

Research Article

Role of Pedagogical Translanguaging in Developing IELTS Learners' Reading Skills

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ABSTRACT

This research aimed to investigate the impact of using pedagogical translanguaging on the development of reading comprehension skills among IELTS learners. A mixed-methods design was employed, starting with an Oxford Placement Test administered to 30 IELTS candidates to ensure homogeneity. Questionnaires were used to collect teachers' and students' perceptions of translanguaging prior to the treatment. Participants were then randomly divided into control and experimental groups. A 6-day workshop on pedagogical translanguaging was conducted for 10 IELTS teachers. The treatment period lasted for six sessions, and data were collected through interviews to gather opinions on pedagogical translanguaging. Pre- and post-tests were administered to evaluate the impact of the intervention, and t-tests were used to compare the results between the two groups. The questionnaire responses from teachers were analyzed quantitatively, while the learners' responses were analyzed qualitatively. The intervention group demonstrated significantly better performance in the post-tests compared to the control group. The questionnaire responses from both students and instructors highlighted additional benefits of the translanguaging strategy. Based on the findings, recommendations were made for implementing translanguaging teaching strategies in the context of the IELTS test. o



Introduction

García (2009) introduced the concept of translanguaging to highlight the flexible use of languages by bilinguals. Translanguaging creates an environment where languages are naturally merged and recognized as suitable for academic preparation (Lasagabaster & García, 2014). It reinforces bilingualism and helps students develop various linguistic tools for communication (García & Wei, 2014).

Pedagogical translanguaging is a method that allows for the use of multiple languages during language learning, enabling learners to make sense of the new language (Adinolfi & Astruc, 2017; Lasagabaster & García, 2014). It leverages students' native languages to enhance academic outcomes (Pacheco & Miller, 2016). Translanguaging views languages as a whole and promotes bilingualism without penalizing the simultaneous use of languages. This approach offers flexible and inclusive perspectives on language learning and teaching by prioritizing communicative competencies and acknowledging the natural merging of languages (Nagy, 2018). Pedagogical translanguaging is a scaffolding strategy that promotes bilingualism, linguistic flexibility, and tolerance for linguistic diversity (Boakye & Mbirimi, 2015; García, 2009). It helps learners actively engage in their education and develop deep comprehension (Makalela, 2015; García & Wei, 2014).

Translanguaging has been explored in various educational contexts, including EFL classrooms, to enhance language learning and promote multilingualism (Cenoz & Gorter, 2017; Cenoz & Gorter, 2019). In EFL teaching, translanguaging has gained attention as a pedagogical approach that bridges the gap between students' native languages and the target

language (García & Wei, 2014; Carroll & Mazak, 2017).

Pedagogical translanguaging can also be applied to improve reading proficiency in international English examinations like IELTS (Chowdhury, 2009). Reading comprehension is the act of deriving meaning from text, and pedagogical translanguaging can facilitate a holistic understanding of texts (Snow, 2002; Grabe, 2009). Various factors can cause poor reading comprehension, including the complexity of learning to read, teaching styles, decoding techniques, prior knowledge, and vocabulary development (Caposey & Heider, 2003).

Translanguaging, as defined by García and Wei (2014), challenges language hierarchies and boundaries, creating a social environment where individuals can draw on various aspects of their linguistic backgrounds, personal experiences, and history. Pedagogical translanguaging instruction provides fresh perspectives on pedagogy for teaching foreign languages. This study suggests that systematic switching between the first language and the second language is constructive for teachers and teacher educators.

Literature Review

Translanguaging, derived from the Welsh word *trawsieithu*, was introduced by Welsh educators Cen Williams and Dafydd Whittall in the 1980s (Lewis et al., 2012). It was translated into English by Colin Baker and gained popularity (Baker, 2012). Translanguaging challenges the notion of separate languages and emphasizes the use of a combined linguistic repertoire (Jaspers & Madsen, 2016).

The concept of translanguaging is widely discussed in linguistic studies and is compared

to other related terms such as polylinguaging, plurilingualism, metrolingualism, and code-meshing (García & Wei, 2014; Jaspers & Madsen, 2016). It is viewed as a process of creating meaning and is described in various ways (Leung & Valdés, 2019), focusing on language awareness, metalinguistic recognition, intercultural communication, and language learning (Cenoz & Gorter, 2017; Zhu & Wei, 2020).

Translanguaging is used to describe the language practices of multilingual individuals and represents a shift from a monolingual ideology to a multilingual perspective (García, 2009, 2019; Lin, 2019). It challenges linguistic hierarchies and promotes the utilization of diverse linguistic backgrounds (García & Wei, 2014). Teachers can play a crucial role in implementing translanguaging pedagogy and using multiple languages to enhance learning (Galante, 2020; García & Wei, 2014), as students can employ a careful educational approach where they absorb information in one language and respond in another to enhance their comprehension skills (Lewis et al., 2012).

Translanguaging aims to break down language barriers by focusing on multilingual behaviors from the users' perspectives rather than solely on languages (García, 2009). It emphasizes that multilingual individuals have access to a wide range of linguistic resources and selectively choose structures to enhance communication (García & Li, 2014). Cenoz (2019) supports this theory, highlighting two arguments: the integration of new linguistic data with previous linguistic resources and the storage of earlier linguistic data within the multilingual audio system, which can be utilized meaningfully. García and Wei (2018) argued that

translanguaging encompasses both the external aspect (the named language used as the medium of instruction) and the internal aspect (the linguistic repertoire of individuals). It seeks to utilize all linguistic, cognitive, semiotic, and sociocultural resources in the production of teachers' and learners' knowledge (Wei, 2018).

Translanguaging not only deepens students' understanding of the subject matter but also connects it to their prior knowledge and enables interaction in various ways (Makalela, 2015). According to García and Wei (2014), there are two types of translanguaging strategies: teacher-directed translanguaging for providing voice, clarity, classroom management, and questioning, and student-directed translanguaging for engaging in complex discussions and asking questions.

Lewis et al. (2012) further categorize translanguaging into three types: (A) pedagogy-focused planned and unstructured translanguaging in the classroom, (B) universal translanguaging with cognitive, contextual, and cultural aspects, and (C) lecture classroom translanguaging that facilitates conversations on teaching methods, mastery, and curriculum design.

Pedagogical translanguaging is an approach to teaching that focuses on the learner and is used in multilingual classroom settings. In this approach, the instructor takes on the role of a planner and facilitator. The teacher determines the language(s) to be used and encourages students to utilize whichever language they feel most comfortable with to optimize their engagement with the subject matter (Canagarajah, 2011; Baker, 2011; García & Wei, 2014; Williams, 2012).

This study aims to apply pedagogical translanguaging in the IELTS context to improve reading proficiency, as there is limited research on its effectiveness in this context. The findings of the study will contribute to discussions on pedagogical translanguaging and inform educational practices (García, 2009; Makalela, 2015). More particularly, this study aims to answer the following research questions:

1. What is the impact of pedagogical translanguaging on IELTS learners' reading comprehension skill development?
2. What are the IELTS learners' and teachers' attitudes toward the use of translanguaging?

Methodology

Research Setting and Participants

The study focused on two groups of participants: IELTS candidates and IELTS teachers at a language institute in Quchan, Iran.

IELTS Candidates

The IELTS candidates were selected from a pool of 60 male and female Iranian students who were enrolled in IELTS preparation courses at a language institute. Before the study, the researcher obtained consent from both the participants and their instructors. To ensure that all participants had a similar level of language proficiency, they took the Oxford Placement Test (OPT). Among the participants, 30 learners (both male and female) who scored at the B2 level in the OPT were invited to take part in the study and attend IELTS training courses at the language institute. All participants were informed about the purpose of the study and provided written consent. They were divided into two classes, with one class practicing translanguaging and the other not. The initial

selection resulted in a control group and an experimental group, each consisting of 8 participants, totaling 16.

Data collection for the study was done through convenience sampling. Additionally, 10 IELTS candidates from the experimental group were selected for follow-up interviews. Table 1 provides more detailed demographic information about the IELTS candidates.

Table 1

Demographic Background of the IELTS Candidates

No. of the Students	30
Gender	Male: 11 Female: 19
Native Language	Persian
Age Range	23 to 47
Degree	IELTS Preparation Courses

IELTS Teachers

The other group of participants in the study consisted of 10 IELTS teachers who had been teaching IELTS at the language center for approximately 10 years. Before the start of the IELTS course, the teachers participated in a workshop to familiarize themselves with pedagogical translanguaging methods. They were then interviewed about their application of translanguaging pedagogy in their reading classes. To ensure that the teachers adhered to the pedagogical translanguaging approaches, one of the researchers—who was also an IELTS trainer and the supervisor of the instructors—had the authority to observe the teachers during sessions and monitor the quality and quantity of the lessons. The researcher directly led the study and had permission to train the instructors for teaching reading skills using pedagogical

translanguaging. Table 2 provides demographic information about the IELTS teachers.

Table 2
Demographic Background of the Teachers

No. of the Teachers	10	
Gender	Male	3
	Female	7
Native Language	Persian	
Age Range	26 to 48	
Academic Years	2022-2023	
Degree	MA	6
	Ph.D.	4

Research Instruments

The present study utilized several instruments to gather data and assess various aspects of the participants' experiences and perceptions.

Oxford Placement Test (OPT)

The OPT was administered to the IELTS candidates to homogenize their language proficiency levels. The test provided separate scores for different sections, allowing teachers to accurately assess students' abilities. The OPT demonstrated high reliability, with a coefficient of 0.95, based on Feldt and Brennan's theory.

Translanguaging Pedagogy Scale (TPS)

This scale, developed by Rivera and Mazak (2016), was used to measure the participants' perceptions of translanguaging pedagogy. It consisted of items presented in a five-point Likert scale format, ranging from "strongly agree" to "strongly disagree." The TPS covered various aspects of pedagogical translanguaging, such as avoidance in language teaching, its impact on language proficiency, and contributions to reading comprehension. Three experts approved the content validity of the questionnaire, and the reliability was calculated using Cronbach's alpha, resulting in an estimate of 0.80.

Learners' Perception on Translanguaging Pedagogy Scale (LTPS)

Similar to the TPS, the LTPS, also developed by Rivera and Mazak (2016), measured learners' perceptions of translanguaging pedagogy. It included items related to the positive features of translanguaging in the classroom, its importance in language learning, code-switching preferences, and its appropriateness for language learners.

Pretest and Posttest on Reading Comprehension

The IELTS candidates were assessed using a pretest and posttest on reading comprehension. Each test consisted of 40 items covering three reading passages. The validity of the tests was established through their previous use at the language institute. The pretest reliability was calculated using KR-21.

Interviews

Focus group interviews were conducted with the participants to explore their attitudes and perceptions regarding pedagogical translanguaging. The researcher designed the interview protocol, which consisted of six items. The interviews aimed to gather insights into the participants' conceptions of pedagogical translanguaging and their attitudes towards its use in the Iranian IELTS reading context.

Data Collection and Analysis Procedure

The OPT was used to assess the language proficiency levels of the IELTS candidates. By selecting participants whose scores were within one standard deviation above and below the mean, we aimed to ensure a homogenous group in terms of language proficiency. A questionnaire was then administered to gather

background information from the participants, including factors such as age, gender, educational background, and previous experiences with language learning.

The pretests included the IELTS reading test and questionnaires on teachers' and learners' perceptions of pedagogical translanguaging. These measures were used to establish baseline data before implementing the treatment.

A 6-day workshop was conducted by one of the researchers, who was also an IELTS teacher training course instructor. The workshop aimed to provide an understanding of pedagogical translanguaging and its application in the classroom to enhance the reading skills of IELTS candidates. The workshop involved presentations, reflection papers, discussions, and mini-lessons to facilitate learning and understanding. During the treatment phase, the experimental group engaged in various pedagogical translanguaging actions in their reading activities. These actions included concept/language factor explanation, comprehension tests, content expertise localization, teaching reinforcement, and the creation of class rapport. They were intended to promote the use of multiple languages and encourage students to explore the boundaries and connections between languages.

The IELTS teacher responsible for the experimental group recorded short journal entries after each reading session. These entries likely included reflections on the activities conducted, observations of student engagement and progress, and any challenges or successes encountered during the implementation of pedagogical translanguaging.

After completing the treatment phase, we administered the posttest, which included the

IELTS reading test and the questionnaires on teachers' and learners' perceptions of pedagogical translanguaging. The posttest and questionnaires helped assess any changes or improvements in the participants' reading skills and gather feedback on their perceptions of pedagogical translanguaging after the treatment.

Furthermore, focus group interviews were conducted with both IELTS learners and teachers to gather qualitative data on participants' opinions, experiences, and attitudes towards pedagogical translanguaging in the context of IELTS reading. Topics covered in the interviews included the implementation of pedagogical translanguaging, challenges faced by teachers, reasons for using pedagogical translanguaging, and perceptions of reading improvement.

Data Analysis

The quantitative data collected from the pretests and posttests were analyzed using t-test analysis to determine the impact of pedagogical translanguaging on reading proficiency. The qualitative data from the interviews and journal entries were analyzed using thematic content analysis to identify patterns, themes, and insights related to teachers' and learners' attitudes and experiences with pedagogical translanguaging. By combining both quantitative and qualitative methods, we aimed to gain a comprehensive understanding of the effects and perceptions of pedagogical translanguaging on Iranian IELTS learners' reading skills, as well as the factors influencing its implementation in the classroom.

Results

Examining Normality Assumption

To assess the normality of the distributions in the pretest and posttest data, a Shapiro-Wilk test was conducted. The results of the test are presented in Table 3. The Shapiro-Wilk test is commonly used to determine if a dataset follows a normal distribution.

Table 3

Test of Normality

	Groups	Shapiro-Wilk		
		Statistic	df	Sig.
Pretest	Experimental	.951	15	.541
	Control	.942	15	.414
Posttest	Experimental	.942	15	.402
	Control	.926	15	.234

In the pretest, both the experimental and control groups had Shapiro-Wilk test statistics above .05 (experimental: .951, control: .942), indicating that the data in both groups can be considered normally distributed. In the posttest, both groups again had Shapiro-Wilk test statistics above .05 (experimental: .942, control: .926), indicating that the data in both groups can be considered normally distributed. Considering the conventional alpha level of .01, the results suggest that the data collected from the pretest and posttest have a normal distribution ($p \geq .01$).

Results of the Reliability Analyses

Cronbach's alpha was used to assess the internal consistency of the reading scores on the pretest and posttest. The results are presented in Table 4.

Table 4

Results of the Reliability Analysis for the Pretest and the Posttest

Instrument	Cronbach's Alpha	N of sample	N of items
pretest (28 Items)	.863	30	20
posttest	.790	30	20

For the pretest, the Cronbach's alpha value was .863, indicating a "good" level of internal consistency, suggesting that the items in the pretest were measuring a similar construct of reading comprehension. For the posttest, the Cronbach's alpha value was .790, indicating an "acceptable" level of internal consistency. While slightly lower than the pretest, it still suggests that the items in the posttest were measuring a similar construct of reading comprehension. Overall, both the pretest and posttest met the criteria for internal consistency, indicating that the items were reliable measures of reading comprehension.

Results of the Oxford Placement Test

The Oxford Placement Test was administered to a group of IELTS learners to select participants with homogeneous general English language proficiency for the main sample. The test consisted of three parts: a multiple-choice grammar and vocabulary section, a reading comprehension section, and a writing section. The maximum possible score on the test was 70 points.

Table 5

Statistics for the Oxford Placement Test

N	Valid	30
	Missing	0
Mean		53.7333
Median		55.0000

N	Valid	30
	Missing	0
Mode		48.00 ^a
Std. Deviation		4.49470
Variance		20.202
Skewness		-.010
Std. Error of Skewness		.427
Kurtosis		-1.356
Std. Error of Kurtosis		.833
Range		15.00
Minimum		47.00
Maximum		62.00
Sum		1612.00
a. Multiple modes exist. The smallest value is shown		

Based on the test criteria, 30 learners who scored 31 or above in the grammar and vocabulary section, 8 or above in the reading section, and 8 or above in the writing section were selected as intermediate learners for the main sample. The group statistics for the

Table 6

Group statistics for the Results of the Reading Comprehension Test (Pretest)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	15	15.20	2.455	.633
	Control	15	15.13	1.922	.496

The mean scores for the experimental and control groups on the pretest were 15.20 and 15.13, respectively. The experimental group had a slightly higher mean score. The standard deviation for the experimental group was 2.455, while for the control group, it was 1.922.

placement test scores are presented in Table 5, which includes measures of central tendency (mean, median, mode), measures of dispersion (range, variance, standard deviation), and measures of distribution (skewness, kurtosis).

Descriptive Analyses of the Data

Descriptive statistics were computed for the pretest and posttest scores to provide an overview of the data. The results are presented in the following sections.

Descriptive Statistics for the Pretest Scores

Descriptive statistics for the reading comprehension pretest scores are presented in Table 6. The table includes the group statistics for the experimental and control groups, including the sample size (N), mean, standard deviation, and standard error of the mean.

Figure 1 provides a visual comparison between the means of the control and experimental groups in the pretest, showing that the two groups had similar performance in the pretest, with a slight advantage for the experimental group.

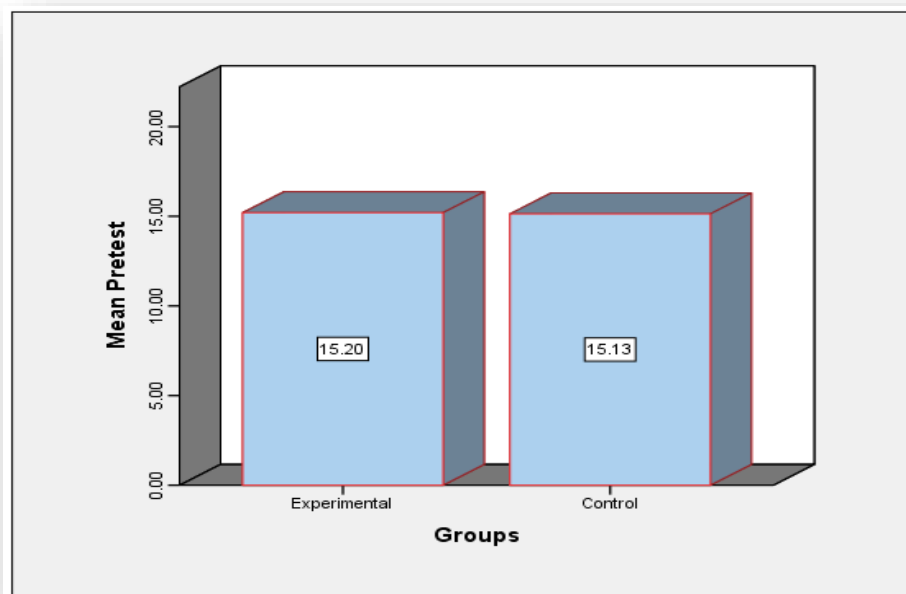


Figure 1

Comparison between the Means of the Control and Experimental Groups in the Pretest

As it was shown in Figure 4.1, the two groups were almost the same regarding their reading comprehension skill and had similar performance in the pretest.

Descriptive Statistics for the Posttest Scores

Descriptive statistics for the reading comprehension posttest scores are presented in Table 7. The table includes the group statistics for the experimental and control groups, including the sample size (N), mean, standard deviation, and standard error of the mean.

Table 7

Group statistics for the Results of the Reading Comprehension Test (Posttest)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	15	16.93	1.751	.45216
	Control	15	15.33	2.023	.52251

The mean score for the experimental group on the posttest was 16.93, while for the control group, it was 15.33. The experimental group had a higher mean score compared to the control group. The standard deviation for the experimental group was 1.751, and for the

control group, it was 2.023. Figure 2 provides a visual comparison between the means of the control and experimental groups in the posttest, showing that the experimental group performed better than the control group in the posttest of reading comprehension.

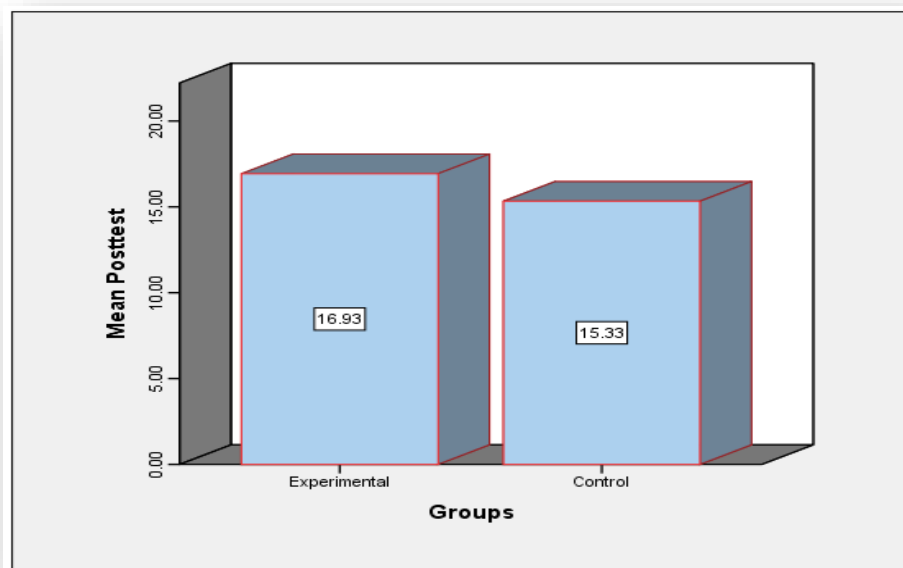


Figure 2

Comparison between the Means of the Control and Experimental Groups in the Posttest

As shown in Figure 2, the experimental group performed better than their counterparts in the control group in the posttest of reading comprehension.

Results of the Inferential Statistics

Independent and paired samples t-tests were conducted to analyze the pretest and posttest scores and assess the impact of pedagogical translanguaging on IELTS students' reading comprehension. The results of these tests will be discussed in the following sections.

Independent Samples T-Test for the Pretest Scores

The independent samples t-test was conducted to determine if there was a statistically significant difference in the mean pretest scores between the experimental and control groups. The results, as shown in Table 8, indicate that there was no significant difference between the two groups in terms of their pretest scores ($t(28) = 0.083$, $p = 0.935$, two-tailed). The mean difference between the groups was only 0.066, with a 95% confidence interval ranging from -1.58 to 1.71. These results suggest that the experimental and control groups had similar reading comprehension abilities at the beginning of the study.

Table 8*Independent Samples T- Test for the Pre-Test of Reading Comprehension*

		t-test for Equality of Means							
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretest	Equal variances assumed	1.438	.240	.083	28	.935	.066	-1.58	1.71
	Equal variances not assumed			.083	26.47	.935	.066	-1.58	1.72

Independent Samples T-Test for the Posttest Scores

The independent samples t-test was used to examine whether there was a statistically significant difference in the mean posttest scores between the experimental and control groups. The results, presented in Table 9, indicate that there was a significant difference between the two groups in terms of their posttest scores ($t(28)$

= 2.31, $p = 0.028$, two-tailed). The mean difference between the groups was 1.60, with a 95% confidence interval ranging from 0.18 to 3.01. The effect size, measured by eta squared, was 0.1600, indicating a small effect. These findings suggest that pedagogical translanguaging had a modest impact on the participants' reading comprehension abilities.

Table 9*Independent Samples T- Test for the Post-Test of Reading Comprehension*

		t-test for Equality of Means							
		Levene's Test for Equality of Variances						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Posttest	Equal variances assumed	.609	.442	2.31	28	.028	1.60	.18	3.01
	Equal variances not assumed			2.31	27.43	.028	1.60	.18	3.01

Paired Samples T-Test for the Pretest and Posttest Scores

Paired samples t-tests were conducted to examine whether there were significant changes

in the reading comprehension scores within each group from the pretest to the posttest. The results, presented in Table 10 and Table 11 indicate that there were significant

improvements in reading comprehension for both the experimental and control groups.

Table 10

Paired Samples Statistics for Time 1 (The pretest) and Time 2 (The posttest)

Groups			Mean	N	Std. Deviation	Std. Error Mean
Experimental	Pair 1	Pretest	15.2000	15	2.45531	.63396
		Posttest	16.9333	15	1.75119	.45216
Control	Pair 1	Pretest	15.1333	15	1.92230	.49634
		Posttest	15.3333	15	2.02367	.52251

Table 11

Paired Samples T- Test for Time 1 (The pretest) and Time 2 (The posttest)

			Mean	SD	95% Interval Difference Lower	Confidence of the Upper	t	df	Sig. (2- tailed)
Experimental	Pretest	-	-1.733	1.09	-2.34	-1.12	-6.10	14	.000
	Posttest								
Control	Pretest	-	-.200	.67	-.57	.17	-1.14	14	.271
	Posttest								

For the experimental group, the mean pretest score was 15.20, and the mean posttest score was 16.93. The paired samples t-test showed a significant difference between the pretest and posttest scores ($t(14) = -6.10$, $p < 0.001$, two-tailed). The mean difference was -1.733, indicating that the experimental group made a significant improvement in their reading comprehension skills.

For the control group, the mean pretest score was 15.13, and the mean posttest score was 15.33. The paired samples t-test did not reveal a significant difference between the pretest and posttest scores ($t(14) = -1.14$, $p = 0.271$, two-tailed). The mean difference was -0.200, suggesting that the control group did not

show a significant improvement in their reading comprehension skills.

Results of the Perception Questionnaire

The perception questionnaire was administered to both the IELTS learners and the teachers to gather their beliefs about pedagogical translanguaging practices. The participants were asked to rate the 14 items on a Likert scale ranging from one to four. The data collected from the questionnaire were analyzed using descriptive statistics, including means and standard deviations. The results of the analysis are presented in Table 12 for the learners and Table 13 for the teachers.

Table 12*Item Statistics for the Learners' Perception Questionnaire*

		Mean	Std. Deviation	N
1)	The instructor's code-switching was appropriate	3.2667	.45774	15
2)	The instructor's code-switching was Normal	3.1333	.51640	15
3)	The instructor's code switching was socially acceptable	3.2667	.45774	15
4)	The instructor's code switching was respectful	3.4667	.51640	15
5)	The instructor's code switching was Professional	3.0667	.59362	15
6)	The instructor's code switching was clarifying	3.3333	.48795	15
7)	The use of translanguaging in the classroom can be considered as a positive feature of the class.	3.2000	.56061	15
8)	I like Language instructors to code-switch between English and Persian as needed.	3.2000	.56061	15
9)	*Translanguaging should be avoided in language teaching	3.2000	.67612	15
10)	*Translanguaging shows a lack of language proficiency in the target language.	3.0000	.37796	15
11)	Translanguaging helped me develop my reading comprehension.	3.4000	.50709	15
12)	Translanguaging is essential for learning a new language.	3.2000	.86189	15
13)	It is okay to engage in translanguaging in higher education settings.	3.1333	.51640	15
14)	Translanguaging helped me engage in conversations with my classmates.	3.3333	.48795	15

*reversely coded items

Table 13*Item Statistics for the Teachers' Perception Questionnaire*

		Mean	Std. Deviation	N
1)	code-switching is appropriate for the language learners	3.4000	.50709	10
2)	code-switching is Normal	3.4667	.63994	10
3)	code switching is socially acceptable	3.4000	.73679	10
4)	code switching is respectful	3.6667	.48795	10
5)	code switching is Professional	3.4667	.63994	10
6)	code switching is clarifying	3.4667	.63994	10
7)	The use of translanguaging in the classroom can be considered as a positive feature of the class.	3.0000	.37796	10
8)	I like to code-switch between English and Persian as needed.	3.0000	.75593	10
9)	*Translanguaging should be avoided in language teaching	3.4667	.83381	10
10)	*Translanguaging shows a lack of language proficiency in the target language.	3.4000	.73679	10
11)	Translanguaging helped my learners develop their reading comprehension.	3.4667	.51640	10
12)	Translanguaging is essential for helping learners learn a new language.	3.2000	.86189	10
13)	It is okay to engage in translanguaging in higher education settings.	3.2667	.70373	10
14)	Translanguaging helped my learners engage in conversations with their classmates.	3.6667	.48795	10

For the IELTS learners, the results indicated that they perceived the instructor's code-

switching as respectful, with a mean rating of 3.46 and a standard deviation of 0.51. They

also believed that translanguaging helped them develop their reading comprehension, with a mean rating of 3.40 and a standard deviation of 0.50. However, the lowest rating was given to item 10, which was reversely coded and assessed the perception that translanguaging demonstrates a lack of language proficiency in the target language. The mean rating for this item was 3.00, with a standard deviation of 0.37.

Regarding the teachers' perceptions, they held a highly positive attitude towards the respectful nature of code-switching, with a mean rating of 3.66 and a standard deviation of 0.48. They also believed that translanguaging helped their learners engage in conversations with their classmates, with a mean rating of 3.66 and a standard deviation of 0.48. However, the lowest ratings were given to item 7, which examined teachers' views on the positive implications of translanguaging in the teaching space, and item 8, which assessed teachers' willingness to code-switch between English and Persian as needed. Both items received a mean rating of 3.00, with item 7 having a standard deviation of 0.37 and item 8 having a standard deviation of 0.75.

These results provide insights into the perceptions of both learners and teachers regarding pedagogical translanguaging practices. The learners generally viewed the instructor's code-switching and the use of pedagogical translanguaging as beneficial, while the teachers expressed positive attitudes towards respectful code-switching and the facilitation of conversations among learners. However, there were some concerns raised by both groups, particularly regarding the implications and willingness to use pedagogical translanguaging in the teaching space.

The results of the thematic content analysis of the interviews conducted with IELTS learners are presented in this section. The interviews included a series of yes or no questions as well as open-ended questions. The findings are provided separately for the learners and the teachers.

Learners' Interview Analysis

The IELTS learners expressed their satisfaction with the integration of their native language alongside English in their IELTS preparation courses. They found the use of pedagogical translanguaging by the teacher to be helpful in enhancing their understanding when new concepts were introduced. One learner mentioned that the pedagogical translanguaging method allowed them to activate their background knowledge and make meaning of the new content. They felt that using their native language in the classroom facilitated their communication with the teacher and their classmates, enabling them to easily express their thoughts and provide explanations when discussing challenging issues. Another learner mentioned that translanguaging made reading comprehension assignments easier, as they could draw on their previous language learning experiences.

The learners who experienced the translanguaging method also felt valued in the class, as their needs were taken into consideration. They appreciated being able to choose their own strategies for developing their reading comprehension based on their language proficiency. Overall, the IELTS learners reacted positively to the implementation of translanguaging in their reading comprehension programs. They acknowledged its usefulness

and believed it was beneficial for developing their reading comprehension skills. They expressed willingness to accept and continue using the translanguaging method in their future reading comprehension courses.

The participants' answers to the second part of the interview, which focused on their perceptions of translanguaging, are summarized in Table 14.

Table 14

Summary of the Learners' Answers to the Interview

Items of the interview	responses			
1. Do you want to do this interview in English or Persian?	English (70%)	Persian (30%)		
1. a Do you prefer to use English or Persian in class?	English (100%)	Persian (0%)		
1. b Do you like to use English more, or Persian more?	English (100%)	Persian (0)		
Do you like to use both languages the same?		both languages the same (0)		
1. c Do you feel comfortable speaking in English in class?	Yes (70%)	No (30%)		
2. Do you understand better when I use Persian words?	Yes (100%)	No (0)		
2. a Do you understand more when you can talk to a friend in Persian before you answer?	Yes (100%)	No (0)		
2. b Do you understand better in English when you've heard the same story before in Persian?	Yes (100%)	No (0)		
2. c Do you understand when I only speak English?	Never	A little	Most of the time (80%)	All of the time (20%)

The majority of learners preferred to conduct the interview in English and expressed a desire to practice English in the classroom. They felt comfortable speaking in English and believed they understood better when using Persian words or talking to a friend in Persian before answering. They also reported better comprehension of English when they had heard the same story in Persian beforehand.

language development, and supported them in complex reading comprehension activities. While most teachers appreciated translanguaging practices, a few expressed the need for further training to implement them effectively. Concerns were raised about potential over-reliance on Persian and the necessity for careful design and planning of translanguaging practices.

Teachers' Interview Analysis

Most of the teachers had attended a workshop and were familiar with translanguaging, which they found beneficial in their classrooms. They used translanguaging tasks as scaffolding to activate learners' prior knowledge and promote English language development. Teachers observed that translanguaging improved learners' retention of material, facilitated

Discussion

The results of the independent samples t-test and paired samples t-test revealed a significant difference between the control and experimental groups in their reading comprehension skill development, addressing the main research question regarding whether pedagogical translanguaging has a statistically significant effect on IELTS learners' reading

comprehension skill development. Based on the results, the experimental group performed better on the posttest reading comprehension assessments than the control group. It was determined that the pedagogical translanguaging component benefited IELTS candidates' reading comprehension ability. This led to the rejection of the null hypothesis and supported the first research question, indicating that pedagogical translanguaging had a statistically significant impact on the growth of IELTS test takers' reading comprehension abilities.

The results of past research showing a strong impact of pedagogical translanguaging as an academic method on reading comprehension have been supported by this study. According to Boakye and Mbirimi (2015), pedagogical translanguaging is a tactic for negotiating meaning and can serve as a framework to assist students who struggle with understanding. This study also supports Cummins et al.'s (2001) observation that learners can gain knowledge of ideas they encounter in their early reading of a second language (L2) through their first language (L1) experience. Additionally, it aligns with Makalela's (2015c) observation that when more than one language is used to access the same information, learners become more tolerant of challenges. By focusing on students in Grade 4, this study addresses a significant gap in the research literature, contrasting with previous studies that concentrated on higher-grade students.

The findings imply that pedagogical translanguaging is a more effective strategy for enhancing students' reading comprehension levels. By actively encouraging learners to input in their native language and create output, pedagogical translanguaging can scaffold

learners' understanding of keywords or concepts (Baker, 2011). To effectively use pedagogical translanguaging as a method in reading comprehension sessions, teachers must take on a proactive role.

The results of the thematic analysis of the interview content and the perception questionnaire regarding research question two, which inquired about the attitudes of IELTS students and teachers toward pedagogical translanguaging, showed that IELTS students had overwhelmingly favorable views toward these techniques. Various pedagogical translanguaging techniques were employed in the classroom by both the instructor and the students. These techniques successfully fostered comprehension and learning among IELTS test takers, as well as their participation in classroom communication and motivation to engage in educational activities.

Reexamination of statements regarding collaborative L1 for L2 advancement is warranted in light of previous studies. When given the opportunity to translanguage, L2 students reportedly show a greater preference for using their L1 (Legarreta, 1977), which may not be ideal for L2 acquisition, construction, and ultimate progress. According to Lyster (2019), reliance on L1 characteristics may help learners become more motivated and inspired, but this does not necessarily lead to faster L2 development. Previous studies indicate that students practice their target language more effectively while speaking exclusively in L2 (Hopewell, 2013), which is both expected and beneficial for language learning. The ability achievement philosophy (DeKeyser, 1998) supports the notion that engaging with the target language is a vital phase in constructing stronger

memory influences, leading to more natural and unconscious contact with the target language. This aligns with the implications of the objective linguistic standard in L2-only contexts. In situations where L2 is the sole language used, the skill accomplishment model and the superior use of the objective language call for a focus on the target language for preparation and production, which may not occur as effectively as anticipated in a pedagogical translanguaging setting.

The findings of this study support earlier research conducted in non-immersion settings, which indicated that adult L2 students may benefit from their L1 while working on tasks in their second language (Hawras, 1996; Kern, 1994; Upton & Lee-Thompson, 2001). However, the findings here clearly demonstrate that reliance on L1 may not provide significant advantages to bilingual pupils compared to those who are solely exposed to L2 in reading comprehension. The objective L2, on the other hand, may routinely diminish or, at the very least, not expand further if L1 is favored (Lyster, 2019).

According to Allard (2017), a group of students viewed the instructors' use of pedagogical translanguaging as a disempowering aspect of their learning process, which they believed resulted in poor second-language proficiency and lower grades in assessments. Therefore, if L2 development is the primary goal of any pedagogical intervention, translanguaging instruction does not appear to contribute significantly to it. In the current investigation, despite four deliberate instances of translanguaging for the experimental group, a no-difference outcome was observed. These instances included: emphasizing major

vocabulary in the transcript using L1; allowing the opportunity to review four parts in L1; using L1 to discuss and compare outlines with a peer; and verifying L1 values when filling in gaps for missing words in the framework. In contrast, the control group successfully completed each of these steps using their L2.

Conclusion

This study highlights how pedagogical translanguaging can be utilized to enhance English language learning, specifically in the context of the IELTS. It emphasizes the importance of incorporating students' native language, Persian, as a teaching tool alongside English to facilitate learning. Generally, teachers agreed that encouraging students to use their linguistic repertoires creatively can effectively implement translanguaging practices in the classroom. However, some teachers expressed the need for further training to implement pedagogical translanguaging more successfully.

The study demonstrates that pedagogical translanguaging can be an effective instructional strategy in assisting IELTS students in understanding concepts in their second language. By allowing students to comprehend what they are reading in their native tongue before responding in English, the intervention group outperformed the control group on the reading comprehension test, highlighting the effectiveness of translanguaging. These findings may influence IELTS center management boards to reconsider their language guidelines, with the hope that the results will encourage IELTS centers to reevaluate the exclusive use of English as the medium of instruction. However, implementing innovative pedagogies that

address students' needs while meeting assessment requirements can be challenging.

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