



Hybridity of English Language Teachers' Views and Practices: Translanguaging Pedagogy in Al-mutameizat Secondary School in Kirkuk Context

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هجانة وجهات نظر وممارسات مدرسي اللغة الانكليزية : الترجمة اللغوية في علم اصول التربية في إعدادية المتميزات ضمن بيئة محافظة كركوك

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الخلاصة

ظهرت المناهج التربوية التي تهدف إلى شرعنه ودعم الممارسات ذات اللغات المتعددة كرد فعل لسيطرة ثنائية اللغة السائدة في محافظة كركوك. في هذه المنطقة حيث تسيطر تعددية اللغات، هنالك ميل متزايد لدمج اللغات المحلية العربية، الكردية والتركمانية في البيئة الدراسية. ان التدفق العملي لممارسة اللغة الإنكليزية التي تستخدم المخزون اللغوي الكامل للفرد للتواصل وتوليد المعرفة عادةً ما يطلق عليه "الترجمة اللغوية". تتفحص هذه الدراسة كيف تقوم المناهج المعتمدة على الترجمة اللغوية دروس اللغة الإنكليزية في واحدة من أهم المدارس الثانوية في كركوك، المتميزات. يقوم المدرسون بتبني هذا النهج بشكل متزايد والذي يعطي أهمية للاستخدام المتعمد للغة الأم للطالب. يهدف هذا البحث لاستكشاف وجهات نظر عدد من مدرسي اللغة الإنكليزية بخصوص استخدام نهج الترجمة اللغوية وتطبيقاتها في ممارساتهم في تعليم اللغة الإنكليزية. تقوم هذه الدراسة من خلال استخدام الطريقة الوصفية بتفحص كيفية تسهيل نهج الترجمة اللغوية للتواصل، تعزيز علاقة المدرس بالطالب وتساعد في تمرير مواد المنهج المقرر. بالإضافة إلى ذلك تقوم بدراسة المناهضة المحتملة للنظم التعليمية أحادية اللغة والاستخدام البناء لنهج الترجمة اللغوية لأهداف تعليمية أخرى. تم جمع البيانات باستخدام المقابلات شبه المنظمة مع خمسة من مدرسي اللغة الإنكليزية وكذلك من خلال المشاهدة الصفية المباشرة. تركز نتائج البحث على إيجابية استخدام نهج الترجمة اللغوية في مجال التعليم. وضح مدرسو اللغة الإنكليزية بأن استخدام نهج الترجمة اللغوية يساعد في تعزيز بناء المعرفة ويحسن من مستوى استيعاب المعاني وبناء الجمل وتقوية التواصل بين الطالب والمدرس وينمي بيئة دراسية جاذبة ومريحة. هذه النتائج التحليلية تسلط الضوء على أهمية تطوير استراتيجيات نهج الترجمة اللغوية، تشجيع مدرسي اللغة الإنكليزية ودمج الخزين اللغوي الكامل للطالب في تدريس اللغة الإنكليزية. إن استخدام هذا النهج لم يقم فقط بتسهيل تعلم اللغة الإنكليزية فحسب بل اقر وأضفى تكريما وتأثيرا للتنوع اللغوي في دروس اللغة الإنكليزية في كركوك. كلمات مفتاحية: الترجمة اللغوية، تعددية اللغات، علم التربية، التواصل، كركوك.

Abstract

Pedagogical approaches that aim to legitimize and support multilingual language practices in Iraq have emerged in response to the current dynamic bilingualism trend in the Kirkuk governorate. Within this region, where multilingualism is predominant, there is an increasing tendency to integrate local languages, such as Arabic, Kurdish and Turkmen languages, into educational settings. The dynamic flows of English language practices that use one's whole linguistic repertoire to communicate and generate knowledge are commonly referred to as translanguaging. This study examines how the translanguaging pedagogy in English language classrooms is implemented in one of the most important secondary schools in Kirkuk- Al- mutameizat. Teachers are increasingly adopting this approach, which values and intentionally uses students' first languages (L1s). The

research aims to explore a number of Kirkuki English language teachers' perspectives on translanguaging and its application in their teaching practices. Using a qualitative case study, this paper inspects the way translanguaging facilitates communication, enhances teacher-student relationships, and assists in the processing of the educational subject material. In addition, it examines potential resistance to monolingual pedagogies and the constructive use of translanguaging to many other educational objectives. Data were collected using semi-structured interviews with five English language teachers and via classroom observations. The findings focus on the positivity of translanguaging in education. English language teachers reported that translanguaging assists in knowledge construction, improves vocabulary and structure comprehension, reinforces communications between teachers and students, and promotes an engaging and comfortable learning environment. These insights highlight the significance of developing translanguaging strategies, encouraging English language teachers to incorporate students' complete linguistic repertoire in English language teaching. This approach not only facilitates students' English language learning but also acknowledges honors and leverages the linguistic diversity in Kirkuk classrooms.

Keywords: Translanguaging, Multilingualism, Pedagogy, Communication, Kirkuk.

Introduction

The rich cultural history and the prevalent linguistic variety have made Iraq well-known. There are various languages and dialects spoken in Iraq, making up the country's rich linguistic environment. Still, Arabic remains the country's official language. It is a phenomenon that can be explained by the fact that Iraq is home to people of many different ethnicities and civilizations and this can be applied specifically to Kirkuk. The issue of multilingualism has become more complex due to the quick pace of globalization and the spread of educational options. This complicated notion emerges when many language communities coexist within one context. Examining translanguaging practices in educational settings is a crucial topic for scholarly research and discussion when considering a multilingual context. More investigation is required into translanguaging strategies and their effects on communication and education. There must be a shift from a monolingualism-oriented mindset toward translanguaging in order to embrace a wider range of sociocultural and linguistic repertoires in light of the dynamics of language use and interactions among diverse linguistic and cultural repertoires in an increasingly globalized world (Im, 2023). It is evident that English language instruction for many years prioritized a monolingual method that focused solely on the English language. But new developments in language teaching have recognized the importance of students' mother tongues or first languages when studying English as a foreign language. First languages are now seen as a valuable resource and a right for learners, in contrast to earlier viewpoints that saw them as a barrier. Wei and Ho (2018) have pointed out that the goal of learning a new language is to become bilingual or multilingual, not to replace or lose one's current language or languages. (Triastuti, et al., 2023). This shift in perspective has rendered the monolingual method outdated. All contemporary pedagogies, including translanguaging, acknowledge L1s and purposefully include them into the learning processes, departing from the belief that L1 use needs to be eradicated. (Canagarajah, 2013). In English language teaching, translanguaging might be difficult to use. The idea that English should only be taught in English, with little to no usage of the learners' native language(s), is one of the major obstacles. This impression stems from the idea that learning English is hampered when L1 is used in the classroom. Research, However, has demonstrated that this is a misconception and that using L1 can aid language learning (Cook, 2016), foster greater cognitive flexibility as well as improve academic achievement, motivate students to study more (Singh, 2023) and help learners acquire excellent language proficiency and confidence (Menon & Pallavi, 2022). While talking about how to appreciate, promote, and benefit from multilingualism in education, teachers and academics have used the term "translanguaging" more often in the last ten years. Teacher Cen Williams (1994) originally used the Welsh term *trawsieithu* (later translated and widely used as "translanguaging" by his academic colleague Colin Baker (2001)) to describe a teaching approach used in Welsh bilingual schools where input and output were switched between Welsh and English (Fuster & Bardel, 2024). This study, which focuses on monolingual education in the context of Al- mutameizat secondary school in Kirkuk, makes the case that translanguaging implementations must be tailored to the sociolinguistic and educational realities of Kirkuk society. Within the unique conditions of Kirkuk society, translanguaging has emerged both naturally and pedagogically. This study aims at investigating the following:

- 1- What beliefs and behaviors do teachers have in common?
- 2- How does translanguaging work in the context of Kirkuk?

Translanguaging

It is best to think about translanguaging as an approach to language(s) as well as a paradigm. The dynamic utilization of all resources for language encoding and decoding, interaction, participation, and identity expression is its main focus (Canagarajah, 2013). Translanguaging is a practical theory of language that depicts the innate behaviors of multilingual speakers that switch between and utilize different linguistic and cultural repertoires (Li, 2018). It usually refers to the flexible application of language resources across linguistic boundaries as a sort of language practice. (Lee, 2022). Within the discipline of sociolinguistics, the idea of translanguaging emerged as a theoretical framework that questions conventional ideas of language classification and promotes the fluid use of many languages throughout a single communication event (Simpson, 2017). Originally, translanguaging was intended to be a subfield of sociolinguistics research. Its theoretical framework is provided by the study of language and society. According to Garcia (2017), translanguaging recognizes that people use their entire language toolkit to produce meaning and engage in a variety of communication activities. This repertory includes languages, dialects, and other linguistic quirks. According to Creese and Blackledge (2010), translanguaging encourages students to utilize multiple languages fluidly in order to improve their ability to learn, solve problems, and express themselves. Williams (1994) first used the term "translanguaging" to describe the intentional switching back and forth between two languages as pedagogical practice in Welsh bilingual classrooms. Translanguaging, according to García (2009) is "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential". In this way, translanguaging is a pedagogical approach and practice that incorporates the use of language in a fluid, flexible, and dynamic manner. It also creates opportunities for teachers and students to use their linguistic, multimodal, and multisemiotic resources during the learning process. (Cenoz & Gorter, 2020). Translanguaging can generally be used as an all-encompassing and inclusive strategy to advance social justice and educational equity (Fang & Xu, 2022). In order to advance equity and social justice in education, it is necessary to incorporate students' cultural knowledge and utilize all of their linguistic resources (García & Li, 2014). When introducing and adopting the concept of translanguaging in English language teaching, it can help level the status of every language being used in the classroom. This happens by questioning English's hegemony and recognizing and utilizing the various meaning-making repertoires and resources that all language users possess (García, Rubdy & Alsagoff, 2014) and create areas for them to negotiate and build their own identities. (Flores & García, 2013).

Educational Success and translanguaging

The field of applied linguistics and English language teaching to speakers of other languages has been impacted by the numerous modifications made to the ontology and epistemology of English language education. From the early debate questioning the binary distinction between native and non-native English speakers, it would seem that English language education has experienced more than a "multilingual revolution" (Liu, 1999) and the progress of World Englishes (Kachru, 1992) to Global Englishes language teaching (Rose & Galloway, 2019) and translanguaging as a strategy or a successful way to teach languages (García & Li, 2015). Considering the vast range of situations in which English is used, it is imperative to comprehend English as a global language. The native-speaker "standard" English is the ultimate objective, while learners' first languages (L1) and multilingual and multimodal practices constitute linguistic weaknesses, according to the native-speakerism worldview (Holliday, 2006). Since non-native speakers of English now outnumber native speakers as a result of English's globalization, academics, educators, and legislators are reevaluating English language education, specifically the way the language is taught, evaluated, and integrated into the larger curriculum. Nowadays, when "native-speaker norms" are no longer considered the panacea, it makes sense for individuals to communicate using a variety of linguistic resources (Li, 2018). Because translanguaging, whose roots are in Welsh bilingual education, acknowledges the "multiple discursive practices" of multilingual speakers, it has gained popularity as an integrated method to language teaching (Garcia, 2009). The multilingual repertoires of speakers in which "they share beliefs, values, practices, and ways of talking and doing things" are highlighted by translanguaging (Cenoz & Gorter, 2021). Translanguaging, in particular, recognizes the linguistic aspects of learning and views body language, tones, visual signals, sounds, and words as essential elements of learning a new language (Li, 2022). In order to increase communication, learners' language repertoire is highly appreciated since it serves as a basis for creating new information by utilizing and extending preexisting linguistic resources. (Cenoz & Gorter, 2019). Translanguaging has proven to be a beneficial educational concept for both English language learners and teachers. Nonetheless, studies have shown that while some educators and instructors are receptive to translanguaging, others are skeptical of these approaches and respond to them indifferently since they do not fully

comprehend the advantages of translanguaging for learning. Further research into translanguaging education is needed to properly comprehend how the idea of translanguaging might improve learning for multilingual students (including their vocabulary, pronunciation, and grammar acquisition) (García & Li, 2014). By embracing linguistic and cultural variety and strengthening all languages and their learners—especially those who are language-minoritized students, as is the case in Kirkuk, translanguaging can contribute to equity and social justice in education.

Translanguaging Role in Appreciating Other Languages and Cultures

It has been discovered that translanguaging enhances students' academic achievement (Singh, 2023). For instance, Roy (2015) examined the use of translanguaging in two public schools in India and came to the conclusion that it can promote both linguistic development and academic performance. Singh (2023) infers that Students who had more language options in class performed better academically than those who could only speak one language, demonstrating how translanguaging promotes compassion and mutual understanding in bilingual and multilingual classrooms. Schools can better serve students from diverse language and cultural backgrounds. Students might experience greater success in the classroom as a result. According to the study, adopting translanguaging allows for the negotiation of cultural and linguistic practices, according to Kepe & Linake (2021). Adopting translanguaging techniques or pedagogies is one of the innovations recommended to accomplish inclusion of learners' first languages in classrooms (Probyn, 2019). This has the potential to improve learning and learners' cultural identity (García, 2012). Additionally, translanguaging has been shown to heighten awareness of and enthusiasm for a wide range of cultural customs. Research by Khan, Pal, and Ghosh (2020) indicates that translanguaging can help in students' appreciation and knowledge of diverse cultures. By encouraging pupils to use all of their language skills in the classroom, teachers can aid students in appreciating one another's cultural origins (Kalpana, 2023). Teachers are able to successfully incorporate bilingual and multilingual texts into their lesson plans via translanguaging. Incorporating such content into lessons on other cultures can be valuable. Emphasizing the value of appreciating pupils' linguistic and cultural diversity is one way that teachers may create a more inclusive and inviting learning environment. This is a perspective that is valuable in Kirkuk settings and needs more discussion.

Multilingualism in (The context of) Kirkuk

Kirkuk has gained local and international recognition because of its rich cultural heritage and diverse linguistic environment. Kirkuk faces a different language issue than the other governorates. Speaking a wide variety of languages and dialects, Kirkuk boasts a varied linguistic background. Nonetheless, Arabic is still acknowledged as a crucial component of Kirkuk's diversity: the city is home to a small population of Armenian Christians in addition to Kurds, Arabs, Turkmen, Shiites, Sunnis, and Christians (Assyrians and Chaldeans). It is supposed to imply "ethno linguistic" when using the English word ethnic. It is only since the middle of the 20th century that this word has become extensively employed in its current connotation. Like most of Iraq and the Middle East, Kirkuk is an ethnic community where a person's or a group's primary language is fundamental to their identity. Today, people of Kirkuk use the English term "ethnicity" interchangeably with several local language phrases pertaining to collective identity. People of Kirkuk belong to different ethnic groups and typically speak the language of these groups or the household they are raised in. Thus, Kurds speak Sorani Kurdish in specific social setting. Likewise, Turkmen speak a unique dialect of Turkish that they colloquially refer to as Turkmen language. While Chaldo-Assyrians speak Neo-Aramaic as a vernacular, Arabs speak Iraqi Arabic. As a result, Kirkuk is almost entirely multilingual (Bet-Shlimon, 2019). Regardless of the ethnic or linguistic markers of the schools, the central education ministry in Baghdad has the formal authority over all education in the Kirkuk Governorate. Although Baghdad recognizes the constitutional right of all Iraqis to teach their children in their mother tongue, there hasn't been much research done of the way this can be carried out in reality. As such, practical government assistance for memoranda of support for non-dominant language schools is limited from Baghdad. Across Iraq's multiethnic disputed territory, there is disagreement over the absence of textbook translations, teacher-training programs, and additional teaching courses in non-Arabic languages (Shanks 2018). The belief that schools are receiving unequal educational inputs because of their population's disparate identity markers is a result of the government's failure to offer linguistically suitable education resources (Shanks, 2015). According to earlier studies, the urge to maintain identity influenced the reconstruction of education in post-2003 Iraq, with community education decisions being made to support ethnic uniqueness and reinforce diversity. Thus, Kirkuk's educational system is based on ethnic division, with distinct institutions catering to the needs of the Assyrian, Arab, Turkmen, and Kurdish populations (Shanks, 2016) with exception of the special kinds of schools-

al- mutameizeen for boys and Al mutemeizat for girls in which education is conducted in English. The main goal of this study is to determine how successful translanguaging techniques are in Kirkuk's multilingual classrooms in Al- mutemeizat school. The research conducted by Garcia and Li (2015) demonstrates the expansion of translanguaging investigations in various linguistic and geographical contexts. This is accurate, but it's crucial to note that the Kirkuk language context has certain distinctive features that haven't received enough attention in the scholarly literature. The limitation of scholarly investigations about translanguaging strategies in the Kirkuk school system has impeded educators, policymakers, and scholars from fully comprehending the linguistic maneuvers utilized by both teachers and students in Kirkuk educational establishments.

Methodology

Setting

An ethnographic case study was the method used in the design. The research was carried out in the first semester of 2023 at Al-mutemeizat secondary school for girls in Kirkuk, Iraq. The reason for choosing this special kind of school is that it is constituted of students of many linguistic backgrounds mostly Arabs, Kurdish and Turkmen and English language teachers who have mastery over these languages. Over a 12-week period, the main goal is to determine how much of the enormous potential of translanguaging is utilized in English language classes in Kirkuk. The school in question uses the English curriculum "English for Iraq". The researchers in this study used a qualitative approach to tackle the objectives. This method is commonly used in the social sciences due to its efficacy in clarifying complicated social phenomena. The researcher's goal was to gain a deep, contextual understanding of the perspectives and practices of the English language teachers who took part in this study.

Participants

Five female teachers from Al- mutemeizat secondary school for girls in Kirkuk, Iraq participated in this study. They were between the ages of 25 and 50. The teachers brought a variety of teaching experiences that ranged from nine to twenty-six years. These teachers' educational backgrounds also differed: two of them had master's degrees, two had a bachelor's degree, and one had a PhD in English language education. Data from early research were carefully considered when choosing these specific teachers, with particular attention paid to their skillful use of translanguaging in English language teaching.

Data Collection

To gather data for the study, two main approaches were used: semi-structured interviews and classroom observations. These approaches correspond to the objectives of the two research questions (RQ1 and RQ2). One of the challenges faced the researcher is to keep each sentence in the language spoken by each participant. For this the researcher was assisted by a translator who documented each word and a sentence spoken in the interview and the English language lessons. In order to resolve RQ1, the interviews looked more closely at the teachers' attitudes and methods with regards to translanguaging. Each interview lasted thirty minutes, and in order to guarantee proper documentation of the teachers' perspectives, the interviews were audio recorded. Classroom observations, which provide a firsthand look at language practices in the teaching setting, were used to address RQ2. This approach worked well for comparing the responses to the actions that were seen and acting as a "reality check" for the interviews. It also made it easier to gather rich, thorough information about the phenomenon in its natural setting. In order to grasp translanguaging procedures, goals, and attitudes of the teachers and students, both audio recordings of the observations and extensive field notes were used.

Analysis of the Data

This study used the phase's analysis framework, which was suggested by Yin et al. (2016), to analyze the qualitative data. The definition of thematic analysis is "A method for identifying themes and patterns of meaning across a dataset in relation to research" (Braun & Clarke, 2006). On the other hand, Yin's model—which incorporates theming and coding—aligns effectively with essential components of thematic analysis. There were five separate stages to the research process. It started with the manual transcription of field notes and interview data. This first stage was fundamental for greater reliability. During the disassembly phase, these transcripts were carefully coded to identify specific instances that were connected to the participants' thoughts and discussions regarding translanguaging. Subsequently, the detected codes were reassembled into bigger themes in accordance with the thematic analysis approach described by Braun and Clarke (2006). This was followed by the interpretive stage, in which a coherent narrative was created, potentially including parts of restructuring as recommended by Yin (2016). The synthesis of the findings, which closely incorporated insights from the previous stages, was the last phase.

FINDING AND DISCUSSION

Following in-depth classroom observations and semi-structured interviews, the data was carefully analyzed to answer the two primary research questions of the study (RQ1 and RQ2).

A. Iraqi English language teachers' beliefs about translanguaging pedagogies

The researcher conducted interviews with five English language teachers in Kirkuk from Al- mutemeizat secondary school to learn more about their opinions on trans-linguistic pedagogies. The collected data indicates that teachers have a positive view of the practice of translanguaging in English language lessons especially in their schools in which education is conducted in English. According to their beliefs, translanguaging pedagogies help them to: (1) directly assist students in understanding the meaning of the words; (2) assist students in better understanding of the material; (3) enhance the teacher-student relationship; and (4) initiate humorous conversation that improves the mood.

1. Assisting students in understanding the meaning of the words and sentences directly

The initial finding drawn from the data gathered from semi-structured interviews with the five participants is that teachers can assist students in directly understanding the meaning of sentences and expressions by utilizing translanguaging in the classroom. Translanguaging enables the teachers to explain words directly to the students in Kurdish, Turkmen and Arabic in the setting of an English language teaching classroom, where students often come across foreign and rarely used vocabulary. According to one of the teachers who were interviewed, this approach greatly improves students' comprehension of the words, phrases, and sentences encountered during the lesson. It provides a focused and successful instructional strategy by: "There is a lot of vocabulary in secondary school, the English language material is not simple, and students' vocabulary knowledge is severely weak. Consequently, the majority of them merely gaze at me blankly if I talk to them entirely in English." [T1] Vocabulary mastery in secondary education refers to the ability to interpret words. It is not only about how many words the students know, it is just as important as being capable to multiply, comprehend, and integrate words when it comes to vocabulary usage. The teaching of vocabulary that is geared toward the needs of the students emphasizes language mastery. Teachers frequently worry about the pedagogical difficulty of teaching vocabulary, and translanguaging appears to be a possible answer. With the clear goal of giving words meaning (Garcia & Wei, 2015), translanguaging offers teachers an innovative method. This view is supported by Wang and Curdt-Christiansen's (2018) research, which discovered that translanguaging improves students' understanding of English vocabulary. Their research showed that students become linguistically better through the use of translanguaging in subject-knowledge learning. The results of the current study support these findings, since teachers believe that translanguaging helps students better understand the vocabulary covered in their syllabus.

2.) Assisting students in better understanding of the material

Every participant underlined how crucial translanguaging practices are to students' comprehension of English language material. Teaching English is hard not just because of the vocabulary but also because of the general English language skills including reading, listening, speaking and writing which is hard for students to master if it is presented entirely in English, as they are learning the language as a second language. As a result, it is extremely difficult for teachers to help students understand the material, even simple English lessons because students find it difficult to grasp what teachers describe if they do not employ the translanguaging method. Teacher 1 (T1) and teacher 2 (T2) use Kurdish and Turkmen languages interchangeably when translanguaging. This is explained as follows: "Some of the things we say require translation because they deal with some difficult subjects. Many students will not understand if we speak fully in English. It would be preferable for us to include Kurdish and Turkmen languages, so they understand rather than speaking in English entirely, which would ultimately cause them to not comprehend even if our purpose is to teach so they grasp everything we teach." [T1] "The reason behind our occasionally use translanguaging in our teaching—mixing Turkmen, Arabic and Kurdish—is that it improves student comprehension. When we speak in English language all the time just a handful of students seem to" understand the material. It's possible that the others don't comprehend." [T2] Teacher 3 (T3)'s testimony sheds light on the pedagogical effectiveness of translanguaging in language teaching, specifically in terms of improving students' understanding of grammatical material. Given the complexity of this language proficiency, teachers—including T3—use a variety of techniques. Translanguaging is one of the most notable strategies used by teachers, as it makes complex grammatical explanations easier to understand and apply by students (Barahona, 2020). This enhances the teaching toolkit and adds to the whole language learning process. "I occasionally use a little bit of Arabic, Kurdish, or Turkmen to clarify things, particularly if I'm teaching grammar. Perhaps it's best to use English when reading." [T3] Numerous research have demonstrated that helping

students in building knowledge and enhancing learning is one of the purposes of employing L1 in English language teaching (Garcia, 2017; Fang and Liu, 2020). This investigation also found that the teachers used L1 to make basic ideas and grammatical constructions more understandable for their students, and they also depended on the students' past knowledge to enhance their comprehension.

3. Enhancing the teacher-student relationship and interaction

During the semi-structured interview, the researcher explored the complex dynamics of classroom interaction that are influenced by teachers and students using Arabic, Kurdish, and Turkmen as their first language (L1). The teachers shared their views concerning English language teaching. Teacher 5 (T5), in particular, became an archetypal character, representing a hopeful and idealistic viewpoint. T5 was strongly in favor of using only English in English language lessons, viewing other languages as possible hindrance to English language learning. The following explanations of this nuanced investigation's many viewpoints within the teaching community help to illuminate the complex issues of language use in educational contexts: "When I first started teaching tenth graders, I had an experience. I deliberately speak entirely in English. Ultimately, I felt detached from my students. They were afraid to respond when I asked. When I finally translated in Arabic, Kurdish or Turkmen they responded to my questions. When I followed up to find out why they hadn't responded sooner, I discovered that some of them had comprehended my question but weren't sure how to respond in English". [T5] But as time passed, T5 realized that his interactions with the students would suffer if they avoided classroom communication because they were unable to understand the target language. Lastly, L1, Arabic, Kurdish, and Turkmen languages were used by T5. T3, an English language teacher with almost two decades of experience, held a marginally different opinion. T3 came to the realization that teaching English Language to students only in English—the target language—would be extremely difficult. Students who are still in the lower level become tense as they try to figure out what their teachers are trying to say and how to respond in the target language. As a result, during class interactions, the teacher needs to be there and ask his students certain private questions. As a result, teachers and students establish strong bonds and interactions. (Kahlin et al., 2022) "Strengthen the bond between educators and learners in order to learn more about the students. Sometimes we switch to a different language since learning becomes tedious if we use English in an overly formal way. Consequently, I speak Arabic, Kurdish, and/or Turkmen occasionally and English exclusively other times. [T3] The saying "teachers are parents at school" emphasizes how common it is for educators to act as though they are raising their children (Kabungo & Munsaka, 2020). This idea was actively applied in the instance of T4, which led to the development of relationships that resembled parent-child interactions. When asking students to do an activity or answer a question, it will be easier if we sprinkle in a little Arabic, Kurdish, or Turkmen. As I see myself as their mothers, I ask the students questions in their L1, using phrases like (ماما, بنات, بنتي, حبييتي) in Arabic language, (كجان , دله من , دايك , كجه كم) in Kurdish language and sometimes I use (Sevgilim, Kizim, Anne, Kizlarim) in Turkmen successively." I believe that this has helped to strengthen my bond with the students. [T4] The findings of this study are consistent with earlier studies (Kirkgöz et al., 2023; Kwihangana, 2021) that found translanguaging increases student participation in the learning process. Finally, active student participation through translanguaging—using L1—can enhance relationships between students and teachers and between students themselves.

B. English language teachers' translanguaging pedagogies in their classrooms.

The researcher conducted five 30-minute sessions to investigate the translanguaging pedagogies used by the teachers in their English language lessons. Data findings demonstrate the prevalence of translanguaging, including the following: (1) translating sentences into students' L1 and clarifying vocabulary; (2) regularly interacting with students in L1; (3) incorporating mnemonic devices in Arabic, Kurdish and Turkmen into instructional structures; and (4) making jokes in the L1 of the students.

1. Translating sentences into students L1 and clarifying vocabulary:

It was noted during the observations that all of the teachers translated their English terms sometimes into Arabic, Kurdish, or Turkmen in order to use the translanguaging approach. Almost each lesson under review used this kind of instruction, both when assigning assignments and when presenting English language material to the class. For instance, T1 began his lesson by giving the students the results of their daily quizzes. T1 translated the results into Arabic, Kurdish and Turkmen whenever was needed after explaining them in English.

Extract 1

T4: Today, we are going to continue our explanation of the reading passage “The London Bus”. نایا په‌کڼیک له نیوه [Today, we are going to continue our explanation of the reading passage “The London Bus”. Do you know what “London Bus” is?]

Ss: [London Bus, Mam?] پاسی لہندن خانم (خانمہ کم)؟

T4: Yes, "London Bus."

?نایا دهرانن چی ئمم پاسه جیا دهکاتهوه؟ Have you ever seen London Bus before? بهائی، ههندی جار پئی دهئین پاسی لهئیدن Do you know what is special about it? [That's right. But we usually call it “London Bus“. Have you ever seen “London Bus” before? You have ever seen it on TV or read about it in a book, haven't you? Do you know what is special about it?]

Ss: Yes, خانم (خانمہ کہم). [Yes, ma'am.]

T4: First and foremost, پيش هه موو شتيك سهيري وينه كه بكن له كتيبه كه له لاپهري ۱۳. [First and foremost, let's take a look on page 13]

T4, in this excerpt, attempted to use translinguaging as a translation strategy so that the student becomes familiar with phrase meaning.

On the other hand, T1 continuously used the technique of interpreting English into Arabic, Turkmen and Kurdish at times during all of the English language lessons, even the preliminary ones, giving pupils precise instructions.

Extract 2

T1: These are your test papers. The teacher has written the scores on them. **Bunlar son sınav için sınav kağıtlarınız.** The exam is out of 50. **50 üzerinden 15???? Çok düşük derece.** Try harder **kızlaim.** [These are your test papers. The teacher has written the scores on them. I will give you the papers of your last exam. The exam is out of 50. 15 out of 50? It is a very low score. Try harder my daughters.]

T1: Alright, let's go ahead. Please step forward and take your papers if I call on your names. **Şimdi adını andığım kişi sınav kağıdını almak için sınıfın önüne çıkıyor.** [Alright, let's go ahead. Please step forward and take your paper if I call on your name. Please hurry and get to the front of the class if I call on you.]

Ss: Yes, **hanımefendi** . [Yes, Ma'am.]

T1: Holia, **Sevgilim**, your score is 30. **iyi**. [Holia, my dear your score is 30. It's good.]

2. Regularly interacting with students in L1

Following the lesson, the teachers went over to speak with a select group of students one-on-one and invited them to strike up a conversation. The fact that teachers converse with their students in English, Arabic, Turkmen and Kurdish is quite intriguing. In Extracts 3 and 4, it is very noticeable as follows:

Extract 3

دوینی ئاماده نەبووم و ھاوکارەکانت دلە من ارا. ئەمڕۆ ھەستت چۆنە خوشەویستەکم؟ ئایا تۆ باشیت؟ ئایا ھەست بە باشتربیون دەکەیت؟ T2: یێیان وتم کە تۆ سەرما بوونت ھەیه

[My dear Arana, how do you feel today? Are you all right? Are you getting better? You were absent yesterday and your colleagues told me that you caught a cold].

سوپاس خانم بۆ گرینگی دانت. ئەوەندە نەخۆش بووم نەمتوانی بێمە قوتابخانە. بەلام نەمڕۆ ھەست بە باشتر بوون دەکەم (سوپاس بۆ S: [Yes, Ma'am. Thanks. I was so sick to the extent that I couldn't come to school. But thank God, I am better today.]. (خو).

T2: شلهمنی زوره. پیویستت به پشوودان و خواردنی تهنروست و الحمد لله. Take care of yourself sweetie, You need some rest, healthy food and plenty of fluids.]

In Extract 3, it was clear that T2 used the translanguaging approach with the substantiation of dual-language. Dual-language substantiation, according to Wang and Curdt-Christiansen (2019), is the process of jointly creating discipline knowledge by combining contributions or ideas from the two languages. Dual-language replacement has historically been used to communicate disciplinary knowledge in the person's L1.

3. Incorporating mnemonic devices in Arabic, Kurdish and Turkmen into instructional structures

The research revealed that using mnemonics in Arabic, Kurdish, and Turkmen is a common practice. Scruggs et al. (2010) define mnemonic as any procedure or action intended to improve a person's memory. This mnemonic has multiple versions, one of which T3 used. T3 gave the pupils instruction on grammatical components, which most students found to be a challenging subject because of its intricacy. Because the students were more accustomed to Arabic, Kurdish and Turkmen languages, T3 used mnemonic techniques, as shown in Extract 4 below:

Extract 4

T3: Now let's move to the explanation of the simple present tense. By the way, **Bu arada size zaman pratiği yapmanız ve simple şimdiki zamandan anladıklarınızı uygulamanız için ödev kağıtları dağıtacağım.** [Now let's move to the explanation of the simple present tense. By the way, I'll bring you homework papers to practice this tense and answer some questions about it.]

Ss: **Tamam hanımefendi.** [Yes, Ma'am.]

T3: **Tamam**, shall we start? **bazı zamirleri kullanınız** simple present tense. **onları hatırlıyor musunuz?** [Ok, shall we start? Some pronouns are used with simple present tense. Do you remember them?]

Ss: **Yes.**

T3: **harika.** Remember, **Şimdiki zamanın tekil halinin üçüncü şahısta (s) aldığını, ancak çoğul halinin (s) almadığını ve fiilin soyut kaldığını her zaman unutmayın.**

[Excellent. Remember, when the subject is singular the verb takes (s) third person singular, but if the subject is plural no (s) is add.]

T3 explained in a semi-structured interview that the goal of using mnemonics—a teaching tactic intended to promote quick and simple memorization and recall—was to help students master the Simple Present tense.

4. Making jokes in the L1 of the students.

The researcher noticed a lot of jokes in Arabic while observing the English language lessons. Teachers often made fun and threw jokes in Arabic. But when the teacher does that, the mood of the class brightens. This finding is consistent with what the teachers said during the semi-structured interviews, according to which classroom culture is very important. Since both teachers and students are from similar cultural backgrounds, these cultures are ingrained in their everyday conversations and even in their jokes.

Extract 5

T5: As you know your monthly exam will be on ..?

Ss: On Thursday.

T5: **تفضل، يعني تفضل!** [What are you saying?] (Said sarcastically)

Ss: (Burst out laughing.)

T5: **الاربعاء يعمودين لا تنسون.** [Don't forget. It's on Wednesday.]

The time when the data was gathered, saying "tfadhal!" "تفضل" Arabic word is an expression used when a person is faced with something bothering and wants to be sarcastic about it. This expression became extremely popular on social media platforms like Facebook, Instagram, TikTok, and YouTube. T5, is Arabic. She also speaks Kurdish and Turkmen languages on a regular basis because of her relationships with Kurdish and Turkmen people. The students would be happy even before the trend took off if T5 had spoken Arabic in class especially in light of the present trend. The class was captivated by T5's humor, and the energy level was doubled. The action of this T5 is quite admirable since it can offer a respite from the serious atmosphere that pervaded the classroom.

Krashen (1982) mentioned that emotional components of the Affective Filter theory, such as anxiety, motivation, and self-confidence, are closely related to learning a second language. Students can learn more deeply and be more sensitive to knowledge when there is more comprehensive input and a lower or weaker filter. The Affective Filter theory states that creating low-anxiety environments and offering comprehensible input are important aspects of teaching. Using humor in the classroom is one of several tactics teachers can employ to create a stress-free learning environment. The girls laughed and enjoyed their teacher's decision to make jokes in L1. With regards to RQ1, the data from the semi-structured interviews with five teacher participants were analyzed, and the results showed that translanguaging facilitates effective English language instruction for teachers. Teachers see translanguaging as a bridge and a tool to help students learn and understand English content more effectively, to connect and interact with them more deeply, and to foster a fun and engaging learning environment. The information gathered from classroom observations to address RQ2 is consistent with the instructors' viewpoint as stated in RQ1. The teachers used mnemonic devices and translated the material explanations and instructions into Arabic, Turkmen, and Kurdish. In addition, teachers made jokes and conversed with the pupils in the most prevailing language in Kirkuk which is Arabic. Although translanguaging is important for teaching English, there should be rigorous limits on how much L1 is used in the classroom. This is because it was found that both teachers and students found L1 to be more comfortable than L2.

CONCLUSION

In keeping with its goals of investigating the attitudes of specific Kirkuki English language teachers on translanguaging and how they implement it in the classroom, the study produced a number of significant conclusions. It was discovered that teachers place a high importance on translanguaging because of its ability to

help students build their knowledge and improve their comprehension of English language materials. In particular, it was found to develop relationships between teachers and students, increase vocabulary learning in and create a cozy and comfortable learning environment. Instructors used a variety of translanguaging techniques in their lessons. These techniques included converting sentences into English, speaking to students in their first language (L1) on a regular basis, explaining structures to them using mnemonic devices in Arabic, Kurdish and Turkmen and telling jokes in L1. All teachers translated their instructions from English into Arabic, Turkmen and Kurdish. This was the most common technique employed by the teachers. Additionally, they employed dual-language explanations to make concepts and English vocabulary clear. Mnemonics in Arabic, Kurdish and Turkmen were frequently used as teaching aids for student memorization and recall. Furthermore, humor was employed carefully; jokes in Arabic created a lighthearted and pleasurable learning atmosphere that made students laugh and actively participate. In a nutshell the participants' first-hand knowledge of translanguaging in their own educational setting deepened their comprehension of the multilingual and multicultural dynamics of interaction within the discourse around English education. As a result, the use of the participants' native tongue started to be seen as a useful tool in translanguaging procedures rather than as a barrier to English language learning. This change demonstrates the emergence of a positive identity for non-native speakers and the construction of an idealized, positive identity for bilingual educators.

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