages, explain information and give instructions both in English and other languages for classroom tasks (Dafouz et al., 2016; García & Wei, 2014; Kirkgöz, 2017).

As noted above, ignoring teachers' and students' bi/multilingual resources at the expense of English-only policy in the classroom might not be a benevolent act. As EMI research shows, when students' bi/multilingual practices are strictly precluded, their chance to speak or ask questions, the possibility of higher academic attainment, high level of lesson comprehension and effective note-taking can be limited, too (e.g. Airey & Linder, 2006; Airey, 2011; Hellekjær, 2010; Sert, 2000, 2008; Webb, 2002; Zok, 2010). The reason for this is that bi/multilingual resources can be employed by lecturers and students as a coping strategy as well as a communication strategy, which can therefore facilitate better content comprehension and lecture delivery. Thus, bi/multilingual practices should not be seen as an impediment, but both teachers and students should look for ways in which they could benefit from translanguaging practices to their own advantage. Therefore, students' diverse linguistic repertoires should not be considered as a problem, but multilingual resources that can be utilized when necessary to satisfy particular communicative and instructional needs. Practices of such kind have the potential to serve various functions, including increasing participation, student comprehension, attainment of learning outcomes, dealing with comprehension problems, and facilitating the negotiation of meaning (Kirkgöz, 2014; Marie, 2013; Söderlundh, 2012).

As Mazak and Donoso (2015) explain, 'far from being confusing as a monolingual perspective would see it, [multilingual learning] actually opens up higher education to more discourses and has the potential to expand students' academic mastery of those discourses' (p. 712). For this reason, the scholarly inquiry is beginning to place more emphasis on the need to identify what 'teachable pedagogic resources' (Creese & Blackledge, 2010, p. 113) are available for bi/multilingual students and lecturers in their very own contexts. The imperative questions at this point are whether translanguaging is an effective tool for content lecturers and students (and if so how), what functions it serves in content and classroom communication and what contextual practices seem to be most effective/conducive for learning under which situated conditions.

However, the majority of the literature on translanguaging has so far focused on primary and secondary classrooms and especially in UK and US settings (Mazak & Carroll, 2016), leaving an important gap to address in EMI literature at higher education levels. This observation is also true for translanguaging studies at the tertiary EMI level in Turkey, where research on translanguaging practices is only incipient (e.g. Karakaş, 2016b; Raman & Yiğitoğlu, 2015). In order to contribute to this research gap and inform policy-making in Turkish Higher Education, this project investigates translanguaging practices, their pedagogical functions and how EMI students and lecturers orient to these practices. In particular, it seeks to understand how multilingual practices are involved in the construction of knowledge and processes of content comprehension at different departments of social and hard sciences at two state universities in Turkey. Exploring translanguaging practices in different departments will allow us to better understand how they emerge in situated classroom interactions and the role those differences in context and disciplinary demands might play in shaping such everyday classroom discourse.

## Contextual Background: EMI in Turkish Higher Education

EMI in Turkey has a longer history compared to the countries where higher education institutions have recently made a move towards offering academic courses through English. Since we consider EMI a unique phenomenon of the higher education sector, the case of EMI at primary and secondary schools is not addressed here at length (see Selvi, 2014 for more information on the case of English at primary and secondary levels). The trajectory of the EMI trend in Turkish higher education can be approached from two standpoints. The initial EMI universities, which were founded before the 1990s, originate from the first standpoint in which the objective was '[to] enable students who are registered at English medium departments to access scientific and technological

information published in English' (Kırkgöz, 2005, p. 102). Earlier, these universities were regarded as the first-generation EMI universities in Turkey (Karakaş, 2016a; Karakaş & Bayyurt, 2019) as their student and teaching staff cohort consisted of Turkish citizens to a higher extent and citizens of neighbouring countries to a lesser extent. These initial EMI universities adopted an English-only policy since they began teaching. Thus, they are often referred to as EMI universities where subject courses are offered in English all across the faculties. Among these first-generation universities are Bogaziçi University in İstanbul converted from an American missionary school, i.e. Robert College founded in 1863, to a state university in 1971; the Middle East Technical University (METU) founded in 1956 in Ankara, and Bilkent University founded in Ankara through the initiatives of the private sector (Daniel, 1970; Kırkgöz, 1990). In the mid-90s, these universities were followed by non-profit foundation universities, i.e. Sabancı and Koç universities, both located in İstanbul (O'Dwyer & Atli, 2018) in an effort to meet the demands for education in EMI which had not been satisfactorily met by 'under-funded and slow-reacting state institutions' of those times (Coleman, 2006, p. 8).

The skyrocketing increase in the number of EMI universities and programmes has been observed in parallel with the increase in the number of universities founded within the scope of a university in each city' project since 2008 when there were around 73 universities in total (Collins, 2010). Just in 2018, there were 208 universities (130 state and 78 private universities) according to a report published by the Student Selection and Placement Centre (Yükseköğretim ve Yerleştirme Merkezi [SYM], 2018). It is reported that several of these universities, especially the private ones, have opted for partial EMI in the offer of academic courses, particularly in certain programmes, such as engineering, business administration, computer science and international relations (e.g. Başibek et al., 2014; Karakaş, 2014, 2016a, 2016b, 2017, 2018; Kırkgöz, 2014; 2018; Küçük, 2018). According to a report on the place of English in Turkish higher education, 20% of all undergraduate programmes in Turkey are delivered in varied forms of EMI, partial EMI being the most preferred version among the others (Arık & Arık, 2014). Additionally, out of the existing 208 universities in 2018, around half of the 130 state universities (47%) and more than two-thirds of the 72 private universities (72%) present at least one disciplinary programme in EMI (SYM, 2018). As is understood from these figures and as previously contended in the EMI literature, the private sector spearheads the growth of EMI in Turkey as is the case elsewhere (Coleman, 2006; Collins, 2010; Dearden, 2014; Dearden & Akıncioğlu, 2016; Selvi, 2014).

## Theoretical Foundations

### English Medium Instruction (EMI)

Parallel to the growing popularity of EMI, several issues have been a matter of debates, 'including definitions of EMI itself, roles and conceptualisations of English and other languages in multilingual university settings' (Baker & Hüttner, 2019, p. 79) and the distinctions of EMI from similar models of teaching, e.g. CLIL (Content and Language Integrated Learning), CBT (Content-Based Teaching) and bilingual education at the primary and secondary level (see Airey, 2016; Guarda & Helm, 2017; Smit & Dafouz, 2012). One of the oft-cited definitions of EMI is that of Dearden (2015) who defines it as '[t]he use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English' (p. 2; see also Macaro et al., 2018, p. 37 for a similar definition). Another recent and similar definition refers to EMI as 'a model of education in which some or all curriculum content is taught in English to students who speak other languages in their homes and communities' (Chalmers, 2019, p. 4). These two definitions agree on the fact that the EMI phenomenon concerns speakers whose L1 is not English and applies to non-English dominant countries. However, from Dearden's (2015) definition, it is obvious that the primary concern is for teaching academic subjects rather than English itself, whereas Chalmer's (2019) definition does not make such a distinction, thus language teaching itself may be among the objectives. Although both definitions do not explicitly state at what level courses are offered through EMI, we see that Macaro et al. (2018) discuss EMI from primary to tertiary level and Chalmer's (2019) area of concentration is restricted to primary and secondary levels only.

Unlike these definitions, we consider EMI to be an exclusive phenomenon of higher education with a purpose 'to broaden students' general and specialised knowledge in academic subjects' in higher education, with 'professional expertise in English that enables students to take leadership in the international community' after their graduation (Taguchi, 2014, p. 89). Additionally, agreeing with Jenkins (2020) who argues against Dearden's (2015) and Macaro et al.'s (2018) approach towards EMI in their definitions, which only consider non-English countries as EMI settings, we believe that English as a native language (ENL) countries are also perfect

settings for EMI implementations due to their international student profiles. The reason is that in the case of the EMI phenomenon, 'where a university is sited geographically is of minor relevance as contrasted with the number and range of students from non-English mother tongue countries who study in any given institution' (Jenkins, 2020, p. 64). Additionally, given the bi/multilingual nature of EMI settings and the reported use of these resources in EMI classrooms, we support Jenkins' (2020) proposal to rename EMI as TMI (Translanguaging as Medium of Instruction) since this renaming 'would normalise the use of other languages than English on UK [and non-ENL] university campuses instead of their being regarded as undesirable' (p. 65).

## Language Policy Framework

The study of language policy (LP) explores the complex and multi-dimensional efforts, processes, and procedures through which different agents seek to influence linguistic practices in specific communities or domains, at and across a range of scale levels. While early classical approaches to LP used to focus on official textual analysis primarily and even understood LP as a set of problem-solving strategies, the field has seen a series of critical, ethnographic, and discursive turns (Barakos & Unger, 2016; Tollefson & Pérez-Milans, 2018). More recent approaches go beyond LP as top-down interventions through official mandates and highlight the need to *also* examine agents' experiences, trajectories and beliefs, and how 'de facto policing' takes place in everyday interactional practices and discursive processes such as the ones here investigated (see e.g. Dafouz & Smit, 2020). Besides, these perspectives acknowledge that, as 'textual interventions into practice' (Ball, 2006, p. 44), official policies also often cause 'problems to their subjects' when they are put into practice (ibid).

These holistic orientations are well represented in Spolky's (2012) work and his emphasis on the need to explore *management, beliefs and practices*, to fully understand language policy in a particular ecological context. This framework is particularly helpful to analyse language policy dynamics in institutional settings such as the ones here investigated. Language policies in an institution are 'stated explicitly in official documents' (Spolky, 2004, p. 11). At a university, these can be identified as official document or articles in regulatory papers that are ratified and enforced by the governing body of a university, usually according to national guidelines and regulations, and increasingly more in response to pressures from international organisations and global higher education dynamics. In the current study, we use the term language policy to refer to 'specific documents, laws, regulations or policy documents' of the chosen institution (Shohamy, 2006, p. 45). When university's policies include a language dimension, which is not always the case, they seek to regulate language education, in-class practices for teaching and learning (i.e. medium of education), and teaching outcomes, to realise the institution's plans about student development, contribution to civil society, international recognition and collaboration as well as issues of global competitiveness. Official language policies are thus written to provide an idea of what may be considered 'best practices' in response to certain goals, interests and problems, and they are meant to enforce certain sets of conduct on the practitioners in the class.

However, as has been established, there are often differences between what is intended and what is achieved as a result, and between what is expected to be 'best' or most effective across an institution, and what is needed in specific situated and dynamic contexts. To illustrate, while the EMI institutions may mandate the sole use of English in instruction in their white papers, policy actors (teachers and students) can ignore, resist or modify this rule at the level of practice by performing bi/multilingual practices like overt forms of translanguaging, thus creating their own 'de facto' bottom-up policies in response to contextual needs and locally influencing factors. As the methodology section will explain, in this study we focus on the investigation of classroom discourse, to understand how and why students engage in certain linguistic practices in the EMI classroom with a special focus on the roles, functions and effects that overt forms of translanguaging have for making sense of disciplinary content.

## Translanguaging

Translanguaging is a theoretical framework that is particularly suited to investigate linguistic and pedagogical practices in EMI settings. Its historical development as a research construct has been traced back to Cen William's investigation of bilingual secondary education in Wales in the 90s. Since then, the ways in which the term is used and defined has diversified. It can be understood as an ideological position that takes multilingualism as 'the norm' and therefore challenges monolingual biases in research and pedagogical approaches; as a theory of language use and communication with a strong focus on the use of diverse linguistic

and semiotic resources for meaning-making; a pedagogical stance that allows the use of different semiotic resources, including different 'languages', in the classroom to develop literacy skills and make sense of content; a methodological and analytical lens that informs research; and a set of dynamic, creative, performative and transformative practices that transcend structuralist notions of 'code-switching' and that we are still working to understand (see e.g. Baynham & King Lee, 2019; Mazak, 2017 for a detailed discussion). As Leung and Valdes (2019) put it, this concept is 'a rapidly expanding conceptual-cum-theoretical, analytical and pedagogical lens that directly draws from contemporary perspectives on bi/multilingualism and that in many ways both informs and challenges existing theoretical positions and pedagogical practices' (p. 1).

Translanguaging theory presents a major reconceptualisation of the nature of interactional communication among multilinguals. It posits that, rather than dealing with different languages as separate and parallel mental sections, speakers select and deploy linguistic resources from a unitary linguistic repertoire (Vogel & Garcia, 2017). It also suggests that these linguistic and semiotic repertoires are dynamic and fluid and that through this interaction, resources influence each other, and individual's repertoires change and evolve over time. In fact, translanguaging perspectives recognise that the way in which resources influence each other can be more or less visible in emergent linguistic practices. As Cogo (2021, p. 41) explains 'the linguistic resources in an individual repertoire are inevitably constructed, adapted and changed in contact with other linguistic resources and in interaction within a specific context. And how these resources are constructed in an individual's repertoire can sometimes be difficult to see, not so clear or evident'. This difference is what Cogo refers to as more 'covert' or 'overt' influences in translanguaging practices.

These ideas challenge previously dominant theories of bi- and multilingualism as 'added monolingualism', in that they do not assume the traditional lines of demarcation and divisions among languages. The theory therefore does not work from the assumption that different named languages should not be 'mixed' or the misguided understanding that evidence of translanguaging can only be interpreted as poor linguistic competence. Finally, while this framework emphasises that speakers' dynamic linguistic and semiotic practices should get more attention to understand bilingual behaviour, it does not ignore the material, communicative and symbolic effects of named languages which are ideologically constructed and sedimented over time across societies. In this study, we adopt this perspective and work with these same assumptions, although we focus on visible/overt instances translanguaging.

## Sociocultural Theory

The sociocultural theory has been immensely influential in the field of education and particularly in how we conceptualise and approach processes of teaching and learning. It has therefore also acquired a relevant role in the study of the role of translanguaging in the classroom. Vygotsky's concept of 'zone of proximal development' (ZPD) is of particular significance to understand how translanguaging can be a beneficial pedagogical practice in multilingual EMI settings. In his own words, ZPD is 'the distance between the actual developmental levels as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers' (Vygotsky, 1978, p. 86). The actual development level stands for intellectual functions a learner already possesses while the potential development level represents the functions the learner has not mastered yet. This concept has been used widely to explore how a 'less' able learner can be guided and supported when collaborating with a more capable individual to develop their understanding of a particular subject. In fact, as Ohta (2005) suggests, ZPD is best thought of as an interactive interpersonal space. This interaction can reveal a great deal of information about a learner's linguistic and content knowledge level and help teachers examine a learner's actual and potential development level.

ZPD is therefore closely linked to the construct of 'scaffolding', which refers to the use of processes and strategies that support and facilitate the move from actual to potential development levels. This kind of assistance can be exemplified as the teacher presenting a task in the beginning, gradually decreasing the support offered, and finally expecting learners to take more responsibility. In other words, the teacher can regulate the amount of scaffolding offered in a class. Another source of helpful scaffolding may be more-able students, who can work like teaching assistants to help their peers' learning. Collaborative interaction of this kind generally allows the teacher to become aware of what a student can do alone or with assistance and they can better appreciate the limits of students, which is vital in deciding how much scaffolding is needed (Shayer, 2003). Scaffolding offers opportunities for learning and teaching facilities, such as providing clear directions for students, clarifying the purpose of the task, keeping students on task, offering assessment to

clarify expectations, pointing students to worthy sources, reducing uncertainty, surprise and disappointment, delivering efficiency, and creating momentum (Vygotsky, 1962). It is then clear that to be effective, it needs to be tailored to the learners' needs but, when this is accomplished, it can also help students develop autonomy and take responsibility for their own learning.

Vygotsky (1978) elaborates on how human behaviour can be explained with the help of interaction analysis, which facilitates teachers to 'grasp the process [of learning] in flight' (Vygotsky, 1978, p. 68). This moment-to-moment analysis helps us understand how learning occurs during interaction. If the teacher/lecturer delivers the content through a set of linguistic resources that is too far from their ZPD, this can directly affect their content comprehension. Thus, insisting on 'direct teaching of concepts is impossible and fruitless' (Vygotsky, 1962, p. 150) unless we benefit from resources that help us bridge the gap. As will be elaborated in the next section, translanguaging should be regarded as a key resource for students to reach their potential development. If a teacher ignores students' ZPDs, s/he 'accomplishes nothing but empty verbalism, parrot-like repetition of words' (p. 150). Hence, drawing on the Sociocultural Theory, this study explores how students' multilingual repertoires (in addition to English) can act as effective scaffolding for the development of content knowledge and their ability to express and use it. This study focuses particularly on how learners scaffold in the form of translanguaging for themselves or their peers to understand field-specific content. The collected and carefully analysed classroom discourse data give us insights into how learners identify and address their ZPDs by utilising translanguaging in various functions.

## Overview of Translanguaging Research in EMI Higher Education

The study of translanguaging in EMI research can be considered a recent phenomenon, because in most settings the use of students' and teachers' L1, or any other languages apart from English, has been disallowed within the scope of language policy rules of institutions which wish to largely capitalize on the 'E' of EMI, i.e. English, paving the way for an apparent Englishization of Higher Education. Nonetheless, because of the multilingual turn, particularly its challenge against monolingual ideologies, and the acknowledgement of the multilingual nature of EMI classrooms, more researchers have begun to explore bi/multilingual linguistic practices in higher education contexts. Such practices have been approached from different theoretical perspectives in scholarly research. Among the most widely used terms in research are L1 use, language alternation, code-switching and more recently translanguaging (İnci Kavak & Üstünel, 2020). Although these terms differ in their approach to bi/multilingual practices, in theory, they are often used interchangeably with one another. However, of late, most researchers have preferred to use translanguaging due to its conceptualization of diverse linguistic resources or different 'codes' as integrated into a natural, single and fluid system of communication rather than seeing these languages as separate linguistic entities – as approaches to code switching tend to do (Creese & Blackledge, 2015; García & Li Wei, 2014). This understanding has generated some complications around what terminology to use to refer to linguistic resources that would traditionally be categorised as separate languages, and whether these labels should be avoided or replaced. However, numerous scholars are maintaining references to the use of 'L1' in EMI settings where the majority of teaching staff and students share a large number of resources in their repertoires and have been socialised into how to use them from a very early age. Although 'L1' is often argued to be a 'value-neutral term' (Macara, Tian & Chu, 2018, p. 3), in this study we understand it as a sociolinguistic and ideologically-shaped construct rather than a linguistic entity with fixed boundaries, but one which still has communicative and symbolic consequences, which is relevant in the imaginarium of most EMI teachers and students and therefore a 'convenient fiction' (Seidlhofer, 2006) for our research purposes.

The invested interest in the bi/multilingual aspects of EMI classrooms has led to a plethora of studies in different parts of the world focussing specifically on stakeholder (lecturer, student) attitudes and perceptions about L1 use and different forms of translanguaging, with conflicting results shaped by different stances taken by the stakeholders. With survey questionnaires and interviews, as well as observations, being the favoured methodologies, the existing body of research across different regions (ranging from East Asia to Europe) has indicated that bi/multilingual practices are a fundamental element of the EMI classrooms, thereby being at odds with English-only policy of institutions (e.g. Alkhdair, 2019; Collins, 2010; Costa, 2012; Karakaş, 2016b; Kim et al., 2017; Kuteeva, 2020; Macora et al., 2018; Qiu, & Fang, 2019; Raman & Yiğitoğlu, 2015). In addition to exploring whether lecturers and students express negative or positive attitudes towards different linguistic resources in translanguaging practices and the reasons behind such views, these studies also enquire the purposes for which bi/multilingual practices are adopted and why visible forms of translanguaging are used more freely by lecturers and students in some activities and not as much in other.

To start with the negatives, the factors underlying unfavourable attitudes and perceptions towards the use of L1 in EMI translanguaging practices are manifold. Among the concerns reported are the violation of the English-only policy, the presence of international students, maintenance of international relations, and concerns for disciplinary literacy which may be better developed through English than in other languages (e.g. Collins, 2010; Karakaş, 2016b; Kuteeva, 2020; Roothoof, 2019). Other negative issues associated with EMI include low levels of content knowledge acquisition (Kim et al., 2017) and difficulty of knowledge transfer by lecturers with low English proficiency (Kuteeva, 2020). From these results, one can infer that both students and lecturers consider that translanguaging practices or L1 use may obstruct international students' comprehension of the course content and participation in classroom interactions as well as disadvantage local students in learning disciplinary literacy and lead to surface level learning. Drawing on such findings, it may be concluded that 'whether resorting to the local language in a linguistically diverse EMI setting is always pedagogically sound' still remains a controversial issue (Kuteeva, 2020, p. 297).

However, research on attitudes and perceptions towards bi/multilingual practices in EMI settings also suggest that the use of L1 or translanguaging practices in classrooms are valued as useful resources, as they can potentially fulfil several pedagogical purposes and functions. One of the oft-cited functions of the use of L1 and translanguaging practices is its 'pedagogical scaffolding function' (Lin & He, 2017, p. 232), i.e. the increased content comprehension through clarification of complicated and important points and translations of technical terms and better student engagement (e.g. Costa, 2012; Flowerdew, Li & Miller, 1998; Karakaş, 2016b; Macaro et al., 2018; Raman & Yiğitoğlu, 2015), as well as reducing the students' cognitive load in content learning (Marie, 2013). Research on pedagogic practices of translanguaging also confirms this attitudinal and perceptual research in that translanguaging strategies were found to benefit both less able students via scaffolding and more proficient students with deepened comprehension (Adamson & Fujimoto-Adamson, 2021). It also emerged that translanguaging strategies serve several other functions, including task management, increased cooperation among students, transfer of academic skills, asking for assistance to prevent potential communication breakdowns caused by linguistic gaps (Dalziel & Guarda, 2021; Goodman, Kerimkulova & Montgomery, 2021). Apart from pedagogical functions, translanguaging with L1 use also offers several affordances related to the creation of spaces for humanistic implementations. For instance, translanguaging practices can be beneficial in the act of establishing rapport with students, in contributing to classroom management and the organisation of interaction (Goodman, 2014), by permitting students to use diverse resources to perform different identities in less restrictive ways (Reilly, 2021), by increasing the opportunities to develop a feeling of connectedness among students and lecturers (Raman & Yiğitoğlu, 2015) and by potentially facilitating an increase in student participation in classes and discussion, as well (Flowerdew et al., 1998). Overall, the findings of these studies suggest that the perceived benefits of bi/multilingual practices could outweigh the negatives.

Several lines of evidence from the existing body of research also suggest that bi/multilingual practices take different shapes depending on the activities in EMI classrooms. For instance, it was found that much translanguaging occurred while students were engaged in 'core' teaching and learning activities, i.e. lectures, examinations, theses (e.g. to discuss a notion in English, deal with unknown specialized vocabulary, write up coursework); in 'fringe' or 'side' activities and outside teaching situations (e.g. socialisation, task organisation, asking questions after the class), they adopted a flexible approach to hybrid language use to get involved in social interactions, informal conversations and to increase their comprehension (Ljosland, 2008, 2010; Söderlundh, 2012). In the main, students juggle between languages for purposes of obtaining a fuller acquisition of content by reading sources in one language and discussing them in another one (Li Wei, 2018) whereas teachers use English texts and discuss them in the local language for the objective of teaching scientific concepts (Mazak & Herbas-Donoso, 2015), prefer to teach in the official medium of instruction, summarise the content in the local language and provide examples from the local contexts through translanguaging (Wang & Curdt-Christiansen, 2019). From these attempts, it is evident that opting for translanguaging practices stems from stakeholders' concern with effective communication of course content and thus the issue of sole English use remains secondary to content delivery. The study here presented will contribute to further comprehend the roles, functions and effects of the linguistic practices emerging from situated interaction in Turkish EMI settings, how these are perceived and evaluated by the stakeholders involved, and how these relate to a well-established top-down English-only EMI policies in the Turkish Higher Education context. In addition to contributing to this line of research, the project also generates important implications for policy-makers in this setting and makes recommendations on how to address issues or inconsistencies that have emerged from our investigation, and which may also resonate and be informative for other EMI contexts where the majority of teachers and students share an L1.

# Methodology

## Research Questions

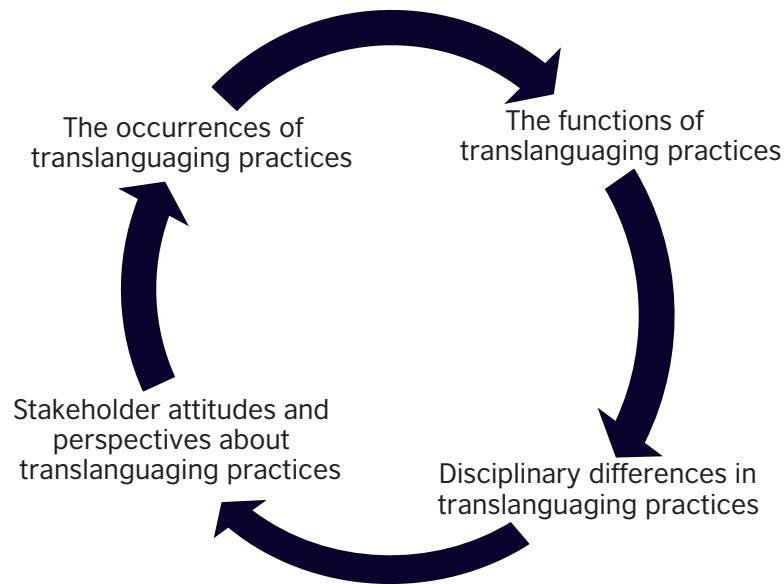
This study which has been informed by multiple qualitative tools aims to explore translanguaging practices at different EMI programmes of two state universities in Turkey in terms of the degree of overt forms of translanguaging occurrences, functions fulfilled, departmental differences in translanguaging practices and stakeholder perspectives. To that end, the study sets out to respond to the following research questions.

1. To what extent does translanguaging occur in the EMI classroom, and in what ways?
2. What functions do translanguaging practices serve in the EMI classroom? What limitations emerge, if any?
3. Are there differences across departments in terms of translanguaging practices and the functions these practices fulfil?
4. What are EMI teachers and students' views about translanguaging practices?

On the basis of these central research questions, we explored the occurrence of translanguaging and the orientations of different agents to such practices and categorised them through Macaro's (2009) 'continuum of perspectives on multiple language use' (Wang, 2019, p. 140). The continuum consists of three positions that range from practices that are generally recognised as monolingual to practices that are overtly or visibly recognised as multilingual, i.e. *virtual* position, *maximal* position and *optimal* position. In *virtual* position, policy agents, i.e. content lecturers and students, exclusively operate through the 'target' language, i.e. English, in EMI classes, by excluding the visible use of L1 resources and any other languages. From this position, teachers require students to use English only and students want their lecturers to use English only, as well. As for the *maximal* position, the policy agents tolerate the use of L1 and other languages to a certain extent with practical concerns; that is, not because they support multilingual practices as potentially useful and quality-enhancing educational tools. The last one, *optimal* position, is held by those lecturers and students who subscribe to a multilingual perspective in that they favour the use of agent's diverse linguistic repertoires when needed, without judging these practices from deficit perspectives. They value and encourage the use of L1 and other languages in their classes due to their perceived positive impact on student learning outcomes and their facilitating role in content comprehension. Our analysis of the frequency of translanguaging occurrences aimed to gain an insight into whether translanguaging practices are common in EMI classrooms as a facilitative tool in the act of teaching disciplinary content.

To make sense of the functions served by translanguaging practices in EMI classrooms, we largely made use of the findings of previous studies, especially the functions reported in them in order to categorize the functions according to certain overarching themes (e.g. Ferguson, 2003). However, we have remained open to the possibility of observing emerging functions that may not have been described before. Departmental differences were expected across programmes due to their varying degree of need for language use. Thus, functions served through translanguaging practices in each programme might display discipline-specific features as well as commonalities across programmes.

**Figure 1.** Issues explored around translanguaging through research questions



Finally, the examination of stakeholders' perspectives towards translanguaging practices lets us see whether there is an alignment between the occurrences of actual translanguaging practices and their cognitions, helping us to identify the position they hold over multilingual practices, but also further helping us to identify functions and intentions behind the agents that produce observed linguistic practices.

## Setting and Sample

The participants of the study were sampled from different departments of two public universities, Çukurova University and Gaziantep University, both located in southeast Turkey. The participants were reached during the spring term of 2019-2020 and the fall term of 2020-2021 school years. These two universities were selected on the basis of two reasons: they run several programmes via English and two of the researchers are affiliated with these institutions. The participants were sampled through a mixture of convenient and purposive sampling techniques. It was convenient in that the researchers affiliated with the institutions had direct access to the research sites and was purposive in that only the participants based in the EMI programmes were recruited for the study. As for the selection of the departments, we attempted to represent different branches of sciences in the sample. Thus, we included participants from the food-engineering department to represent natural sciences, participants from the English language and literature department to represent social sciences at Gaziantep University and participants from the Automotive and Mechanical Engineering to represent technical sciences at Çukurova University. The selection criteria for these departments were as follows:

- These departments are widely run in English across similar state and foundation universities in Turkey. This is an advantage for the researchers to offer some resonance for similar groups of participants at different institutions.
- These three departments enable us to compare the occurrences and functions of translanguaging practices as well as divergences and convergences in the attitudes of the stakeholders of these departments in a comparative manner.
- These departments have a large number of students and members of teaching staff compared to other departments. Accordingly, it confers an enormous advantage for reaching more participants, helping us to analyse the issues at greater length.

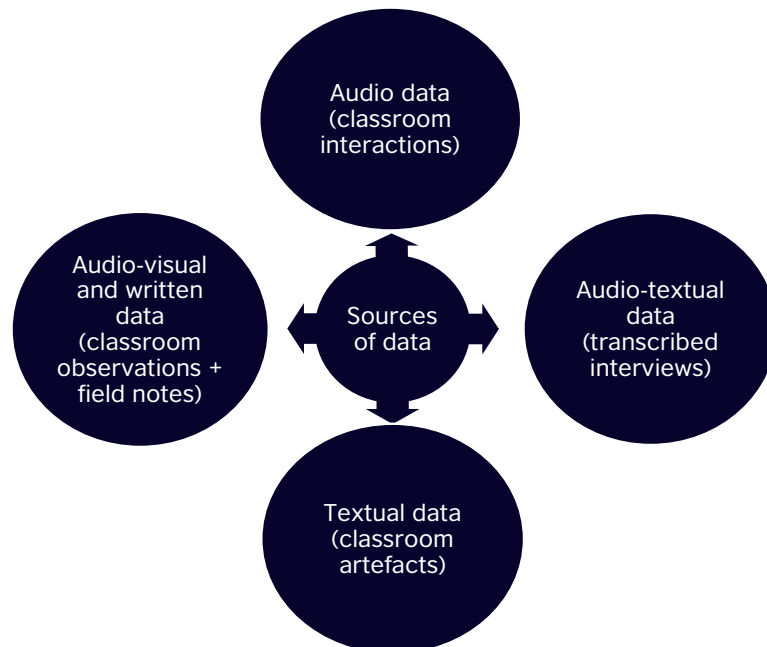


**Table 1.** Demographic information of participants by disciplines

Department	Interviewed Students	Interviewed Lecturers	Audio-Recorded Lessons (Hour)
Western Languages and Literature	15	5	5
Food Engineering	15	5	5
Mechanical Engineering	15	5	5
Automotive Engineering	15	5	5
Total	60	20	20 hours

## Data Collection

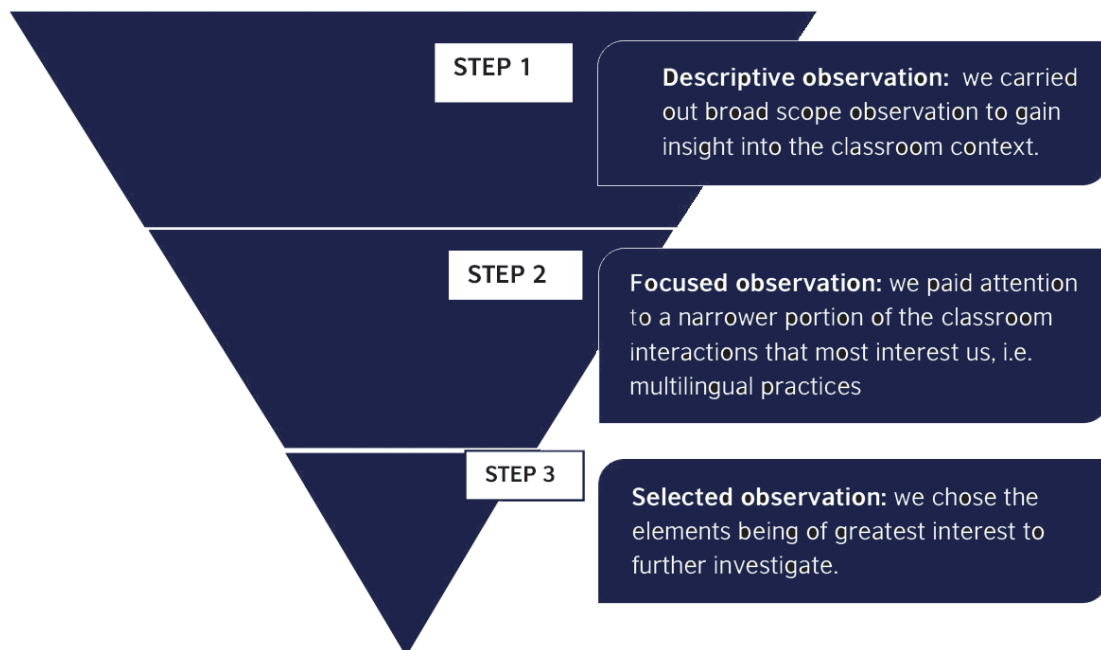
Multiple sources of qualitative inquiry were used to collect data in the study. The overarching data were gathered through audio-recorded classroom interactions supplemented with in-class observations and classroom artefacts to enhance our understanding of the occurrence of translanguaging and what functions they perform in classroom interactions. Then, follow-up interviews were held to delve into the participants' attitudes and views about translanguaging. Having obtained the required permissions for the ethical committees of each institution, teaching staff and students were contacted to ask whether they would like to participate in the study. The classes of the lecturers who volunteered to get involved in the study were audio-recorded on a weekly basis. In total, 20 lesson hours -ranging from 40 to 60 minutes-audio- were recorded. The average length of recordings was about 1000 minutes. In order to capture the interaction between students and lecturers as well as students and students, two digital sound recorders were placed into two different locations of the classes.

**Figure 2.** Sources of data

The classroom observation was of a non-participant type, as we did not want to interfere with any naturally occurring practices in the classes by actively interacting with the participants. In our observations, we adopted Liu and Maitlis' (2010) 'three-stage funnel' approach to the classes observed 'beginning with descriptive observation', then 'moving to focused observation' and finally to the 'selected observation' (p. 610). The following figure summarizes the observation process.

**Figure 3.** The three-step observation funnel adopted in the observation process

Classroom observations facilitated our understanding of 'events, actions, and experiences', i.e. the occurrences of overtly observable translanguaging behaviors and their functions in classes in their own natural environment



first-hand (Ritchie & Lewis, 2003, p. 35). They also enabled us to take notice of different modalities and nuanced details in the performance of translanguaging, such as visual aids, textual artefacts and verbal interactions. Audio-visually recorded data helped us get familiar with the data since the data can be 'watched, coded, and analysed' in several runs (Jacobs, Kawanaka & Stigler, 1999, p. 721). An observation checklist was adapted from İnci Kavak's study (2021) so that we could arrange and organize the rich data in light of the research questions (see Appendix 8).

Semi-structured interviews were used as a secondary tool to delve into participants' perspectives on translanguaging practices and accordingly to explore how they position themselves vis-à-vis bi/multilingual practices in the classes. Initially, we determined a set of fixed questions to ask any participant to prevent any 'aimless rambling' in the course of interviews (Opie, 2004, p. 18). Additionally, in each interview, participant-specific questions were posed to the interviewees depending on their answers to the pre-set questions (see Appendixes 4, 5, 6, 7 for the semi-structured interview protocols for students and lecturers), thereby adding a semi-structured dimension to the interviewing process (Cohen, Manion & Morrison, 2007). In this way, it became possible to elicit exclusive and personal perspectives regarding translanguaging practices (Turner, 2010). The interviews were conducted halfway through the academic year through online platforms using web-conferencing boards. In total, 60 students and 20 lecturers from four departments took part in the interview study. Demographic information of the students and lecturers taking part in the interviews is given in the findings section.

Depending on the interviewee's own preferences, participants were interviewed in Turkish or English. The student interviews lasted around 25 minutes and teacher interviews 20 minutes. The interviews covered several major areas, including their dis/inclination to translanguaging, purposes for translanguaging, and expectations from lecturers' /students' linguistic practices, issues lying behind un /desired translanguaging practices and overall feelings about translanguaging.

The classroom artefacts we included for data collection were noted in the observations as field notes and consisted of the materials used in the classes, the textual information provided by the lecturers on the whiteboards, reading texts assigned to students for coursework and students' note-taking practices. The reason for collecting classroom artefacts was to detect students' and lecturers' translanguaging practices both in their verbal and written responses.

# Data Analysis

## Conversation Analysis as a Method

The present study adopted a conversation analytic approach to analyse the audio-recorded data. Rapt attention was given to understand the linguistic features of the interactional data in that particular context (Gumperz, 1982). Besides the audio recordings, some videos, field-notes taken in the class visits, and also course materials and students' notes were also made use of. Some ethnographic processes such as 'opening up' linguistic analysis and linguistics for 'tying down' the ethnographic insights are utilised (Rampton et al., 2004). This has been done because one kind of data ethnographically might fall short of capturing a broader picture of the phenomenon under examination.

The representative samples were carefully chosen to demonstrate the reflection of the observed diversity of multilingualism in the class. They also illustrate the language policy in action and allow us to draw comparisons with the one on paper. After the audio recording process, the data was transcribed with the help of the Jeffersonian Transcription Codes (1984) (see Appendix 1). The interactional sequence was carefully analysed to understand why an utterance is organised in a specific way, why the participants translanguaged, what function(s) it served and how often it was used (İnci Kavak & Kırkgöz, 2021). Conversation analysis has some specific features as an efficient method as follows:

- CA rejects all the predetermined notions (Auer 1990, p. 80, also 1992).
- CA looks for fine details (Markee, 2000, p. 3).
- CA operates meticulously (Wei, 1998, p. 171).
- The analyst has to take the initiative (Wei, 2011, p. 162).
- CA analyses an interaction sequentially as a methodological tool.

## Transana

It is a programme specifically designed for transcription. It is a valuable asset to allow analysts to turn oral interaction into the written form with the transcription codes.

## Interrater Reliability

The research team agreed to crosscheck a set of samples of classroom interaction data. As experienced researchers in the field, they were asked to listen to the audios and then code them separately. They were not given any information so as not to influence their checks and judgments. This ensured the interrater reliability of the study using Cohen Kappa's 'degree of agreement', which requires that more than 50% of the raters should agree with each other. The group was made up of three Turkish-speaking raters. When one rater coded an instance in one way and another used a different code, the third's vote contributed to the decision of the final judgement.

## Inductive Content Analysis

The data from interviews were analysed by using *inductive content analysis* (Creswell, 2012). The data were coded during and after the analysis process continuously and updated when necessary. Hatch (2002) asserts 'codes should not be defined as rigid regularities with sharp boundaries; they can also cover varying forms' (p. 198). Implementing an 'exploratory problem-solving' approach (Saldana, 2008), coding should not be a process in which the researcher labels the data randomly and accidentally. Instead, the researcher establishes a system of networks and associations. Having a cyclical nature, coding 'leads you from the data to the idea and from the idea to all the data pertaining to that idea' (Richards & Morse, 2007, p. 137). The data were thus transcribed and coded to identify common themes as well as outlying views as these are equally interesting, too. In this process, the participants were also coded with numbers, such as S1 for Student 1. Then, the data was read through numerous times to get an overall idea. Additional descriptions of this process are provided before the findings corresponding to this data set are presented.

The analysis of the data included the following steps: the interviews were conducted, all the data were categorised by name, date and department in different folders. It was transcribed carefully by the analyst, which is a process of total immersion, just like reading a novel. Then, the data was checked word by word for keywords by also noting down details, such as impressions and thoughts that can be turned into codes (Miles & Huberman, 1994). Next, colour-coding was applied to keywords to determine their frequency. When the coding was finalised, the analyst went through the same data for particular codes for a second time. This process was chosen to see whether some codes could be broken into sub-categories or whether some could be combined into more common ones. This process helps determine categories to make critical statements about them and they had to be broad enough to reveal an understanding out of the data.

## Colour-coding

Colour-coding was employed for the same or similar responses to classify and examine the data without difficulty. Finally, the items coloured in the same were categorised under the same theme. Although the present study had wide-ranging data covering 80 interviews (each ranges between 20-25 minutes), the researchers still marked and coded them on a hard copy by hand. Establishing connections were easier on paper with coloured pencils (Bazeley, 2007). Marking the data manually was not very practical but gave the researchers more control of the study.

## Member-checking and Peer Debriefing

These methods were also employed at different stages of the data analysis process (Creswell, 2012; Merriam, 1998). All group members worked in the process of data analysis and peer-checked the codes and transcriptions.

## Ethical Considerations

Ethical considerations and the ownership of the research are taken into consideration as they are important parts of the research design process in a qualitative research method. As the participants express their personal opinions and attitudes, it can be risky when they were explicitly presented to public attention (Punch, 2005). Thus, some important details such as getting voluntary informed consent, anonymity, confidentiality, right to refuse/withdraw at any time/ stage of the project, ownership of the data, minimization of the risks to participants (Dörnyei, 2007) were not gone without consideration (see Appendix 9 for the individual consent form). All the team members kept their data secure and anonymous. Participants were given information about the aim of the study, what they are expected to do and what their rights are (Johansson & Svedner, 2006).

## Validity and Reliability

As an important quality of good research, validity is 'rigorous in its requirement of an empirical grounding for any description to be accepted as valid' (Peräkylä, 1997, p. 202). In this CA approach, solely natural interaction is used for the data without making any corrections and improvement. For that reason, the analyst should keep

away from making generalizations before completing the data analysis process because s/he can seriously 'misrepresent and obscure the complexity and dynamics' of interaction (Stroud, 1992, p. 131). These are the guiding principles operated by the researchers for maintaining validity:

- A standard, canonical transcription system is a must (O'Connell & Kowal, 1990).
- The data should not be interfered with (Aronsson & Cederborg, 1997).
- The data should be available (Goodwin, 1994).
- The technology should be utilised (Ten Have, 2007).
- Emic perspective is kept (Seedhouse, 2004).
- Generalizability should be avoided (Bryman, 2012).
- The data-driven approach should be kept (Liddicoat, 2007).

As there is more than one data collection tool, it is not very simple to balance the reliability of the study. Therefore, validity and reliability should be considered and dealt with in several forms (Hesse-Biber, 2010). The following are the guiding principles employed by the researchers for maintaining reliability.

- The multiple hearing (recursive reading) should be available for triangulation.
- The participants are kept under pseudonyms.
- Methodological triangulation should be carried out (Mills, 2003; Richards, 2001).
- A large representative sampling should be provided.
- Only the best quality data should be utilised.
- Samplings should be rationally representative (Kirk & Miller, 1986, Fusch & Ness, 2015).
- The participants should be familiarised with the context setting (Heath et al., 2010)

In brief, all of these measures positively affected the trustworthiness and credibility of the study in one way or another (Creswell, 2012; Janesick, 2004; Lincoln & Guba, 1985; Spall, 1998; Spillett, 2003). Further details about the data analysis and trustworthiness-ensuring processes are provided in the following section alongside the findings of the different data sets.

## Limitations of the Study

The data in this study were collected from a select group of universities and departments in Turkey. Thus, it is hard to extrapolate the findings to other EMI settings. However, this does not mean that the study does not provide benefits to the stakeholders of other EMI institutions. The findings obtained might provide resonance for the stakeholders in similar settings and help them develop insights into their own practices and question their beliefs about multilingual practices in a policy-wise monolingual setting. Our sample was limited to the state universities in Turkey, both adopting a partial EMI. Thus, the findings from full EMI, particularly private EMI universities, might be relatively different from what we reported in this research. We could only represent a social science department and engineering departments in the sample. The findings cannot be considered applicable to other departments of social and hard sciences as each department has its own distinctive nature of linguistic practices.

# Findings

## Findings from Classroom Artefacts

### English Language and Literature Department

When we scrutinized the materials used in classes in the ELL department, we noticed that lecturers prefer students to use English-only materials in certain literature classes observed. The transmission of scholarly knowledge on whiteboards/smartboards is realized through English, too as is the case with the written passages provided by course lecturers. What often determines the language of the materials and the textual and visual information on the boards is the nature of the course and the type of the required tasks. To illustrate, in some classes, students were asked to engage in translation in and out of English and Turkish with further analysis on the word choice, figures of speech and underlying meaning behind the surface literal meaning. In some rare instance, we also noticed the use of Turkish sources at the request of lecturers who probably wished students to be able to develop critical perspectives on certain issues and approach them with a critical mind set.

### Engineering Departments

In engineering departments, it was observed that lecturers predominantly prefer to use English-only materials in their classes. They often make use of PowerPoint slides and the whiteboard in the delivery of written course content and information. Their use of English in the classroom artefacts is in accord with the institutional language policy. Students also appeared to bring English-only materials to the classes. However, when it comes to their note-taking practices, it appeared that even if they prefer to use English resources; note-taking is done in a multilingual way. From this observation, it is evident that the use of translanguaging in classroom materials might serve different purposes in classes, as will be discussed in detail in the following sections.

Figure 4. A sample observation form filled by one of the researchers

Observation Check List Date:		13:30 - 16:00 <sup>44</sup> Postcolonial Literature	
LECTURERS	ENGLISH	TRANSLANGUAGING	
Greeting learners			
Explaining lesson objectives	X		
Drawing learners attention and building rapport		X	
Introducing the new lesson		X	
Explaining difficult terms		X	
Asking questions	X		
Defining new concepts		X	
Resolving a misunderstanding		X	
Summarising the lessons	X		
Dismissing the class	X		
STUDENTS			
Asking questions to the lecturers	X		
Answering lecturers' questions	X		
Discussing in groups		X	
Interacting with others in the class		X	
Asking other learners		X	
Note Taking		X	

S: Hocam Kehinde had the dream...

L: Sindi Kehinde ne hayal ediyor? hayaller versus hayatlar...

L: Chaotic kalebalk bir durum var.

L: Bir sonraki paragraf Kehinde dreams about...

L: Sindi o kaduo bir kobalim a very beautiful sophisticated young pregnant women...

We will make references to the classroom artefacts in classrooms observed in each department at times while presenting the audio-recorded classroom interactions to better contextualise the data presented and how they contribute to fulfilling certain functions.

## Findings from Classroom Observation and Interaction Data

This section presents the data analysis and results of four programmes in two different universities: English Language and Literature (ELL) and Food Engineering (FE) classrooms at Gaziantep University (GAUN) and Automotive Engineering (AE) and Mechanical Engineering (ME) classrooms at Çukurova University (CU). Conversation analysis has been utilised to transcribe and examine the audio-recorded data. It aims to provide an answer to the research questions of the study and give an insight into translanguaging practices in EMI classes as well as the attitudes of students and lecturers towards these dynamic practices.

### Audio Recording Schedule

The nature of the observed sessions was largely lectures and seminars. The following tables demonstrate the schedule of classroom interaction data collected from each department in detail.

**Table 2.** ELL Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	21/03/2019	45 minutes	Postcolonial Literature	Year 4	Lecturer 1
2	28/03/2019	47 minutes	Postcolonial Literature	Year 4	Lecturer 1
3	04/04/2019	40 minutes	Postcolonial Literature	Year 4	Lecturer 1
4	11/04/2019	49 minutes	Postcolonial Literature	Year 4	Lecturer 1
5	26/03/2019	48 minutes	Masterpieces of World Literature	Year 2	Lecturer 2
6	20/03/2019	50 minutes	Masterpieces of World Literature	Year 2	Lecturer 2
7	27/03/2019	43 minutes	Analysis of Poetry II	Year 1	Lecturer 2

Total: 7 lesson hours (a total of 277 minutes)

**Table 3.** FS Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	18/03/2019	48 minutes	Organic Chemistry	Year 1	Lecturer 1
2	25/03/2019	46 minutes	Organic Chemistry	Year 1	Lecturer 1
3	01/04/2019	40 minutes	Organic Chemistry	Year 1	Lecturer 1
4	08/04/2019	44 minutes	Organic Chemistry	Year 1	Lecturer 1
5	15/04/2019	49 minutes	Organic Chemistry	Year 1	Lecturer 1
6	22/04/2019	47 minutes	Organic Chemistry	Year 1	Lecturer 1
7	16/04/2019	44 minutes	Introduction to Food Engineering	Year 1	Lecturer 2

Total: 7 lesson hours (a total of 278 minutes)

**Table 4.** AE Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	23/10/2020	40 minutes	Thermal Science Laboratory I	Year 4	Lecturer 1
2	06/11/2020	90 minutes	Thermal Science Laboratory I	Year 4	Lecturer 1
3	20/11/2020	80 minutes	Thermal Science Laboratory I	Year 4	Lecturer 2
4	08/01/2021	85 minutes	Thermal Science Laboratory I	Year 4	Lecturer 2

Total: 7 lesson hours (a total of 295 minutes)



**Table 5.** ME Audio recording schedule of the researcher

Recording	Date	Recorded Class Hours	Course Name	Year	Lecturer
1	02/01/2021	85 minutes	Fluid Mechanics II	Year 3	Lecturer 1
2	09/01/2021	83 minutes	Fluid Mechanics II	Year 3	Lecturer 1
3	16/01/2021	80 minutes	Fluid Mechanics II	Year 3	Lecturer 2
4	23/01/2021	38 minutes	Fluid Mechanics II	Year 3	Lecturer 2

Total: 7 lesson hours (a total of 286 minutes)

## Common Practices Observed in the Engineering Classrooms (FE, AE and ME)

Common practices revealed through data analysis are listed below.

- A smart board is extensively utilized for content delivery.
- Key terminology is always in L2 during translanguaging.
- Translation as a method of translanguaging is used.
- Calculations and diagrams are used for supporting meaning.
- A statement can shuttle between L1(s) and L2.
- The same utterance is reiterated in L1 and L2.
- The language policy is strictly followed by the lecturers.
- The feedback is only given in L2.
- Being on and out-of a task affects lecturers' L1 and L2 use.
- Members of the classroom build rapport by translanguaging.
- The content is solely presented in L2.
- Translanguaging is mostly used for students' personal questions.
- Some scientific terms and concepts can be translated or not depending on the aim of the lesson.
- Translanguaging is used for disciplinary issues.
- Translanguaging is used for critical and challenging questions.
- Translanguaging is used for non-existent literary terminology.

## Common Practices Observed in the English Literature Classrooms

These are the common practices identified in the data analysis:

- Theoretical and literary resources are utilized for content delivery.
- Key terminology is always provided in L2 in discussions.
- A literary work is read aloud and a discussion in translanguaging mode follows.
- Translation as a method of translanguaging is commonly used.
- A statement can shuttle between L1(s) and L2.
- A statement can be expressed bilingually.
- The language policy is often followed and not abused.
- The feedback matched the students' preferred language (L1-L1, L2-L2).

- Reference words, such as 'arkadaşlar' (friends), 'hocam' (teacher), are always in the home language.
- Being on and out-of a task can affect students' L1 and L2 use.
- Members of the classroom build rapport by translanguaging.
- Translanguaging is used for intercultural topics.
- Translanguaging is used for shifts between topics.
- Translanguaging is used for unpacking the meaning.
- The target language is strategically used for taboo topics.
- Some literary concepts can be translated or not depending on the aim of the lesson.
- Translanguaging is used for hot topics and asking critical questions.
- Translanguaging is used for expressing emotions.
- Translanguaging is used for creating humour.
- Translanguaging is used for non-existent literary terminology.
- Some statements are kept in their language for originality.

As the complete recordings are too long to be shared here, only the most representative extracts have been provided. Contextual information has also been presented briefly before each analysis. (See Appendix 2 for a sample ELL transcription).

## Sample Extracts

### Extract 1 (ELL, Lesson 1, Lecturer 1)

**Functions:** Getting attention, generating motivation, encouraging participation, introducing the topic, scaffolding.

This extract was taken from a Postcolonial Literature course offered for third-year English literature students. It is delivered in the afternoon and the second half of the course is allocated for the novel titled *Kehinde* by Buchi Emecheta. During the lesson, some important sections of the book are read aloud and an open class discussion is initiated. Since the novel is a representative work of the Postcolonial Era, it goes hand in hand with the theory book that the class has covered in the first half of the lesson. In the first section of the book, the protagonist's husband, Albert's family asks the couple to move back to Nigeria from London, which causes friction between the husband and wife, making Kehinde question the rights and roles of women in the Western and Nigerian societies.

1. Lecturer: they are not in ↑Nigeria this family is in↑London and this is a↑motherly family
2. they are immigrants but at the same time don't you ↑think they are ↑fluctuating
3. maybe they involve some of their all native ↑traditional tendencies evaluating
4. events ↑so can you say that from those offensive statements we should
5. understand that there may be a ↑patriarchal society on the notion of ↑Nigerian
6. families
7. Student 7: *ama bunu anlamadım ° bize ne anlatacak°* [tr: But I haven't got that, what is it going to tell us?]
8. Lecturer: *yani ↑Nijeryadaki sıkıntı ne ↑İngilteredek çünkü İngiltereye↑ dönmeyecek*
9. *aslında şey olmayacak, İngiltere'deki aile yapısı en ideal olandı↑demeyecek*

10. °ama °hem o ARADAKALMIŞLIĞI hem acaba↑Nijerya kültürünü mü korusun ve

11. ↑İngiliz kültürünemi adapte olsun bunlarıda ↑adım adım verecek YALNIZ(0.2)

[tr: I mean what's the problem in Nigeria? in England? Because they won't return England and she won't say (that) the ideal family was the one in England, it will tell us her being an inbetweenner and it will give us whether she will protect her Nigerian culture or how she adapts to the English culture. It will give all of these in a step-by-step manner, but ]

12. please ↑pay attention to the heart of KEHINDE as well †for example° even in

13. the †beginning would you describe her as a†silence and SUBMISSIVE female

14. †figure is also a †question †so: the question is (0.2)†why do these aunts

15. demand †Albert and †his family to go back to †Nigeria and the answer is †here

16. †second paragraph

At the beginning of the lesson, the lecturer makes an introduction with an extract from the book, which draws the attention of the whole class. S/he reads a fragment of the letter received by the husband, who has been at centre of discussion. Kehinde's reactions have been deliberated by the class in reference to the patriarchal society and values. The discussion on the introduction starts in English, but the lecturer cannot generate adequate participation. Student 7 questions what they should expect from the story as s/he cannot focus on the lesson content yet. In the background of the audio, the persistent murmurs of confused students can be heard.

Student 7 does not adhere to the discussion in English by showing incomprehension in L1. Here, the lecturer concedes the student's preference and continues in L1 in order not to face-threaten the student. There are various instances in which the lecturer gives feedback in the particular language preferred by the student. In addition, the students in most cases have not violated this pattern, i.e. the language through which they desire to get feedback. A frequent interactional pattern is that the lecturer follows the student's language preference, but a new student shifts back to English and displays policy-awareness of the programme and willingness to practise L2 in class discussions. However, the students are permitted to contribute to the class in their preferred languages, -L1, L2 or interchangeably. All the relevant comments are welcomed by the lecturer, who shows his/her appreciation by matching the language used by the student (L1-L1, L2-L2). Translanguaging, thus, functions as an asset that all members of the class use as a spare channel to express themselves more effectively and successfully. In an opposite scenario, the students would likely suffer from knowledge gaps, communication breakdowns and various interactional imperfections. Gumperz (1982) discusses that learners do not want to leave their home culture aside in order to prove their interest in the content delivered in the target language.

In the next turn, the lecturer summarises what s/he has covered in students' L1 this time to make sure that s/he can include all the students in the discussion. Between lines 8-11, the lecturer makes an introduction in L1 and shifts back to English in line 12. As s/he manages to hold the attention that s/he aims to draw in the first half of her turn, s/he continues with English with a strategic move by using a discourse marker, 'yalnız', which is used for expressing contrast or different idea in Turkish. A very common example in the data is that the lecturer frequently uses Turkish discourse markers to hold and regain the attention of the students before posing a critical question or highlighting a key part of the content. The discourse markers such as 'işte', 'o zaman', 'yani', 'hani', 'şimdi', 'peki' (which correspond to the discourse markers -so, then, at this point- in English) are generally followed by an important piece of information. With the help of the Turkish discourse marker 'yalnız', L1 and L2 are gently connected and the boundaries of the two languages are crossed for meaning-making. Makalela (2018) calls this 'discontinuation continuation', which is a process of the interruption of borderlines of languages and their simultaneous co-construction, which allow speakers to express meaning more effectively.

The lecturer frequently shuttles between the languages available to the students smoothly, fluently and strategically for content delivery. At the end of line 11, s/he also manages to get the students' attention in both languages with 'yalnız' in L1 and 'please pay attention' in L2. These two phrases play similar functions, so the lecturer reaches the students through these channels concurrently. In the last two lines, the lecturer realises to have generated high motivation among the students by posing questions and awakening curiosity. S/he directs their attention to the book by assuring that the students will find the answers by signposting where they can find the relevant information, through the second paragraph of the book.

## Extract 2 (ELL, Lesson 4, Lecturer 1)

**Functions:** Creating space for creativity, building rapport, speaking effectively, unpacking meaning, summarizing, introducing the topic, building identity.

The class continues to study the novel 'Kehinde' in the second half of the Postcolonial Literature course. The students are asked to read some extracts from the text and a class discussion is initiated by the lecturer. In this particular section, Kehinde flies back to Nigeria where her husband lives for some time. She expects to be met by her husband with deep longing, but she suffers from severe disappointment.

1. Student 5: *hocam* Kehinde had the ↑dream of the being a landlord together and their
2. children were at school she lives now that she has to learn a different
3. scenario...((reading aloud from the book))
4. Lecturer: ↑şimdi ↑*Kehinde ne hayal ediyor (0.2) HAYALLER* versus
5. *HAYATLAR* ((laughter)) ↑*Albert* ↑*eşi işte özlemiş ne bilim çocuklar okuldalar*
6. Lecturer: ↑*şurada bir*↑*yanlışlık yapmadık mı* [tr: *Have we not made a mistake there?*]
7. *kadınları karşılamak için hani birde doğu kültüründe var ya aile bir arada işte*
8. *hep birlikte karşılama öyle bir ortam°bir sonraki paragraf°* [tr: Look what Kehinde dreams about but what she experiences in her real life, Albert, she missed her husband, children are at school, there is lust, aunts and relatives are there to meet them, you know we have this in Eastern culture, they meet someone together as a whole family and next paragraph]
9. Kehinde ↑*unaccostum* the ↑*noise* and ↑*chaos* what is started *şimdi Londra'da*
10. *sade bir hayatları var işte* ↑*işleri* ↑*çocukları* herkes kendi ↑*işinde* ↑*gücünde*
11. *burda bir CHAOTIC KALABALIK bir durum var. Bir sonraki*
12. *paragrafta°ortalarına gelmeden°*↑*genç bir* ↑*kadın bunlara tırım tırım*
13. *yanaşiyor evlerine gittiğimiz zaman şimdi o kadına bir bakalım..* [tr: now then they have a quiet life in London, themselves kids, everybody's routines but here they have a chaotic crowd. In the next paragraph, there is a lively woman approaching them in the house, let's look at that.]
14. a ↑*very* ↑*beautiful*...
15. Student 5: a very beautiful sophisticated young pregnant woman...

This excerpt is taken from a discussion in which the lecturer starts talking about the different atmospheres at the airports as Kehinde questions why it is very chaotic at the Nigerian airport which is different from the one in London. Student 5, who claims to have read the book, nominates her/himself to take a turn in lines 1 and 2 and gives clues about what is about to come next in the story. The student starts the speech with a common Turkish addressee word '*hocam*', which is used for lecturers and teachers. Although there are some lexis and grammatical problems in student 5's remarks, they are ignored by the lecturer who focuses on the message more than fluency.

Using addressee words in L1 while talking in the target language is a common practice in this classroom. The words such as '*hocam*', '*arkadaşlar*' and '*gençler*' are the most common examples. The students stated in the interviews that they feel better when they use Turkish addressee words because their English equivalents sound rather artificial in the class. These words also represent the speakers' national identity, so they are happy to

take the opportunity to show their home culture in this way (Heller, 1988; Hall, 1996). According to Creese and Blackledge (2010) and Wei (2018), languages particularly employ two functions: the speaker's making sense of the world and constructing identity. When the students use addressee words in their native languages, they construct belonging to the same speaking community and their native culture, where the language is protected and respected in a way (Leeman & Serafini, 2016). What is observed in these classrooms is that even international students use these addressee words to show respect to the home culture. Accordingly, they appear to position themselves as members of the community by seeking cultural acceptance.

At the beginning of the lesson, the lecturer makes the content available for all the students without checking whether they have read the chapter or they are proficient in English. S/he highlights how Kehinde has difficulty in the adaptation process and explains its reasons by leading the students to a discussion on the differences between the character's life in London and Nigeria. S/he begins his/her speech by translanguaging to create humour, which is a strategy used for drawing students' attention. In line 4, s/he explains the protagonist's situation using a popular idiom '*hayaller*' versus '*hayatlar*' ('dreams versus reality') to get laughter and more attention. This is an interesting example of the use of creativity for humour effect by translanguaging in the classroom. According to Wei (2011), 'creativity and criticality' are two important and distinct features of translanguaging (p. 1223). Both the lecturers and students very frequently employ humour to express criticism or irony and allow the construction of humour by the students. In the ELL classrooms, the students are allowed to use individual and linguistic creativity, so they use L1 and English to convey the meaning and make their speech more effective.

The lecturer summarises what has been discussed by that time by translanguaging and familiarises the student with the atmosphere during the rest of his/her turn. Making the content more meaningful and familiar is another strategy for capturing students' attention. S/he continues to hold students' attention on the novel by signposting '*bir sonraki paragraph*' (next paragraph) with rising intonation. A ubiquitous practice in the recording follows a pattern of reading extracts in English, unpacking the meaning and commenting on/interpreting them by translanguaging.

### Extract 3 (FS, Lesson 1, Lecturer 1)

**Functions:** Checking comprehension, encouraging participation and scaffolding.

This extract was recorded in a course entitled 'Organic Chemistry', which is offered to the freshman students at the Food Engineering Department. Most courses offered by the department are taught in form of lectures during which the students are expected to listen to the presentations carefully, take notes, solve equations and clarify their methods/practices. The recorded lesson is mostly delivered in English with help of a smart board that is used for displaying questions, calculations and visuals. In this particular lesson, the class learns about the diameter of 'tin atoms' in various units.

1. Lecturer: ↑no:w agai::n we will ↑continue from the ↑diameter of ↑each tin atom because
2. we know that diameter of each tin atom ↑ $2.8 * 10^{-8}$  cm ↑so according to this
3. one if we make the calculation we have ↑six ↑micrometer distance first of all I
4. will convert this ↑micrometer to (.)↑meter 1 micrometer is equal to ↑how
5. many meters ↑ $1 * 10^{-6}$  meter ↑and if we multiply this one °we know that°
6. one TIN ATOM has ↑which diameter  $2.8 * 10^{-10}$  meter this is the diameter
7. of ONE of the tin atoms so if we make this calculation ↑what will happen these
8. micrometers ↑cancel out °each other° ↑meters will cancel- out °each other°
9. and finally you will obtain °bla-bla-bla° tin atoms by this way you will obtain
10. ↑how many tin atom ↑must ↑come SIDE BY SIDE to take this distance ok so

11. if you ↑make this calculation ↑ finally you will obtain ↑ $2.1 * 10^4$  ↑tin ↑atoms

12. to ↑get or to ↑span this distance ↑ok? is it ↑clear (0.3)((No response))

13. ↑anladınız mı arkadaşlar [tr: Have you understood friends?](Noresponse))

14. ↑huh

At the beginning of the lesson, the lecturer announces what they are going to study and starts by posing a question. The students are given time to answer questions writing down in their notebooks. The students in this classroom do not often take turns, yet they listen, take notes and attempt to make out theoretical problems. The lecturer walks around the classroom and monitors them as well as providing scaffolding for struggling students. In lines, 4, 7 and 10, the lecturer asks several rhetorical questions to hold the attention of students on the topic. The lecturer does not give time to the students to think and answer the questions. Rather, s/he answers them her/himself. At the end of the turn, s/he uses the discourse marker 'ok' to check students' comprehension with a rising intonation. The lecturer receives no response from the class, so s/he asks if it is clear once more. S/he decides to translanguange using L1 for checking students' comprehension ignoring whether the students have a good command of English or not. The motive behind such a move seems to increase student participation and opening the door for flexible language use to overcome the effective filter most students experience in challenging engineering courses. Therefore, the same question is asked bilingually to eliminate the possibility of students' incomprehension.

## Extract 4 (FS, Lesson 2, Lecturer 1)

**Functions:** Resolving misunderstanding, scaffolding, checking and negotiating meaning, highlighting key points.

This extract was taken from the 'Organic Chemistry' course with freshman students. The lecturer delivers the content in the form of lectures followed by problem-solving and discussion sessions. The students actively listen, take notes and solve problems in their notebooks. The lesson is delivered mostly in L2 and the smart board is used to present the content, questions and other visuals. In this lesson, the class carries out calculations on the atomic mass of isotopes.

1. Lecturer: ↑yes the ↑next ↑example related with the calculation of ↑atomic ↑mass for the

2. ↑isotopes ↑could you ↑try to calculate it? I will check ↑ also ((waiting for Ss to finish their note-taking.)) (0.7)

3. Student 6: °hocam bir şey söyleyebilir miyim° [tr: Madame, can I say something?]

4. Lecturer: ↑huh

5. Student 6: şurada bir ↑yanlışlık yapmadık mı [tr: Have we not made a mistake there?]

6. Lecturer: ↑nerede [tr: where?] ((The student's words are indistinct.))

7. Lecturer: hangisinde [tr: In which one?] ((Student is murmuring in Turkish and it is not distinct.))

8. Lecturer: ↑silver ↑neyi yanlış [tr: which is wrong?]

9. Student 6: şu şeyi kırkyedi altmış bir [tr: This one, forty-seven sixty-one.]

10. Lecturer: kırk yedi altmışbir ↑daha [tr: forty-seven, sixty-one more?]

11. Student 6: yüz sekiz falan [tr: About a hundred and eight.]

12. Lecturer: mass number işte ↑proton ↑artı nötron [tr: it is proton plus neutron.] ((Murmurings among the students regarding this case))

13. Lecturer: bir dakika °belki şeyleri yanlış yazmıştır oraya° [tr: Hold on, maybe somethings are written wrong there.]

14. Lecturer: 107.8 *gibi bir şey ya güzelim* ↑*virgülden dolayı yüzyedi nokta sekiz*↑

15. *silverinkine de bak*107.8 *gibi bir şey*. 107. ↑*875 onu* ↑*yuvarlayıp* ↑*108 demiş*

16. ↑*kabaca yani* ↑*elementleri asıl* ↑*ayırır şey* ↑*atomic numberları* mass

17. *numberları* ↑*değil biliyorsun* ↑*atom numaralarına göre sıralanıyorlar* [tr: It's something like 107.8 because of the comma there a hundred point check silver, it's something like 107.8. It's 107.875 and it says roughly 108 by round it up So what really separates the elements is their atomic number, not mass numbers. You know they're ordered by atomic numbers.]

The lecturer both reads from her/his notes and displays the question on the smartboard with the visuals when necessary. The students are allowed to use their calculators and mobile phones for checking the periodic table. In the previous question, they calculate the neutron and proton number of the atom and the lecturer is prepared to shift to the next question and introduces the question in the first two lines. In line 1, the lecturer starts with a discourse marker 'yes' to summarise the previous question and displays the question on the screen and gives time to the students to write down and solve the question. Student 6 interrupts the silence and wants to ask a question because s/he thinks that there is a problem with the calculation of the previous question. S/he addresses the lecturer as 'hocam'. Even international students from different countries use 'hocam' to show respect and seek acceptance of the home culture.

In the next line, the lecturer replies to the student saying 'huh' with rising intonation, so the student seems to attract the attention of the lecturer. S/he uses 'we' language instead of 'you' to question by asking 'have we made a mistake there?'. The student avoids blaming the lecturer for the mistake, which would be face-threatening for both parties. S/he states the problem in an exceptionally kind way by encouraging the lecturer threatening for both parties. S/he states the problem in an exceptionally kind way by encouraging the lecturer to align with himself/herself and find out where the calculation has gone wrong. Both sides translanguaging by L1 and L2 both work in harmony to deliver the lesson content (Canagarajah, 2018) the learners collectively bring about the scientific meaning in the form of translanguaging (Lemke, 2016; Thibault, 2011, 2017; Wei, 2018).

Between lines 14-17, the lecturer accompanies the student to go through the question step by step, in which s/he prioritises students' comprehension more than language choice. In other words, resolving misunderstandings is the main focus of the lecturer and student(s) in the interaction, not the language systems or codes (Canagarajah, 2011; Garcia, 2009). The lecturer identifies the mistake the student has pointed out, which is caused by confusion about the mass number of the atom in the periodic table. Scaffolding is given by the lecturer in the form of translanguaging (Lin, 2016). With the help of translanguaging, a problem is resolved and students' minds have been clarified (Lewis, Jones & Baker, 2012). Thus, this extract is exemplary of translanguaging employed as a preventative strategy to resolve the misunderstanding.

## Extract 5 (AE, Lesson 1, Lecturer 1)

**Functions:** Checking comprehension, restatement, encouraging participation and scaffolding.

This extract was taken from a course titled 'Thermal Science Laboratory I', which is offered to final year students at the Automotive Engineering department. The course includes lectures in which students are expected to listen to the content carefully, take notes and do mathematical calculations. It is mostly delivered in the target language with the assistance of a smart board for displaying questions, calculations and visuals. In this extract, the class learns about the combustion stoichiometry theory, fuel-lean mixture by drawing comparisons between rich and lean mixtures.

1 Lecturer:...more airless fuel what's gonna ↑happen umm on the reaction therefore the

2. ↑stoichiometric combustion ↑more air can be added to the ↑reaction without

3. making any matching but in ↑reality these ↑extra oxygen and ↑nitrogen goes

4. ↑out from umm in the reaction becomes nitrogen ↑oxide instead of ↑pure
5. oxygen and nitrogen
6. Student: ↑*hocam ben bir şey sorabilir miyim °burda°* [tr: professor, can I ask you something here?]
7. Lecturer:°*sor°* [tr: go on]
- 8 Student: *diğer soruların formüllerinde nitrojen olarak çıkıyordu ↑şimdi nitrojen ↑oxide*
9. *ya yani gerçek hayatta nitrojen oxide çıkar ↑demi*
- 10 Lecturer: *X(student's name) NOx nun çeşitli formlarından çıkar gerçek hayatta nitrojen*
11. *oxide çünkü ↑NOx diyoruz neden NOx ↑N2O2 bile çıkabiliyor reaksiyonun*
12. *sıcaklığına bağlı ama biz ↑lisans seviyesinde reaksiyonu bu kadar reaksiyonu*
13. *kompleks hale getirirseniz biz dizel motorlarda 600 kusur reaksiyonu 600*
14. *matrixle çözüyoruz ↑doktora seviyesinde modelleme yaparsak hiç denedinizmi*
15. *bi elinizdeki pc ler underflow ve overflow yapmadan kaç tane çözebiliyorsunuz*
- 16.↑*numeric analysis de naptık burda çözemedik ingilteredeki accountla*
17. *çözdük* [tr: It comes out as different forms of nitrogen, in real life we say nitrogen oxide why? Because it can even come out as N2O2, it depends on the temperature of the reaction. However, we do not make the reactions as complex as this one at BA level. If we do a sample at PhD level, we can do about 600 reactions with 600 matrixes. Have you ever tried how many you can do with your pcs without getting it under or overflow? We have tried it with numeric analysis. What happened? We couldn't solve it here; we solved it through an account in England.]

The lecturer starts to answer a question step-by-step on the smart board. S/he asks rhetorical questions for holding the attention of students on the topic. The questions are not directed to the students and they are not given time to think and answer these questions. Rather, s/he answers them her/himself. At the end of her/his turn, s/he uses the discourse marker 'ok' to check the students' comprehension with a rising intonation.

The flow of the lesson is interrupted by a question posed by the student in L1 in line 6. The student checks to see what s/he has understood is correct. The request is positively received by the lecturer, who matches the student's language preference. Between lines 10-17, the lecturer restates what s/he has said in English. This time s/he does not prefer L2 and continues with translanguaging by keeping the terms 'underflow', 'overflow', and 'numeric analysis' in their original language (the language in which the content is delivered) and the dialogue about it is carried out in L1. This is how the lecturer clarifies meaning and provides scaffolding for the students who have difficulty understanding the challenging content in English. Here, the lecturer benefits from translation and makes the content available in both languages (students' L1 and English), so they have the chance to negotiate meaning in the classroom (Creese, Blackledge & Hu, 2016).

In this class, the students do not often take turns; instead, they often listen to the lecturer, take notes, identify and solve problems. The lecturer receives no response from the students, so asks 'is it clear?' one more time. When s/he does not get any feedback from the students, s/he translanguages the content and uses L1 for checking the learners' comprehension by overlooking their command of L2. In this way, the lecturer encourages participation in question/answer activities and opens the door for translanguaging. The students use L1 cautiously, as they do not want to face the risk of being reprimanded or corrected in front of their peers. Here, the same question is asked bilingually, so the possibility of students' incomprehension is eliminated.



## Extract 6 (ME, Lesson 3, Lecturer 1)

**Functions:** Checking lesson materials, opening/closing, restatement, shifting, greeting, building rapport.

This extract was taken from a course titled 'Fluid Mechanics II' offered to the third-year students at the Mechanical Engineering department. The lesson is mostly delivered in L2 using a smart board for displaying questions, calculations and visuals. The extract presents a class that learns about hydrostatic pressure in a solar pond.

- 1 Lecturerekranı ↑*görüyoruz mu gençler* [tr: Can you see the screen?]
- 2 Students: °*evet hocam*° [tr: yes professor]
- 3 Lecturer: ↑*sesim iyi geliyor mu* [tr: can you hear me well?]
- 4 Students: *iyi hocam* [tr: clear professor]
- 5 Lecturer: °*evet*°↑*arkadaşlar* [tr: yes friends] we are going to study ↑hydrostatic ↑pressure
6. in a ↑solar pond with ↑variable density before I start my lecture let me see
7. how ↑many students are here one three six eight...twenty *çünkü ki adamlar*
8. *derse gelsin*° [tr: I don't think they would turn up] let's ↑start...
- 9 Lecturer: let's have ↑10 minutes ↑break °*arkadaşlar bir ara verelim* [tr: let's have a break, friends]

At the beginning of the class, the lecturer checks the camera, the sound and screen sharing software and gets confirmation from the students to commence the lecture. As can be seen in line 5, when the content is delivered, the English-only policy is followed strictly. However, when the lecturer fills out the attendance register or a technological problem appears, translanguaging or L1 is put into practice. The openings, closings and shifts of the lesson are the times when translanguaging is more frequently used. The lecturer connects with the students in the language that the majority of the class share. In lines 7 and 8, the lecturer uses L1 for complaining about the students' falling attendance. L1 is generally preferred for disciplinary issues, so the lecturer does not want to risk the students' understanding of her/his point. In this way, mutual understanding is secured.

During the delivery of the content, the lecturer uses English only unless the flow of delivery is interrupted by a Turkish question. In general, if the question is asked in L1, the answer is produced in L1. Nevertheless, there is only unidirectional interaction in the classroom. The lecturer addresses the students, but interaction is not necessitated. At the break time, the lecturer restates her statement 'let's have a break' (*arkadaşlar ara verelim*) in L1. The data confirms that the students' L1 (the language they are proficient in) and L2 (the language they are in the process of being proficient in) cooperate to reveal the message in the content (Cenoz & Gorter, 2011). When the content is presented in both languages, the lecturer contributes to the students' unique, personal and on-the-move linguistic collection continuously (Lin, 2019). Restatements play an important role in translanguaging practices for many reasons such as clarification, building rapport or scaffolding.

# The Interview Findings

## The Analysis of English Language and Literature Students' Interviews from Gaziantep University

The data for this section was collected through semi-structured interviews. It comprises four sections: background information, translanguaging practices and frequency, attitudes towards translanguaging, challenges and final comments. The interview included 26 questions in total. We reached 30 students from two academic programmes, 15 from each department –English Language and Literature (ELL) and Food Science

(FS). After explaining the research aims, the volunteering students were approached to ask whether they would be willing to participate in an interview to discuss their translanguaging practices and preferences in detail. Those who confirmed and provided their email addresses were contacted to arrange an interview at a suitable time. The interview included reference questions to allow the interviewees to direct the interviewer. In other words, the questions were tailored according to the responses given during the interview. The participants were given two language options, either Turkish or English, to make them feel more comfortable in the process.

## Background Information on the ELL Students' Interviewees

More female students preferred to participate in the interviews (9 female, 6 male participants). While nearly all the students' mother tongue (L1) is Turkish (f:14), only one international student's L1 is Arabic. Nearly half of the participants are freshmen students (f:7). The other half comprised third year (f:6) or final year students (f:2). All the students declare English as their second language (L2). Nearly one-third of the students state that their language level is low intermediate (B1) (f:6) in L2. Another one-third of the students consider their language proficiency level to be intermediate (B2) (f:2) or higher (B2+) (f:4). Two students claim themselves to be proficient users of English (C1) (f:2). The rest of the group declare to be at intermediate (B2) (f:3) or a higher (B2+) (f:1) level. (See Appendix 2 for a sample of the student interviews).

**Table 6.** Background information on the ELL student interviewees

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	F	Turkish	Year 1	B1	Turkish	English
Student 2	F	Turkish	Year 1	B1	Turkish	English
Student 3	F	Turkish	Year 1	B1	Turkish	English
Student 4	F	Turkish	Year 1	B2+	Turkish	English
Student 5	F	Turkish	Year 1	B2+	Turkish	English
Student 6	M	Turkish	Year 1	B2+	Turkish	English
Student 7	F	Turkish	Year 1	B2	Turkish	English
Student 8	F	Turkish	Year 3	B1	Turkish	English
Student 9	F	Turkish	Year 3	B1	Turkish	English
Student 10	M	Turkish	Year 3	B1	Turkish	English
Student 11	M	Turkish	Year 3	B2+	Turkish	English
Student 12	M	Turkish	Year 3	B1	Turkish	English
Student 13	M	Turkish	Year 3	C1	Turkish	English
Student 14	M	Syrian	Year 4	C1	Arabic	English
Student 15	F	Turkish	Year 4	B2+	Turkish	English
Total	15					

## The Findings

The data examines common translanguaging practices and the challenges the students face in the ELL programme (f:15). The themes are presented in an order of importance and frequency worked out of the participants' responses, a summary of which is provided below.

**Table 7.** The summary of the themes (ELL Student Interviews)

Themes	Frequency
Translanguaging is a ubiquitous practice	15
English-only course materials are sufficient	15
Studying in the English medium is motivating despite the challenges	15
Translanguaging helps achieve content mastery	15
Translanguaging can be unfavourable for oral skills	10
The English-only policy should be strictly followed	9

## Translanguaging is a Ubiquitous Practice

The ELL students state that they translanguage more when they are with their friends and lecturers (f:15). They accept to have used L1 and L2 in tandem very frequently and they cannot avoid it even out of the school. For instance, when they revise for an exam with a peer, this occurs more as they share a similar field-related repertoire. They also state that they believe that they communicate more successfully when translanguaging as it is more practical.

*Turkish use is inevitable because we live in a country where Turkish is the mother tongue, so translanguaging is a natural thing, I think. (Student 15, Year 4)*

As the students claim, some use what they have learned at school into their daily lives and private social conversations, as they believe that they can learn much better when they connect their daily lives with the contents of their lessons.

*If the content is connected with real life, it is easier to retain. (Student 5, Year 1)*

In this way, discipline-related information becomes more meaningful for learners when it is a part of their lives. Translanguaging practices seem to be facilitating such connections. As can be seen in the extract below, overt forms of translanguaging can be used creatively to connect between social and university life.

*What we learn in the class becomes the subject matter with classmates. For example, we learn the Freudian drives in the lesson so all the jokes become related to it and we say 'death drive im harekete ge ti' (my death drive has been triggered) before the final exam. (Student 15, Year 4)*

They also highlight that lecturers use translanguaging strategically to hold or regain students' attention.

*When we lose our attention, lecturers use translanguaging skilfully for regaining our attention quickly. (Student 9, Year 3)*

## English-only Course Materials are Sufficient

All the ELL students agree that the resources should be provided only in what is perceived to be their main 'target language', given that they are English major students (f:15). They often justify this position by suggesting that this offers consistency with the fact that they are required to use English in oral and written forms.

*Only English materials should be provided because if we had both, we would only read the Turkish version. (Student 8, Year 3)*

They, therefore, highlight the function of the materials written in L1. They clarify that they sometimes read the Turkish versions of the novels so that they can compare and contrast with a critical eye. However, they still do not want their lecturers to provide a Turkish copy of the course material because they admit that they would read the Turkish version only, which can make them lazier.

The students also realise the challenges they face when they read a text or when they want to contribute to the lesson, but they state that they are prepared for this effort.

*English materials are the primary sources. Imagine a novel translated from English to Turkish; it might be loosely or erroneously translated. Translated works cannot be primary ones because they are not original works. They can only be used for comparing, contrasting and commenting on. It is the same with watching an English movie dubbed into Turkish. (Student 13, Year 3)*

If the students are not exposed to the resources sufficiently, expressing their opinions effectively in the exams becomes a challenge. They confess that they cannot remember some keywords and they write them in L1 because they speak mostly in L1 with family and friends.

### Studying in the English Medium is Motivating despite the Challenge

Contrary to the general belief, the majority of the ELL students state that they do not have any problems with a programme provided in L2. Being aware of English as the medium of instruction in the ELL department, they enrolled on the undergraduate programme in English. However, they have problems understanding the lesson content (f:15). They claim that the content is usually so challenging that even their mother tongue was English, they would still find it challenging. They also state that they have to develop some strategies to succeed in their department:

*Coding helps us memorise words quicker in exams. For example, we call Dr. Moreau, Dr. Moron because he is a mad scientist. (Student 8, Year 3)*

### Translanguaging Helps Achieve Content Mastery

All the students confirm that translanguaging helps them understand their course content deeply (f:15). They state that they use multi-modal resources to be able to comprehend the lesson content better and translanguaging is one of those.

*When we are learning about a novel for example Dracula, we study everything about it- read it in English, in Turkish with different translations and watch the movie so we learn it better. (Student 10, Year 3)*

For some courses such as translation, poetry, or linguistics; translanguaging is an inevitable practice because students need all resources available to them to decode the literary texts. They also highlight the importance of understanding the terminology and keywords. They stress that unless a student knows field-related terminology; it is tough for her/him to understand the details of it.

*When some terminology is not available in our home language for example extended metaphor, uncanny, etc.; lecturers feel the need for translanguaging. (Student 12, Year 3)*

The students state that lecturers can sometimes use L1 to build connections between the known and the unknown in some courses such as Linguistics or research methods. The lecturer utilises the local language and other materials as facilitators to bridge between what they already know and what they need to know.

*We need more translanguaging when the course is filled with terminology. For example, we need more translanguaging for support in Linguistics. (Student 13, Year 3)*

*When lecturers see us looking confused and blank, they translanguate and give local examples until the problem is resolved so we understand what s/he means. (Student 12, Year 3)*

## Translanguaging can be Unfavourable for Oral Skills

Apart from the advantages of using their mother tongue, the students are worried that using this fluid language by mixing L1 and L2 turns into a habit and they can fail to speak English correctly and fluently without any interference from their L1 (f:10).

*If I interacted with a native speaker, s/he would not understand my English. (Student 8, Year 3)*

An important point highlighted by an international student is that the lecturers' use of translanguaging makes understanding even more challenging because they do not share the same mother tongue. For many international students, English is the only common language in which they can communicate with their classmates and lecturers. Therefore, translanguaging between English and Turkish does not help them as much as it helps other students since they do not share the same L1 with the lecturer and the rest of the class.

*I would be happier if the lecturer stuck with English because I am more competent in the medium of the course, not in the language where I live temporarily. (Student 14, Year 4)*

## The English-only Policy Should be Strictly Followed

More than half of the participants state that the lecturers are not strict enough to force them adequately (f:9). The students state that the lecturers should consider the context of the students and realise how hard it is to achieve content mastery when the content is presented in a language that is only spoken in the class (f:6). Therefore, they state that they need more L2 exposure. They also state that they are planning to become teachers and their weakness in speaking worries them and shatters their self-confidence. Thus, they think that lecturers should create an atmosphere where they only speak the target language.

*School is the only place where we can speak, write and listen in English so lecturers should help us maximise that. Therefore, they should always force us to use only English. (Student 11, Year 3)*

# The Analysis of the English Language and Literature Lecturers' Interviews

## Background Information

Conventional content analysis was also used to examine lecturers' attitudes towards translanguaging practices. Table 8 illustrates that 5 lecturers –4 female and 1 male– volunteered to take part in the interviews. All the participants' first language is Turkish and they are all multilingual speakers.

**Table 8.** Background information on the ELL lecturer interviewees

Lecturers	Gender	Education	Nationality	Experience	L1	L2
Lecturer 1	F	PhD Grad	Turkish	25 years	Turkish	English
Lecturer 2	F	BA Grad	Turkish	27 years	Turkish	German
Lecturer 3	F	PhD Grad	Turkish	20 years	Turkish	English
Lecturer 4	M	PhD Grad	Turkish	15 years	Turkish	English
Lecturer 5	F	PhD Grad	Turkish	12 years	Turkish	English
Total	5					

## The Findings

The attitudes of the lecturers are argued in detail with the extracts taken from the interviews. The summary of the themes derived from the lecturer statements in the interviews can be found below in Table 9.

**Table 9.** The summary of the themes (ELL Lecturer Interviews)

Themes	Frequency
Translanguaging practices are highly personal and content-sensitive.	5
Strategical translanguaging is employed.	5
Participation far outweighs the language policy.	5
The English-only policy is not a panacea for all problems.	3

### Translanguaging Practices are Highly Personal and Content-sensitive

The lecturers agree that the course content is a determining factor in the amount of translanguaging practised in the class. Thus, the priorities change considerably for each course. While a lecturer and students utilise translanguaging as the medium of the lesson in a course, they prefer not to use it in another.

*In some lessons, we ask them to translate the text into their L1. (Lecturer 4)*

Variables such as the complexity of content, the gap between the required level to comprehend the lesson content and the current proficiency levels of the students affect the way lecturers design the medium and content of a course.

*If the students' level does not match the required level for understanding the content, I feel that I need to scaffold and help them with translanguaging. (Lecturer 5)*

*Translanguaging can only be suitable for freshmen. For the students who are at high levels, L1 use is unnecessary because we are living in a context where the target language is a foreign language, so there is no exposure out of the school. (Lecturer 2)*

The lecturers state that they always check students' proficiency levels and adjust accordingly. They sometimes increase the amount of translanguaging in a particular class or with a particular group because the students need linguistic support. They confirm that as students get better at understanding and following the lesson content, they slowly reduce the support and the amount of translanguaging.

*When I first meet the students, I check their proficiency and anticipate their needs thus, tailor my L2 as they get better, I gradually withdraw the amount (of L1 use). (Lecturer 2)*

However, the other half of the lecturers are against differentiating the lesson content and adapting the language level to students' levels. They state that the lecturers should have a stricter approach and the students themselves need to get their levels closer to the required level for the course. They state that it is important to set the rules in the freshman year and not to stretch it for students. They state that they observe that students do not force themselves to use the target language and abuse their positive attitude at times. They add that they can only be flexible with the final-year students because they respect the language policy of the department wholeheartedly and practice the target language at every chance.

*We do not want to encourage them to speak in L1 but we do not discourage them too. However, their priority should be to learn how to function in English to learn subject-matter content. (Lecturer 3)*

### Strategical Translanguaging is Employed

The lecturers highlight that they do not just use these practices because students' proficiency levels are too low, nor do they just rely on their L1 because it is more comfortable so this way they have no communication breakdown. Lecturers state other additional ways in which they utilize L1 strategically. Translanguaging is thus employed for building rapport

with students, getting and holding attention. They justify why they accept all the contributions in any languages because they do not want their students to shut themselves and go quiet in the lessons. They add that when they answer a question, they tailor it for the student. They also answer it in multiway and levels so that they can ensure understanding for students who are at different levels of proficiency. For example, they start with answering the question with challenging vocabulary first, and then it is simplified with easier words and finally, translanguaging is employed if necessary.

*I never silence them with English; it is very face-threatening. (Lecturer 2)*

*When students ask their questions in their mother tongue, I answer them in multiple ways for addressing all levels. (Lecturer 2)*

They agree that they would never shake students' motivation by stopping them and asking students to direct the question in L2 again or not answering the question because it abuses the language policy of the class.

*If I interrupted students by asking questions or stating a point, I know they would never utter a word again. (Lecturer 5)*

A lecturer has stated that they have a lot of similarities with the students such as nation, language, identity, etc. Sometimes a Turkish expression fits best to explain the topic, so she uses it with no regret.

*If I feel that a Turkish expression sits well for that particular context, I will definitely use it. (Lecturer 1)*

Lecturers state that for many courses students are expected to decipher the hidden meaning and also how the language code affects the meaning. Another lecturer supports this idea by stating that the books and poems they analyse often use translanguaging too, so they approach texts with this metalinguistic awareness.

*In some works, authors or poets translanguage in their works purposefully too and, thus we question why they do that because generally there is a hidden message. (Lecturer 4)*

*In literature, the hidden meaning between lines overshadows the language codes. (Lecturer 1)*

## Participation Far Outweighs the Language Policy

All the lecturers agree that participation is their top priority. As a programme in Social Sciences, students are always required to discuss statements and express their opinions in ELL courses. Some lecturers mention that they have hot debates for some topics that they do not worry about the language policy of the lesson because language is only the means, not the aim of the course. However, they warn that even if the amount of translanguaging increases, it never exceeds the amount of L2 use.

*We expect students to analyse, synthesise, comment on and develop critical skills more than anything. (Lecturer 5)*

## The English-only Policy is not a Panacea for All Problems

Half of the lecturers mention that the language policy itself is not a panacea for all language-related problems. They state that there are times that they need to use L1 for solving a problem and it does not sound very artificial to do so because not only in amphitheatres but also in their offices, lecturers use L2 as the medium of instruction. They state that they already extend the use of L2 in and out of the class.

*Language in use is natural and you cannot draw borders to it. (Lecturer 5)*

They also stress that the problems they face when they listen to a seminar or read articles in L1 since the terminology in another language no matter it is your L1 or not, makes understanding very challenging. Thus, lecturers suggest that gaining the content knowledge and terminology is a clear advantage.

*When I read a Turkish theory book on the same area of interest, I do not understand it because I realise I do not have its specific terminology so reading and writing theory in Turkish have always been more challenging for me (Lecturer 3).*

## The Analysis of Food Science Students' Interviews

### Background Information

15 students from the FS programme (the Food Engineering Department) participated in this study to share their views on translanguaging practices and their attitudes towards these practices. They were all interviewed separately at different times in a quiet and friendly setting. A sample of transcribed and analysed student interviews can be found in Appendix 3.

As can be seen in Table 10, the number of female students exceeds male students (13 female, 2 male). While the majority of the students are Turkish (f:12), only three of the participants are Arabic. The group is divided into two according to their year of study. Half of them are in year 1 (f:8), the other half is in year 3 (f:7). They all use English as their second language and the majority of them state that their perceived proficiency level is low intermediate (f:11), the others are intermediate (f:3) or higher (f:1).

**Table 10.** Background information on the FS student interviewees

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	F	Turkish	Year 1	B1	Turkish	English
Student 2	F	Turkish	Year 1	B2	Turkish	English
Student 3	F	Persian	Year 1	B1	Arabic	English
Student 4	F	Iraqi	Year 1	B1	Arabic	English
Student 5	M	Turkish	Year 1	B1	Turkish	English
Student 6	F	Turkish	Year 1	B1	Turkish	English
Student 7	F	Turkish	Year 1	B1	Turkish	English
Student 8	F	Turkish	Year 1	B1	Turkish	English
Student 9	F	Turkish	Year 3	B1	Turkish	English
Student 10	F	Turkish	Year 3	B1	Turkish	English
Student 11	F	Turkish	Year 3	B2+	Turkish	English
Student 12	F	Turkish	Year 3	B2	Turkish	English
Student 13	F	Syrian	Year 3	B2	Turkish	English
Student 14	F	Turkish	Year 3	B1	Arabic	English
Student 15	M	Turkish	Year 3	B1	Turkish	English
<b>Total</b>	<b>15</b>					

### The Findings

The data disclose the challenges FS students face and the practices they adopt. The themes shown below are derived from the interview data by using ICA.



**Table 11.** The summary of the themes (FS Student Interviews)

Themes	Frequency
Translanguaging is a ubiquitous practice.	15
Translanguaging helps deeper understanding.	15
The English-only course materials are sufficient.	13
Translanguaging can be unfavourable for oral skills.	9
Studying in the English medium is challenging.	8

### Translanguaging is a Ubiquitous Practice

All the FS students agree that translanguaging is a common practice in their classrooms (f:15). A majority of the interviewees state that when they translanguange, they use all terminology in L2, yet they talk around them in L1. They justify this by saying that all the field-related terminology is presented in L2, so they use the terminology only in the target language because they do not learn their L1 equivalence.

*As we are introduced to the keywords in the department, they are always in L2. We do not even remember their Turkish equivalence. (Student 9, Year 3)*

Students state that they feel ashamed of speaking in front of a crowd and scared of making mistakes. As they feel much stressed, they do not want to respond even if they are sure about the answers. Even the idea of speaking in a large amphitheatre prevents them from uttering a word. Thus, they actively listen to the lesson and take notes but do not participate actively. As the lecturers are aware of this reluctance, they stop asking questions. Some of the interviewees declared that international students are the only ones to contribute to the classroom in their freshman years.

*We do not want to get stressed speaking English, so we usually ask 'melting point neresi?' instead of 'where is the melting point?'. Such expressions are understood by everybody. (Student 10, Year 3)*

Some of the students claim that this unique and programme-specific language is contagious and they take the lecturers and the way they talk to each other as models. Lecturers present the content fully in English, but when they talk to each other, they highly translanguange. They use the terminology in L2 when the medium of interaction is Turkish.

*We do not know many field-related words in Turkish. Even lecturers say 'beaker' or 'tube' when they are speaking Turkish. (Student 11, Year 3)*

These practices are not limited to academic use only. When they are with people who are in the same department, this atmosphere prevails again. The majority of them state that they translanguange, even more, when they study for final exams with their peers. Even the international students state that they use a mixture of Arabic and English. Turkish words mingle in their conversations as they are exposed to them in pair work with Turkish students.

*When we revise for the finals, we mix Arabic, Turkish and English. (Student 3, Year 1)*

### Translanguaging Helps Deeper Understanding

All the participants agree that translanguaging facilitates their learning (f:15). In the flow of the lesson, they can only understand the content partially, but they confess that when they discuss the content with a friend, they frequently translanguange and this helps them a lot.

*I generally understand only partially in lessons, and then I read, listen and write in both languages to understand fully. (Student 8, Year 1)*

*We accommodate the information better by using all the languages we know. (Student 5, Year 1)*

Some students mention that some lecturers adopt a belligerent attitude towards students' use of Turkish in the class. Therefore, they go very silent in those lessons not to get negative attention from the lecturer. When they ask a question in their mother tongue, there is a possible risk of being silenced through a response in English, and this appears to result in the students' decision to stay silent.

*It gets my nerves when the lecturer explains the same point the same way, with the same language. Now I give up asking any more questions, there is no point. (Student 12, Year 3)*

They disagree with the way they are sometimes treated in the lectures. They explain that if a student asks a question, it means that the student is interested in the content, but when the lecturer interferes with the student and makes her/him repeat the question in the target language, the student is inclined to shy away from asking questions and build a negative attitude towards that particular subject and professor. In other words, they state that they become passive and non-responsive even if they listen actively. A couple of them state that they cannot help self-talking or murmuring as they feel like their right of speaking has been taken off their hands.

*If lecturers force us to ask only English questions, we will get quiet and ask no questions then. (Student 2, Year 1)*

Some students state that they do not understand the dilemma of lecturers' translanguaging in their offices when they are one to one with the students. Some students add that they are pleased with it because they can book an appointment and get tough questions explained at least in this way.

*Lecturers mostly use translanguaging in their offices when they explain a point one to one. (Student 13, Year 3)*

The lecturers, who run the laboratory courses where they study the practical part of the theoretical courses, translanguange more often because misunderstandings can lead to serious accidents. The students use explosive, inflammable gases or dangerous solutions in the experiments, so the steps and procedures are explained on the whiteboard with displays. After the students are checked to know clearly what they are going to do in the experiment, they are sent to their personal stations. However, they check every step with their supervisors and the laboratory tutor because they do not have confidence in their L2 proficiency.

*Translanguaging is vital for some courses for example in the lab, where you need to check your understanding carefully. (Student 2, Year 1)*

## The English-only Course Materials are Sufficient

The majority of the students express that they need lesson materials in English only (f:13). They believe that having them in L1 would initiate indolence and procrastination. When they have the text, they use it as a framework or skeleton material and work on it intensively. They assert to exploit the lesson material to the fullest.

*When lecturers provide English-only material, we use them as the draft material and work on it by translating, taking notes on, highlighting; researching the parts we do not understand and eventually learn better. (Student 1, Year 1)*

Another point made by the students is that reaching English course materials in a specific academic area is rather difficult. The lecturers are good at choosing clear, representative and easy-to-follow course materials in English. Some students confirm that they have easy access to Turkish materials. They clearly state that studying in an EMI context with the materials in L1 would make them get used to spoon-feeding.

## Translanguaging can be Unfavourable for Oral Skill

More than half of the students complain about the negative effects of L1 use on their L2 oral skills (f:9). They mention the challenge of improving oral skills in English in the EMI context in Turkey. They think that they do not have enough exposure, let alone frequent use of L1. They mention the lack of context and setting where they can practice L2 to improve their language skills (f:12). Only a few state that they can use L2 in their personal lives by becoming a member of the international youth exchange programmes such as AIESEC and Erasmus. One also mentions that he finds a solution to this problem by sharing his flat with an international student and they speak English all the time, which helps a lot.

*Only English is more ideal because I cannot improve my oral skills anywhere else. (Student 1, Year 1)*

*As courses are given as lectures, we listen, take notes but never speak in English. (Student 6, Year 1)*

## Studying in the EMI Context is Challenging

More than half of the students stress the problems they face in the EMI context (f:8). They exemplify that when they go to local factories for their internship, they feel isolated due to their limited knowledge of Turkish terminology, as factory staff in those places generally do not speak English. They believe that they need to fill the L1 terminology gap in their knowledge to be able to adapt to the local occupational settings. Therefore, some students try to learn the terminology not only in L2 but also in L1 (f:4). One student explains how challenging the internship is when students do not know the Turkish terminology as they often feel ashamed because it builds a barrier between them and their seniors in the factories. The student states that she knows the equipment called 'plate heat exchanger' only in L2 and she struggles to explain it in L1. She disagrees with the lecturers on the suggestion that students can pick up work-related Turkish terminology effortlessly in their training, which students do not find easy.

*I do not prefer only English materials because I want to understand when they say 'plakalı eşanjör' for 'plate heat exchanger' in local factories. Bilingual materials are better to have knowledge of terminology in local and international fields. (Student 11, Year 3)*

Less than half of the participants confessed being not ready to understand the course content, when they exit the preparatory school (f:6). They feel that they are left alone with their own problems. In the freshman year, they take an obligatory English course, but they have to attend it in large classrooms with engineering students from other programmes. They state that they cannot benefit from a course satisfactorily as the class gets overpopulated. They also criticise the course content for being too general and unconnected. They suggest that they need English support continuously, not only in the preparatory school or the first-year academic English course.

*Prep school and freshman English do not prepare us for EMI context; what they are teaching and what we have to do is like cheese and chalk. (Student 15, Year 3)*

Some students do not feel the same for every course. For theoretical lessons, they believe that they need a high level of focused study because of their low proficiency in English. They confess that they get bored and lose their concentration very easily in these courses. They suggest that the lecturers contribute to this with their strict attitude towards the English-only policy and their flat and weak voices, which, they believe, prevents them from distinguishing what is more important from what is not. They suggest that the lecturers should use their voices effectively to regain the attention of students and break the monotony of the class.

*In the lecture, it is hard to hold my attention because I hear an unknown word and I get disconnected from the lesson immediately. (Student 10, Year 3)*

*EMI context is even more difficult when the lecturers do not know how to help students, which makes me lose concentration very quickly. (Student 14, Year 3)*

The students complain about the lecturers' approach to theoretical courses and assert that they need more support from lecturers in verbal lessons. However, the lecturers believe that the students can self-study by reading and revising extensively. As opposed to theoretical courses, students note that the lecturers are more positive about helping students in applied courses (f:6). The students confirm that the lecturers provide them with step-by-step explanations until they understand. However, they wish that they could get this support in theoretical courses where they need help more. The students elucidate their point by saying that symbols, signs and numbers are so universal that anybody can understand them without speaking the language.

*Lecturers expect us to understand the theoretical courses on our own but they offer more help for applied courses. (Student 9, Year 3)*

*I do not need help with applied courses because numbers and symbols talk for themselves. (Student 15, Year 3)*

Some students also mention how they succeed in the exams. Most of the time, they do not practice the content sufficiently, so they have to memorise it before the exam (f:3). Therefore, even if they develop strategies to pass a course, this does not mean that they can express themselves successfully.

*Passing the exams should not mean that we are competent in English. (Student 15, Year 3)*

## The Analysis of Food Science Lecturers' Interviews

### Background Information

The interview aimed at assessing the attitudes of the lecturers in the FS programme. 5 lecturers –3 male, 2 female– who are native Turkish and have experience in teaching in an EMI context ranging from 11 to 35 years. All of them are PhD holders in the field, have been abroad and have a good degree of proficiency in English.

**Table 12.** Background information on the FS lecturer interviewees

Lecturers	Gender	Education	Nationality	Experience	L1	L2
Lecturer 1	M	PhD Grad	Turkish	35 years	Turkish	English
Lecturer 2	M	PhD Grad	Turkish	30 years	Turkish	English
Lecturer 3	M	PhD Grad	Turkish	25 years	Turkish	English
Lecturer 4	F	PhD Grad	Turkish	14 years	Turkish	English
Lecturer 5	F	PhD Grad	Turkish	11 years	Turkish	English
Total	5					

The summary of the themes derived from the FS lecturer statements in the interviews is presented below in Table 13.

## The Findings

**Table 13.** The findings

Themes	Frequency
Terminology is always produced in L2.	5
The English-only policy should be followed strictly.	3
Participation in the class is not sufficient.	4
The English-only policy is not a panacea for all problems.	5

### Terminology is Always Produced in L2

All the lecturers state to have had their academic education in the EMI contexts. Therefore, they tend to teach in English only. However, they translanguate when they talk to each other or explain a topic in their offices. The students do not learn the Turkish equivalence of terminology most of the time. The vocabulary is genre-specific in the field and the lecturers do not believe to have any communication difficulties with the learners.

*Neither we nor our students do not know what 'beher' is in Turkish, we just call it 'beaker'. (Lecturer 4)*

This approach is pertinent to the specific department where all the input the students receive and provide is in English. Code-switching and language alternation are natural outcomes of studying in English in a foreign language context. Eventually, a field-specific language emerges and prevails in the classroom and the terms learned in L2 dwell in the users' L1.

*Students overuse the keywords in English because these entries are gained in L2. (Lecturer 1)*

Translanguaging is used when there are no equivalents for a specific term in L1. Some terminology is therefore standardised as there are no other options available in the home language.

*The keywords are technical words that are hard to describe in L1. Therefore, they are used as they are. (Lecturer 3)*

Some lecturers mention that their students try to use Turkish equivalents of terminology in their factory internships. That is, a form of translanguaging –keywords in L2 and talk in L1- is a result of the science education in the EMI context.

*They say 'sistem static-state oldu'(the system is in a static state) instead of 'yatışkın durum' in Turkish because they do not know that. (Lecturer 4)*

*Instead of how do you get its derivative?, they say: 'Bunun derivative' ini alabilir miyim?'. (Lecturer 4)*

### The English-only Policy Should be Followed Strictly

Half of the lecturers embrace the English-only policy wholeheartedly. They stand against the use of translanguaging in the EMI context, which, they believe, attracts successful students to their undergraduate programme. The language policy diverts the department from the others, which makes it more prestigious for current and prospective students.

*English only policy should be formally adopted because students come to this department for the English medium. (Lecturer 3)*

All the lecturers agree that graduating from an EMI engineering programme will make the students noticeable in both local and global markets. Thus, they state that they advise their students not to ignore the significance of L2 proficiency in their careers. Otherwise, wrestling with all the challenging courses taught in a foreign language would be worthless and pointless.

*This diploma with English medium addition is worthwhile because it can be more preferable and presentable in the international job opportunities arena this way. (Lecturer 2)*

All the FS lecturers stress that their students should realise the value and prestige of studying this programme in English. The lecturers claim that they can pursue opportunities in the global market with a good level of English and a diploma in engineering.

*Students should familiarize themselves with international scientific terminology. (Lecturer 3)*

*Competition in global contexts is only possible with being internationally visible. (Lecturer 1)*

All the lecturers also complain about their students' level of English mastery. The problem is not only their oral performance but also skills such as reading and writing. One lecturer say that when students are asked to answer theoretical questions, they fail miserably due to their poor linguistic skills even if they do not take points off for their spelling and grammatical mistakes in the exams.

*In my opinion, translanguaging deteriorates students' speaking skills. (Lecturer 5)*

The lecturers agree that the students should study lesson materials in English only and their mastery should increase as they study. They disagree with the students' use of L1 materials to learn the content.

*I do not think they can pass the exams unless they study English resources. (Lecturer 1)*

## Participation in the Class is not Sufficient

Most of the lecturers are dissatisfied with the level of participation in the class, especially in the first two years. They state that when they ask questions, they experience an awkward moment due to lack of student contribution, so they prefer to answer them by themselves. Consequently, they encourage the students to ask questions in L1 or L2 to prevent them from sitting silently.

*I never stop them when they ask questions; otherwise, they get very quiet. (Lecturer 4)*

An experienced lecturer thinks that the students have psychological barriers in addition to the language barrier. To elaborate, taking a turn to ask and answer a question in a large classroom is highly challenging for them. One of the experienced lecturers highlights that the reason why students do not contribute to the lesson should have psychological reasons along with their low proficiency in English. The courses are taught in large classrooms and some courses hold nearly 80-90 students, so the majority of students prefer listening and taking notes only.

*Students in departments whose medium of instruction is Turkish also do not ask any questions. I mean, students go quiet not only because of the language barrier but also psychological barriers. (Lecturer 3)*

All the lecturers also stress how participation is difficult for these students with the poor state of personal and intellectual readiness for the department. They state that this unreadiness affects their participation in the lessons deleteriously.

*If a student prefers our department with English medium, then students should come here ready to study the content in English. Ideally, they should be able to express themselves effectively in oral and written forms but this only happens in the ideal world. (Lecturer 2)*

## The English-only Policy is not a Panacea for all Problems

All the lecturers accept that the English-only policy brings some restrictions to the context. Some of them explain this by stating the inexistence of some keywords in L2, so they have to use them in L1 at all times.

*I can use Turkish words for example which are introduced and accepted [used] internationally such as 'kaşar, pekmez, baklava, şalgam' with no hesitation. (Lecturer 1)*

Translanguaging helps the students for a better understanding of the academic content. As the level of the course and their proficiency level do not match with each other. Translanguaging aids the students to compensate for their gaps with their L1 by asking questions to their peers, checking their comprehension, etc., by establishing a bridge from the known to the unknown. Therefore, students can digest the lesson content more deeply. The students are expected to use their L1 as a base and L2 as a target in line with the policy rule. In this respect, translanguaging is used as a gap-filler in students' knowledge. By asking questions to their classmates, checking comprehension, checking meaning, they try to compensate for their weaknesses in their content knowledge.

*I can see translanguaging helps students make up for the gaps in their knowledge. (Lecturer 3)*

Some of the lecturers also confess that they suffer from the same problem with the students. When they attend the local conferences, they realise how weak they are in the field-specific terminology in their mother tongue.

*Since we do not know the Turkish equivalents of some English technical words, we also struggle to understand our colleagues teaching in departments in Turkish medium. (Lecturer 5)*

## The Interview Findings from Çukurova University

### The Analysis of Mechanical Engineering Students' Interviews

The data for this section was collected through semi-structured interviews in the Mechanical Engineering (ME) and Automotive Engineering (AE) departments (15 students and 5 lecturers from each department, a total of 30 students and 10 lecturers). The analysis will start with the results of the interview in the ME department and will continue with the interview results of the AE department.

### Background Information

15 male students participated in the interview because of the large number of male students in this particular department. All the students' mother tongue (L1) is Turkish (f: 15) while their second language is English. All the participants are freshmen students (f: 15). All the students declare English as their second language (L2). Nine of the students state that their perceived language level is low intermediate (B1) (f: 9) in L2. Four of the students consider their language proficiency level to be intermediate (B2) (f: 4). Two students claim themselves to be proficient users of English (C1) (f: 2).

**Table 14.** Background information on the ME student interviewees

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	M	Turkish	Year 1	B2	Turkish	English
Student 2	M	Turkish	Year 1	B2	Turkish	English
Student 3	M	Turkish	Year 1	B1	Turkish	English
Student 4	M	Turkish	Year 1	B1	Turkish	English
Student 5	M	Turkish	Year 1	B1	Turkish	English
Student 6	M	Turkish	Year 1	B1	Turkish	English
Student 7	M	Turkish	Year 1	B1	Turkish	English
Student 8	M	Turkish	Year 1	B1	Turkish	English
Student 9	M	Turkish	Year 1	B1	Turkish	English
Student 10	M	Turkish	Year 1	C1	Turkish	English
Student 11	M	Turkish	Year 1	B2	Turkish	English
Student 12	M	Turkish	Year 1	B1	Turkish	English
Student 13	M	Turkish	Year 1	C1	Turkish	English
Student 14	M	Turkish	Year 1	B1	Arabic	English
Student 15	M	Turkish	Year 1	B2	Turkish	English
Total	15					

## The Findings

The motives for translanguaging are put into the order of frequency depending on the number of students who mentioned them.

**Table 15.** The summary of the themes

Themes	Frequency
Translanguaging helps achieve content mastery.	12
First language and second language can be used interchangeably by the students.	12
The course materials and terminology should be provided in both languages by the instructors.	10
First language and second language can be used interchangeably by the instructors.	9

### Translanguaging Helps Achieve Content Mastery

Students claim that translanguaging helps them master the target content more easily.

*The first language is always more understandable compared to the second language. There is one thing in our career that is more important than learning a new language: learning our job. If we have to sacrifice our foreign language for the sake of our job, we should always do so. (Student 3)*



## First Language and Second Language can be Used Interchangeably by the Students

Several students state that they feel the need to speak in their first language in the classes.

*English is not our first language and sometimes we may have problems with expressing ourselves. (Student 4)*

*Not everyone has the same language proficiency. (Student 11)*

## First Language and Second Language can be Used Interchangeably by the Instructors

Students mention that they have less difficulty in understanding the content when instructors apply translanguaging.

*It is helpful at the points which are not easy to understand. (Student 6)*

*At some points we may not understand the target language. (Student 7)*

# The Analysis of Mechanical Engineering Lecturers' Interviews

## Background Information

Five male lecturers preferred to participate in the interview. Three of the lecturers have PhD degree while two of them have an MA degree. All the lecturers' mother tongue (L1) is Turkish (f: 5) while their second language is English. Each of the lecturers' years of experience differs from one another.

**Table 16.** Background information of the ME lecturer interviewees

Lecturers	Gender	Education	Nationality	Experience	L1	L2
Lecturer 1	M	PhD Grad	Turkish	29 years	Turkish	English
Lecturer 2	M	PhD Grad	Turkish	23 years	Turkish	English
Lecturer 3	M	MA Grad	Turkish	2 years	Turkish	English
Lecturer 4	M	MA Grad	Turkish	3 years	Turkish	English
Lecturer 5	M	PhD Grad	Turkish	23 years	Turkish	English
Total	5					

The themes that emerged from the data analysis of the interviews are illustrated in Table 17.

## The Findings

**Table 17.** The summary of the themes

Themes	Frequency
The English-only policy discourages students from asking and answering questions.	5
Students' first language has a positive effect on their learning.	4
First language and second language can be used interchangeably.	4
Translanguaging does not improve language skills.	3

### The English-only Policy Discourages Students from Asking and Answering Questions

Lecturers state that sometimes, students hesitate to ask and answer questions in English because of a lack of proficiency.

*When asking questions in Turkish is not allowed, students do not ask questions. (Lecturer 2)*

*As the students think that s/he will not be able to express his/her opinions thoroughly, s/he gives up on asking questions. (Lecturer 5)*

### Students' First Language has a Positive Effect on Their Learning

Lecturers state that the first language can contribute to learning and students comprehend the content better when it is taught in their first language.

*Nobody can learn better in a language other than their first language. (Lecturer 2)*

*I think the knowledge acquired in the first language is more permanent. (Lecturer 3)*

### First Language and Second Language can be Used Interchangeably

Some lecturers suggest that the mother tongue and the target language could be used at the same time in the classroom environment.

*My personal opinion is that education should be given in the first language. However, if there was such an option, I would prefer using both languages interchangeably. That could be a good solution. (Lecturer 3)*

*This application that can be called hybrid should be applied so that students can learn better do not lag behind in the market and they can follow the developments around the world. (Lecturer 4)*

### Translanguaging does not Improve Language Skills

Some lecturers believe that translanguaging practices impede the mastery of English. For instance, one said:

*Students will need to talk to English-speaking foreigners after their graduations. Thus, each language should be considered separately. (Lecturer 5)*

## The Analysis of Automotive Engineering Students' Interviews

In Automotive Engineering (AE) department, we reached 15 students and 5 lecturers.

### Background Information

More male students preferred to participate in the interview (11 male participants) while 4 of the participants are female. All the students' mother tongue (L1) is Turkish (f: 15). All the participants are freshmen students (f: 15). Most students declare English as their second language (L2) while two of them indicate their second language is other than English. Six of the students state that their language level is low intermediate (B1) (f: 6) in L2. Five of the students consider their language proficiency level to be intermediate (B2) (f: 5). Three students claim themselves to be proficient users of English (C1) (f: 3) while only one of them indicates that his language proficiency level is A2 (f: 1).

**Table 18.** Background information of the AE students

Interviewees	Gender	Nationality	Grade	Proficiency	L1	L2
Student 1	M	Turkish	Year 1	B1	Turkish	English
Student 2	F	Turkish	Year 1	B2	Turkish	English
Student 3	M	Turkish	Year 1	B2	Turkish	English
Student 4	M	Turkish	Year 1	B1	Turkish	English
Student 5	F	Turkish	Year 1	B2	Turkish	English
Student 6	M	Turkish	Year 1	B2	Turkish	Other
Student 7	F	Turkish	Year 1	B1	Turkish	English
Student 8	F	Turkish	Year 1	B1	Turkish	English
Student 9	M	Turkish	Year 1	B2	Turkish	English
Student 10	M	Turkish	Year 1	B1	Turkish	English
Student 11	M	Turkish	Year 1	B1	Turkish	English
Student 12	M	Turkish	Year 1	B1	Turkish	English
Student 13	M	Turkish	Year 1	B2	Turkish	Other
Student 14	M	Turkish	Year 1	A2	Turkish	English
Student 15	M	Turkish	Year 1	B1	Turkish	English
Total	15					

### The Findings

The analysis of the students' interviews generated four themes, as summarised in Table 19.

**Table 19.** Summary of the themes

Themes	Frequency
Translanguaging helps achieve content mastery.	14
First language and second language can be used interchangeably by the students.	12
First language and second language can be used interchangeably by the instructors.	9
The course materials and terminology should be provided in both languages by the instructors.	9

## Translanguaging Helps Achieve Content Mastery

For some students, translanguaging is seen as a tool for better content mastery.

*In case students have difficulty in understanding complex subjects in the target language, I think it is useful that the lecturers switch to L1. (Student 2)*

## First Language and Second Language can be Used Interchangeably by The Students

A few students stressed the importance of translanguaging in terms of increasing content comprehension. Students also drew attention to the heterogeneity in the level of students' linguistic proficiency and how translanguaging fixes this problem.

*In this way, we both improve our English language skills and learn the content better. (Student 13)*

*Not all the students have the same language proficiency level. So, as students' understanding is prioritized, I have a positive attitude to this situation. (Student 12)*

## First Language and Second Language should not be Used Interchangeably by the Students and Lecturers

As noted by some other students from other disciplines above, violating the use of English is considered to be a detrimental element for students' language skills.

*It weakens the language skills. (Student 15)*

*It negatively affects English language development. (Student 10)*

# The Analysis of the Automotive Engineering Lecturers' Interviews

## Background Information

From the AE engineering department, five lecturers agreed to take part in the interviews. All of them were male in keeping with the general profiles of engineering departments in Turkey. They all hold a doctoral degree and are of Turkish background with Turkish being their mother tongue. Their experience in teaching ranges from 3 to 12 years. The following table summarises their demographic information.

**Table 20.** Background information of the AE lecturers

Lectures	Gender	Education	Nationality	Experience	L1	L2
Student 1	M	PhD Grad	Turkish	12 years	Turkish	English
Student 2	M	PhD Grad	Turkish	6 years	Turkish	English
Student 3	M	PhD Grad	Turkish	4 years	Turkish	English
Student 4	M	PhD Grad	Turkish	3 years	Turkish	English
Student 5	M	PhD Grad	Turkish	12 years	Turkish	English
Total	5					

## The Findings

**Table 21.** Summary of the themes

Themes	Frequency
Translanguaging helps achieve content mastery.	5
The only-English policy discourages students from asking and answering questions.	3
Students' first language has a positive effect on their learning.	4
First language and second language can be used interchangeably.	3

### Translanguaging Helps Achieve Content Mastery

Some lecturers state that translanguaging is helpful for the students to learn the content better. In this regard, two made the following remarks:

*It is helpful to analyse the topic more deeply and to comprehend it better. (Lecturer 4)*

*I do not support the idea that the lessons should be taught in English. In the university, the content should be learned, not the language. Language should be learned separately by personal effort. (Lecturer 5)*

### The only-English Policy Discourages Students from Asking and Answering Questions

Several lecturers noted that insisting on the use of English only negatively influences students' language production. One lecturer pointed out this issue as follows:

*The only-English policy reduces the frequency of questions. (Lecturer 2)*

### Students' first Language has a Positive Effect on Their Learning

As stated by many lecturers from other disciplines above, some lecturers from Automotive engineering similarly supported the view that when students are allowed to translanguage, their learning process will be positively enhanced. Thus, they believe that L1 and English can be used interchangeably.

*I think the students learn better in their first language. (Lecturer 3)*

*I think it is fruitful because they learn the lesson better in this way. When it is in English, they only memorize the content and miss the core of the topic. (Lecturer 3)*

# Discussion

## Classroom Interaction and Observation Findings

Our observation data was used to support the recorded interactional data which provided solid evidence for the widespread implementation of translanguaging across different departments for a wide range of functions. In the observation form, we focused on the occurrences of translanguaging and for what functions they are used by the participants. It appeared that these functions were exercised for a number of reasons, such as improving personal relations between lecturers and students (e.g. rapport building), making hard-to-grasp course content easier to understand (e.g. summarising, scaffolding, checking comprehension, restating/highlighting key points), increasing student engagement in classes (e.g. getting attention, encouraging participation). The findings also pointed to a common pattern of translanguaging practices. Take, for example, the case of terminology which is preferred to be provided in English in the main by the stakeholders of different departments. The reason for this might be to help academically novice students to get familiar with the specialised vocabulary in their field of study (Fennema-Bloom, 2010). Translanguaging is also put into practice to communicate the same information in more than one language, especially to draw attention, highlight major issues and prevent misunderstandings (Creese, Blackledge & Hu, 2018). It appears that knowledge acquisition becomes much quicker and more effective for most students when they are instructed through translanguaging since they can compensate for the knowledge gap caused by one of the media with the help of the other(s).

It also emerged that the linguistic practices in these interactions could be recognised as involving resources that we mainly identify as English, whereas overt forms of translanguaging with other visible sets of linguistic resources were identified as intersentential alternations (at clause/word boundaries), yet there were also instances in which lengthy utterances were made in L1. Both lecturers and students turn to overt forms of translanguaging when the need arises, such as when students have trouble in understanding certain concepts, address their lecturers and ask for clarification and at other times, they attempt to stick to the English-only policy (Leeman & Serafini, 2016). From these practices, one can conclude that both lecturers and students can bend the English only policy at the practical level for pedagogical scaffolding purposes as well as preventing boredom in the classroom, lowering students' affective filter (Inbar-Lourie, 2010; Sayer, 2013) even if such practices go against the official language policy of their institutions. Namely, translanguaging is seen as a resource that can be adopted in particular situations as they keep translanguaging practices secondary to the use of English (Karakaş, 2016b).

Apart from common practices, departmental differences surfaced as regards the nature and pattern of translanguaging practices. For example, in ELL classes, secondary sources were rather common in the delivery of new content (Gee, 2012) and reading aloud the resource book or a paper on the relevant theory is a typical activity for ELL stakeholders whereas the engineering departments rely heavily on the supportive teaching aids, such as Smartboards and PowerPoint slides while conveying the course content. ELL students' departmental needs require them to spend much time talking while engaging in discussions, interactions and critical thinking and expression of pro-and counter ideas. To perform these tasks and build their self-confidence, ELL students feel the need to get involved in scaffolded learning employing their L1 (Xhemaili, 2017). Nevertheless, engineering students do not produce as much language output as the ELL students do as they generally have to deal with tasks that demand independent self-study, e.g. listening to lectures, note-taking, solving problems, drawing diagrams and the like. Thus, their language production is fairly limited compared to ELL students. Drawing on these differences, it might be suggested that ELL classrooms embody more overt forms of translanguaging practices that serve multi-functions.

When the common functions served by translanguaging practices are closely scrutinized, it seems that lecturers and students across different departments translanguange for similar essential functions concentrated on

learning and teaching the course content more efficiently (Hornberger & Link, 2012). In this respect, consistent with the previous studies (e.g. Evans & Morrison, 2011; Marie, 2013; Martin-Beltrán, 2014; Tavares, 2015; Wang, 2019), it was found that lecturers and students made use of translanguaging for checking comprehension, unpacking meaning, learning the terminological equivalents of certain words and phrases in English and their L1. It may be inferred that translanguaging play a scaffolding role for deepened lesson comprehension as noted earlier by some scholars (Lin, 2016; Moragh, 2009).

Additionally, it emerged that some functions observed in the interactions were exclusive to certain departments due to their nature of science they belong to. For instance, ELL departments demand more verbal output on the part of students when they are involved in lengthy debates as part of their coursework to signal agreeing, disagreeing, persuasion, criticism and counter-idea development, among many others. However, the engineering departments turn out to be more lecture-based and teacher-fronted with minimal student input into the lectures. What is expected from engineering students includes being prepared for classes and contribution to classes with abstract content knowledge and following the classes without difficulty. Since these departments draw on universal signs and numbers, various formula and calculations, the issue of language use does not occupy much space in the classes. However, as noted by some students in interviews, such classes may end up being very boring and monotonous.

There were slight differences in the implementation of translanguaging practices between ELL lecturers and engineering lecturers. While the former did not hesitate to translanguage in their classes, the engineering lecturers were in favour of using English as much as possible; however, they were tolerant of students' translanguaging practices since most students' level of English proficiency is not at the optimum level to be able to follow cognitively demanding course subjects in a foreign language. The reason for this may relate to the fact the lecturers want students to get more exposure to English so that they could grow their academic bilingual literacy while ELL lecturers are aware that their department is a language-focused one in which English plays a major role and most students have already reached a satisfactory level of English.

## Student Interview Findings

The interview findings across different departments at two universities yielded a similar pattern of attitudes among students with some minor differences, largely pointing to the shared concerns and orientations with respect to academically operating in English while acquiring disciplinary knowledge. Among the shared views by almost all students is that translanguaging practices are an inherent element of EMI classrooms irrespective of whether stakeholders approve or disapprove of the emergence of such practices in their classrooms. Additionally, as reported by many students, translanguaging transcends the classroom walls and is put into practice outside classrooms to fulfil various tasks for a wide range of purposes, mostly geared towards better content comprehension. In this regard, it is not surprising that virtually all students from each department consider translanguaging as a multi-purpose scaffolding tool that makes content knowledge acquisition relatively easier, increases classroom participation, lowers students' affective filters and helps students get familiar with the terminology in their local language. As is illustrated in several excerpts earlier, students tend to resort to translanguaging in both their written and oral practices, such as while participating in class to ask or answer questions or while writing down notes to increase their level of lecture comprehension. Comparison of these findings with those of other studies confirm that when students' learning in EMI is scaffolded through L1 use or translanguaging practices, comprehension of disciplinary knowledge becomes easier and deeper, academic knowledge retention tends to be longer and students turn out to be more productive and participating both in oral and written tasks compared to the cases where sole English use is insisted thanks to the English-only policy of institutions where a reduction in the quantity of content is inexorable (e.g. Chang, 2010; Hellekjær, 2010; Kırkgöz, 2014; Tatzl, 2011). From these attitudes and views, it is evident that most students are aware of the positive role of L1 use and translanguaging practices in their learning process and welcome such practices despite such practices being at odds with the official regulations in their institutions.

However, not all students were favourable about translanguaging practices. Some students had some reservations about particular issues around translanguaging practices. One of these issues was about students' concern with the development of their oral skills in English. They expressed their discontent with L1 use and translanguaging practices, claiming that classrooms are the only places where they are able to use and get exposed to English and that they purposefully selected an EMI programme so that they could master their academic English skills. To these students, loosening the English-only policy and allowing for translanguaging

in classrooms will lead to deterioration in their already weak oral skills. For this particular reason, several students insisted in the interviews that lecturers should be harsher as to using and making students use English in classes in accordance with the institutional policies. Since these students are mainly concerned with oral proficiency, they appeared to be more relaxed as to L1 use and translanguaging practices in the areas of grammar and vocabulary.

Similarly, some students noted that they experienced trouble in accessing English-only materials while materials in Turkish abound in the market. Thus, they want their course lecturers to predominantly use English materials and provide these materials to students, as well. They perceive that if they are forced to stick to using English for study purposes, their command of English will get better. This is because, as some students remarked, they fail to participate in classes due to their perceived linguistic deficiencies regarding vocabulary, pronunciation and accent. Somehow, this perceived linguistic deficiency is reported by students to influence their rate of speech, level of difficulty in explaining themselves and the degree and quality of interaction with course lecturers. These findings match those observed in earlier studies on similar issues (e.g. Airey, 2009; Inbar-Lourie & Donitsa-Schmidt, 2013; Karabınar, 2008; Tatzl, 2011). This similarity in student EMI attitudes and experiences provides evidence that such experiences are not context-specific, yet are globally shared among EMI students. Even worse, such perceived deficiencies also drive students to get quiet, be less active, lose interest in classes and finally drop the programme.

Accordingly, it is rather vital that such students get institutional and teacher support at the macro and micro level so that the institutions can ensure student retention in their programmes. In this regard, translanguaging can be considered as part of lecturers' and students' communicative-didactic strategy in content delivery and acquisition that is conducive to the successful implementation of EMI programmes instead of solely drawing on linguistic competence as a predictor of success (Studer, 2015).

As for the minor differences that emerged across ELL students' attitudes and experiences and those of the students of engineering departments, ELL students more strongly stressed the importance of course content delivery in English. One reason for this is that although they are aware that the language is not the end itself but just a means of content communication, their career prospect in the teaching profession as an English language teacher seemed to affect their attitudes towards translanguaging practices. Considering that they will be a role model for students in classes, most ELL students paid more importance to using English only in classes. This was not the case for engineering students since the need for language in classes was relatively limited compared to ELL departments, a social science programme where the need for academic literacy, especially for oral skills, are relatively important. The reason for engineering students' being more flexible in language use can be explained by the fact that their courses have lower language demands in terms of speaking and writing, the classes are mostly teacher-fronted and students are often passive and quite during the lectures (Karakaş, 2016b). The impact of career planning on students' language practices and attitudes towards language use has been well established in the literature. Especially those students who aspire to be language teachers are found to be more conservative in their attitudes towards L1 use and translanguaging practices (e.g., Karakaş, 2019a; Üresin & Karakaş, 2019).

Another difference between ELL and engineering students relates to career resolutions in the local context. Most engineering students reported that on the one hand, they get trained in English in their programmes and increase their level of English, but when they commence on their apprenticeship, they face difficulty in running work-related tasks as the working language in the workplace is not English but Turkish. They suffer from a lack of terminological knowledge in Turkish. Although some students note that some lecturers suggest students can compensate for their lack of specialized vocabulary while working in the field, this is considered a disadvantage against their colleagues who graduated from Turkish medium programmes. Therefore, some students suggest that lecturers should step in to help students make up for the lack of specialized vocabulary knowledge by providing the local equivalents of the key terms related to each course. As discussed in the literature, the parallel language use and multilingual practices in EMI classrooms help students develop multilingual glossary in their field of study and contribute to the acquisition of bilingual scientific literacy (Karakaş, 2019b; Madiba, 2014). L1 use and translanguaging practices can also 'strengthen the international dimension and at the same time to ensure the development of subject-specific terminology and disciplinary discourses' in the local language and even other languages (Kuteeva & Airey, 2014, p. 536).



## Lecturer Interview Findings

attitudes among participants across departments and universities. To start with the shared attitudes and views by most lecturers, classroom participation and attention to course content were regarded as being more important than the sole use of English during classes. Especially, in classes where students need to engage in discussions, translanguaging practices are perceived to be encoring for students' language output. This has been explained in part by some lecturers by alluding to the fact that when lecturers do not give any chance to students to benefit from existing linguistic resources, most students neither ask nor answer questions through English in EMI classrooms. This leads to cases in which even academically capable students can become indifferent to classes. The favourable stance taken by most lecturers on the performance of translanguaging practices, i.e. the interchangeable use of English with other languages, is often the result of a strategic decision made in favour of enhancing student participation and interaction in their classes as well as increasing their content comprehension via reducing their cognitive load and affective barriers (Marie, 2013; Soru & Griffiths, 2017) as was also observed in similar studies (Costa, 2012; Flowerdew et al., 1998; Guarda & Helm, 2017; Karakaş, 2016b; Macaro et al., 2018; Raman & Yiğitoğlu, 2015; Tavares, 2015; Wang, 2019). On the basis of these findings, it would not be wrong to posit that most lecturers' approach to translanguaging is shaped by 'pedagogical scaffolding function' (Lin & He, 2017, p. 232) of the translanguaging practices which benefit both less and more able students in different capacities (Adamson & Fujimoto-Adamson, 2021).

Most lecturers agreed that insisting on the English-only policy in classrooms does not solve all the language-related problems associated with EMI from a linguistic perspective. They emphasised that the social context and demographic profile often requires translanguaging in and out of classes with the adoption of a student-oriented approach in which for students' good, any linguistic practices that will serve the purpose of EMI instruction (i.e. delivering the content knowledge rather than the full mastery of English) are taken favourably. This stance demonstrates that most lecturers do not see themselves as language teachers but content-focused specialists for whom the major objective is to contribute to students' learning outcomes in an effective way albeit switches across languages (Aguilar, 2015; Airey, 2012; Baker, & Hüttner, 2019).

Unlike engineering lecturers, the ELL lecturers who were positive about translanguaging practices had different views on the implementation of translanguaging practices. They reported translanguaging and letting students translanguage for certain functions and in certain cases. Some expressed that they tolerate multilingual practices in the initial years of the program, yet expect students to increase the level of English as they progress in the program and increase their level of English proficiency. Another group of lecturers perceived translanguaging practices to serve functions other than pedagogical ones, such as establishing rapport with students, drawing and maintaining students' attention during classes, encouraging students with low-level proficiency to be able to grasp the content. These findings support the evidence from previous findings on these issues, as well (e.g. Goodman, 2014). Moreover, the finding that translanguaging can be performed both in 'core' and 'fringe' activities as well as both in and out of classrooms (e.g. in lecturers' offices for additional clarification), are in line with those of other studies in which students and lecturers adopted a multilingual approach in their linguistic practices while listening to lectures, sitting for exams, writing notes, asking questions after classes, socialising with friends and organising tasks and working on coursework (Ljosland, 2008, 2010; Sderlundh, 2012).

Turning to those who opposed translanguaging practices, the main argument was that students opted for these EMI programmes knowingly and wilfully and they have to be ready for the challenge and dare caused by EMI. Added to this argument, they reported that English is the official working of the language of instruction at their institutions, thus they are not willing to violate this regulation. They also alluded to future job prospects, maintaining that the graduates of EMI programs make a head start in the work-life and gain international visibility if they continuously and consistently operate through English in classes. The reason for this might be related to the high amount of exposure and output during various tasks and the fear that if lecturers allow for a flexible language policy, most students easily give up on trying using English and instead, switch to Turkish, which will eventually exacerbate students' oral skills. This shows that the mastery of language skills are expected by some lecturers as a by-product of EMI instruction, and any deviations from the English-only practices are perceived to impede students' language improvement. Overall, these findings agreed with those obtained in other studies (e.g. Collins, 2010; Karakaş, 2016b) and indicated that such pejorative attitudes towards translanguaging are not a recent phenomenon, but an old-standing one. From the negative attitudes

towards multilingual practices, one can reach the conclusion that those lecturers might be 'essentially influenced by the belief which prioritizes language over the communication of content and meaning' (Karakas, 2016b, p. 253) as opposed to those who see translanguaging practices as a resource that can be employed to foster student learning and creating an optimal learning environment.

Additionally, a particular group of ELL and FS lecturers argued that allowing students to translanguaging in classes leads to problems in the presence of international students in their classes. The arguments they made, i.e. L1 use is detrimental for international students' lecture comprehension and active participation, also find support in the previous studies (e.g. Collins, 2010, Karakas, 2016b; Kuteeva, 2020; Roothoof, 2019). Similarly, concerns over students' surface level learning, surface understanding and lack of disciplinary literacy in English were raised by some lecturers from each department being consistent with the earlier observations in EMI settings in Turkey and elsewhere (Airey, 2012; Cho, 2012; Kirkgöz, 2013; Saarinen & Nikula, 2013).

In summary, the discussion of the findings from student and lecturer interviews exhibit the existence of conflicting views and ambivalent attitudes among students and lecturers as regards translanguaging practices and unearth the underlying reasons that shape their support and opposition for translanguaging practices. However, conflicting as it may stand, the majority of lecturers and students underline the pedagogic scaffolding function of translanguaging in students' content knowledge learning and how such practices develop the relationship between student and students as well as lecturers and students paving the way for a positive classroom atmosphere.

## Conclusion and Recommendations

This research originated from the need to explore the extent of visible translanguaging practices at various EMI courses, what functions they fulfil in classroom interaction and content communication, the potential differences in the occurrences and functions of translanguaging practices and stakeholders' views about translanguaging practices, i.e. how they receive such practices, what they think about them, and whether they also resort to such the relevant programs, both observational and interactional audio data exhibited that translanguaging is an inherent part of EMI classrooms and used frequently by most students and by teachers to a lesser extent for a wide range of pedagogical and communicative functions as well as functions that contribute to creating a positive classroom environment for learning. When it comes to the position embraced by the participants, the maximal position in which translanguaging practices are performed and seen favourably for practical purposes rather than an ideological shift that values multilingual practices was prevalent, particularly among engineering lecturers. With a small number of lecturers, the case was a bit blurry in that they held a virtual position for their own practices avoiding using Turkish, but did not prevent students from translanguaging practices. That is, they adopted a maximal position for students' practices. Most ELL lecturers were, however, more inclined towards optimal position supporting translanguaging practices moving from a multilingual perspective. They felt no regret for shuttling between languages as they regard their linguistic resources as valuable tools to be used in the act of improving and facilitating student learning and delivering effective courses.

With respect to the second research question which is concerned with the functions translanguaging practices fulfil in classroom interaction and the third question on differences in the functions served, it appeared that both students and lecturers accomplish a wide collection of functions through translanguaging. The widely observed functions are exercised for enhancing student learning through resolving misunderstanding, checking and negotiating meaning, checking comprehension, eliciting answers; for creating an optimal learning environment through establishing rapport, adding humour to their classroom and generating student motivation; for helping students make maximum use of their resources through using their creativity, building their own identity; for dealing with fringe activities in different phases of a lesson through opening and closing their sessions and referring to course materials. While most functions are common across departments, some are department and context-specific. To illustrate a few, presenting key terminology in English, using translations as a form of translanguaging practices, using in L1 to engage in hot topics and answer critical questions as well as clarifying non-existent notions were shared functions across departments. However, ELL stakeholders displayed distinctive functions in their translanguaging practices, such as reading aloud texts in different modes, loosely following English-only policy, using L1 in the discussion of taboo topics, adding humour through local norms in the local language and expressing emotions. In the case of engineering departments, lecturers were strict about using English in accordance with the institutional policy; therefore, they provided course content and feedback in English only, yet preferred to perform translanguaging in situations where they dealt with disciplinary issues, established rapport with students, fulfilled non-core or fringe tasks, permitted students to ask personal questions regarding the courses.

The observational data demonstrate that in engineering classrooms, the students are given little chance of using their oral skills, so their interactional skills are poorer than the students attending the ELL programme, which makes the former more nervous and cautious about translanguaging and L1 use in the classes. Engineering students mostly consider that frequent translanguaging can erode their speaking skills. Nevertheless, they use L1 almost all the time in the class when lecturers are not around them. They commonly memorise course content, write reports or solve problems in the exams to pass their courses. The engineering classes feature uni-directional interactional patterns in which students are not expected or encouraged to interact with each other. In the observed lessons, the students rarely contribute to the teaching by assuming a passive role traditionally. A remarkable issue appears to be the students' disengaged roles and reluctance to learn deeper than what they are presented in the target language. These students exclusively use English to read the lesson resources, listen to lectures and write in the exams. Accordingly, their receptive language skills such as reading and listening are prioritised; productive skills are put in a performance to complete a task or a given assignment only. The communicative function of the target language is often undervalued, which seemingly lowers the students' autonomy and self-confidence in English and creates a mental barrier hampering the Engineering students from taking advantage of a bilingual learning environment. They have to rely on translanguaging as a tool to comprehend the content and check understanding rather than a conscious choice as an interactional asset.

In engineering classrooms, the students' lack of confidence in L2 hinders their question-asking in the classroom during lectures. Either they feel ashamed of asking English questions or they are scared of the attitude they will have to face when they are intended to ask, so they can go totally silent. Their low proficiency in L2 silences them more and they lose the opportunity to learn the lesson content deeply.

The engineering lecturers only use English for presenting the information. They use it ignoring its communicative potential. They do not need to agree, disagree, negotiate or persuade a speaker by using the language. Even if most of the staff have completed their post-graduate degrees in programmes where the content is delivered in English; there is no atmosphere they can use L2 in their current department. It can be suggested that having lecturers from different backgrounds makes communicating in English a must.

In the literature department, the students are inclined to speak as much as lecturers. The number of students does not change the amount of interaction in the lesson. In general, they are confident about speaking and contributing to open class discussion, which is almost the norm in most of the classes. They do not express much worry about weakening L2 skills due to their use of L1 as they build awareness that languages can work together and multilingual learning environment will enrich their experiences.

As for the final research question that addresses lecturers' and students' views and attitudes towards translanguaging, most participants were seen to hold favourable attitudes towards multilingual practices for various reasons. When the lecturers' attitudes are compared, most of those in engineering departments are stricter about English use in the class. However, lecturers in the literature programme value the content more than how it is presented. Being aware of the importance of L2 exposure, they make sure that students L1 use never exceeds their L2 use during the discussions. However, the official language policy is ignored frequently by stressing the criticality of content in teaching.

In closing, we would like to briefly touch on the potential impact of this research on relevant theories, policy and practice and who can benefit from the findings reported here. We believe that a diverse group of EMI partakers, such as lecturers, educators, authorities and other researchers, can benefit from the findings of this project. First, the study suggests that lecturers should be more welcoming for translanguaging practices by raising their awareness about their instructional and communicative benefits and potential limitations in their courses. This could be attained by the generation of EMI educator's training or Continuing Professional Development (CPD) courses based on the investigation (e.g. an online course), and which inform educators on how to approach translanguaging practices in their classroom setting.

Next, another implication could be made for the educators and stakeholders who are in charge of governing the universities. When students enrol in their departments/programmes, a needs analysis can be conducted to evaluate their strengths and weaknesses. These needs analyses can feed into the data that all stakeholders such as university authorities, the school of foreign languages and departmental administrations keep. Then, universities could address students' language needs and tailor their policies accordingly. The programmes adopting English as the medium of instruction could provide more language support for their students. Another important implication may be related to the institutions and the Council of Higher Education in Turkey and the equivalent institutions across the world, which should do more to design the up-to-date and practical curricula.

A multilingual perspective should be adopted to keep pace with rapid changes in knowledge in a global world. Translanguaging can be introduced into national education schemes as contemporary teaching and learning strategy. Thus, prospective teachers and lecturers can place translanguaging-oriented practices in a well-deserved step. In addition, students should realise that their success largely depends on their language proficiency and ability to adapt their skills to study academic content. They should know that an academic study in EMI would require considerable effort and their existing linguistic resources might be an advantage for themselves rather than an impediment to their successful content attainment.

Finally, scholars from teacher education programmes can carry out projects on the integration of bilingual and translanguaging practices by providing workshops about elicitation, paraphrasing and simplification techniques in both languages. The institutions might develop plurilingual language policies in which the linguistic resources of students and teachers are allowed alongside English. If insistence on English-only policy does not work on the ground level and diverts from the ultimate objective of tertiary level education (acquisition of subject-matter knowledge, not the mastery of English), there is no need to be stuck with it. Rather, several alternatives, like the phenomenon of parallel language use as practised in Scandinavian countries, can be considered among the options by adopting good practices from other contexts.

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# Appendix

## Appendix 1. Transcription System

The transcription symbols used here are common to conversation analytic research and the system of transcription is a slightly adapted version of Jefferson's (1984). It is important to note that:

- linguistic errors made by speakers have not been corrected. All spoken utterances have been transcribed verbatim wherever possible and no attempt has been made to turn the discourse into 'sentences'.
- the normal written uses of punctuation (full stops, question marks etc.) are not followed in this system.
- many passages are marked unintelligible. The lessons were recorded under normal classroom conditions, which meant that background noise was inevitable.

## Conventions

L	Lecturer
S	Unidentified student
S1	Identified learner
Ss	Several or all learners
[ ]	Simultaneously overlapping or simultaneous utterances by more than one learner.
=	If inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that is no gap at all between the two turn.
→	Arrows in the left margin pick out features of especial interest (learner code-switching).
(0.3)	Numbers in parentheses indicates silence, represented in tenths of a second. Silences may be marked either within an utterance or between utterances.
(.)	A dot in parentheses indicates a 'micropause', a silence hearable but not readily measurable ordinarily less than 2 /10 of a second.
?	A question mark indicates rising intonation, not necessarily a question.
::	Colons are used to indicate the stretching of the sound just preceding them. The more colons, the longer the stretching.
-	A hyphen after a word or part of a word indicates a cut-off or self- interruption.
↑	This arrow is used to indicate some form of stress or emphasis, either by increased loudness or higher pitch.
(( ))	Double parentheses arc used to mark transcriber's description of events, rather than representations of them such as ((cough)), ((sniff)), ((telephone rings)), ((footsteps)), ((whispered)), ((pause)) and the like.

- evet [tr: yes]** Turkish words are italicised, and are immediately followed by an English translation.
- ◦ Utterances between degree signs are noticeably quieter than surrounding talk.
- go to Miami** Capitals are used only for proper nouns, not to indicate beginnings of sentences.
- CAPITALS** Especially loud sounds relative to surrounding talk.
- /fɔteɪdʒ/** In the case of inaccurate pronunciation of an English word, an approximation of the sound is given by using the International Phonetic Alphabet between slashes.

## Appendix 2. A Sample Lesson Transcription (ELL Programme)

Lesson: Postcolonial Literature (ELL Programme)

Lecturer: Assist. Prof. Dr. E.

Duration: 45 mins

L: *Uhh tamamını okimicam* ↑*ama burda size sunacağımız bir* ↑*kavram var* as I told you this is an important concept called SUBALTERN ↑*have you ever heard the term* (.) ↑*subaltern*

Student: *Gördük ya şu siyahi kadınların* ↑*inferior olarak görülmesiyle ilgili değil* ↑*mi*

L: Is it ↑only about BLACK PEOPLE (0.4) ↑or is it only about ↑women (.) so: subaltern is actually a general term this is page 109 uhhh towards middle of the paragraph the term ↑subaltern Antonio Gramsci so you know ↑Gramsci first introduced the term he coined the term wants to signify the many different people who did not comprise the ↑colonised elite first of all we should say that ok we have a a bourgeois and elite group in the colonised society which get their political economic independence ↑but here there is a separation on the one hand we have an indigenous group on the other hand we have this colonial elite in this term SUBALTERN there are some ↑misunderstandings between these two groups these might include there is the ↑definition of the group rural gentry ↑impoverished landlords and ↑rich peasants and upper middle-class peasants although members of the subaltern classes could work either for or against the interests of the elite depending on the situation ↑meaning these are the ranges of the ↑social hierarchy and subaltern means is the very ↑bottom level of the social hierarchy for example ↑lesser rural gentry economically they are INVISIBLE they are at the bottom who are at the top the ↑magistrates the ↑administrators these uhhh civilised man who had the western education colonial isn't the one so there are certain educated people middle-class people at the ↑bottom we have this ↑rural gentry so: actually subaltern is a literary term it means LOWER IN RANKING uhh so what's the position of this ↑lower rank They CANNOT uhh ↑advocate their rights they CANNOT ↑represent themselves they are not the subjects they have to obey the rules of the ↑dominant group so: they have to ↑surrender and they have to be ↑submissive so the ↑subaltern so actually this is the name of subaltern studies in postcolonial studies this is the subaltern they try to aim studying these INVISIBILITY of the colonised uhh °how can I say° lower rank of the indigenous masses

S: it is not something physical ↑right

L: yes yes it's impossible for them to raise their voices there is a specific article that's ↑called CAN THE SUBALTERN SPEAK in that article she touches upon the problems of ↑Indian women because she thinks that at the ↑top we have ↑imperial power imperial power is represented by patriarchy so: ↑male westerns power is at the top after that uhhh ↑white women come after that we have black men because they are also representing patriarchy in third world countries at the ↑bottom we have uhhh ↑black women so we will be discussing about another term soon that's ↑double colonisation so they are two times ↑exploited by these third world countries exploited so: after focusing the subaltern studies this is page ↑110 the title is nationalism ↑race and ↑ethnicity we'll talk about colonies and our main focus is ↑colonised people uhhh what do you think ↑racial discrimination and ↑ethnic diversities imperial world in ↑before starting uhh do you think race and ethnicity are SIMILAR TERMS or do you ↑think there is a ↑nuance there is a difference

S: amaçları aynı aslında

L: huh uh amaçları aynı what is the aim of race what is the aim of ethnicity ↑bir de neyin amacı

S: biyolojik olarak insanları ayırıyorlar dışlıyorlar cinsiyeti olsun rengi olsun

L: peki ↑race genel geçer bir term IRK kelimesinin anlamı insanları ayırmak mı ↑yoksa: bu ırk kelimesini kullananların amaçları mı bu

S: humm

S: kullanan güçlerin

E: hum hum

S: bazen ayrıştırabilir bazen birleştirebilir

E: ihh güzel ırk ya da ethnicity peki ethnicity peki ırk için ne dedik biraz ten rengi dedik galiba: ↑mı humm ↑how do we ↑differentiate racial differences or ethnic differences because when we say race we have a more clear-cut idea meaning of the term when I say ethnicity you said it is about gender

S: racism racism

S: ethnicity deyince gelenek görenek gibi farklı kültürel olarak

L: hum güzel do not you think that ethnicity ↑ethnicity related with culture and cultural perceptions

S: kültürle alakalı

L: good whereas race race is more related directly related with ↑biological perceptions let us see the differences page 110 the ↑second paragraph let us consider the ways in which race and ethnicity have been used to set the NORMS AND LIMITS OF THE NATIONS' imagined community when we say ↑imagined community ↑who do we remember or what do we remember I remember a theoretician I remember ↑imagined community (5 seconds gap)

L: there was a theoretician who coined this term ↑Benedict Anderson for Benedict Anderson because remember there is this ↑myth of nation coined this nationhood uhh the people in it uhh they imagine that there are some common notions that united within ↑one select ↑one notion uhh ↑one history there are certain symbols for that ↑specific nation remember we studied this in chapter 3 ↑I studied this you studied too uhh ↑so: in that imagined community there are this norms and limits so this nation will not welcome (0.2)↑differences °may be° o:r all the members of the community so (L reads aloud) taking race first it is important to that all constructions of certain criteria base upon ↑human invention and not biological facts (L stopped reading) we DECONSTRUCTED ourselves we said that when we see that we say that race is more like biological we are talking about the skin colour this is not related with ↑biology but here the writer claims something ↑else he says that racial difference is not related with biology it is related with ↑our human perception ↑what do you think about this (0.5L: ↑let's continue: (L reads aloud) there exists no objective criteria by which human beings can be neatly grouped into separate races (2s) each fundamentally different from the other racial differences are best thought of as ↑political constructions which serve the interest of certain groups of people (L stops reading) (0.2)↑so: you think about this political economy and global ↑differentiations and ↑discriminations (L reads aloud) theories of racial difference are often highly selective in choosing certain biological facts in making distinctions (L stops reading) ↑so in order to ↑differentiate people uhh people try to find certain common DENOMINATORS ↑what are they for examples ↑skin colour has often been the primary sign of racial difference and a frequent target of racializing discourses often taken as evidence of some form of ↑natural difference between say white and black Africans we tend not to think of people with different eye colours as fundamentally different yet this is just as much a biological fact as skin colour (L stops reading)↑so we don't differentiate umm (.) people for example



who have blue eye colour saying that you are belonging to another race we have a tendency of differentiate uh people who have black skin or yellow skin or white so ok scientifically or biologically we can say that do you think really scientifically biologically it proves something rational what are your rationale so what are your views about this

S: I think race race gives us only skin colour

L: huh uh for example people who have blue eye colour do you think these people are superior

S: maybe if we look at beauty standards

L: huh uh

S: so when differentiating these people for example ignoring black people or uhh strikingly differentiating who have yellow skin colour umm do you think this is parallel with these imperialism or global imperial scheme or decisively excluding this people on a political scheme

S: let us consider black people having the western countries black colour would be superior colour will be them

L: yes huh uh they rationalised huh uh yes scientific proof but these are their assumptions

S: yes assumptions and what they do is they are attaching their inferiority with their race it is about race it is not about geographical features race is important it is not about the place you were born

S: it is not about if you are tall short I am saying that they colonise them it is about the society

L: yes but do not you think the beauty standards to change women bodies in accordance with black women criteria studies changing their make ups changing their sizes body sizes (L points her lips) (laughter)

S: umm

L: *peki bu şimdi niye böyle bir tendency var herkes Rihannaya benzemeye çalışıyor herkes dudaklar burunlar yüzler* (laughter)

S: I talked to a friend about nationalism what do you think about it he said if you fight for your country you are a racist if you are not fight for nation you have no nation you have no country

L: huh uh yes ok in a way do you think that races are necessary to divide certain people in a group to exclude others (0.2) *acaba öyle kaçınılmaz bir taraf mı oluyor birilerini kabul ederken birilerini dışlamak işte bunun bir yolu da ırkçılık oluyor peki ırkçılığa bir bakalım* racialization last paragraph u::hhh second sentence uhh ((L starts reading aloud)) race as a category is the result of this social and historical process which we can call racialization ((L stops reading)) umm *yani kitap bu şey ırk meselesini tamamen reddediyor etnik olmasının haricinde sosyal ve tarihsel bir yapılandırma olup bununda aslında ırkçılığın bir sonucu olduğu üzerinden tartışıyor oraya bir bakalım* ((T continues reading aloud)) racism is the ideology (.) that upholds the discrimination against certain people on the grounds of perceived racial difference (.) and claims these constructions of racial identity are true or natural ((L stops reading)) race is used in quotation marks in the book ((L continues reads)) emphasising existence as a HISTORICAL CONSTRUCT and not a biological given ((T stops reading)) what do you think I think this is very important I was also thinking that race is something umm related with biology as a scientific fact whereas it is like the manipulative tool of the western mentalities do you think Eastern societies are devising these concepts racialization

S: ok race is about ↑how we perceive the ↑other race related with the ideology of others

L: huh uh when we say ↑others ↑who do we ↑mean

S: who is not from us

L: ↑not from us umm ↑who are ↑us (laughter)

S: males

L: ↑male middle class people

S: yes for them ↑*arkadaşlar* mentality is ↑different they use race umm for ↑manipulating other countries ↑eastern inferior countries

L: do you think eastern countries are ↑racist because ↑they are ↑we are (.) you say (.)

S: ↑yes

L: so: they are the ↑others

S: ↑*Hocam* (.) *bitirdin mi* (to her classmate)

S: *evet*

S: go go

S: *yok tamam*

S: *şey X hoca şeyden bahsetmişti umm tam hatırlamıyorumda şeyden mesela Hitlerden yahudiler bizi biz onları discriminate ediyoruz atıyorum ama onlarda mesela yahudilik sadece anneden geliyor ya onlarda bizi discriminate ediyor*

L: *evet o galiba kaçınılmaz bir şey ben biraz konu açılın diye sordum da ↑ben dediğin an zaten ötekileştirmiş oluyorsun onu zaten tartışmaya gerek yok*

S: they have this mentality they generalise ↑eastern people and they make the race

L: yes

S: they are strange inferior like that

L: yes

S: *mesela ben diyor bissürü ben var o zaman benim ne anlamı var*

L: *ohh peki biraz ↑ethnicity e bakalım race le ilgili var mı bir ↑sorunuz* (L reads aloud) both race and ethnicity are concepts used to posit a common bond or identity between individuals but whereas race tends to prioritise physiological features as evidence of similarity between individuals the parameters of ethnicity tend to be more wide (L stops reading) *umm sinem sinemin dediği gibi umm burda ↑nerden baktığımızda da bağlı galiba race eğer ayrımcılığa maruz kalıyorsan sıkıntı senin tarafından ama ben olarak ötekileştiriyorsan bir ↑unity sağlama durumu da var bir grubun içinde bir ↑bütünlük sağlama adına BEN VE ÖTEKİLER demek zorunda kalıyorsun biraz bundan*

*bahsetcez ama ↑ethnicity e karar verirken daha farklı parametreler var yani sadece ten rengine bakarak karar veremiyorsun peki o alıntıya bir bakalım* (L reads aloud again) ethnic groups involve the positing of boundaries in relation to ↑who ↑can and ↑cannot belong according to certain parameters which are extremely heterogeneous ranging from the credentials of birth to being born in the right ↑place conforming to cultural or other symbolic practices language and very centrally behaving in sexually appropriate ways (L stops reading) ↑so in deciding certain ethnic groups you have to know about the ↑setting of a certain area you have to know about ↑their culture ↑their rituals ↑their songs ↑their race of behaviours their sexual understanding so there are lots of other ↑criteria (L reads aloud) ethnicity tends to involve a variety of social practices rituals and traditions in identifying different collective groups although race and ethnicity are ↑not SYNONYMOUS both can be used as the grounds for ↑discrimination ↑so they are not the SAME TERMS but they are both used to ↑exclude people saying that I and US ↑to ↑exclude the others

S: western mentalities always have me and the others

L: huhh yes

L: about ethnicity do you want to: any examples anything that you want to mention: (0.2) ↑no

L: there are other examples about this you can go on reading for the exam I'll pass onto actually there is a part the uses of English in colonization I won't read all of it but this is page ↑122 when we say ↑standard English this is something but when we say ↑Englishes these are very different from the standard English that British people are using ↑so the writer discusses about the use of English in colonised nations different from Englishes English that I use or English real °in quotation marks° british people use the writer discusses the handicaps in this term do you think is it logical to use language as an imperial power (0.2) if you want to give your own identity would it be logical to use the language of the western mentality because you know language is the most important in shaping our ↑consciousness and ↑identity so why do you think these ↑colonised people indigenious people preferred to use ↑English we discussed this little °bit in things fall apart°

S: globally

L: ↑yes globally and universally speaking but do you think this is also another handicap for imperialism process can they go back to their original pure identity (5s)

L: ↑ok I want to pass onto page sorry chapter six this is a chapter about postcolonialism and feminism the first pages page 172-73 if you don't know the MEANING of ↑feminism and ↑patriarchy please ↑read this just to have a general idea because the writer claims that this colonization MEANING that ↑superiority of ↑male power so: in relation with that page 173 last paragraph (L reads aloud) patriarchy refers to those systems political material and imaginative which invest power in men and marginalise women (L pauses reading) so not only colonise world but also ↑marginalise women we will see this clear example in the novel ↑Kehinde we began the novel we see the life of Kehinde in London they have this ↑so-called equated life of wife and husband but today we will see that they have a life in Nigeria we will see ↑another discriminatory capacity of ↑Nigerian patriarchy here (L reads aloud) like colonialism patriarchy manifests itself in both ↑concrete ways and at the level of imagination (L pauses reading) ↑so here the writer ↑equates PATRIARCHY with IMPERIALISM the writer says in ↑both terms there is a ↑power mechanism in one hand we have male power EXCLUDES and EXPLOITES colonised male on the other colonised women they are at the bottom both they ↑suffer from ↑imperialist notions of ↑white men and ↑white women they are suppressed by ↑native indigenious people so they do not they are not double colonised may be they have triple colonization from white men white women and ↑black men uhh you know there is a third world feminism the rest of the chapter is talking about this this women criticizing that women for example kate millet saying that they didn't represent black women ↑so these women are different from the white middle class bourgeois women so here there is a ↑comparison on page ↑174 ↑first world feminism and ↑third world women especially after the second world war people have a tendency to take that for example Anna Rutherford these women have ↑different notions and ↑different problems there are related terms which we will be responsible for the exam double colonization of women first meaning of that first paragraph (L starts reading) a double colonization refers to the ways in which ↑women have ↑simultaneously experienced the oppression of colonialism and patriarchy (L stops reading) this is a VERY CLEAR DEFINITION of double colonization women as

a member of ↑subaltern these women experienced the oppression by imperialism and patriarchy at the same time we see this oppression in our woman character in Kehinde it seems everything good she is representing a middle class family in London but they are also representative of immigrants uhh but do you ↑see the heavy effect of the patriarchy a:nd at the same time the ↑imperialist notions on ↑her psychology on ↑her situation do you ↑think the opposite at the beginning of the novel everything was good (they start talking about the book they are reading for the second half of the lesson) (0.6)

L: °you ↑don't know° ↑peki roman geldiği zaman oraya biraz ↑odaklanalım birazcık ↑orta kısımlarında (L reads aloud from the book) ↑women are twice colonised by colonialist realities and representations and by patriarchal ones too ↑much postcolonial feminist criticism has attended to the ↑representations of women created by ↑double colonisation and questioned the extend to which both post colonial and feminist discourses offer the means to challenge these representations (L stops reading) ↑so: as I told you before there are feminist theories postcolonial theories and colonialistic theories they can get benefit from ↑Marxism ↑feminism ↑psychoanalytic theories ↑linguistics so: if we combine feminist and postcolonial studies as in the case of ↑feminism the main aim of these theoreticians i:s ↑to MAKE THE ↑INVISIBLE SITUATION OF THE SUBALTERN WOMEN visible to hear these stories this time Kehinde the novel is a good example from this aspect as a result of the postcolonial we have a chance to hear the voice of a Nigerian female author on the one hand on the other we have a chance to hear an ↑invisible story of Kehinde who is the LOST umm UNKNOWN O:R IGNORED WOMAN O:R SUBJECT or OBJECT in an Nigerian world to hear their or her story for example in the other part our chance of ↑seeing indigenous mass of Nigerian society women okoko was our hero who has a very ↑opposite idea of colonialism now we have a sense to understand this ↑subaltern women this is controversial feminist studies (.) umm in addition with the idea of postmodernism ↑yani aslında bu işte postmodernizm de var hani geçmiş dönem hem olgunlaşmış ↑kanonlaşmış edebiyata baktığımızda genelde ↑güçlü olanın sesini duyardık güçlü olan ana karakter olurdu HERO olurdu ve onun hikayesi anlatırdı mesela heart of darkness ta işte genelde beyazların yaşadığı şey anlatılıyor ama siyahların sesi duyulmuyor genelde ↑sessizlikle ilişkileri kuruluyor (0.1) ↑uh=

S: =karanlıklarla=

L: =karanlıklarla şimdi postcolonialism in amacı ya da katkısı biz ilk defa okoko gibi birini kendi halinde sıradan işte nijeryalı bir tribe a bağlı uhh birinin hikayesini duyuyoruz ve: en azından pacification of the lower niger diye bir paragraf yazılacağını vadedmişti yazar burada şimdi eğer hiyerarşinin en altında kadınlar varsa siyahi kadınlar postcolonialism ve feminism in birleşmesinin böyle bir katkısı olacak sesi hiç duyulmayan kadınların sesini duyma şansımız olacak bu anlamda ↑postcolonialism ve feminism ortak bir paydada buluşuyorlar double colonisation meselesi net midir is it clear in your mind?

Ss: evet hocam

L: Kehinde ye geliyorum o zaman double colonisation and oppression so due to the notions of imperialism and as well as patriarchal notions ↑peki bir örnek verebilir misiniz kitap net söylemeyebilirsiniz ama bir kadının ataerkil düzenden ve mevcut düzenden aynı anda umm acı çekmesi dışlanması mağdur edilmesi durumuna bir ↑örnek verebilir misiniz

S: tecavüz edilen bir kadının doğurma zorunluluğu

L: huh

S: bu ataerkil bir düzen olarak kabul edilmiyor dinsel anlamda bakıyorum

L: hum emperyal durum nasıl oluyor

S: tecavüz

L: o biraz daha şeyle ilgili değil mi ↑cinsiyetçilik politikalarıyla ilgili değil mi

L: böyle specific bir an hatırlayabilir misiniz yani ↑hem colonised olduğu için ama aynı anda da kadın olduğu için

Ss: (Ss talk all together)

L: ↑nasıl oluyordu

S: Jane eyre olur mu

L: Jane Eyre ↑nasıl olur

S: o da evlenmek zorunda hissediyordu

L: ikisi aynı anda istiyorum ↑iki katı olacak

S: evlenmeye karşı çıkıyordu

L: evet umm hem amerikalı olduğu ↑olmadığı için hem de eşinden emperyal patriarchal olarak hem de materialist olarak baskı yapıyordu benim aklıma da şey geliyor bunu okumadık ama Richard Wrightın native son diye bir romanı var orda bir siyah karakter umm sadece amerikada yaşıyorlar umm ↑siyah ve ↑kadın olduğu için tecavüze maruz kalıyor ikisi aynı anda değil mi hem ataerki durum hem emperyal bir durum umm tam ↑tersini yazan romanlar da var mesela the grass is singing de de var sizinle okumadık beyaz kadına dokunamama durumu var siyah erkeğin şeyde de vardı a passage to India da da var genelde siyah erkeğin çok tehlikeli olduğu düşünülüyor öyle bir imge filan bu hiyerarşiyi unutmamak lazım en önemli beyaz erkek beyaz kadın siyah erkek siyah kadın siyah erkek beyaz kadından da alta orda patriarchy işliyor orda imperialist kurallar geliyor ilginç

S: ↑hocam ↑hocam doctor Shirley de de vardı bu

L: evet ve hala devam etmesi ilginç yani

S: ↑hocam Othello da mesela siyah olduğu için şey var kendini böyle ↑eksik hissetme durumu var kıskançlık krizleri filan hep o yüzden oluyor

L: evet

S: ↑siyah adamın gentleman olmasını ↑beyaz kadını almasını beklemiyorlar

L: o nasıl bir ↑assumption nasıl bir prejudice di mi ↑peki teori kısmı bu kadar (.) sormak istediğiniz birşey var mı double colonization nationalism le ilgili çünkü nationalism i böyle olumlu verdik myth of nationalism de ama ikinci chapter da biraz o sıkıntılardan bahsetti yani o bir grubu birleştirirken bir grubu dışlaması meselesinden bahsettik ↑var mı kafanıza takılan ° sınav için° bir şey (0.5) eğer yoksa ara verelim ondan sonra da ↑Kehinde yapalım

## Appendix 3. A Sample Lesson Transcription (FS Programme)

### Lesson: Organic Chemistry (FS Programme)

Lecturer: Assoc. Prof. Dr. D

Duration: 45 mins

L: now we will write the structure of these organic compounds could you tell me how can I write it for the three: four-dimethyl-nonane how many carbon I have to write how many carbon ((no response from Ss, the humming goes on))

L: how you will decide the number of the carbon

S1: nine

L: yes nine how you decide you check the parent name this is the nonane so we need the nine-carbon one-two-three-four-five-six-seven-eight-and-nine and then we will check the (.) substituents how many substituents we have two substituents both of them are what (.) methyl group in which carbon we have the methyl group (.) in the third and (.) fourth so there is a- one of the methyl and in this one we have the other methyl group ch3 is the methyl and after put them on the proper carbon atoms now we will complete the structure with appropriate number of hydrogen so could you tell me for this one how many hydrogen I have to write for this carbon how many ((indistinct chattering))

S2 and 3: (together) three ((in very low volume)) (Ss look at the structure on the screen and name it)

L: three: this one

S2 and 3: two

L: two:

S2 and 3: one

L: one

S2 and 3: one

L: one

S2 and 3: two

L: two

S2 and 3: two

L: two two hydrogen two hydrogen and three hydrogen yes could you draw the structure of the next two example (no response) (0.2)

L: have you written it (no response)

L: ((approaching a S)) can I check ((indistinct chattering)) (0.2)

L: heptane ↑how many carbon °one-two-three-four-five-six-seven ° ho:w many ↑methyl in the fourth yes 2-methyl in the third carbon ethyl ↑yes it is ↑correct

L: (turning to the class) yes is there any ↑problem ↑yes so: I will continue from here I will write the ↑structure for you and then I will continue with ↑new topic this is °ch<sub>3</sub>-ch<sub>2</sub>-ch° you can check it at home ch<sub>2</sub>-ch<sub>3</sub> it is the ↑ethyl group in the ↑third one and in the ↑next one there is a °two methyl group and in the next one just we have the ↑carbon chain and (.) ↑if we write the structure of the ↑next compound this is °ch<sub>3</sub>-carbon-ch<sub>3</sub>-ch<sub>2</sub>-ch° in this one we have the ↑propyle ↑propyle is this one: °ch<sub>2</sub>-ch<sub>3</sub>° and ↑then what we have °ch<sub>2</sub>-ch<sub>2</sub>-ch<sub>3</sub>° this is the octANE we have ↑eight carbon so in this structure

L: could you ↑check your answer is there any↑ problem ↑no so: I will continue with the new topic which is the alkyl (writing on the board) AL-KYL-halides (a S asks a question in Turkish among the chattering in the class)

S4: *hocam* ((indistinct question))

S4: *octane ↑8 olması lazımdı 7 yaptık*

L: in ↑which one °one-two-three-four-five-six-seven° ↑yes in here we have to write one ↑more there is a ↑problem on the eraser so just this will be I will ↑correct it ch<sub>2</sub>-ch<sub>3</sub> ↑ok ((constant hum in the class)) (0.4)

S5: ↑*hocam*

L: ↑yes

S5: *propylene yazdık ya umm(.) onun propane olması gerekmiyor mu halides'in ↑nasıl olacak orası*

L: in ↑which one

S5: ↑*nasıl olacak orası*

L: in the ↑propylene (0.3) are you asking ↑this one

L: yes ↑what is the ↑problem

S5: ↑propylene

L: yes propylene 2 3-carbon is the ↑propane is 1 hydrogen is removed from the carbon ↑what will ↑be one of the carbon it will be ↑propylene (.) if you ↑remove the hydrogen from the ↑middle carbon it will be ISOpropyl ↑ok so this is the ↑propyl not isopropyl ↑ok if you ↑check the structure of the alkyl group you will see what is the structure of the ↑propylene ↑ok

L: yes alkyl – halides as you know ((writing on the board simultaneously and spells out clearly)) al-kyl-halides are shown or represented by this structure rx in this structure in this rx structure x represents one of the following ↑halogen it can be fluorine CHLORINE BROMINE or IODINE if there is a ↑fluorine in the structure you will say FLORO- for ↑chlorine you will say CHLORO- for ↑bromine you will write BROMO- for ↑iodine you will write İODO- alkyl halide structure

L: now I will write some more example by this way you will ↑better understand ↑what is the al-kyl ha-lide if you look at here ↑ch<sub>3</sub>-ch<sub>2</sub>-ch<sub>2</sub>-((L spells out)) b-ro-mi:ne if you write the name of these alkyl halide in which carbon we have the substituent in the first carbon ↑what is it this is the ↑bromine so it will be one-two-third carbon so it will be ((L spells out)) the ↑1-bro-mo-pro-pane ↑why propane because there are three carbon on the parent chain

L: now if we continue with some other example ch<sub>3</sub>-ch-CHLORINE-ch-in here-ch<sub>3</sub>-ch<sub>2</sub>-ch<sub>3</sub> yes if you ↑write the name of this structure in the ↑second carbon we have the ↑chlorine so the name is ↑2-chloro-3- ↑what-methyl-how many carbon atoms-five-so it is the ((L spells out))↑pen-TANE did you ↑understand how you will write the name

L: yes now I will write another example for the alkyl halides this will be a little bit ↑complex than the previous one ch<sub>3</sub>-ch<sub>2</sub>-ch-↑chlorINE-and then ch in here another carbon chain ch<sub>2</sub>-ch<sub>2</sub>- (0.2) °one-two-next one three- ° ↑and in here ch<sub>3</sub> from this carbon again we have another attachment of the carbon chain ch<sub>2</sub>-ch<sub>3</sub>-and there is a ch<sub>3</sub> for this one lastly we have the ch<sub>3</sub>

L: ↑yes could you try to ↑write the names of these ↑alkyl halides yes ↑iupac name of ↑these alkyl halides could you try to ↑write it ((waiting for the ss to write)) (10s)

L: ((approaching a S)) first of all decide ↑how many carbon in the parent chain yes ↑where are your notes ↑why you are↑not taking the notes (no answer)

L: yes you have to take the notes because when you go back to home you will ↑forget all of them be sure

L: ((turning to the class)) yes could you ↑remove mobile phones from your table: ((raising the tone of her voice)) *EVET ARKADAŞLAR O TELEFONLARI derse geldiğimizde masanın üstünden KALDIRIYORUZ Kİ aklımızı ÇELMESİN derse KONSANTRE OLA-BİLELİM* ((dense indistinct chattering)) (0.3)

S6: *hocam ↑şu şu bölge ↑isopentan değil mi o*

L: ↑neresi

S6: şurası

L: isopentane diyebiliriz evet diğer ismi de o evet nasıl karar verdin hemen sen ona

S6: *ben şey yaptım*

L: *sen ilk kez mi alıyorsun bu dersi*

S6: evet

L: *iyi miydi organik kimyan*

S6: *yani seviyordum*

L: *hmm evet ↑belli* ((turning to the others)) evet kızlar ↑yazdınız mı ((no answer indistinct chattering))

L: ↑pentyl mi (0.2) ↑pentyl mi o ((a S answers but her words are diminished))

L: *bilmem*

S7: *hocam şurası nasıl olacak*

L: *hmm şimdi yazacağım siz karar verdiniz mi chain'iniz ↑bu mu*

S7: huh uh

L: *buranın da ne olduğunu yine ne vererek yapabilirsiniz yine isimlendirme ile ↑uzun chaini bulup yine isimlendirme şurada yaptığın aynı isimlendirmeyi şu grup için ↑n'apacaksın yapacaksın kendi içinde ↑ayrı bir şekilde* ((Ss murmuring and apparently discussing there is a hum in the classroom)) ((a S asks something but it is not distinct))



L: *↑bilmiyorum bir dene bakalım* ((chatterings go on a s says something but it is lost within these chatterings))

L: *söyleyeceğim şimdi* ((indistinct dense chatterings))

L: *yazıyor musunuz ↑kızlar* (possible answer not intelligible)

L: *humm (0.5) ↑kaç karbon var ↑en uzun zincirde*

L: *↑hum*

S8: *oniki*

L: *oniki ↑mi yo:k*

S8: parent chain *↑burada mı olacak*

L: *en uzun carbon chain i buldun mu neresi en uzun karbon zinciri evet kaç tane var=*

S8: *=↑şurası mı=*

L: *=o yo: k orası ↑yok uzun olacak ve side chainler olmayacak* ((L takes the pencil and draws on S' notebook)) *o zaman ya ↑şöyle gidecek ya ↑böyle gidecek ya ↑böyle gidecek ↑neyi alıcaz en uzun olanını alacağız*

L: ((addressing to another S)) *sen maşallah iyisin derste sakız çikolata çay kahve de ↑ister misin* ((no answer from the S))

S9: *hocam bu doğru mu*

L: *↑doğru mu*

S9: *nasıl yazıldığını bilmiyorum da* (semi-distinct speech)

L: *octane ↑kaç karbonlu orada*

S9: *orada sekiz tane saydım ben*

L: *hmm böyle yapmayacağız*

S10: *diğer türlü de sekiz tane oluyor*

S9: *şu kısım kesin doğru sanırım ama şurası olmadı gibi*

L: *evet orada bir sıkıntı var*

L: ((responding to the class)) *↑şimdi yazacağım arkadaşlar*

L: *yes now I will write the answer for you if you look at the structure first of all we have to de:-cide the ↑parent chain which one is the parent and how many carbon we have on the parent chain if you count it you will see that (.)↑on this parent chain how many if you count it there is ↑eight carbons ok there are ↑eight carbons in this structure*

L: now if you give the number we have to start from ↑which side from ↑the bottom or ↑from the ↑left side from the left this one because there is a ↑branch point close to this end so we have to start from ↑here ↑ok one-two-three-four-five-six-seven-eight ↑yes after give the number for each carbon which present on the chain we will check the substituents if we look at one of the substituents is the ↑chlorine another substituent is ↑this one ↑ok

L: now we will try to write the name according to this information and what we have in the ↑third carbon we have what ((L spells out)) ch-lo-ro- and in the fourth carbon we have another one first of all I will write x for this one because it is not ↑methyl ↑ethyl or ↑anything there is a complex structure and for this complex part again I have to give name for this one again I have to apply the rule of ↑IUPAC system ok just first of all I will write the ↑x and then I will write the ↑open form of this x for x what is the parent name eight carbon so it will be ↑oc-tane now if we look at the detail of the x what will be detail so if we look at here there is a ↑complex structure so again to give the name of this ↑complex structure I ↑have to give lecture notes I have to give the ↑number for each carbon in this structure

L: now if we give the number for the carbon and this chain ↑which one is the first carbon ↑ bottom side or ↑the top side ↑which one

S1: top side

L: is it ↑first ↑second ↑ third fourth or ↑what will it be is it first second third fourth ↑which one is the correct ((L draws the branch point on the board with coloured board marker))

ss together: red one

L: red one yes you have to follow the red because if you continue from the red one you will see that in the second carbon we have the substituent but if you continue from the ↑blue one in the third carbon we have the substituent we have to choose ↑which one ↑red because it is ↑nearer the branch point so we have to start we have to begin from the end which is ↑nearer to branch point so you have to follow the red one so according to red one could you me ↑tell me the name of this structure it is ((L spells out)) 2-me-thyl-↑what 2-methyl-butyl this is alkyl group so buthyl yes the name of this one you will write this part instead of the ↑x on this name ok 2-methyl-butyl you will write within the parenthesis in the name

L: so: ↑also you have to know that there is a ↑specific name you will also memorise it within time the ↑SPECIFIC name of 2-methyl-butyl is ↑what iso-pen-TYL also instead of this one you can use the isopentyl ok is it ↑clear is there ↑ any problem (0.3)

S9: *hocam pardon 2-methyl dedik ya ↑niye*

L: ↑efendim

S9: *niye ↑butane demedik de ↑buthyl dedik*

L: *ama alkyl group alkyl'leri nasıl isimlendiriyorduk e ise sondaki a n e yi atıyoruz yerine ↑ne yazıyoruz /vay/ and /e/*

S9: *alkyl olduğunu nasıl anlıyoruz*

L: *alkyl olduğunu nasıl anlıyoruz substituentlar niye methane değil de methyl diyoruz buna öbür ders ↑sen ↑geldin mi bir önceki derse ↑methane ↑methyl ↑ethane ↑ethyl ↑butane ↑buthyl alkyl grupları nasıl isimlendirdiğimizi (.) bir önceki derste: (.)↑detaylı bir şekilde anlattık o notları ↑al arkadaşlarından ↑check et ↑tamam=*

L: =↑now I will continue with new part which is ((L spells out)) the ↑cyc-lo-al-kanes cyclo-alkanes *halkalı alkenler arkadaşlar* ↑cyclo means ↑*halkalı* (.) and you have to know that ((L spells out and writes on the smart board simultaneously) these: a:re com-pounds wi:th ring o:f carbon atoms (0.3) and cis-cyclo-alkanes consist of ↑ch2

units they have they have ↑general formula which is ↑represented with ↑ $CH_2n$  or we can write write it ↑ $C_nH_{2n}$  this is the ↑general representation of the ↑cyclo-alkanes

L: ↑and I will write ↑some example for this structure if you ↑check how many carbon in here how many carbon in this structure if you re-mind from the previous lecture the ↑intersect point represent ↑one carbon atom so the name of this one ↑how many carbon ↑three carbon so it is the ↑proPANE normally but if it is in the cyclic form the name will be ↑cyclo-pro-pane ok (L spells out and writes on the board) cyc-lo-pro-pane

L: now I will write another one ↑what is it if we write here ((L spells out and writes on the board)) ↑cyc-lo-bu-tane if you look at the ↑next one I will write for you I will try to ↑draw yes what is this ((L spells out and writes and draws on the board)) ↑cyclo-pen-tane if you look at another one (0.2) ↑yes what is it this is the ((L spells out and writes on the board)) ↑cyclo-hexane as you see in there it is very easy to give the name of the cyclo-alkanes if there is ↑no any substituents on the structure ok it is very ↑easy you will write prefix ↑cyclo- and then you will write the parent name of the alkane (.)↑but if we have some ((L spells out and writes on the board)) subs-ti-tuents on the structure in this case you have to follow some rules to write the name of the structure

L: ↑now I will ↑show you (L spells out and writes on the board simultaneously) subs-ti-tu-ted subs-ti-tu-ted ↑please be quiet! substituted cyclo-alkanes are named by rules similar to those of open chain alkanes

L: now I will write step by step

L: (L goes on writing on the board and spelling out) the first step is that you have to count the number of carbon atoms in the ring and add pre-fix which is cyclo- (0.3) and if a substi-tuent is present (.) on the ring in this case the compound is named as (0.2) an al-kyl subs-ti-tu-ted cyc-lo al-kane

L: now with example I will ↑explain what it means ↑yes (.) if you look at these cyclo-alkanes normally if there is no methyl group in the structure ↑what will be the name of this one it will be cyc-lo-pen-tane ↑but there is a group↑ substituted group ↑what is it this is the ↑methyl so ↑how you will write the name of this one this is ↑me-thyl-cyc-lo-pen-tane so in this case this methyl represents alkyl group on this structure and this is the representation of ↑cyclo-alkane in this name

L: now I will write ↑another ↑rule because there are different options for the cyclo-alkanes some of the cyclo-alkanes can have ↑two substitutes on the structure and for substituted (spelling out and writing on the board) for subs-ti-tu-ted cyc-lo-al-kanes you have to start at a point of at-tach-ment and number a-round the ring and if two: subs-ti-tuents are pre-sent you have to be-gin numbering at the group that has al-pha-be-ti-cal priority / pri'orəti/ and ↑pro-ceed around the ring so: as to give the second subs-ti-tuent the lowest number ↑now I will write the examples related with these rule ((L reads and writes from her/his notes)) (0.5)

L: yes according to this rule which one will be first carbon ↑which one for example this it doesn't matter both of them are the ↑methyl-group so one of them will be the first one the problem is that which carbon will be ↑second one is this one or this one the carbon present in the ↑right or ↑left of this carbon on the ↑right ↑why it will be ↑second becau:se next branch point will take the ↑lowest ↑possible number ok so this is the ↑second ↑third fourth fifth °and sixth ° (0.5)

L: so according to this one if you write the name also I will write the other option with another color one-two-three-four-five-six so if you look at ↑here in the red one it will take the number three if you ↑continue from the blue one it will take the number ↑five so we will choose which one is correct ↑red one as the ↑correct numbering

L: so if we write the name ↑what is it in the first and third carbon ↑what we have ((L spells out loudly)) di-met-hyl-cyclo-he-xane yes we will write this now I will write another example and you will try to give the name of this one ((writing on the board))

L: yes could you try to write the ↑ name of this structure ((murmurings in the classroom))

L: ↑have you ↑written it I will continue with another example during this time try to write the ↑name (L constantly writes on the smart board) (1.25s) (talking to herself) oops! (2.0s)

L: ↑yes could you tell me ↑what will be the name of this example

S6: one ethyl

L: ↑one-ethyl

S6: two-methyl

L: ↑two-methyl

S6: cyclo-

L: ↑cyclo-

S6: pentane

L: pentane yes why ↑not one-methyl

S6: ↑alphabetic

L: due to ↑alphabetic priority /pri'brəti/ of ↑what ↑ethyl group

L: so if we write the name ((L spells out and writes on the boards simultaneously)) 1-et-hyl-2-me-thyl-cyc-lo-pen-tane so if you write the ↑number and the structure one-two-three-four-five not this one I will write here not one-two-three this is not the correct one ok the right one is the ↑correct numbering system for this example is it ↑clear for all of you

L: yes so we can continue with the ↑next rule in this case ↑differently from previous ones there are more than two substituents on the structure if you ↑remind /'rɪmaɪnd/ in the ↑first one there is ↑no substituent in the second one there is only one substituent in the third one there are two substituents but in this case there are ↑more than two substituents if you read the rule in this case if there are ↑three or ↑more substituents on the structure ↑total number it means ↑total number of ATTACHMENT POINT must be lowest if you look at here it must be lowest so according to this rule could you try to write the name of this structure (0.2)

L: ↑*evet bu ↑kurala göre yazalım arkadaşlar ↑adını* (coughing and chatterings) (a S says something but indistinct)

L: *bu kadarcık ad zaten* (murmurings in the classroom) (0.7)

L: have you ↑written it have you ↑all written it ↑yes I will continue with ↑another example just try to write the name of the ↑previous example ↑ok ((a long interval of chatterings, L writes something on the board and Ss try to answer the question))

L: yes could you tell me ↑which one is the first carbon in this case first of all maybe you can ↑define the substituents ↑what is this

S1: ethyl

L: ↑ethyl ↑this

S1: isopropyl

L: isopropyl ↑this

S1: methyl

L: methyl yes now according to this one ↑which one is the first carbon ↑which one

S1: ethyl

L: ethyl is the ↑first (no response)

L: if you read the if there are ↑three or ↑more substituent °total number of attachment TOTAL NUMBER OF ATTACHMENT POINT must be LOWEST ok so according to this ↑rule I will write the ↑correct numbering for you now this is the first second third fourth fifth sixth seventh eighth ↑ok and now I will write the ↑name of this structure for you and then I will ↑explain ↑why we continue to numbering from these sides ok so the name is ((L spells out)) three:-et-hyl-and-1-iso-pro-pyl- and in the ↑fifth carbon we have five ↑met-hyl cyclo ↑what cyclo- ↑how many carbon so obtained this is the ↑name

L: now I will show you why we don't continue from the ↑ethyl one if you come from here this is the ↑first ↑which one is the first °I will check it ° ↑yes from here °first second third fourth fifth sixth seventh °in this case and eighth ↑yes if you look at here could you ↑tell me in the ↑red one if you continue numbering from the red one could you tell me ↑how many attachment point what is the ↑total of the attachment points actually ↑how many we have in the first carbon plus in which carbon third carbon we have the ↑ethyl also in the fifth carbon we have the ↑methyl if you take the total of these numbers it will be ↑what ↑nine if you count it with the other one the green color you will see that ↑one ↑plus three: plus ↑seven so if you count it it will be totally ↑eleven but if you read the definition of the rule you will see that the ↑total of attachment point the total of attachment point will be ↑minimum will be ↑lowest so we have to follow this one to give the name of (.) this structure this ↑cyclo-alkane structure ↑ok

L: now also could you try to give the name of them (0.5) ((an international S calls out but it is not distinct))

L: ((responding to the S)) ↑previous (0.2)↑what's the problem

S10: this will start from here right to here

L: from ↑which side

S10: from ↑this side

L: yes

S10: from this branch ↑what is the another ↑choice the ↑wrong one

L: this is wrong where is it yes if you check it you will see that in here also it is obvious one chain (a S says something but indistinct)

L: I can ↑open if you want I can open ok ((indistinct chattering))

S10: ok (0.7)

S11: °anlamadım °

L: ↑neyi

S11: şunu şuradan geçirdik ya

L: huh uhh ↑buradan başlayıp başlamaya bura karar verdik önce sorun şu ↑ethyl şu isopropyl normalde nereden başlamalıydık ethyl'den şimdi ethyl'den başlasaydık ne oldu bak şuradan başladık diyelim bir iki üç dört beş altı yedi sekiz oldu şimdi say bu ↑birde ↑üçte ve ↑nerede ↑yedide bir üç yedi ne oldu onbir oldu o onun için olmuyordu çünkü burada önemli olan ne ↑toplam attachment point en düşük olacak ↑alphabetic priority /pɾi'brɛti/'e bak demiyor toplam attachment point en düşük olacak onun için ↑nereden başlıyoruz ↑şuradan başlıyoruz şimdi burada ↑niye buradan da buradan değil bu sefer buradan ne ↑isopropyl bu ne methyl o zaman hangisi isopropyl çünkü ikisi aynı numarayı verecek ama bu ne methyl ve isopropyl o zaman ↑alphabetic priority /pɾi'brɛti/'i düşüneneceğiz bu olduğu zaman bir-iki neden böyle gittik böyle gidersek ikinci branch point ↑büyük

*numara alacak bizim amacımız bir sonraki branch pointin düşük numara alması bunların hepsini kurallarda söyledik o zaman ne yaptık bir-iki-üç-dört-beş toplarsan da bir-üç-beş toplamı dokuz oldu öbür türlü onbir oluyor ya da daha fazla oluyor olmuyor onun için bunu şey yaptık*

L: ((calling to the class)) ↑yes could you try to (.) say the name of the next example ↑what is it which one is the first↑ first of all we can identify the ↑alkyl groups in this structure what we have ↑what is this

S 2: methyl ((L points on the screen and Ss names the structures))

L: methyl and ↑what is this

S 2: ethyl

L: ethyl and ↑this one

S 2: isopropyl

L: isopropyl and ↑next one is ↑what

S 2: cyclo-propyl

L: cyclo-propyl ↑yes after identify them now we can decide from which carbon atom we have to start to give the number which one ((indistinct chattering no distinct response))

L: do you have any idea which one is the first methyl isopropyl uh ethyl group cyclo-propyl group will be this one ↑first ↑yes if we start from ↑here this is the second third fourth and fourth because in the fourth carbon we have two groups so we have to count it again so if we count how many attachments one plus two plus four plus four you will count it ↑how many ↑eleven yes if we look at another option this is one one one one and in this case two two three four in this case one plus one plus one plus four plus three ↑what is it

S1: nine

L: nine so which one is the correct red one is the correct one so you have to follow this one to give the number so you have to start with that one to give the numbers and according to this numbering system the name will be ((L spells out and writes on the board)) 4-CYCLO-PROPYL-1-ETHYL-3-ISOPROPYL-1-MET-HYL-CYCLO-HEXANE will be the name of this structure

L: in here it is important there is ↑cyclo not you will take the propyl you will take the c so you have to start with the alphabetic priority /pri'bræti/ to cite the name so you have to continue with this cyclo-propyl as the first one and then ethyl and then isopropyl and then methyl ok if you check the ↑alphabetic priority /pri'bræti/ you will see that ↑cyclo-propyl has a priority /pri'bræti/ than the other alkyl groups so you have to ↑cite them according to alphabetic priority /pri'bræti/ of the alkyl groups ok

L: now we can ↑stop in here and next lecture we will continue with some more examples ↑ok

## Appendix 4. Turkish Version of the Interview Questions for EMI Lecturers

Sayın Öğretim Elemanı,

Bu röportaj, 'İngilizce Eğitimde Yeni Bağlantılar Türkiye Araştırma Ortaklığı Fonu 2020' tarafından desteklenen '**Türkiye'de İngilizce'nin Öğretim Dili olarak Kullanıldığı Sınıflarda Söylem: Dillerarasılık Uygulamalarının Dinamikleri**' başlıklı bir proje için, dillerarası geçişlilik uygulamalarını ve işlevlerini, İngilizcenin ders dili olarak kullanıldığı sınıflarda, incelemeyi amaçlamaktadır. Bu yüzden, aşağıdaki ifadeleri hakkında size göre doğru olduğunu düşündüğünüzü samimiyetle belirtebilirsiniz. Desteğiniz ve katkınız için çok teşekkür ederiz.

### Bölüm 1. Demografik Bilgiler

1. Cinsiyetiniz: Erkek Kadın
2. Ana diliniz: Türkçe İngilizce Diğer (Lütfen belirtiniz)
3. İkinci diliniz: İngilizce Türkçe Diğer (Lütfen belirtiniz)
4. Fakülte / Bölümünüz nedir?
5. Üniversitede ne zamandır ders veriyorsunuz?
6. İngilizcenin ders dili olarak kullanıldığı yüksek öğretim kurumlarında ne zamandır ders veriyorsunuz?

### Bölüm 2. Öğretim Elemanları Dillerarası Geçişlilik Uygulamaları

1. Derslerinizde birden fazla dil (örn. İngilizce-Türkçe) kullanıyor musunuz? Nedenini açıkla mısınız?
2. Bu durum ne sıklıkla oluyor? a) Her zaman b) Sık sık c) Bazen d) Asla
3. Derslerinizde ne zaman ana dili ve hedef dili bir arada kullanıyorsunuz? Belirtiniz.
4. Çalışma materyali ve terminolojiyi her iki dilde birden (ana dil ve hedef dil) sağlıyor musunuz? Nedenini açıkla mısınız?

### Bölüm 3. Öğrencilerin Dillerarası Geçişlilik Uygulamaları

1. Ders esnasında öğrencilerin ana dillerinde soru sorduğu ya da cevap verdiği zamanlar oluyor mu? Detaylarını anlatabilir misiniz?
2. Bu durum ne sıklıkla oluyor? a) Her zaman b) Sık sık c) Bazen d) Asla  
Nedenini açıkla mısınız?
3. Ana dillerinde soru soran veya cevaplayan öğrencilere nasıl tepki verirsiniz? Nedenini açıkla mısınız?
4. Sınıftaki '*Sadece İngilizce Kullanımı Politikası*'nın öğrencinin soru sorma veya cevaplama sınıvını etkilediğini düşünüyor musunuz?

- Öğrencinin ana dilinin öğrenmesi üzerinde (olumlu / olumsuz) bir etkisi olduğunu düşünüyor musunuz? Nedenini açıklayınız?
- Derslerinizde öğrencileriniz (İngilizcenin ders dili olarak olmasından ötürü herhangi bir problem yaşıyorlar mı? Bunlar nelerdir?

#### Bölüm 4. Dillerarası Geçişliliğe Karşı Tutumlar

- Sizce derslerde ana dilin ve hedef dilin birlikte kullanımına izin verilmeli midir? Nedenini açıklayınız?
- Derslerde öğrencilerin ana dilin ve hedef dilin birlikte kullanması öğrencilerin derslerin içeriğinde uzmanlaşmalarına yardım ettiğini düşünüyor musunuz? Nedenini açıklayınız?
- Sınıfta öğrencilerin ana dillerini kullanmalarının yararlı veya zararlı olduğunu düşünüyor musunuz? Nedenini açıklayınız?
- Derslerde öğrencilerin ana dili ve hedef dili birarada kullanmasının İngilizce dil becerilerini geliştirebileceğini düşünüyor musunuz? Nedenini açıklayınız?

#### Bölüm 5. Son Yorumlar

- Sınıfta 'Sadece İngilizce Kullanımı Politikası' ile ilgili genel tutum ve yorumlarınız nelerdir?
- Ana dilin ve hedef dilin bir arada kullanılmasıyla ilgili genel tutum ve yorumlarınız nelerdir? Röportajın sonuna geldik, zaman ayırdığınız için teşekkür ederiz.

### Appendix 5. Turkish Version of the Interview Questions for EMI Students

Sevgili Öğrenciler,

Bu röportaj, 'İngilizce Eğitimde Yeni Bağlantılar Türkiye Araştırma Ortaklığı Fonu 2020' tarafından desteklenen '**Türkiye'de İngilizce'nin Öğretim Dili olarak Kullanıldığı Sınıflarda Söylem: Dillerarasılık Uygulamalarının Dinamikleri**' başlıklı bir proje için, dillerarası geçişlilik uygulamalarını ve işlevlerini, İngilizcenin ders dili olarak kullanıldığı sınıflarda, incelemeyi amaçlamaktadır. Bu yüzden, aşağıdaki ifadeler hakkında size göre doğru olduğunu düşündüğünüzü samimiyetle belirtebilirsiniz. Desteğiniz ve katkınız için çok teşekkür ederiz.

#### Bölüm 1. Demografik Bilgiler

- Cinsiyetiniz: Erkek Kadın
- Ana diliniz: Türkçe İngilizce Diğer (Lütfen belirtiniz)&..
- İkinci diliniz: İngilizce Türkçe Diğer (Lütfen belirtiniz)&..
- Fakülte / Bölümünüz nedir?
- Bölümünüzün eğitim dili nedir?
- İngilizce yeterlilik seviyenizi nasıl derecelendirirsiniz?

Düşük Başlangıç Yüksek Başlangıç Düşük Orta seviye Yüksek Orta seviye İleri



7. Okulun dışında İngilizce konuşuyor musunuz? Evet ise, lütfen ne kadar ve kiminle konuştuğunuzu açıklayın.

## Bölüm 2. Dillerarası Geçişlilik Uygulamaları ve Sıklığı

1. Derslerde ana dilinizi kullanıyor musunuz?
2. Derslerde ne zaman bir dilden diğerine geçiş yapıyorsunuz?
3. Bir dilden diğerine ne sıklıkla geçiyorsunuz? Her zaman Sık sık Bazen Asla
4. Genellikle kiminle olduğunuz zaman dilleri karıştırarak kullanıyorsunuz? (Hocalarla, arkadaşlarla, aileyle, vb.)

## Bölüm 3. Dillerarası Geçişliliğe Karşı Tutumlar

1. Ders sırasında ana dilinizi ve hedef dilinizi bir arada kullanıyor musunuz? Neden?
2. Öğretim elemanlarının derslerde ana dili ve hedef dili bir arada kullanması hakkında ne düşünüyorsunuz? Açıklayınız.
3. Öğrencilerin dersler esnasında ana dili ve hedef dili bir arada kullanmalarına izin verilmesi gerektiğini düşünüyor musunuz? Açıklayınız.
4. Öğretim elemanının derste ana dili ve hedef dili bir arada kullanmasının öğrencilere yardımcı olduğunu düşünüyor musunuz? Neden?
5. Sınıfta ana dili ve hedef dilin bir arada kullanılması, sizin konuları daha iyi anlamanızı sağlayacağını ya da anlamanıza yardımcı olacağını düşünüyor musunuz? Neden?
6. Sınıfta ana dilin ve hedef dilin bir arada kullanılması, sizin İngilizce dil becerilerinizi geliştirmenize yardımcı olacağını düşünüyor musunuz?
7. Öğretim elemanının sınıfta kullanılan ders materyallerini ve terminolojiyi hem ana dilde hem de hedef dilde sağlaması gerektiğini düşünüyor musunuz? Neden?

## Bölüm 4. Zorluklar ve Yorumlar

1. Ders sırasında dersin hedef dilde verilmesiyle ilgili herhangi bir zorlukla karşılaşıyor musunuz? Açıklayınız.
2. Bu zorlukların üstesinden gelmek için hangi stratejileri kullanıyorsunuz? Açıklayınız.
3. Sınıflarınızda ana dilin ve hedef dilin bir arada kullanılmasıyla ilgili deneyimleriniz hakkında benimle paylaşmak istediğiniz başka bir şey var mı?

Röportajın sonuna geldik, zaman ayırdığınız için teşekkürler.

## Appendix 6. English Version of the Interview Questions for EMI Lecturers

Dear Faculty Members,

This interview has been designed to examine translanguaging practices and their functions in EMI (English as Medium of Instruction) classes for a project entitled '**Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices**' supported by 'New Connections in English Medium Instruction - Turkey Research Partnership Fund 2020'. Please note that all the information you provide will remain confidential and anonymous. Thus, please feel free to express whatever you think about the interview items. Thank you very much for your cooperation and contribution.

### Interview Questions for EMI Lecturers

#### Part 1. Demographic Information

7. Gender:                                      Male                                      Female
8. Home/first language:                      Turkish                                      English                                      Other (Specify)
9. Second language:                              English                                      Turkish                                      Other (Specify)
10. What is your Faculty/Department?
11. How long have you been teaching at university?
12. How long have you been teaching in an English Medium Instruction context?

#### Part 2. Lecturer Translanguaging Practices

1. Do you use more than one language (L1&L2) during your lesson? Please explain.
2. How often does it happen?      Always                                      Often                                      Sometimes                                      Never
3. When do you use L1 and L2 together during lessons? Please specify.
4. Do you provide bilingual study materials and terminology both in students' L1 and L2? Please specify how you integrate these materials into your teaching.

#### Part 3. Learner Translanguaging Practices

1. Do you experience incidents in which learners answer or ask questions in their L1? Can you describe, please?
2. How often does it happen in your classes? Why?                                      Always                                      Often                                      Sometimes                                      Never

3. How do you react to the learners' questions and answers in L1?
4. Do you think that English only policy in the classroom affects learner's question-asking or answering? Please explain why.
5. Do you think that learner's L1 has an (positive/negative) impact on their learning? Please explain why.
6. What are the language-related problems your students experience in your EMI lessons?

#### Part 4. Attitudes Towards Translanguaging

1. Do you think that learners should be allowed to use L1&L2 together?
2. Do you think that learners' use of L1&L2 together in the class may improve learners' content mastery?
3. Do you think that using students' L1 in the class is beneficial or detrimental? Please explain why.
4. Do you think learners' use of L1&L2 together in lessons may improve learners' English language skills? Please explain.

#### Part 5. Final Comments

1. What is your general attitude towards English only policy in the classroom? Please explain why.
2. What is your general attitude towards the use of L1&L2 together in the lessons? Please explain why.

This is the end of the interview. Thank you for your time.

### Appendix 7. Interview Questions for EMI Students

Dear Student,

This interview has been designed to examine translanguaging practices and their functions in EMI (English as Medium of Instruction) classes for a project entitled '**Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices**' supported by 'New Connections in English Medium Instruction - Turkey Research Partnership Fund 2020'. Please note that all the information you provide will remain confidential and anonymous. Thus, please feel free to express whatever you think about the interview items. Thank you very much for your cooperation and contribution.

#### Interview questions For EMI Students

##### Part 1. Background information

- |                         |         |                         |
|-------------------------|---------|-------------------------|
| 1. Gender:              | Male    | Female                  |
| 2. Home/first language: | English | Turkish Other (Specify) |
| 3. Second language:     | English | Turkish Other (Specify) |

4. What is your Faculty/Department?
5. What is the language of instruction at your department?
6. How would you rate your level of English proficiency?  
Low Beginner   High Beginner   Low Intermediate   High Intermediate   Advanced
7. Do you speak English outside the school? If yes, please explain.

## Part 2. Translanguaging Practices and Frequency

5. Do you use your mother tongue during lessons?
6. When do you shift between languages typically during lessons?
7. How often do you shift between languages? Always   Often   Sometimes   Never
8. Who do you usually shift with? (Lecturers, peers, family members, etc. )

## Part 3. Attitudes Towards Translanguaging

1. Do you use L1 and L2 together during lessons? Please explain why (not).
2. What do you think about lecturers' use of L1&L2 together in lessons?
3. Do you think that learners should be allowed to use L1&L2 together during lessons? Why (not)?
4. Do you think that the lecturer's use of L1&L2 together helps learners during lessons? Why (not)?
5. Do you think that your L1&L2 use in the class will help you understand the subjects better? Why (not)?
6. Do you think that your L1&L2 use in the class will help you improve your English language skills? Why (not)?
7. Do you think that the lecturer should provide study materials & terminology used in the classroom in both L1 and L2? Why (not)?

## Part 4. Challenges and Final Comments

1. Do you face any language-related challenges during lessons? Please explain.
2. What strategies do you use to overcome these challenges?
3. Is there anything else you would like to share with us about your experience in using L1&L2 together in your classes?

This is the end of the interview. I would like to thank you for your time.

## Appendix 8: Observation Checklist

<b>Observation Check List Date:</b>		
<b>LECTURERS</b>	<b>ENGLISH</b>	<b>TRANSLANGUAGING</b>
Greeting learners		
Explaining lesson objectives		
Drawing learners attention and building rapport		
Introducing the new lesson		
Explaining difficult terms		
Asking questions		
Defining new concepts		
Resolving a misunderstanding		
Summarising the lessons		
Dismissing the class		
<b>STUDENTS</b>		
Asking questions to the lecturers		
Answering lecturers' questions		
Discussing in groups		
Interacting with others in the class		
Asking other learners		
Note Taking		

(Adapted from İnci Kavak, 2021)

## Appendix 9. A Sample of Consent Form

### Informed Consent Form

This study, which is titled as '**Classroom Discourse in EMI Courses in Turkey: On the Dynamics of Translanguaging Practices**', attempts to examine translanguaging practices and their functions in classes in which English is used as medium of instruction.

- Your participation in this study is voluntary.
- In accordance with the purpose of the study, data will be collected through audio/ video recordings, a survey and face-to-face interviews.
- You do not have to write your name or give any information to reveal your identity. The names of the participants will be kept confidential.
- The data collected within the scope of the research will be used only for scientific purposes and will not be shared with others without your permission.
- In case of request, you have the right to review the data collected from you.
- The data collected from you will be protected and archived at the end of the survey.
- There will not be any request /demand in the data collection process / processes. However, if you feel any discomfort during your participation, you will be able to leave the study at any time. If you leave the study, the data collected from you will be removed and destroyed.

I would like to thank you for your time to read and evaluate the research consent form. You can send me your questions about the research in person or by email.

Name of Researcher : Dr. Vildan İnci Kavak

Affiliation : Gaziantep University

E-mail : vildan\_elt@hotmail.com

**I understand that I am participating in a study of my own free will, by knowing that if I am uncomfortable with any part of this study, I can withdraw any time. I accept that the information I give can be used for academic purposes.**

(Please fill in this form and sign it to the person who collected the data.)

Name and Surname :

Signature :



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