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TRANSLANGUAGING IN TEACHING AND LEARNING OF ENGLISH AT UNIVERSITY LEVEL: THE PERSPECTIVES OF UKRAINIAN STUDENTS AND THEIR TEACHERS

Annotation. Classrooms at all levels of education are becoming more diverse, as they include more and more multilingual and multicultural students. Their teachers start understanding that, especially in foreign language classes, monolingual approaches to teaching and learning are not effective anymore, and search for other pedagogical techniques and practices that would involve their students' linguistic repertoires as an asset in their classes. This study aimed to learn about the attitudes towards and experiences of the use of other languages in the English classroom by including the perspectives of English teachers and their Ukrainian students who, having fled their home country due to the war against Ukraine or having chosen to participate in student exchange, came to study at Vytautas Magnus University in Kaunas, Lithuania. Two online questionnaires including open and closed ended questions were used to gather data. Thus, the study was both quantitative and qualitative. Even though several literature review sections in this article describe a switch from monolingual to a more holistic paradigm that includes translanguaging, this and other terms employed to describe the use of other languages were not introduced to the research participants. The English teachers' and their Ukrainian students' attitudes towards and experiences of the use of other languages in the English classroom are first looked at separately and then compared in the concluding section. The findings revealed that both Ukrainian students (58.3%) and teachers (84.2%) have experience of other languages being used in their English classroom. They also agree that translation into the language that students understand is used as a strategy helping the students to understand grammar and vocabulary, yet the students indicated gesturing as a strategy used to explain unknown vocabulary. Other strategies related to the use of other languages were also mentioned and described. The teachers and the students pointed out that Russian and Lithuanian were the most frequently employed other (than English) languages in their English classroom, even though the teachers believed they used mostly Russian, whereas the students believed their teachers mostly used Lithuanian.

Keywords: code-switching; teaching English as a foreign language; teachers of English; translanguaging; translation; Ukrainian students.

Introduction

Due to globalisation, migration of people for economic, religious and other reasons has become a norm. As a result, foreign language and other study subject classes at schools and universities are becoming less monolingual and more often multilingual. In addition, internationalisation of educational institutions is perceived as a great value, so teachers from other countries are recruited to teach abroad as well. Classes may be taught to students who do not share the same native language with their teacher or even some or most of other students. This reality of multilingual and multicultural classrooms has called for a need to turn away from monolingual teaching methods and approaches and search for new ones to meet students' needs and make the learning process more effective. Some of such methods and approaches are related to the inclusion of students' cultures and linguistic repertoires to achieve particular purposes. In fact, the *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume* (subsequently CEFR) "promotes the need for learners as 'social agents' to draw on all their linguistic and cultural resources and experiences in order to fully participate in social and educational contexts, achieving mutual understanding, gaining access to knowledge and in turn, further developing their linguistic and cultural repertoire" (Council of Europe, 2020, p. 123). This reflects on the importance and usefulness of a variety of languages and cultures in the teaching and learning of all study subjects in all study cycles.

Vytautas Magnus University (VMU), a liberal arts university located in Kaunas, Lithuania, receives both local and international students every academic year and semester. The latter students arrive for a semester or two on student exchange programmes (e.g., Erasmus+) or for full degree studies. In 2020, the university established a fund to support the students suffering from repression by the Belarusian government, but the activities of the fund were extended when the Russian war against Ukraine broke out in February 2022 (VMU, 2022). Until May 2023, Lithuania has welcomed over forty-five thousand Ukrainians (Migration Department under the Ministry of the Interior of the Republic of Lithuania, 2023). VMU has also invited some Ukrainian students fleeing their country to study at VMU free of charge. In over a year

VMU has admitted a few hundred Ukrainian students.

According to VMU Study regulations (2021), all first cycle students (except for those in the study programme of English Philology) need to study English as a foreign language as an obligatory study subject until advanced level (C1 or C1/C2) proficiency is achieved. Thus, all enrolled students take VMU English Placement Test to determine the level at which they will start studying English at VMU. The students from Ukraine have followed the same procedure. In the light of the sociopolitical context causing the students to come to study in Lithuania and developments in multilingual and multicultural pedagogies, the authors of the present paper were interested in learning about the experiences of the Ukrainian students studying and their teachers teaching them English (as an obligatory study subject). According to the information provided by VMU International Cooperation Department, students from Ukraine constituted more than 30% of all international students in the spring semester of 2023, and their number has been constantly increasing. Although these students studied various levels of English in different linguistically diverse classrooms (dominated by Lithuanian students), as an international group they were the largest group in comparison to the students of other nationalities, but at the same time they could be seen as minority students in each of those classrooms. As linguistically sensitive teaching is about both the use of the majority and minority languages (Aguirre et al., 2021), the authors of this paper decided to focus on the latter aspect. It was assumed that the teachers and the students would start employing translanguaging techniques because of a shared language – Russian. Most Lithuanian teachers of English know this language because of the former education system during the Soviet occupation. For Ukrainian students, Russian is either their native language or a widely used Slavic language that is close to Ukrainian. It was believed they (both the teachers and the students) would be likely to employ their linguistic repertoires including various other languages to a greater or lesser extent. Thus, the study aimed to find out the attitudes towards and experiences of the use of other languages in the English as a foreign language classroom from the perspectives of both Ukrainian students and their English teachers at VMU. Just like in the study by Wang (2019), the concepts of languaging, translanguaging, code-switching, code-mixing or any similar ones, which in one

way or another refer to the use of at least several languages, were neither introduced nor mentioned to the participants of the present study.

Literature Review

This section presents a literature overview in which the shift from the monolingual to multilingual approach in teaching is described, including the discussion of related concepts – linguistically sensitive teaching and translanguaging.

The Monolingual vs Multilingual Approach

The monolingual approach in foreign language teaching has been a norm for many years. According to Cummins (2007), the so-called monolingual principle (influenced by direct method) promotes the use of the target language and excludes the students' native language. Other languages that students and/or their teachers can understand are excluded as well. However, due to "globalisation and internationalisation of higher education" (Inci-Kavak & Kirkgöz, 2022, p. 106), in the past several decades or so, a gradual turn from monolingualism to multilingualism can be observed in foreign language teaching and learning. In 2019, the European Parliament pointed out "the potential of Europe to become a real educational power by drawing on the richness of our diversity and exchanging good practices to address existing and future challenges" (2019, p. 5). One of the aspects of this richness is linguistic diversity, in other words, multiculturalism and multilingualism in Europe that should be seen as a resource that students can bring into foreign language (or other study subject) classes and is used in the study process to make it more student-friendly and effective.

Even though student linguistic repertoires would differ in proficiency, their activation would facilitate learning (Leung & Valdes, 2019). Cummins highlights the importance of students' linguistic diversity by saying that students' languages, for instance, the first language (which may or may not be the mother tongue) is not an enemy but rather "a cognitive and linguistic resource," which can be used for scaffolding in teaching and learning of other

languages (2007, p. 238) or other strategic purposes (Mazak & Herbas-Donoso, 2015). The use of only the first language or the mother tongue would be possible in teacher instruction and spontaneous student interaction and production in exclusively monolingual classes (Inci-Kavak & Kırkgöz, 2022; Leung & Valdes, 2019), but to have such classes is becoming less and less common. This suggests that “monolingual bias” (Cenoz & Gorter, 2011, p. 239) and “monolingual instructional approaches” (Cummins, 2007, p. 222) should not find their place in contemporary classrooms anymore and thus need to be avoided. Consequently, Cenoz and Gorter claim that there is a need to search for and implement some sort of alternative, in other words, a “holistic approach that takes into account all of the languages in the learner’s repertoire” (2011, p. 239). Naturally, such approaches are related to students’ multilingual competences.

However, these ideas related to multilingual competences do not necessarily or do not always manifest themselves in practice. For instance, teachers and researchers sometimes perceive the use of students’ first language in foreign language classes as an instructional failure rather than a welcomed teaching practice or a norm (Cummins, 2007). Other languages that students can speak or understand are out of the question. Portolés and Martí explain that it is so due to the long-standing belief that languages should be taught separately, which in turn helps to keep these languages pure and avoid the danger of the so-called “cross-linguistic ‘contamination’” (2020, p. 250). The avoidance to use other languages in a foreign language classroom is referred to as language/linguistic separation (Gorter & Arocena, 2020). This monolingual ideology promotes the use of one language and prevents all activities that involve interaction with other languages, e.g., translation (Gorter & Arocena, 2020). One of the reasons not to use translation might be related to the outdated grammar-translation method that used to be actively used in foreign language classrooms (Cummins, 2007). In addition, the monolingual ideology still prevails in many teaching programmes and materials (e.g., textbooks), especially in teaching English as a foreign language (Leung & Valdes, 2019). Yet, the reality of multilingual societies and linguistically diverse classrooms is bringing the awareness and understanding that languages should not be separated or isolated, as the knowledge of one can

help, support or significantly boost the learning of another one (Gorter & Arocena, 2020; Otwinowska, 2017). This approach to language teaching and learning is referred to as cross-linguistic (Otwinowska, 2017), "cross-language transfer" (Cummins, 2007, p. 222) and "collaborative meaning making across languages" (Cummins, 2007, p. 228). Such multilingual pedagogies are seen as inclusive ones as well (European Commission, 2018a), since in one way or another they include and make use of the languages the students in multicultural and multilingual classrooms can speak/understand.

Mehmedbegovic and Bak define multilingualism as "the generic term for exposure to and use and/or knowledge of more than one language" (2017, p. 150). In addition, Canagarajah (2011) notes that in fact everyone has multilingual competence and puts it in practice. Thus, multilingualism is more natural than it might seem. Even texts on the Internet are multimodal and multilingual (Canagarajah, 2011).

Linguistically Responsive Teaching, Teachers and Students

As mentioned above, the shift from mono- to multilingualism has called for search of new teaching strategies, methods and approaches to cater for what Lucas and Villegas call "culturally and linguistically diverse (CLD) students" (2013, p. 98). The teachers who make use of their students' linguistic and cultural repertoires are referred to as "linguistically responsive teachers" (Lucas, & Villegas, 2013, p. 100) or "linguistically and culturally responsive teachers" (Alisaari et al., 2019, p. 48). Such teachers are aware that their students' languages are an asset and a resource in their classes (Lucas, & Villegas, 2013) and understand the role they can play in the learning process, which in turn is called "linguistically and culturally responsive teaching" (Alisaari et al., 2019, p. 48). Other terms, such as "linguistically sensitive teaching (LST)," are used as well. The following definition makes it clear what linguistically sensitive/responsive teaching is:

Linguistically sensitive teaching (LST) is a teaching approach that seeks to find an adequate, sensitive and inclusive answer to the question of the increasingly multilingual scenery in education. LST takes into account four areas: 1) the multilingual environment of the school as a whole,

2) the wellbeing of students as related to the chance to use their full linguistic repertoire, 3) the adequate use of languages inside the classroom with the aim of understanding and cooperation of the students, and 4) flexible use of both majority and minority languages. (Aguirre et al., 2021, p. 49)

It is evident that to ensure linguistically sensitive/responsive teaching, it is not enough to employ the students' linguistic repertoires, as it is only one of the four areas that it includes. On the other hand, at present, this particular area is given close attention, while others could and should be studied in the future.

In 2018, the European Commission pointed out the importance of linguistically sensitive approach by stating that: "Learner's entire linguistic repertoire can be valued and supported in school and also used as a pedagogical resource for further learning of all learners. Pupils can help each other in learning, explain their language(s) to others and compare languages" (2018, p. 1). This shows that linguistically sensitive/responsive teachers need to be "linguistically aware" (European Commission, 2018b, p. 1) and "sociolinguistically conscious" (Lucas, & Villegas, 2013, p. 102). Lucas and Villegas explain that sociolinguistic consciousness is about the "understanding that language, culture, and identity are deeply interconnected" but also considers "the sociopolitical dimensions of language use and language education" (2013, p. 102). This means that the use of students' first, mother tongue or heritage languages should no longer be forbidden in any foreign language classroom, since the learning of those languages is linked to the learning of other languages, students' needs and identities as multilingual individuals (European Commission, 2018b). Furthermore, the use of the mother tongue can be seen as what Skutnabb-Kangas calls a "linguistic human right (LHR)" that all human beings, both speakers and signers, should be able to live their life with dignity (2018, p. 16). Moreover, "The most important Linguistic Human Right (LHR) in education for ITMs [Indigenous/Tribal/Minority], if they want to reproduce themselves as peoples/minorities, is an unconditional right to mainly mother tongue medium multilingual education (mother-tongue-based multilingual education) in non-fee state schools" (Skutnabb-Kangas, 2018, p. 39). Yet, in the context of foreign language teaching and learning, teachers sometimes still assume that

the use of other languages steals or wastes their instruction time or occupies their students' "brain space" (Mehmedbegovic & Bak, 2017, p. 156). These false and potentially student-harming assumptions will gradually change. Mehmedbegovic and Bak suggest that "rethinking engagement with languages [i]s a lifestyle change, which is systematically and integrally built into developing habits, behaviours and understandings from early childhood throughout school education and adulthood with the aim of utilising language diversity for the benefits of individuals and societies" (2017, p. 164). The change has already happened in some countries, and there are some EU funded projects demonstrating examples of good practice, for example, the LISTiac Project (Linguistically Sensitive Teaching in All Classrooms). The webpage of the project meets the readers with the words "We are here for change" (The LISTiac Project).

Translanguaging: Definition and Classifications

Emphasis on linguistically sensitive teaching and the turn to the multilingual or holistic paradigm in language education calls for practices of a different nature. Such pedagogical practices promote more inclusive teaching methodologies that encourage the use of multiple languages in a foreign language classroom and recognize students' linguistic repertoire as an asset rather than a threat. In academic literature, these pedagogical practices have received various names: "metrolingualism", "polylinguaging", "language meshing", "code-switching strategy", "sustainable translanguaging", "pedagogical translanguaging" (Gorter & Arocena, 2020), "language alteration" (Mazak & Herbas-Donoso, 2015), "co-linguaging" (Lewis et al., 2012), "codeswitching", "codemixing" or "codemeshing" (Cenoz & Gorter, 2011), "the concurrent approach" or "transidiomatic practices" (Leung & Valdes, 2019). The authors of this article support Gorter and Arocena's (2020) opinion that the most widespread term used by researchers is "translanguaging" and will use it as the key term throughout this article. Furthermore, the focus in this paper is on translanguaging techniques in foreign language education, although we are aware that translanguaging occurs in other subject classes as well (see, for example, Lewis et al., 2012; Williams, 2020; Inci-Kavak &

Kirkgöz, 2022; Mazak & Herbas-Donoso, 2015).

The term derives from the Welsh “trawsieithu” which in the 1980s referred to the pedagogical practice of employing two languages in Welsh classrooms (Leung & Valdes, 2019). Although initially it was defined as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (Baker, 2011, p. 288), its application has expanded to the use of multiple languages in discourse (Mazak & Herbas-Donoso, 2015) or to “a simultaneous use of more than one language in classrooms” (Makalela, 2015, p. 200). The Council of Europe defines translanguaging as “an action undertaken by plurilingual persons, where more than one language may be involved” (Council of Europe, 2020, p. 31). García and Hesson also explain translanguaging as “operating in and across many languages” and call it “a critical 21st century skill and an important communicative resource” (2015, p. 230). Canagarajah regards translanguaging as a social accomplishment (which, in turn, concurs with the idea in the CEFR that language learners should be seen as social agents (Council of Europe, 2020)) and emphasizes its essential aspect – co-constructing meaning (Canagarajah, 2011). Translanguaging is often referred to as a process (Lewis et al., 2019; Mazak & Herbas-Donoso, 2015) or a pedagogical practice (Mazak & Herbas-Donoso, 2015), or even a conceptual framework (Wang, 2019). In this regard, translanguaging is not directed at creating chaos in the classroom, but rather, it has a goal to facilitate, clarify, or encourage, “because deeper learning may occur when both languages are activated” (Lewis et al., 2012, p. 667). During translanguaging, all linguistic resources are employed to organize and reinforce learning “in a dynamic and functionally integrated manner” (Lewis et al., 2012, p. 656). With a growing diversity of students from different cultural and linguistic backgrounds in the classroom, translanguaging becomes a tool to explore creative language use in language education (Wang, 2019).

As a theoretical framework and pedagogical practice, translanguaging is difficult to systematize due to its fluidity and adjustability, because it involves flexible movements across languages for situation-specific purposes. Despite its resilience to being framed, there are attempts in academic literature to classify translanguaging on the grounds of various criteria.

According to Canagarajah (2011), translanguaging is a natural phenomenon, while, for example, Ngcobo et al. (2016) see it only as a planned one. For other researchers translanguaging is both intentional or planned and spontaneous (Lewis et al., 2012).

Translanguaging is also classified in terms of who initiates it. Viewed from this perspective, it can be teacher or pupil-led, teacher-directed, or pupil-directed (Lewis et al., 2012). Wang also distinguishes between teacher or pupil-initiated translanguaging and elaborates to further name them, respectively, "explanatory strategy and managerial strategy" and "interpersonal strategy" (Wang, 2019, p. 144). The explanatory and managerial strategy aims to clarify and manage the classroom, while the intrapersonal strategy is mostly used by students to interact, raise questions, and help each other in collaboration (Wang, 2019).

Another trait attributed to translanguaging is its circumstantial nature, as the choice of translanguaging techniques is adjusted to a given situation in a particular classroom. Makalela claims that translanguaging "involves a high degree of social sensitivity and selectivity within short time intervals during a communicative act" (Makalela, 2015, p. 202). Moreover, Rukh et al. note that in interaction languages are utilized at different ratios (Rukh et al., 2014). In addition, due to a variety of classroom settings, translanguaging may encompass diverse communicative modes and forms (Mazak & Herbas-Donoso, 2015).

Multifaceted translanguaging practices are illustrated by Makalela (2015) who reports on situations in multilingual African classrooms, where teachers explicitly compare concepts in several languages (the so-called "contrastive elaboration strategy") and encourage discussions in any available language. To enhance the learning process, among many techniques used, students are allowed to use bilingual dictionaries, encouraged to write multilingual blogs, join a private Facebook group where several languages are used, etc. (Makalela, 2015).

Mazak and Herbas-Donoso (2015) distinguish between spoken translanguaging practices, codemeshing, and switching the languaging mode in the classroom. While the latter seems to be clear, "spoken translanguaging practices" and "codemeshing" need more elucidation. On the other hand,

the latter typology confirms that translanguaging is a complex and multilayered term that might overlap with other terms (see the following section for a comparison with code-switching and translation).

To conclude, translanguaging is a complex yet flexible phenomenon of a “multi-modal nature” (Mazak & Herbas-Donoso, 2015, p. 705). It occurs in a specific multilingual classroom and involves various teacher or student-initiated, planned, or spontaneous techniques of multi-directional use of more than one language to facilitate learning (a language or another subject).

Translanguaging, Code-switching, and Translation

It might appear that translanguaging and code-switching as well as synonyms thereof overlap. Several researchers (Gorter & Arocena, 2020; Inci-Kavak & Kirkgöz, 2022; Lewis et al., 2012, and others) claim that they do not relate due to ideological implications and semantic incongruence related to their meaning. Gorter and Arocena (2020) state that translanguaging and code-mixing or code-switching are not substitutes because the latter “suggest that languages are bounded entities with fixed codes, whereas translanguaging prefers to emphasize the fluidity of boundaries or even only acknowledge the existence of so-called named languages as socio-political constructs” (Gorter & Arocena, 2020, p. 5). Lewis et al. (2012) also suggest that code-switching implies language separation, while translanguaging, on the contrary, allows flexible use of several languages in the learning process. Thus, the traditional view that languages are distinct systems or “codes” with “lines of demarcation” (Inci-Kavak & Kirkgöz, 2022, p. 108) is challenged.

It should be mentioned that the questioning of the existence of discrete languages has sparked an academic debate in which MacSwan (2017) criticized the scepticism towards so-called “named languages” and the adoption of the “unitary view” (Otheguy et al., 2015) to a bilingual’s internal linguistic system. He proposed a multilingual perspective on translanguaging based on internally differentiated rule systems drawing on linguistically successful examples of code-switching (MacSwan, 2017). The critique and the proposal were in turn castigated by Otheguy et al. (2019) who questioned the validity of MacSwan’s data and claimed that his theory was supported only by examples

in two languages. Moreover, they explained that their contention was “whether the many lexical and structural features mastered by the bilingual stand in a corresponding relationship to the two well-established social categories that the society sanctions through its two language names” (Otheguy et al., 2019, p. 631). Otheguy et al. (2019) also claimed that code-switching was a by-product of the dual correspondence theory, discussed by MacSwan.

While code-switching is usually associated with the use of two languages, more than two languages may be involved during translanguaging. Furthermore, it does not occur in separate sessions or some pre-ordered sequences of events, but rather, it happens in a continuum of language use (Portolés & Martí, 2020). Makalela concurs with the idea and adds that “languages overlap one another in a continuum of discursive resources that are naturally available to multilingual speakers” (Makalela, 2015, p. 202). In translanguaging, learners are not concerned with deliberately changing codes; on the contrary, they are engaged in the process of meaning-making (Canagarajah, 2011; Mazak & Herbas-Donoso, 2015).

Another common technique employed by language teachers is translation, which is often used to facilitate the introduction of learning content, to clarify, to convey the meaning of new vocabulary, or for other purposes. Researchers argue that translanguaging and translation are not the same, because translanguaging is about resorting to the whole linguistic repertoire of the classroom and nurturing all languages involved in the learning process, while translation might be associated with language separation. As Lewis et al. (2012) state, translation amplifies the division into “majority” and “minority” languages, which have socio-political connotations. Nevertheless, we think that translation could be considered as a translanguaging technique, because both teachers and students might resort to their linguistic repertoires to explain, for instance, new vocabulary by translating it and thus mediating meanings and knowledge to each other.

Considering the arguments provided above, we agree with Mazak and Herbas-Donoso (2015) that the terms “translanguaging” and “code-switching” or other similar terms should not be used interchangeably. However, we hold the view that the meanings of the terms do overlap. Admittedly, “translanguaging” is a broader term, encompassing a few more specific

techniques that might include, considering the flexible nature of the phenomenon, occasional code-switching, or translating, if a situation demands it. Besides code-switching and translation, learners or teachers might resort to peer collaboration, illustrating, web applications, or using body language, to name but a few. In conclusion, translanguaging transcends a mere mixing of languages or just translating and is a purposeful multimodal collection of strategies occurring in a linguistically responsive multilingual and multicultural classroom.

Promoting Translanguaging in Foreign Language Education

The benefits of translanguaging in language education include improved language proficiency, increased student engagement, participation, and motivation. Leung and Valdes (2019) indicate the most obvious, therefore overlooked by many, advantage of translanguaging for both, teachers and students: a possibility to expand their multilingual competence by listening to and thereby learning some elements of foreign languages that are used by other students and/or teachers. Students develop their language skills by drawing on their existing linguistic knowledge and using it to make connections with a new language they are learning. Likewise, teachers can translanguague to facilitate language learning by providing support in a language their students know or understand (Raman & Yigitoglu, 2015). For example, in a study reported by Makalela students acquired idiomatic vocabulary easier because they could compare the new expressions with the ones in their language during their classroom communication (Makalela, 2015, p. 212).

Another significant advantage of translanguaging practices is an enriched overall learning experience. Through translanguaging, multilingual and multicultural students reinforce their "sense of plural selves" and develop their cultural awareness by discovering cross-cultural similarities – "cultural congruence", which leads to "cultural gaps closing" (Makalela, 2015, pp. 209–212). A report of a study of an English classroom in Turkey mentions such benefits as a feeling of connectedness, establishing rapport, the ability to express feelings, the possibility to compare L1 and L2, student engagement,

etc. (Raman & Yigitoglu, 2015). Among other advantages of translanguaging practices, Wang (2019) also indicates improved classroom communication and relationship between teachers and students.

It should be noted that there are some reservations regarding the application of translanguaging techniques in very linguistically diverse educational settings. To quote Leung and Valdes, "when students and the teacher have very divergent linguistic repertoires, there may well be a need to critically examine the consequences of translanguaging with only some of the students and not with the others" (Leung & Valdes, 2019, p. 365). We can presume that this might imply inefficient use of classroom time, linguistic or cultural misunderstandings, a feeling of being excluded, or other issues, which should be further examined. Another concern is expressed in the context of migration due to which translanguaging, presumably, poses a certain threat to migrant languages. Mammadova et al. (2023), for instance, claim that translanguaging may lead to the emergence of new language variations or even the loss of migrants' native tongues, as speakers use simplified versions of several languages and do not strictly follow language rules. On the other hand, researchers emphasize the creativity and flexibility of translanguaging (Canagarajah, 2011; Makalela, 2015) and call it "both linguistically and culturally transformative" (Makalela, 2015, p. 215). As opposed to the monolingual approach, which, according to Makalela, is "a huge constraint on multilingual learners' linguistic flexibility" (Makalela, 2015, p. 203), translanguaging "broadens and deepens our understanding of the interactional practices of bilinguals" (Inci-Kavak & Kirkgöz, 2022, p. 108).

As a pedagogical methodology with many applications and benefits, translanguaging should be practised and further studied (Rukh et al., 2014; Makalela, 2015; Inci-Kavak & Kirkgöz, 2022; Leung & Valdes, 2019; Wang, 2019). Clearly, with classrooms changing towards more cultural and linguistic diversity, there will be a growing need for teachers with rich linguistic repertoires. Furthermore, according to Wang (2019), to utilize translanguaging strategies, language teachers need more theoretical background and training. Leung and Valdes (2019) summarize that translanguaging poses new possibilities, as well as challenges. Fortunately, university representatives recognize and accept the challenge and undertake various research initiatives

on the issue. For example, the APATCHE project (Adding Plurilingual Approaches to Language Teacher Competences in Higher Education), uniting several European universities and coordinated by Vytautas Magnus University (Lithuania), aims to raise awareness and enrich the competences of language teachers with plurilingual approaches, as well as to equip them with necessary tools for their application in higher education (The APATCHE Project).

As the study that is discussed further in this article deals with the use of multiple languages in the English as a foreign language classroom, it promotes the message that multilingualism is useful in both teaching and learning and at the same time serves as a means of linguistic and cultural inclusion.

Research Methodology

As mentioned in the introduction, the present study was conducted at Vytautas Magnus University located in Kaunas, Lithuania, which is a university based on liberal arts offering a variety of study programmes to both local and international students, including students from Ukraine. The researchers set an aim to find out about translanguaging (as defined in the previous section of the paper) in an English as a foreign language classroom from the perspectives of Ukrainian students and their English teachers.

The following research questions were raised:

1. What is Ukrainian students' attitude towards and experience of the use of other languages in the English classroom?
2. What is English teachers' attitude towards and experience of the use of other languages in the English classroom?

To find answers to these questions, the researchers compiled two online questionnaires adopting quantitative and qualitative approaches to data collection. One set of questions was aimed at students from Ukraine studying English as an obligatory subject in Spring 2023, while the other addressed teachers of English who had Ukrainian students enrolled in their classes in the same semester. Each questionnaire was composed of some close-ended questions to collect data quantitatively as well as open-ended questions to get

a qualitative view on the topic. The technical terms of translanguaging, code-mixing and code-switching were not introduced to the participants of the research.

Research participants. The total population of the survey was 67 respondents:

- 48 Ukrainian students studying English as a foreign language at VMU in the spring semester of 2023 in mixed nationality classrooms, as students register to the courses themselves and the classrooms are not formed based on student nationalities (even though, as the university is located in Lithuania, naturally most of the students in the classroom could be Lithuanian). Any EFL class may have been attended by one, several or more Ukrainian students at a time. Target sampling of students rather than classrooms was used.
- 19 teachers: there were 28 teachers teaching English in the spring semester of 2023, but only 20 were approached and invited to participate in the study, as others were not teaching Ukrainian students at that time. 19 teachers out of 20 agreed to participate.

They were each sent an email with a link to a corresponding online questionnaire.

Research instruments for data collection. The student questionnaire collected students' demographic data, as well as data regarding the use of other languages in the English classroom, using 11 close-ended multiple-choice questions with a single-select or multi-select answer options. Students' attitudes towards translanguaging were examined with the help of two open-ended questions, in which students were asked to describe how they felt about their English teacher using another language (other than English) that they could not understand or about their teacher not being able to use another language that they understood.

The teacher questionnaire collected teachers' demographic data and data on teachers' experience of and attitudes towards using other languages in their English classes. It was comprised of 15 close-ended single-select and

multi-select multiple-choice questions, one structured 5-point Likert Scale question and three open-ended questions. The Likert-Scale question included 10 statements and measured teachers' attitudes and practices on a scale ranging from "strongly agree" to "strongly disagree". The open-ended questions asked teachers to list some advantages and disadvantages of using other languages when teaching English, and addressed situations when teachers could not explain the study content in a language other than English because their linguistic repertoire was different from their students' repertoires.

The data collected from Ukrainian students and English teachers (who had Ukrainian students enrolled in their classes) was analysed separately with the aim to find out the main tendencies in the attitudes and practices within each sample group.

Results and Discussion

This section presents and discusses the answers in relation to the findings received through the two questionnaires.

Ukrainian Students' Attitudes towards and Experiences of the Use of Other Languages in the English Classroom

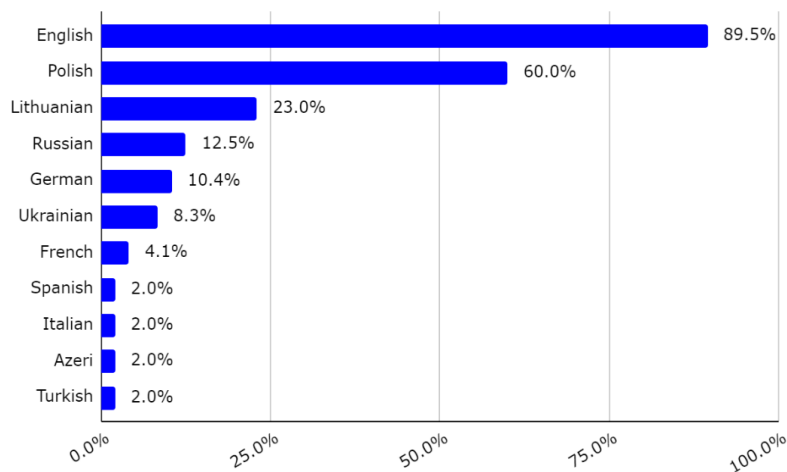
The student questionnaire that included 13 questions aimed at examining the attitudes of Ukrainian students towards the use of other languages in their English language classes at VMU. In total, 48 Ukrainian students, aged between 17–22 and above, took part in this survey. The participants reported to be studying English at various levels from A2 to C1/C2. There was one student at the time studying at A2 level (2.1%), eight students (16.3%) studying at B1 level, 20 students (40.8%) at B2 level, 14 students (28.5%) at C1 level and five participants (10.2%) at C1/C2 level. Even though the context of the study was educational, the students were asked about their home languages first. Half of the students indicated it was Ukrainian, and only 10.4% said it to be Russian. On the other hand, 35.4% of

the students reported that they could use both Ukrainian and Russian languages. Another combination of home languages was Russian and Belarussian, which made up 4.2%.

When the students were asked to indicate what other languages they understood, most of them chose more than one language. Evidently, English was one of the best-known languages with 89.5% of students having chosen it. In addition, more than 60% chose Polish as a language that was familiar. Around 23% reported they also understood or used Lithuanian, which is quite significant considering that more than 50% had been studying at VMU for two or three semesters. Other languages mentioned by the students were German, French, Spanish, Italian, Azeri, and Turkish. It is worth noting that some students placed Russian and Ukrainian in the column of other languages with 12.5% and 8.3% respectively. An extensive list of other languages is provided in Figure 1 below.

Figure 1

Other Languages Understood by Ukrainian Students



The questionnaire then intended to find out if their teachers ever used any language other than English in their English classes. More students reported this to be the case with 58.3% of respondents having chosen *yes* and 41.7% choosing *no*. This may signal that translanguaging practices are still not as prevalent among EFL teachers as they might be hoped to be. The students

who answered positively were then referred to the next question which aimed to distinguish what languages their teachers used in their English classroom. Unsurprisingly, 56.2% reported that the language their teachers employed most often was in fact Lithuanian, which might have been related to the fact that these were mixed language classes with Lithuanians being the dominant group. More than 18% of the students pointed out that it was Russian, whereas occurrences in Ukrainian made up a modest 6.2%. The students who answered negatively were then asked if they would be more motivated to study if other languages that they understood were used. The results varied and revealed that 60% of the students would indeed be more motivated, whereas 40% would not experience any change in motivation.

Finally, the study attempted to examine if the students received enough support in other languages while studying English. It was evident that half of the students believed to have enough support in other languages, just over a tenth stated that they did not receive enough support in other languages when studying English, less than a quarter did not know, whereas 14.6% stated that they did not need support. This could be explained by the fact that most of the interviewed students were studying English at a higher level, either B1 or B2, which meant they were independent users.

The following set of questions focused on examining how it made the students feel when the teacher explained something in a language that they were unfamiliar with. One in two of the respondents explained that they felt *normal, neutral, fine, ok* or that they were *trying to understand* when the language of instruction was some other than the one they knew. Some of them (10.4%) were positive about this practice and pointed out that this was acceptable, since the teacher could also provide explanations in a language they understood. One student even confirmed that hearing a language that was unfamiliar expanded their understanding. However, around a third of the students described those emotions as being more negative, using words like *strange, confused, discomfort, sad, uncertainty* and *embarrassed*, which calls attention to what Leung and Valdes (2019) mentioned when commenting on the use of translanguaging strategies in diverse language classes. It might be assumed that almost a third of the classroom experienced a feeling of being left out when exposed to an unknown language. Yet, it should be taken into

account that other students could feel the same way if they did not understand Russian, which is the case for the younger generation, when the teacher explained something to Ukrainian students. Finally, less than one in five students chose not to comment on this question.

The students were then asked to elaborate on how it made them feel when their teacher could not explain something in a language that they understood. The answers revealed that students' views differed quite a lot. Approximately 30% reported generally feeling *neutral* or *fine* in such situations, while other answers demonstrated that a quarter of the students had never experienced such a situation. Negative comments accounted for 22.9%, with the students having used such words as *embarrassed*, *discomfort*, or *confused*. Other answers revealed that some students were happy to translate the unknown items themselves or that they did not need any explanations. Since teachers have different ideologies regarding the use of students' home languages, it is not surprising that some students experienced their L1 being disregarded. In a study done by Alisaari et al. (2019), it was found that a quarter of the respondents showed restraint regarding the use of home languages.

Furthermore, students were asked to comment on how their EFL teachers explained unknown words or English grammar rules to find out what translanguaging strategies were used by the teachers. For the question regarding explanation of new words, it was possible to choose as many options as necessary to reveal their experience. The strategy adopted most often was explanation by using gestures, which accounted for 37.5% of all instances. It showed that body language was indeed a very useful resource for teachers. The use of dictionaries, which could probably be ascribed to the use of web applications, was also reported as a popular strategy, with approximately one in three students having chosen this option. Another widely accepted technique was translating a word into Russian or another language that the students knew, which made up 29.1%. Illustration as a strategy to achieve clarity was also employed by some teachers, for example, showing a picture to facilitate learning was chosen by 22.9%. Other strategies were drawing a picture (18.7%) and asking a student who speaks one's native language to explain the meaning (18.7%), which is an example of peer collaboration and

mediation. Another solid technique, which constituted 12.5%, was asking the students to translate a word into Russian to make sure that they understood it correctly. Those who chose *other* included *explanation in other words, using definitions or simpler words, trying to explain in English, explaining with synonyms*, or made a comment that *the situation never occurred*.

In terms of explanation of grammar, there were four possible answers given, as well as an option to choose *other* and provide one's own idea. 45.8% of students chose more than one strategy but the one mentioned most frequently was comparing English grammatical structures with the ones in Russian/other languages that they understood. The second most popular technique was to ask the student who speaks one's native language to explain it to them with around one in five students having chosen it. As it was mentioned in the sections on translanguage theory, translation is used to make sure that the learner understands the concept in their "stronger" language (Lewis et al., 2012). Therefore, using Russian or other languages to explain was chosen by 18.7% of the students. Finally, asking the students to translate into Russian to see if they grasped the idea was another important technique which accounted for over a tenth of the respondents. A few students commented that they either did not need any explanations or that the ones provided were clear. Other comments included such ideas as providing more examples and focusing on practice or trying to explain in English; one student explained that their teacher did not ask them if they understood grammar.

Teacher Attitudes towards and Experiences of the Use of Other Languages in the English Classroom

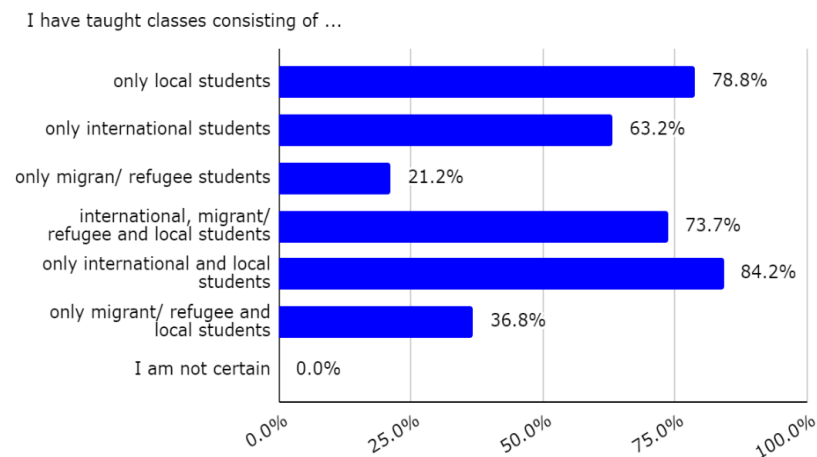
The teacher questionnaire consisted of 15 questions aimed at finding out VMU teachers' attitudes towards and experiences of using other languages in their English classroom. In total, 19 teachers of English participated in the survey. The respondents varied in age ranging from under 30 (5.3%) to over 60 (15.8%), with more than half (57.9%) being 41–50 years old at the time of the survey. The rest of the teachers were aged 31–40 and 51–60, each group making 10.5% of the sample.

Likewise, the participants' professional experience ranged from under 5 (5.3%) to over 31 (15.8%) years of teaching. Most of the respondents (36.8%) reported to have been a teacher for 21–25 years, followed by 21.1% of those having a teaching experience of 16–20 years. 10.5% said they had been teaching for 11–15 years. The rest of the sample indicated to have been in the job for 6–10 (5.3%) or 26–30 (also at 5.3%) years.

Moreover, the respondents indicated to have taught English to both monocultural and multicultural student groups (Figure 2). A vast majority (84.2%) reported to have taught mixed classes comprising international and local students. The second most frequently chosen answer was teaching English to only local student groups, at 78.8%, followed by teaching English to mixed classes consisting of international, migrant/refugee and local students (73.7%) and working with groups of only international students (63.2%). At the bottom of the list were the options of teaching mixed groups of migrant/refugee and local students (36.8%) and working with exclusively migrant/refugee students (21.1%).

Figure 2

Experience in Teaching English to Local, International and Refugee/Migrant Students

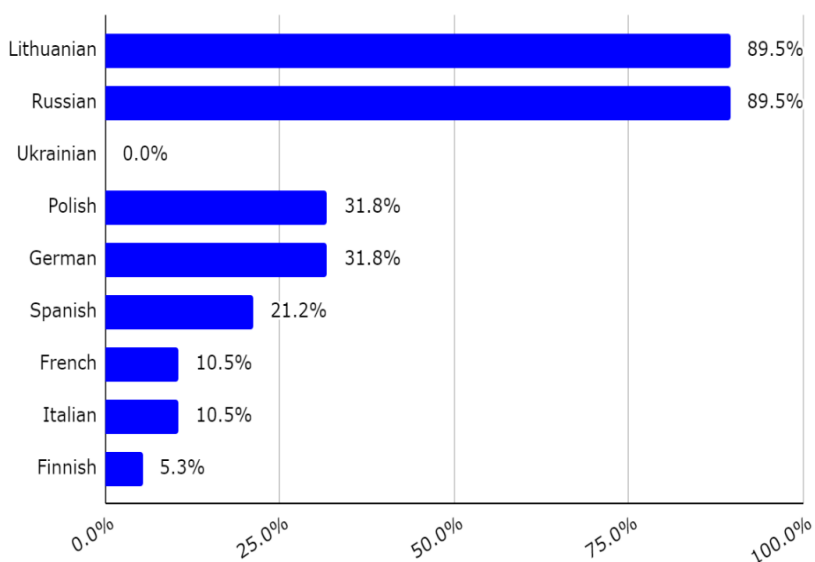


The participants were also asked to specify which level(s) of English they were teaching at the time of the survey. At the top of the list, levels C1

and B2 were each mentioned by nearly half of the respondents, 47.4% and 42.1% respectively. Nearly a third of participants said they were currently teaching English level B1, 10.5% pointed to level A2 and 10.5% mentioned level C1/C2. None of the surveyed were teaching English at level A1. Interestingly, over half of the respondents admitted to specializing in one level of English at the time of the survey, nearly a third said they were teaching two levels, and only 5.3% were teaching three levels when the study was carried out.

Figure 3

Other Languages Spoken by Teachers of English at VMU



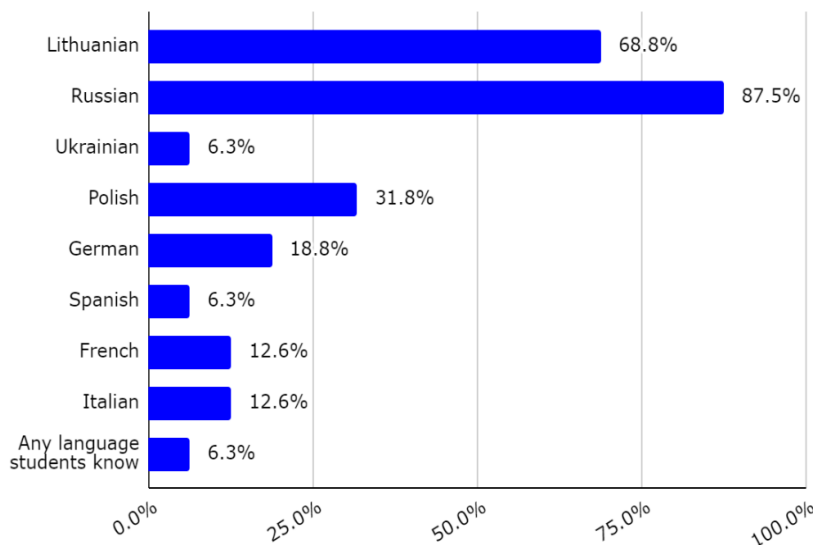
To complete the general profile of the surveyed, the respondents were asked to list other languages, in addition to English, they could speak (Figure 3). The results revealed that a vast majority of VMU teachers of English (89.5%) spoke Lithuanian and Russian, which is in line with the fact that the survey was carried out in Lithuania, formerly occupied by the Soviet Union, as well as with the age of the respondents (see above). 31.8% of the participants claimed to be able to speak Polish; the same number said they knew German. Other languages mentioned by the respondents included Spanish (15.8%), French (10.5%), Italian (10.5%) and Finnish (5.3%). In

the light of the present study, it is worth pointing out that none of the teachers in the survey said they could speak Ukrainian, assumingly the home language of at least some of the Ukrainian students at VMU and, therefore, a language that could be used for translanguaging in their English classroom.

Having considered the findings discussed above, it can be generalized that an average teacher participant in the present study is an experienced teacher, who has been teaching English (at a higher level) to both monocultural/monolingual and multicultural/multilingual student groups for more than 10 years and who can speak at least two other languages in addition to English.

Figure 4

Other Languages Used by VMU Teachers of English in English Classes



Speaking of teaching practices, 84.2% of the respondents said they used other languages in their English classes. As Figure 4 illustrates, among the most frequently mentioned languages were Russian (87.5%), Lithuanian (68.8%) and Polish (31.8%). Much less frequently indicated languages were German (18.8%), followed by French (12.6%) and Italian (12.6%). Interestingly, 6.3% of the teachers claimed to use Ukrainian in their classes, which seems to contradict the respondents' answer to the question about

the languages they could speak, as none of the surveyed mentioned knowing or using Ukrainian (see Figure 3 above). This may suggest that they perceived their knowledge of the language at a lower than mastery level as the inability to speak it (Canagarajah, 2011), even though they knew the language enough to be able to use it in their classes. Other 6.3% reported to use either a student's home language or any other language they knew, which allows an assumption that the lecturer uses any of the languages of their linguistic repertoire that a student is also familiar with, not necessarily Ukrainian or Russian.

Furthermore, the teachers claiming to use foreign languages in their classes were also asked if their use of other foreign languages had become more frequent since the outbreak of the war in Ukraine. More than half gave a positive answer, 37.5% responded negatively, and 6.3% said they had no previous experience of teaching English to Ukrainian students.

With regard to teachers' knowing their students, just over half of the respondents participating in the survey seemed to know their students' linguistic repertoires. When asked if they knew what languages (other than English, Ukrainian and Russian) their students from Ukraine could understand, only 52.6% of the sample responded positively while 47.4% admitted not being aware of any other languages their students knew. Most likely, the teachers assumed that if a student was from Ukraine, a Slavic country and a former republic of the Soviet Union, then they should know at least some Russian, and that was the reason why Russian was indicated as the most frequently used other foreign language in an English classroom (see Figure 4 above).

Nevertheless, most of the respondents (73.8%) believed that a teacher should know the linguistic repertoire of their students. 5.3% of the participants suggested that students themselves should disclose the languages they know. 21.5% had no opinion. Those expressing a positive opinion were then asked about the ways they learnt their students' linguistic repertoires. A vast majority (92.9%) claimed they had asked their students about other languages they could understand and/or use. Half of the teachers stated they could infer a learner's linguistic repertoire by knowing where the student was from. This goes in line with the assumption expressed above that instead of asking their students from Ukraine what languages they understood, the teachers

tended to assume that they should know some Russian.

Moving on to the teachers' attitudes towards the use of other languages in their classes, most of the respondents (79.1%) agreed that a teacher of English should be able to speak other foreign languages as well. 63.2% of them had a strong positive opinion, 15.9% said that knowing another language *is not a requirement, but it's helpful; it's good but it's not a must*, and that *a teacher's plurilingual competence is very important ... it is very important to be able to use students' home languages as a teaching resource during language lessons*. 5.3% of all the participants believed that it was a teacher's choice whether they should learn another foreign language, and 15.9% had no definite opinion.

It seems that teachers of English at VMU saw numerous benefits of using other languages in their classrooms. Among those most frequently mentioned in the survey were *increased plurilingual and pluricultural awareness; respect for other cultures and languages* (reported by 42.4% of the respondents); *better understanding of topics, words and grammatical concepts* (31.8%); *greater student involvement and satisfaction* (26.5%); *better relations with students and better atmosphere in the classroom* (15.9%). 37.1% of teachers claimed that using translation and examples comparing several languages was a more convenient way to explain grammar and vocabulary, thus enhancing students' language acquisition; 10.6% said it added interest and fun to the process of learning. Only 5.3% did not think they needed to use other foreign languages in their English classroom.

Compared with the benefits, the disadvantages seemed to be fewer. 21.2% of the respondents said that not all students knew the languages used by foreign students and, if they heard a language they did not understand, they might have felt excluded. In addition, 21.2% claimed that using other languages was time-consuming; 15.9% reported that it might cause distractions from English; 10.6% said that students, when allowed to use other languages in an English classroom, tended to overuse their home languages. Nevertheless, over a quarter of the respondents were positive and saw no disadvantages of using multiple languages in their classes.

To better understand teachers' attitudes and practices of teaching English in a multicultural classroom, the respondents were also given a Likert-scale question, consisting of 10 statements. The results (Table 1) confirmed

that most the respondents in the survey were positive about the use of other languages. All the participants agreed or strongly agreed that it was a good idea to teach English by comparing it to other languages. Moreover, 16 out of 19 (84.8%) approved or strongly approved of allowing the use of other languages in their English classroom and disagreed or strongly disagreed that language mixing should be prohibited in English classes. Three respondents (15.2%) were not certain; none admitted having a negative opinion.

Table 1

Teacher Attitudes Towards and Use of Other Languages in an English Classroom

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
My attitudes to multilingualism affect my choices of classroom activities.	4	8	6	0	1
It is a good idea to allow the use of other languages (e.g., students' home languages) in an English classroom.	5	11	3	0	0
I use only the target language in my English classes.	1	5	2	10	1
I allow students to use other languages that I understand.	6	6	6	1	0
In English classes, language mixing should be prohibited.	0	0	3	10	6
It is a good idea to sometimes teach English by comparing it to other languages.	13	6	0	0	0
I translate particular lexical items into a language that my students understand.	9	7	3	0	0

TRANSLANGUAGING IN TEACHING AND LEARNING OF ENGLISH AT UNIVERSITY
LEVEL: THE PERSPECTIVES OF UKRAINIAN STUDENTS AND THEIR TEACHERS

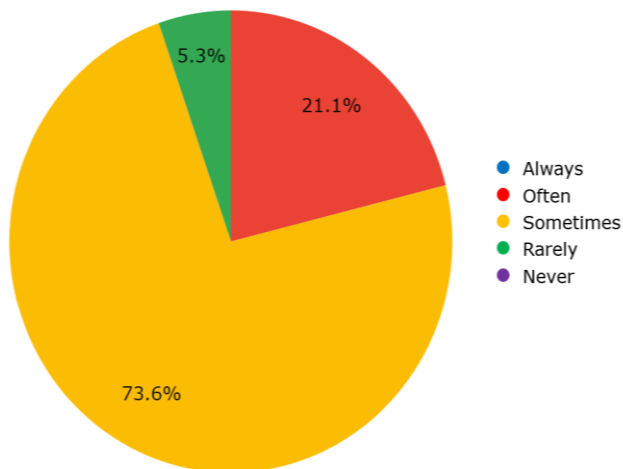
Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I explain grammatical constructions in a language that my students understand.	5	9	4	1	0
I avoid using translation in my English classes.	0	2	3	7	7
I encourage cooperation between/among students speaking the same language (other than English) in my English classes.	5	5	6	3	0

As the findings showed, teachers' positive attitudes were reflected in their teaching practices. 63.6% of the respondents agreed or strongly agreed that their attitudes to multilingualism affected their choices of classroom activities. Most of the participants said they translated lexical items or explained certain grammatical constructions (84.8% and 74.2% respectively) in a language that their students understood. More than half claimed they allowed students to use other languages that the teacher could understand (63.6%) and encouraged cooperation among students speaking the same language (other than English) (53%).

It must be acknowledged, however, that some inconsistency was observed in the data. For instance, 58.3% of the respondents admitted employing other languages in their English classes in contrast to 31.8% who claimed they used only the target language. Yet, when asked about using translation in their classes, the number of those who said they avoided translation and thus relied on the target language was three times smaller (10.6%). Moreover, all the respondents claimed they relied on examples from other languages that students could understand when teaching a new grammatical or another topic (Figure 5). Over one fifth of the teachers reported to often use examples from other languages, almost three quarters said to do that sometimes, and one (5.3%) rarely applied the technique. None of the respondents said they avoided providing examples from other languages.

Figure 5

Teachers' Use of Examples from Other Languages When Teaching a New Grammatical or Lexical Topic in English



The inconsistency in the participants' responses in the present survey may be explained by the fact that, like most foreign language teachers, teachers of English at VMU are multilingual language users who understand that languages are not discrete or isolated. For them, foreign language acquisition does not involve developing "separate competencies for each language, but a multicompetence that functions symbiotically for the different languages in one's repertoire; and, for these reasons, proficiency for multilinguals is focused on repertoire building – i.e., developing abilities in the different functions served by different languages" (Canagarajah, 2011, p. 1). As a result, even those claiming to teach English without using other languages in their classes seem to refer to other languages, if not through translation, then through examples, which helps students to better understand lexical units and grammatical constructions of the target language.

When asked if they had received any training on employing other languages in teaching, less than half of the teachers reported to have been trained about pedagogies related to the integration of languages that their students understood into the learning of English; yet, only 5.3% of them expressed a wish to have more training. 52.6% of the respondents admitted to having no training.

A lack of or insufficient training, as well as the fact that a teacher cannot know the languages of all their international students, explained why the teachers of English found themselves in challenging situations. 52.6% of the participants admitted they had been in a situation when they could not translate or explain what a student asked them to in a language that the latter could understand. When asked to comment on how they had coped with the difficulty, half of them said they asked other students to assist with the translation or explanation (teacher-initiated student translanguaging), 30% reported to rely on online translation tools and/or mobile translation applications. 20% of the teachers said they tried to explain the topic in English but by using different words.

Conclusions

This study aimed to explore whether translanguaging techniques had gained more resonance among English language teachers in their multilingual classrooms at VMU by examining their attitudes and practices and comparing them with what their students reported. Our focus was to analyse the experiences of Ukrainian students, who were the largest international group among students of different nationalities. Since the outbreak of the war in Ukraine, the university has seen an influx of Ukrainian students, which has changed classroom dynamics and encouraged teachers to rethink their teaching strategies. The data reveals that even though attitudes and practices may differ slightly, there is a clear indication that most English teachers participating in the research view translanguaging practices as necessary and invaluable. On the other hand, a large percentage of the teacher sample has not received training related to the use of other languages in the English classroom, which indicates that for them to include more of these practices, such training should be provided. Only a small part of the respondents feels it is necessary, which is in line with Wang's (2019) study on the importance of teacher training about translanguaging practices. Thus, knowledge about the benefits of translanguaging may encourage teachers of English and other subjects to employ it in their classes.

The results of the study show that translanguaging, at least in some

form, is quite a prevalent teaching strategy, since both students and teachers confirm that other languages are used in their English classrooms. Interestingly, there more educators admit employing other languages than there are students affirming it, but it may be related to the smaller teacher sample, in comparison to the one of the students. In terms of specific foreign languages being used, the answers differ slightly with most students stating that it is Lithuanian (as Lithuanian was the mother tongue for most of the English teachers and their students in the English classroom), while the teachers say it to be Russian. In any case, both languages could be stated to be equally important for teachers in their classes, which may be interpreted as a positive trend in higher education in the light of this study. As Wei (2022) notes, what is important is not to have other languages in the classroom but to use them for pedagogic purposes. This is what the English teachers in this study do, as they cater for students who speak Lithuanian, Russian or other languages to achieve specific purposes when English, a weaker language of the students, is not sufficient. The willingness to include students' home languages into the teaching process will eventually change the outdated monolingual practices and restore value to languages that are commonly named "minority languages" (Wei, 2022). The present study shows that English teachers see more benefits than drawbacks of translanguaging practices in their classrooms.

In addition, more than 63% of the interviewed teachers state that English language teachers should have the ability to use other languages even though it is also generally agreed that it is not possible to know all languages. Similar observations on knowledge of other languages are found in studies carried out by other researchers in the field (Wang, 2019; Wei, 2022). As the findings in the study reveal, it may happen that sometimes teachers experience the feeling of not being able to help their students in a language they understand. Furthermore, not all teachers have the practice of asking students about the languages they know at the start of a language course. It may become apparent if students reveal their nationality or later in the course if specific conditions are provided.

Moreover, both English teachers and international students studying English indicate the most frequently employed strategies when explaining new

grammar structures and lexical items. In terms of grammar explanations, both students and teachers agree that these are translated into a language that the students understand. However, the use of gestures, which seems to be the strategy employed to define unknown vocabulary items, as reported by the students, is not mentioned by the teachers, who claim to rely on translation and paraphrasing instead. Teachers using the word *sometimes* to describe the frequency of the use of other languages, when explaining grammar or other new topics, shows that it probably does not happen in every class and could be intentional or spontaneous. Yet, from the student perspective, this is the strategy that teachers employ most often. Half of the teachers who sometimes admit to not being able to explain a concept to students commented that they initiated peer collaboration and mediation activities and relied on stronger students to explain an idea. This is a great example of a student-led translanguaging situation, which is initiated by the teacher. Nonetheless, if there are no proficient individuals, this strategy may not work successfully. Therefore, in these situations translanguaging very heavily relies on the existing knowledge of the students.

It could be concluded that while teachers do have a general understanding that the integration of other languages is a valuable teaching practice, the students may not have experienced the full benefits of translanguaging. Consequently, some of them do not believe they would be more motivated to study if other languages were used in their English classroom. It would be useful to provide training for teachers on translanguaging and create opportunities for students to experience the advantages of translanguaging techniques so that mutual understanding could be established. Undoubtedly, the inflow of Ukrainian refugees has played a crucial role in the change of teacher attitudes towards the integration of other languages. It can be hoped that the positive tendencies of multilingual classrooms will continue to flourish by developing sustainable multilingualism at VMU.

It is important to point out that some limitations to the present study could be observed. One of them is the fact that class activities were not recorded or analysed, thus, it was not clear what the particular situations that demanded the use of translanguaging were. In the future, it could be useful to

record lessons and have face-to-face interviews with students and teachers to identify specific translanguaging techniques being employed in foreign language classes. Future research samples could also include all international students, as the application of translanguaging techniques could be beneficial to all, even local students.

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**TRANSKALBYSTĖ (TRANSLANGUAGING) MOKANT IR MOKANTIS
ANGLŲ KALBOS UNIVERSITETE: UKRAINIEČIŲ STUDENTŲ IR JŲ
DĚSTYTOJŲ POŽIŪRIAI**

Anotacija. Visuose švietimo lygmenyse mokymo(si) proceso dalyviai susiduria su vis didesne įvairove, kurią lemia nuolat didėjantis daugiakultūrių ir daugiakalbių studentų bei moksleivių skaičius. Mokytojai pradeda suprasti, kad vienakalbis požiūris į mokymą(si), ypač užsienio kalbų, nebėra efektyvus, todėl ieško kitokių mokymo metodų, kurie padėtų efektyviai panaudoti mokinių kalbinius repertuarus. Šiuo tyrimu buvo siekiama sužinoti Vytauto Didžiojo universiteto (VDU) anglų kalbos dėstytojų ir jų ukrainiečių studentų patirtį bei išsiaiškinti jų požiūrį į kitų kalbų vartojimą anglų kalbos paskaitose. Duomenims rinkti panaudoti du internetiniai klausimynai su atvirais ir uždariais klausimais. Dėl šios priežasties tyrimas buvo ir kiekybinis, ir kokybinis. Straipsnio literatūros apžvalgoje aprašomas perėjimas nuo vienakalbio prie daugiakalbio, arba holistinio, požiūrio į mokymą(si), kuris apima ir transkalbystę, tačiau pastarasis bei kiti su kelių kalbų vartojimu mokymo(si) procese susiję terminai nebuvo pristatyti tyrimo dalyviams. Anglų kalbos dėstytojų ir jų ukrainiečių studentų patirtis ir požiūris į kitų kalbų vartojimą anglų kalbos paskaitose pirmiausia apžvelgiami atskirai, o palyginimas pateiktas baigiamojoje dalyje. Tyrimo rezultatai atskleidė, kad ir ukrainiečiai studentai (58,3 proc.), ir jų dėstytojai (84,2 proc.) yra susidūrę su kitų kalbų vartojimu anglų kalbos paskaitose. Paaiškėjo, kad abiejose tiriamųjų grupėse panaudoti studentams suprantamas kalbas yra viena iš svarbiausių strategijų, padedančių suprasti gramatiką ir žodyną. Kita vertus, studentai nurodė kūno kalbą ir gestus kaip strategiją, kuria jų dėstytojai pasinaudoja aiškindami nežinomą žodyną. Taip pat buvo paminėtos ir aprašytos kitos strategijos, susijusios su kitų kalbų vartojimu anglų kalbos paskaitose. Dėstytojai ir studentai atkreipė dėmesį į tai, kad be anglų kalbos paskaitose dažniausiai vartojamos rusų ir lietuvių kalbos. Dėstytojai apklausoje nurodė dažniausiai vartojantys rusų kalbą, tačiau jų studentų nuomone, dažniausiai papildomai vartojama lietuvių kalba.

Pagrindinės sąvokos: kodų kaita; anglų kaip užsienio kalbos mokymas; anglų kalbos dėstytojai; transkalbystė; vertimas; ukrainiečiai studentai.