The Relationship between Translanguaging Perceptions and Language Teacher Immunity

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Article Info	ABSTRACT
Article Type: **Research Article** **Received:** **07/02/2023** **Accepted:** **13/05/2023**	Acknowledging the difference in the lexical backgrounds of students and teachers aids in having a realistic picture of how learning happens. Translanguaging promotes learning by exploring the multilingual capabilities of students. However, it is not sufficient to only account for the learner aspect of the matter. One way of considering the influence of educators is to start conversations about teacher immunity. Language teacher immunity allows teachers to function effectively at school and to appreciate new approaches. For the purpose of evaluating the link between Translanguaging and teacher immunity only a handful of studies have worked on this issue. The present work attempted to bridge the gap in the literature by surveying 207 Iranian EFL teachers' perceptions toward translanguaging. This study aimed at finding connections between Translanguaging and teacher immunity in order to potentially develop teacher resilience by utilizing the full potential of the students' lexicon. Participants were from both genders and were different in terms of their experience, native language, and their current field of study. The data collected from this denoted that Iranian EFL teachers have moderate immunity in their pedagogies. Approximately 61% of the participants chose to teach English using both Persian and English and 54% think using Persian to teach English is beneficial for students. Mostly, participants reported that they sometimes encourage and personally use Persian to teach English in different activities. Finally, the educators' views of taking advantage of the complete gamut of language means of students by translanguaging techniques could not be clarified by their competence in dealing with complicated work conditions.

1. Introduction

Diversity appreciation is an important aspect of education. Linguistic diversity in the first language of students and teachers is to be celebrated and not to be confined. Translanguaging focuses on the flexible practices of multilingualism that exceeds borderlines between languages (Otheguy et al., 2019). Teachers' perceptions and attitudes towards Translanguaging is crucial to the dismissal or promotion of translanguaging pedagogies. Therefore, a positive attitude toward translanguaging can accelerate the success rate of an implemented bilingual or multilingual practice as such. Accordingly, educators' capability to welcome change in their way of teaching can be highly beneficial for the purposes of such multilingual practices. Teacher immunity is characterized by the ways teachers deal with obstacles and problems in demanding teaching circumstances; however, teacher immunity may have undesirable consequences if it turns into a strict practice resisting modification and development (Hiver & Dörnyei, 2017).

Consequently, how teachers face their unconquered territories in general, is of importance to make sense of their perception of translanguaging pedagogies in particular. It can be argued that to successfully exercise translanguaging practices, the educator needs to not only avoid resisting the new style but also try their best to work in the favor of it. Consequently, teacher immunity, which allows teachers to effectively face new or demanding circumstances, can potentially have a connection with the way teachers believe they should deal with the potentials of the mother tongue of their learners in the educational setting. This study tries to probe into the relationship between language teacher immunity and translanguaging perceptions to get a clearer picture of the process of sense making and realization as a prerequisite to the successful implementation of translanguaging. It can be suggested that by empowering teachers with the sense of immunity in their pedagogy they would be more open to carry out classes utilizing Translanguaging techniques.

Translanguaging is referred to as the way of teaching in which students switch between some languages (García, 2014). The general issue is that only a handful of studies have been executed on the association between the attitudes of instructors toward complication and the way they comprehend translanguaging in EFL contexts. Carroll and Morales (2016), explored translanguaging in a college ESL classroom. García-Mateus and Palmer. (2017), applied translanguaging practices in the hope of promoting positive bilingual identities. Moody et al. (2019), explored university learners' frame of mind toward translanguaging. Based on a work of Hiver and Dörnyei (2017), teacher immunity is a "double-edged sword" which can have satisfying and unsatisfying results in the classroom. On the one hand, teacher immunity could promote reflective teaching (Namaziandost et al., 2023), resilience (Masten, 2001), and mindfulness (Wang et al., 2022). This way

introducing Translanguaging practices to teachers with a high level of teacher immunity could lead to satisfying results. On the other hand, higher teacher immunity could make educators stick to their current way of teaching to give them a sense of stability and commitment. Thus, these teachers might resist translanguaging ideas.

Present work aspires to provide better understanding of the precedents of attitudes towards translanguaging to be able to further enhance bilingual identities in the classroom. This study intends to probe into the association between Language Teacher Immunity and their perceptions of Translanguaging Pedagogies. Iran being a part of the EFL context and a multilingual, multicultural country can benefit from translanguaging practices.

The intent of the current work was to look into the association between Iranian English language educators' sense of immunity and how they perceive translanguaging for foreign language learning. Contributors completed the questionnaire to determine the answer to the succeeding query:

Is there an association between language teacher immunity and the way teachers perceive translanguaging?

2. Literature Review

The following section contains a brief examination of the current literature in the field regarding translanguaging pedagogies and perceptions and language teacher immunity. In order to make this section more organized and better structured, the two variables are provided in two separate parts. Although the intent of this investigation is not to reflect on all the relevant sources, more revealing studies are reviewed here.

2.1. Translanguaging Pedagogies and Perceptions

In the study by Palmer et al. (2014) a dual language instruction at a state school in Texas, America was implemented. It was a two-year program to investigate potential challenges for instructors, their students, and parents when applying bilingual programs. They gathered ethnographic and classroom discourse data. Their investigation attempted to enlighten the translanguaging pedagogies path. Furthermore, they pointed out that further research and new classroom techniques are needed to better respect the diversity of languages.

Carroll and Morales (2016), studied a translanguaging practice to teach a novel in a Puerto Rican ESL college classroom. A month-long qualitative approach investigated the ways translanguaging improved the teaching in that classroom. Moreover, they believed in the impact of these practices to value students' home language and cultural backgrounds. Still, some questions remained unanswered such as how to proceed this type of practices where students expect an immersion-type program.

García-Mateus and Palmer (2017) were interested in the link between language and identity. They collected data using six weeks of discourse analysis in an elementary school in the south-west of the United States. The study included 300 students drawing on their interactions through a bilingual education classroom using Spanish and English in their courses. At the end of the investigation, they concluded that translanguaging gives various opportunities to minoritized and bilingual students. Both researchers deemed necessary to further explore translanguaging practices and developing critical awareness of students.

Wei (2018), aimed at establishing translanguaging as a theory of language and to bridge boundaries between languages. He maintained that he does not intent translanguaging to take over from code switching. The study investigated the theoretical motivations for translanguaging and the connection between translanguaging and multimodality. Moreover, it is argued that translanguaging practices "transcend, socially constructed language systems."

Some studies have also investigated the translanguaging perception of students. In an investigation executed by Moody et al. (2019), higher education learners were investigated to collect data of their perceptions of translanguaging. The learners who took part in this investigation were from a south western U.S. university. Although the findings of the study were limited, it was revealed that students have highly positive attitudes toward such practices.

Wei and Lin (2019) investigated a content and language classroom in Hong Kong. Using the help of a multimodal analysis of intercommunication in a biology class, they concluded that translanguaging promotes learning by the adoption of multilingual repertoires. In addition, it helps developing positive attitudes toward translanguaging. To better understand the challenges in the way of implementing a translanguaging practice, Wei and Lin also consolidated data from various studies in different contexts. Moreover, it was proposed that although there has happened tremendous change in policy, inequality in education is extant.

In a study by Yuvayapan (2019), findings revealed that most educators believed translanguaging practices can be highly beneficial; however, they did not use them as frequently in the own classrooms. This study collected data using questionnaires, classroom observation, and semi-structured interviews. The translanguaging perception of teachers were investigated. In addition, finding out to what extent their perception corroborated their practice was also a goal of this research.

2.2. Language Teacher Immunity

A few studies regarding the concept of educator immunity are worth mentioning. One of these studies is a work by Hiver (2017) in which a retrodictive qualitative modeling was used to work on precedents of language teacher immunity. He aimed to add to the empirical evidence for what constitutes language teacher immunity. In his study focus groups, questionnaires, and then in-depth interviews gathered data from second language (L2) practitioners and teacher educators. Findings showed the link between teachers' mental, emotive, and intellectual operation and their immunity in the educational setting.

According to Songhori et al. (2018), most Iranian educators take up a detrimental immunity type. The study was executed by a mixed method approach and with the help of a dominant immunity type questionnaire for Iranian ELT instructors. To ensure the triangulation of the data, semi-structured interviews were held to gather data on the ways to develop immunity for educators. Finally, data analysis provided details on the developmental stages of educator immunity.

In a recent study of Noughabi et al. (2020) the predictors of instructor immunity among Iranian experienced teachers of English as a Foreign Language (EFL) were explored. Data was gathered using four questionnaires and a total of 390 teachers filled them out. Teacher autonomy was uncovered to have stronger impact on teacher immunity than engagement and emotion.

In a study carried out by Sarıçoban and Kırmızı (2021), language teacher immunity of Turkish EFL instructors were researched using a questionnaire developed by Hiver (2017). A qualitative approach and purposive sampling were utilized in order to gather data from both experienced and inexperienced instructors. The findings of the study showed that a standard instructor had a moderate level of immunity. In addition, for the 87 teachers who took part in the study educational background was more influential than working experience. Highly immune language teachers showed low levels of burn out.

Due to the scarcity of research on the association between translanguaging perceptions and other variables, present work intends to capture Iranian EFL teachers' language immunity and how it is connected to their perceptions of Translanguaging pedagogies in the context of Iran. Findings of the present investigation are reported in the following sections.

3. Method

3.1. Participants

Table 1.

The Demographic Characteristics of the Participants

Demographic Characteristics	Response frequency	Percentage
Academic Level	N=207	100
B.A. student	24	11.6%
B.A. graduate	40	19.3%
M.A. student	52	25.1%
M.A. graduate	63	30.4%
PhD. student	18	8.7%
PhD. graduate	10	4.8%
Field of Study	N=207	100
Teaching	86	41.5%
Literature	55	26.6%
Linguistics	18	8.7%
Translation	32	15.5%
Other	16	7.7%

A total of 207 teachers took part in this study. Participants consisted of both male and female teachers. Eighty-nine of them were male and 118 were female. Of this sample, 46 teachers were 18 to 24 years old (22.22%), 91 teachers were 25 to 31 years old (43.96%), 43 participants were 32 to 38 years old (20.77%), and 27 participants were 39 and higher (18.84%). Their academic background differed from bachelor students to PhD holders. Their work experience ranged in categories from less than a year to 4 years ($N = 62$), 5 to 10 years ($N = 80$), 11 to 16 years ($N = 40$), 17 to 22 years ($N = 15$), 23 years and higher ($N = 10$). Participants were selected using convenient sampling and were either teaching English at state-run schools or private institutions or both, in Iran. The total of 37 were exclusively school teachers, 108 of the participants worked in private institutions, and 62 worked in both. Teachers' degrees and fields of studies are presented in two tables below.

3.2. Materials and Instruments

3.2.1. Instrument 1

English teachers received a questionnaire of teachers' attitudes and practices towards translanguaging developed by Nambisan (2014) and the validity measure of the instrument was verified (Batool et al., 2022). The questionnaire was translated into Persian by researchers of this study. Items consisted questions about teachers' age, gender, and work experience. Some of the items were Likert-type and open-ended.

3.2.2. Instrument 2

In addition, a translated version of teacher immunity questionnaire developed by Hiver (2017) was used to investigate the hypothesized relationship. The questionnaire contains 7 subscales being teaching self-efficacy ($\alpha = .82$), burnout ($\alpha = .80$), resilience ($\alpha = .82$), attitudes toward teaching ($\alpha = .85$), coping ($\alpha = .78$), classroom affectivity ($\alpha = .81$), and openness to change ($\alpha = .74$).

These two questionnaires were translated into Persian in order to ensure the clarity of the questions for the participants. Next, the translated instruments were back-translated into English by a translation expert. Finally, the English and the back-translated versions were compared which showed a high similarity between them.

3.3. Procedure

This study was conducted using an online survey administered by Google docs to a number of the participants and the paper and pencil version to the rest of the teachers. Data was gathered with the help of questionnaires distributed via the Internet or in person for Iranian EFL instructors to fill out. English teachers received a translated questionnaire of teachers' attitudes and practices towards translanguaging developed by Nambisan (2014). In addition, a translated version of teacher immunity questionnaire developed by Hiver (2017) was utilized to investigate the hypothesized relationship.

Current work was conducted among Iranian EFL educators. Having more information about the local context of this study could advance the realization of the situation Iranian EFL educators handle their pedagogy. Education policy and planning in Iran is handled by the ministry of Science, Research, and Technology. In Iran, Farhangian University presents four-year programs to train teachers (Kuusisto et al., 2016). Several other teacher training programs have taken place in private institutions to prepare and support English language teachers. However, these courses held in institutions are very brief and truncated in comparison to the four-year program in different branches of Farhangian University in Iran. Iranian teachers ought to work 24

hours per week (Soodmand Afshar & Doosti, 2016). The typical hours-per-week for other employees of the government is 44 hours. Ignoring the emotional burden, hours spent outside of the classroom preparing the material, and the ongoing process of learning there is for teachers, they are less paid and are constantly criticized when asked for a raise. Moreover, because of the unsatisfying wages instructors receive, some of them have low motivation (Soodmand Afshar & Ghasemi, 2020). However, lots of teachers stay at their jobs because of intrinsic motivations such as feeling satisfied to pass on their knowledge and support their students (Soodmand Afshar & Doosti, 2016).

3.4. Data Analysis

The current study was conducted using a quantitative approach. Data was gathered through two questionnaires surveying EFL instructors about their perceptions of translanguaging and their teacher immunity. The comparison of the results took place by within-groups design. The independent variable is language teacher immunity and the independent variable is translanguaging perceptions. Since only Iranian English teachers are surveyed in the current study, Iranian nationality and teaching English are the control variables. The relationship between translanguaging perceptions of teachers and their teacher immunity is being investigated. The SPSS program was used to analyze the data.

4. Results and Discussion

4.1. Results

In this study, the researchers distributed the questionnaires via the internet using Google Docs and paper and pencil version among Iranian EFL teachers. Since the aim was to establish if there is an association between language instructor immunity and teachers' perceptions and attitudes toward translanguaging, a statistical procedure for correlation was needed. The Pearson product moment correlation coefficient (Pearson r) is a practical statistic and the direction and magnitude of the relationship is also demonstrated through this medium (Ary et al., 2018, p.152). The recent version of Statistical Package for the Social Sciences (SPSS) software was utilized in order to analyze the data and be able to generalize the results from the sample to the population.

4.1.1. Descriptive Statistics

Almost in every research project, the basic descriptive statistics, the common statistical analysis, are reported. These common statistics include the calculation of mean, standard deviation, minimum, and maximum of the scores. Tables 1 and 2 present the result of these calculated statistics for the

applied instruments in the current study: teachers' immunity and teachers' translanguaging perception. Table 1 presents descriptive statistics of teachers' immunity and its subscales.

Table 2.

Descriptive Statistics of Teachers' Immunity and its Subscales

	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	207	13.00	35.00	25.47	4.94
---Burnout	207	5.00	25.00	18.71	---4.08
---Resilience	207	8.00	25.00	16.99	---3.53
Attitudes	207	5.00	28.00	18.00	4.12
Openness	207	10.00	30.00	18.89	3.32
Affectivity	207	7.00	30.00	22.47	4.17
Coping	207	8.00	25.00	18.00	3.41
Immunity total	207	81.00	187.00	138.56	21.06

Table 2. Indicates descriptive statistics of subscales of teacher's immunity and its subscales. The total count of the people who took part in the current study is 207. Among the subscales, burnout and attitudes have the lowest minimum (5.00) and self-efficacy has the highest maximum (35.00). With respect to the mean, self-efficacy has the highest mean (M= 25.47). Among the subscales, self-efficacy has the highest standard deviation (SD= 4.94). Teacher immunity scale consisted of 39 five-Likert type items and the possible range of score could be between 39 to 195.

Table 3.

Descriptive Statistics of Teachers' Translanguaging Perception

Deviation		N	Minimum	Maximum	Mean	Std.
Teachers' translanguaging perception		207	43.00	155.00	100.54	24.66

Table 3 illustrates the head count of participants, the minimum, maximum, mean, and standard deviation for teachers' translanguaging perception. As

Table 2 indicates, the minimum, maximum, mean, and Std. Deviation are 43.00, 155.00, 100.54, and 24.66 respectively.

4.1.2. Inferential Statistics

There are different formulas for calculating a correlation based on the type of collected data. This part tried to investigate the relationship between teachers' immunity and their translanguaging perception among 207 EFL teachers. As the points achieved from these tests are interval data, the Pearson product moment formula was used. The research question of this study was whether there was a significant relationship between EFL teachers' immunity and their translanguaging perception. The null hypothesis based on the questions is that there is no significant association between EFL teachers' immunity and their translanguaging perception.

The SPSS output (version 26) for correlation between EFL teachers' immunity and their translanguaging perception is displayed in Table 4.

Table 4.

The Correlation between the Subscales of Teachers' Immunity and their Translanguaging Perception

	1	2	3	4	5	6	7	8	9
1.self-efficacy	1.00								
2. burnout	.41**	1.00							
3.resilience	.53**	.46**	1.00						
4. attitude	.49**	.63**	.47**	1.00					
5. openness	.26**	.44**	.30**	.39**	1.00				
6.affectivity	.63**	.65**	.52**	.68**	.37**	1.00			
7. coping	.62**	.48**	.51**	.56**	.37**	.71**	1.00		
8. immunity total	.77**	.77**	.71**	.80**	.56**	.87**	.79**	1.00	
9.perception	-.053	-.100	-.022	-.073	-.048	-.023	.034	-.05	1.00

**. Correlation is significant at the 0.01 level (2-tailed)

According to Table 4, there is not a significant correlation between EFL teachers' immunity and their translanguaging perception. Furthermore, there is not a significant link between any subscale of educator immunity and

teachers' translanguaging perception. With regard to the relationships between the subscales of teachers' immunity and immunity total, there are high correlations between all subscales of teacher immunity and immunity total (r = .77, r= .77, r= .71, r= .80, r= .56, r= .87, r= .79, p<0.05) respectively.

4.2. Discussion

This investigation was executed in order to address the perception of translanguaging among Iranian EFL teachers and how that may relate to their immunity levels. Concerning Translanguaging impression, slightly more than half of the participants saw it in a positive light and thought it could be used in a variety of ways to improve overall classroom efficiency while the other half had a negative attitude towards the matter and a select few though it should be avoided at all costs.

While it is clear that many teachers (Yuvayapan, 2019) are in favor of translanguaging and encourage using it for a better functioning classroom. It should also be noted that many of the participants that are against using Persian to teach English continue to utilize it despite their beliefs that it is not beneficial. This shows the importance of how the mother tongue of the students is implemented in the classroom as this study suggests that those teachers with positive attitudes towards using it try to take advantage of it both inside and outside of teaching tasks while those against it only limit its usage to situations that do not directly affect teaching.

The other intention of this investigation was to discover the magnitude of teacher immunity in Iranian EFL teachers. Most of the instructors who took part in this investigation showed medium levels of immunity and some of them had low or very low immunity and finally only a few of them had high or very high immunity. Considering the subscales presented in this study, most participants see teaching as a stressful profession and tend to have a higher rank in coping and resilience subclasses (Nayernia & Babayan, 2019).

English teachers suffering from stressful job conditions mostly develop lack of confidence, which becomes evident by taking into consideration their teaching self-efficacy and classroom affectivity scores (Vaezi & Fallah, 2011). This in turn demotivates English teachers and negatively affects their attitude towards teaching and openness to change and by doing so creates many obstacles for them to implement innovating ideas in their teaching and thereby inhibit change and growth (Hassanzadeh & Jafari, 2018; Zainab et al., 2022). It can be suggested that teacher immunity is highly influenced by work conditions and it can potentially be a moderator in the link between instructor immunity and other variables.

By comparing the collected data there seems that there is not a significant connection between translanguaging perceptions and immunity levels. However, most teachers saw translanguaging in a positive light and they have

no problems in not only using but encouraging learners to utilize their native language in the classroom as an effective tool for teaching English. Most of these teachers spoke positively about the advantageous of switching between English and the learners' mother tongue. In the other end of the spectrum there were teachers with either high or low immunity levels saw using any language other than English as being harmful and showed significant resilience towards using the students' mother tongue with many of them declaring it should only be used as a last resort.

It can be argued that for teacher immunity and translanguaging perceptions to have significant associations, some variables should have been controlled. For instance, demographic features such as academic background or years of experience might have been confounding variables. Also, the context of the study could have been an influential factor.

It can be indicated that translanguaging perceptions and the perception of teachers towards innovation or conflict are not significantly related to each other. Educators may not have sufficient information about Translanguaging techniques to be able to judge its effectiveness accordingly and might simply dismiss them as Grammar Translation Method ideas. Furthermore, teachers' competence in facing dilemmas could not be explained by how they view utilizing the full potential of lexical reservoirs of pupils.

5. Conclusion and Implications

It has been suggested by Garcia and Wei (2014) that using the mother tongue of learners in an educational setting promotes higher order thinking skills when students take up a systematic analysis of their linguistic vaults. Since teachers aspire to influence positively on students' achievement, it is suggestable that they would respond positively to approaches that seem advantageous for their pedagogies.

Current work examined the Iranian EFL teachers' perceptions of translanguaging with the hopes of determining how educators view translanguaging and to what extent they utilize it themselves. According to Yuvayapan (2019), EFL instructors' impressions of translanguaging were to large extent satisfactory; however, they did not implement the techniques commonly. Similarly, in the present study educators showed positive attitudes toward translanguaging. Moreover, the results revealed that most teachers report that they sometimes use the students' native language for teaching.

Language teacher immunity describes how teachers perceive their own sense of security in the practices. Teachers with low levels of teacher immunity tend to feel more depressed when they face complications. They show more signs of burnout and less coping mechanisms to deal with hard times. On the other hand, teachers with greater immunity are more resilient,

more prone to be motivated, report higher degrees of teacher efficacy, and regularly feel inspired by their teaching environment.

The findings of this investigation may not be pertinent to generalize to all EFL teachers or all pedagogical contexts. Among the limitations of this study was that data was gathered during the Covid-19 pandemic and this did not allow the researchers to have feasible access to teachers. In addition, the resources for randomized sampling were not available to the researchers. This study took up a quantitative approach and did not benefit from the indications a mixed method study could point out. It can be suggested that the findings of this investigation offer insight about the Iranian EFL teachers and their immunity level about their practices. A program which uses translanguaging techniques promoting positive bilingual identities and to offer better perceptions toward translanguaging to teach English could be useful for future research. Further research into the benefits of translanguaging practices for students' outcomes and achievements would be fruitful.

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Appendices

Appendix A: Language Teacher Immunity Questionnaire developed by Phil Hiver (2017)

Teaching Self-efficacy

If I really try hard, I can get through to even the most difficult or unmotivated students.

When all factors are considered, I am a powerful influence on my students' success in the classroom.

I do not have confidence in my professional ability to help students learn.

I have enough training and experience to deal with almost any learning problem in the classroom.

I am not certain that I am making a difference in the lives of my students.

I can deal effectively with the problems of my students.

I feel I am positively influencing my students' lives through my teaching.

Burnout

At school I feel burned out from my work.

I feel that teaching is hardening me emotionally.

There are days at school when I feel vulnerable.

I am emotionally drained by teaching.

There are days when I feel insecure at school.

Resilience

I can get through difficult times because I've experienced difficulty before.

Failures double my motivation to succeed as a teacher.

I have a hard time making it through stressful events.

I tend to bounce back quickly after hard times.

It is hard for me to recover when something bad happens.

Attitudes Toward Teaching

I enjoy working as a teacher because it brings me pleasure.

Teaching is my life and I can't imagine giving it up.

Teaching brings me very little satisfaction.

If I could choose an occupation today, I would not choose to be a teacher.

I am tempted to leave the teaching profession.

Openness to Change

As a teacher, I prefer the familiar to the unknown.

I do not get impatient when there are no clear answers or solutions to my problems as a teacher.

I get frustrated when my work is unfamiliar and outside my comfort zone as a teacher.

In my teaching, I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.

The "tried and true" ways of teaching are the best.

As a teacher, I like it when things are uncertain or unpredictable.

Classroom Affectivity

At school or in the classroom I often feel upset.

While teaching I regularly feel depressed.

I regularly feel inspired at school or in the classroom.

Overall, I expect more good things to happen to me in the classroom than bad.

It's hard to imagine anyone getting excited about teaching.

In my teaching I always look on the bright side of things.

Coping

When problems arise at work, I accept what has happened and learn to live with it.

When I am under a lot of stress, I just avoid thinking or doing anything about the situation.

When things get really stressful, I try to come up with a strategy about what to do.

When I encounter a bad situation at school, I look for something good in what is happening.

I don't feel that I can cope with problems that come my way.

Appendix B: Teachers' attitudes and practices towards translanguaging developed by Nambisan (2014)

Question 1

How long have you been teaching (years)?

>>

Question 2

What is your native language?

○ English

○ Spanish

○ Other (please specify)

>>

Question 3

Please rate your proficiency in Spanish on the following 4-point scale.

○ 1: I only know a few basic words and phrases.

○ 2: I am able to have limited conversation on everyday topics.

○ 3: I am able to discuss a variety of topics without too much trouble.

○ 4: I have no problem communicating with native-speakers on a wide range of topics.

>>

Question 4

Do you work in a bilingual/dual language school, or a mainstream (English-speaking) school?

○ Bilingual/Dual Language school

○ Mainstream school

>>

Question 5

How many total students do you teach in a day?

>>

Question 6

How many of your students are native Spanish speakers?

>>

Question 7

What is the primary language of instruction in your class?

○ English

○ Spanish

○ Both English and Spanish

○ Other (please specify)

>>

Question 8

Do you believe the use of the students' native language is beneficial in the English language classroom?

○ Yes

○ No

>>

Question 9

How often do you observe or encourage use of students' native language in the classroom for the following purposes?

	Never	Not often	Somewhat often	Often	Very often
To discuss content or activities in small groups	○	○	○	○	○
To provide assistance to peers during activities	○	○	○	○	○
To brainstorm during class activities	○	○	○	○	○
To explain problems not related to content	○	○	○	○	○
To enable participation by lower proficiency students	○	○	○	○	○
To respond to teacher's question	○	○	○	○	○
To ask permission	○	○	○	○	○
Other (please specify)	○	○	○	○	○
Other (please specify)	○	○	○	○	○

>>

Question 10

How important do you believe it is for students to use their native language in the classroom within the following contexts?

	Not important	Important	Very important
To discuss content or activities in small groups	○	○	○
To provide assistance to peers during activities	○	○	○
To brainstorm during class activities	○	○	○
To explain problems not related to content	○	○	○
To translate for a lower proficiency student	○	○	○
To enable participation by lower proficiency students	○	○	○
To respond to teacher's question	○	○	○
To ask permission	○	○	○
Other (please specify)	○	○	○
Other (please specify)	○	○	○

>>

Question 11

How often do you use students' native language in the classroom for the following situations?

	Never	Not often	Somewhat often	Often	Very often
To explain concepts	○	○	○	○	○
To describe vocabulary	○	○	○	○	○
To give directions	○	○	○	○	○
For classroom management	○	○	○	○	○
To give feedback to students	○	○	○	○	○
To praise students	○	○	○	○	○
To build bonds with students	○	○	○	○	○
To quickly clarify during activities	○	○	○	○	○
To help low proficiency students	○	○	○	○	○
Other (please specify)	○	○	○	○	○

>>

Question 12

How important is it for teachers to use their students' native language in the following situations?

	Not important	Important	Very important
To explain concepts	○	○	○
To describe vocabulary terms	○	○	○
To give directions	○	○	○
For classroom management	○	○	○
To give feedback to students	○	○	○
To praise students	○	○	○
To build bonds with students	○	○	○
To quickly clarify during activities	○	○	○
To help low proficiency students	○	○	○
Other (please specify)	○	○	○

>>

Question 13

In your own words, please describe in which situations using the students' native language is beneficial, and in which situations is it detrimental?

>>