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# The impact of translanguaging-driven training on in-service EFL teachers: Complexity theory prism

Muhammet Yaşar Yüzlü<sup>a</sup>, Kenan Dikilitaş<sup>b,\*</sup>

<sup>a</sup> Zonguldak Bülent Ecevit University, Turkey

<sup>b</sup> University of Stavanger, Norway

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## ABSTRACT

This study examines the impact of a translanguaging-driven in-service training on English as a Foreign Language (EFL) teachers' professional identity re-construction. Grounded in complexity theory, the study is based on pre-, while- and post-training interviews with twelve teachers, their reflective journals, online discussions on LMS CANVAS, video-enhanced observations and the trainer first author's reflective journals. The data sets were analysed adopting grounded theory to induce emerging identities. It was found that each participating teacher developed one of three new identities: a) Translanguaging-Romanticised User, b) Translanguaging-Aware User, and c) Translanguaging-Inspired User. Implications for in-service teacher training are discussed.

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## 1. Introduction

Teacher education has recently begun to move away from one-shot off prescribed techniques, assigning passive roles to teachers (Freeman, 2001) to complexity-oriented approaches (Davis & Sumara, 2006), which stemmed from the increased awareness of the complex make-up of teacher development (Abednia, 2012). With regard to the complexity dimension of this shift, teacher education has positioned teachers at the centre of their development, enabling learning through experience (Dewey, 1938), allowing teachers to reflect, think, and act (Dewey, 1938; Kolb, 1984; Schön, 1983), thus ensuring a cycle that characterises learning as complex and sophisticated. This novel understanding aroused interest among scholars in issues particularly associated with teachers such as professional identity (Richards, 2008; Varghese et al., 2005).

As a dynamic construct, teacher identity is characterized generally as complex, evolving, and emergent (Beauchamp & Thomas, 2009; Kaplan & Garner, 2018) and it displays key characteristics of complex systems, namely, adaptation, emergence, diversity, dynamism, and non-linearity (Trent, 2014). This complex construct has been displayed to have substantive influence on teachers' performance (Abednia, 2012; Kayi-Aydar, 2015; Tsui, 2007; Varghese et al., 2005; Yazan & Rudolph, 2018). In this respect, sociocultural views of learning, considered among the complexity-

oriented approaches (Davis & Sumara, 2006), describe learning to teach as a simultaneous process of engagement with the actual teaching. With this social turn (Firth & Wagner, 2007), teacher identity has been explored through sociocultural theory and communities of practice (Tsui, 2007). Dwelling on linguistic identity, Kumaravadivelu (2001, 2003) also draws attention to issues of power, privilege, and (in) equality. To better understand language teacher identity, Fairley (2020) proposes focusing on roles of power and sense of agency. In a similar fashion, Yuan and Zhang (2019) accentuate that language teachers thus need to learn to take charge of their own identities by applying appropriate metacognitive knowledge and strategies to seek their continuing development and cultivate a sense of resilience and commitment towards the teaching profession. In this regard, Widodo and Elyas (2020) indicate Chinese language teachers demand critical language pedagogy in language teacher education by challenging the ideology of native-speakerism. In line with recent post-structural approaches, language teacher identities have been described as multiple, complex, and shifting (Huang & Varghese, 2015). A similar dynamic focus is also observed in conceptualisation of bilingualism, which accentuates heightened awareness of sociolinguistic and psycholinguistic aspects of bilingualism, downplaying the logic of determinism and the exclusive focus on the cognitive and linguistic dimensions of foreign language education (Bloomfield, 1933; Diebold, 1961; Edwards, 1994; Haugen, 1956; Myers-Scotton, 2005). Thus, unitary and complexity-oriented theories of bilingual and/or foreign language education, such as translanguaging (Baker, 2011; Garcia, 2009; Wei, 2011) led to this

\* Corresponding author.

E-mail address: [kenan.dikilitas@uis.no](mailto:kenan.dikilitas@uis.no) (K. Dikilitaş).

recent conceptualisation of bilingualism. By highlighting the multipartite and dynamic nature of languages, Wei (2018) indicates that “translanguaging reconceptualises language as a multilingual, multisemiotic, multisensory, and multimodal resource for sense- and meaning-making” (p. 22). To embrace translanguaging pedagogy, teachers need to reconstruct their identities shaped by monoglossic view where English is seen as a foreign language. Translanguaging requires identity shift because it entails using learners’ whole linguistic repertoires including L1, which is normally not adopted in EFL contexts. Such identity shift involves adopting ‘stance’ (teachers’ belief system to develop their pedagogical framework), creating ‘design’ (integrating learners’ whole linguistic repertoire into lessons) and ‘shift’ (being in line with translanguaging corriente) (Garcia et al., p. 27).

Recent studies have investigated the impact of translanguaging; for example, in-service teachers’ attitudes towards multilingualism (Galante, 2020; Gorter & Arocena, 2020), their ability to implement translanguaging pedagogy (Cenoz & Santos, 2020), and pre-service teachers’ beliefs about translanguaging pedagogy (Woll, 2020). These studies presented positive impact on beliefs and attitudes towards translanguaging pedagogy. Yet, some studies have revealed the challenges of applying translanguaging pedagogy (Carroll, 2017), which would entail a different sort of teacher, who is eager to challenge the hierarchical thinking and ideological boundaries by legitimizing all linguistic repertoire (Wang, 2019). Kirsch (2020) also indicates that implementing a translanguaging pedagogy is quite complex. Costley and Leung (2020) observe that teachers face tensions “between monolingual educational policies and multilingual classroom realities (p.1)” even in bilingual contexts (Lasagabaster & Garcia, 2014). Encouraged by calls (Cenoz & Santos, 2020; Gorter & Arocena, 2020) for more research in this area – which, in our opinion, is especially lacking in EFL context, we decided to conduct a study on contributions of a complexity-oriented EFL in-service teacher training to Turkish EFL teachers’ professional identity reconstruction on a unique research area – translanguaging which might help trace unexplored aspects of language teacher identity since it also offers a dynamic and complex process to engage just as translanguaging does (Yüzlü & Dikilitaş, 2022). To our best knowledge, there has been no exploration of the impact of translanguaging pedagogy on teachers’ professional identity. The aim was to address this gap from a theoretical perspective, which is unusual in explicating the process of English teacher identity change and development.

## 2. Theoretical framework

There are several key aspects which characterize the complexity theory. One is self-organization (Cilliers, 1998). In the process of self-organisation, the organism as part of the system demonstrates *autopoiesis*, that is, they possess their proper identity and nature which is self-created (Kelly & Allison, 1999). By the same token, language learning is a self-organising process which involves continuous input and an interlanguage system (Larsen-Freeman, 2017). This is also closely associated with how bilinguals utilize their entire language repertoire under different circumstances requiring criticality and creativity (Wei, 2011) and how they self-organize and adapt complex linguistic systems by adapting the language functions in a spontaneous way. The second aspect is related to relatively simple sets of rules of interaction between the organism and the environment – i.e. local rules-generated behaviours causing emergent complex global order as well as diversity (Kauffman, 1995). Similarly, language, whether it is seen synchronically or diachronically, is undeniably dynamic, that is, subject to change, undertakes nonlinear changes diachronically in a non-predictable way (Larsen-Freeman, 2017). The third pivotal aspect is connectedness, which characterizes in-

teraction (Cilliers, 1998) in a distributed knowledge system. Connectedness between the first and second language in learners’ mind requires an “integration continuum” (Cook, 2003, p.6) which posits the bilingual brain has two languages simultaneously “on-line” (Cook, 2001, p.408). It also forms an underlying theoretical approach for bilingualism in which new language features functionally have dynamic interactions with old ones (Garcia, 2009). The fourth aspect is the *butterfly effect* which implies the systemic sensitivity to tiny changes in the environment (Kauffman, 1995). A huge degree of interaction among the constituting elements might progressively trigger novel changes, thereby influencing the whole system (Sade, 2009). Wei (2018) states that language learning is a participatory resemiotization process which is defined as a transformation cycle in which new meanings emerge through re-designing actions. Therefore, translanguaging is a process of transformation (Wei, 2018), which reflects the butterfly effect. As constructed within complex systems of different relationships (Henry, 2019) in which unpredictable behaviours emerge (Wells, 2000), identity is pluralistic, dynamic, shifting, and ever-changing (Miller, 2009; Tsui, 2007). The theory adopted is complexity theory. Fig.1 displays the intertwined relationship constructed as the theoretical basis of this research.

The major research question directing this study was *what are the probable effects of in-service teacher training regarding translanguaging on in-service EFL teachers’ identity (re)construction?* This general question was formulated as two specific questions as follows:

- a) What are the EFL teachers’ insights into their language teaching practices and professional identity prior to the training?
- b) In what ways does the translanguaging pedagogy influence these teachers’ identity during and after the training?

## 3. Methodology

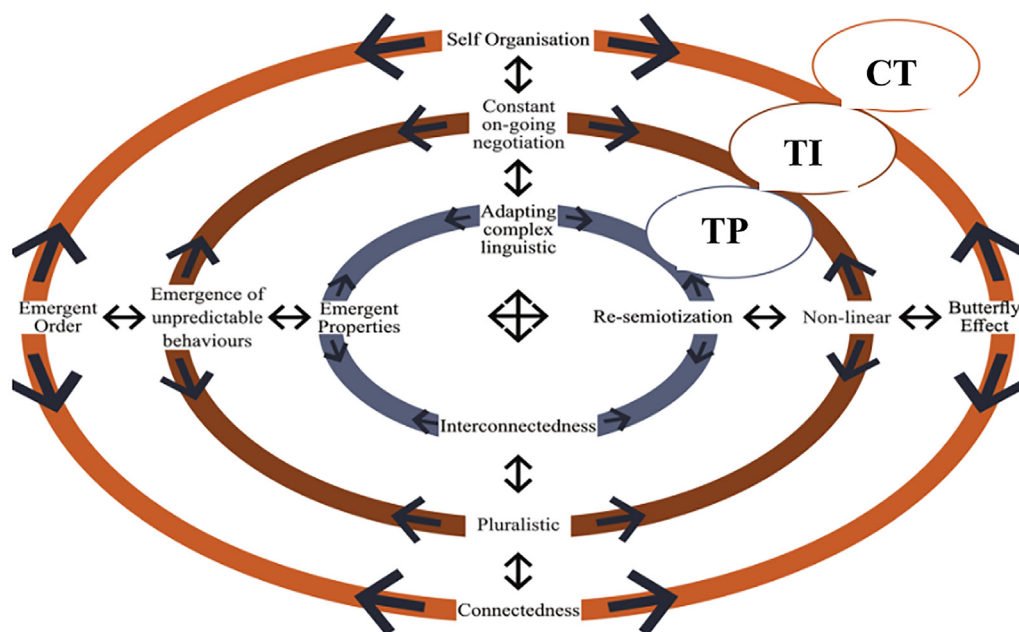
In this study, a training program was developed and implemented. Data consisted of pre-training, while-training and post-training interviews on professional identity with 12 in-service EFL teachers, their reflective journals, their discussions on LMS CANVAS, in-class observations, video-enhanced observations and the trainer’s (first author) reflective journal. The themes emerging from the analysis revealed changing professional identities. A detailed discussion follows.

### 3.1. The translanguaging- driven EFL teacher training

By drawing on sociocultural perspectives on learning (Vygotsky, 1978), a complexity-oriented theory (Davis & Sumara, 2006), we initially developed a tentative framework. A review of the available literature on sociocultural perspectives on learning (Johnson, 2009) revealed 15 principles of sociocultural perspectives on learning for English Language Teaching as a Foreign Language, which accorded with 3 strands of translanguaging pedagogy developed by Garcia and Seltzer (2017). In line with Abednia’s methodologically-informing study (2012), these 15 principles served as the basis of the training. The principles were classified into Richards’ (1989) five components of teacher education, i.e. approach, content, process, EFL teachers’ roles and teacher trainer’s roles. The categorizations of the principles is shown in the Table 1.

### 3.2. Participants

Of the eighteen in-service ELT teachers who volunteered initially to participate in the training, six dropped out due to either health problems or work commitments. Thus, the participants of this study consists of twelve in-service EFL teachers working variously at a kindergarten (1), primary school (2), secondary school



● TP: Translanguaging Pedagogy ● TI: Teacher Identity ● CT: Complexity Theory

Fig. 1. Theoretical framework of the study.

Table 1  
The categorizations of the principles.

<b>Approach</b>	The purpose of in-service EFL teacher education is to develop transformation by enabling the EFL teachers to reflect on themselves, their students, their English teaching activities, and the L2 teaching-learning process in order to externalize their current understanding, reflect, and act on it.	The acquisition of translanguaging pedagogy skills addressing teacher agency is a process of internalization through a dialogic process of transformation of self and activity, and the content of such internalization is a result of creative action, as well as reflection.	The EFL teachers are allowed to use their all linguistic repertoire in the process of learning about translanguaging pedagogy in order to ensure the progressive movement from externally-mediated to internally-mediated activities controlled by the EFL teachers.
<b>Content</b>	The content of the curriculum derives from EFL teachers' everyday concepts, as expressed in their perceptions of reality.	EFL teachers are given explicit descriptions of the content of the translanguaging pedagogy, and also, of how to use it, enabling them to think in abstract concepts.	EFL teachers produce their own learning materials.
<b>Process</b>	A cyclical process allows EFL teachers to reveal their everyday concepts, and expose these to the translanguaging concept, and thus ensure the development of deeper understanding	Dynamic process of dialogic engagement and strategic mediation form the context of the educational situation.	EFL teachers are given support through dialogic mediation, scaffolded learning and assisted performance.
<b>Teacher Trainer's Role</b>	The teacher trainer plays a critical role in the learning process by determining the translanguaging concepts central to professional development, and selecting definitive readings on the translanguaging concepts under consideration.	The teacher trainer's function is to mediate the trainees' thinking by asking them to externalize their understandings in writing and/or orally assist them through goal-directed activities toward translanguaging pedagogy, thus providing assisted performance and dialogic mediation.	The teacher trainer supports the EFL teachers as they work toward mastering both the instructional behaviours of the translanguaging pedagogy, and a deeper conceptual understanding of it.
<b>EFL Teachers' Role</b>	to act on objects.	to embrace the right and power to make decisions.	to work through the process of engaging in translanguaging pedagogy while simultaneously learning about it.

(4) and high school (5) in the same province of Turkey in the fall semester of 2020-2021 academic year.

With regard to the sampling strategy, a non-probability purposive sampling was chosen. In this respect, the study adopted a criterion sampling strategy (Creswell, 2013), which requires all participants to meet a criterion, namely, being an in-service teacher with two years and more experience of K-12 English Language Teaching in state schools involved in teacher training. Participation in the study was voluntary, and pseudonyms were used to protect privacy and confidentiality in line with the ethical codes (Christians, 2011).

Table 2 provides an overview of the EFL teachers of the current study.

### 3.3. Data collection

In line with the research design, qualitative data collection instruments were utilized, including interviews with 12 trainees. Furthermore, the first author observed classes and took field notes each week during the 2020-2021 fall term. Multimodal datasets

**Table 2**  
EFL teachers of the study.

Trainee	Gender	Age	Educational Background	Teaching Experience (years)	Context	Area
Bade	Female	38	ELT*	16	High School (State)	Urban
Dilan	Female	39	ELT	17	High School (State)	Urban
Eda	Female	34	ELT	12	High School (State)	Urban
Nilay	Female	46	ELT	21	High School (State)	Suburban
Selin	Female	38	ELT	16	High School (State)	Urban
Hasan	Male	47	ELIT*	22	Secondary School (State)	Urban
Tulin	Female	35	ELT	13	Secondary School (State)	Urban
Ferid	Male	29	ELT	7	Secondary School (State)	Rural
Lale	Female	28	ELT	6	Secondary School (State)	Rural
Metin	Male	27	ELT	5	Primary School (State)	Rural
Meva	Female	28	ELT	5	Primary School (State)	Rural
Sevgi	Female	35	ELIT	11	Kindergarten (State)	Urban

ELT\*: English language teaching, ELIT\*: English literature.

**Table 3**  
Interviews.

Interview	Objective
Pre-training Interview	To understand the EFL teachers' backgrounds as an individual and as a teacher. To establish rapport with them. To have an in-depth understanding of the EFL teachers' identity construction.
1 <sup>st</sup> while-training Interview	To look into the EFL teachers' motivation to conduct translanguaging pedagogy, their stance towards translanguaging pedagogy and their ideas and feelings about their first translanguaging experience.
2 <sup>nd</sup> while-training Interview	To explore the EFL teachers' translanguaging practices and perspectives in designing translanguaging pedagogy, their interaction, behaviour, commitment, and problems.
3 <sup>rd</sup> while-training Interview	To lead the EFL teachers to reflect on the whole process in which they had applied translanguaging pedagogy.
Post-training Interview	To explore the impact of training on EFL teachers, specifically whether and how their participation in this training changed their teacher identity.

(Antoniadou, 2017) including texts, sound and videos were also utilized. In the second round of the training, for a total of 10 weeks, trainees kept weekly reflective journals as regards the process and their thoughts on employing translanguaging pedagogy. No instructions were given concerning what to write; thus, trainees wrote free reflections based on their own perceptions and observations in the classroom. The while-training and post-training periods were shaped according to Fontana and Frey's (1994) recommendations, and the first author followed the steps below to determine the interview questions.

After an in-depth literature review, we decided to base interviews on Kelchtermans' (1993) conceptualization of teacher identity as in Abednia's study (2012), since it presents a comprehensive picture, including dimensions of self-image, self-efficacy, task perception, and future perspective.

Additionally, to enrich the categorization with contemporary theory in a similar fashion to Abednia's study (2012), the interview framework included other scholars' conceptualizations: a) background, including family background and career biography (Flores & Day, 2006), b) claimed vs. assigned identity (Varghese et al., 2005), c) the emotional aspect of identity (Zembylas, 2005), d) pedagogical choices or classroom practices (Duff & Uchida, 1997), and e) access to power and ownership of language (De Costa & Norton, 2017). Based upon the above framework, some questions were formed and juxtaposed along with some adopted from the reviewed studies (Abednia, 2012). The initial draft of the interview framework was reviewed by an expert, who adjusted the questions to give interviewees wider scope in responding. The first author conducted five semi-structured interviews with each trainee: one before, three during and one after the training, a total of 60 interviews (each at least 30 minutes, 2002 minutes in total). Table 3 delineates each of the interviews with their own objectives as follows.

Interviews were conducted in the EFL teachers' first language, Turkish, so as to put them at ease. The interview questions in English were translated into Turkish by a professional interpreter in order to ensure that the language was straight-forward for the EFL

teachers to understand. A post-training version of the interview framework was also developed (Abednia, 2012) to omit background items that had already been covered. We conducted the interviews in Turkish which were then transcribed and translated into English before we started to analyse. While the first author was adopting emic perspective as an insider, the second author adopted etic perspective by negotiating emerging themes and minimising potential biases which might emerge in the analysis and interpretation. The obtained data was audio-recorded, transcribed verbatim, and emailed to the trainees for verification of accuracy, i.e. member-checking. Table 4 presents the summary of data collection tools.

### 3.4. Data analysis

The first step was composing a page showing how the qualitative data might emerge, because Saldaña (2014) indicates that prediction is a qualitative data analysis strategy, since analysis starts before actual data collection. Furthermore, a systematic approach to grounded theory was followed in this study because it has more analytic procedures (Creswell, 2013). The second step, after data collection, was analysis guided by grounded theory (Glaser, 1978; Glaser & Strauss, 1967). There were two major reasons for this approach as in Abednia's study (2012) whose aim was to explore the process of professional identity formation and to overcome researcher bias. First, grounded theory contributes insights into self, as well as into the way people interpret different phenomena (Suddaby, 2006), in line with the main objective of this study, to explore the process of EFL teachers' identity reconstruction. While analysing the data, the following steps were followed: a) the recordings were transcribed verbatim by the first author, and corrective listening was used to pinpoint any inaccuracies. Data was subsequently coded using Max Weber and Qualitative Data Analysis (MAXQDA) - a software program designed for computer-assisted qualitative data analysis. Open coding was employed to analyse the data. The process followed a repetitive pattern of careful reading and re-reading and necessary changes were made as the analysis progressed. After analysing the interview data, it was

**Table 4**  
Summary of data collection tools.

Interviews	Classroom Observations & Observation Protocols	Field Notes	Trainee Reflections (In writing & audio-recorded)	Researcher Journal	LMSCanvas (Discussions and comments)	VEO
2002 mins	18 hours & 11349 words	3699 words	2452 words & 102 minutes	7642 words	2135 words	2610 mins

**Table 5**  
Constructivist paradigm in the current research.

Assumption/Lens	Constructivist paradigm
Lens of the researcher	Disconfirming evidence
Lens of the study participants	Prolonged engagement in the field
Lens of the people external to the study (reviewers, readers)	Thick, rich description

seen that codes established were sufficient for the remaining data, i.e. saturation was reached. So as to ensure the usefulness of the themes, the researchers utilized the constant comparison method, moving back and forth in the data. After the themes were generated, the researchers went through a process of peer review because of the researcher bias caused by the the first author being instructor of the translanguaging course. The second advantage of grounded theory is the ability to overcome researchers' prior assumptions via construction of a theory firmly grounded in the data, thus the themes developed are more likely to be anchored in data than simply representing the researchers's assumptions. Through open coding, the collected data was divided into meaningful units of analysis, such as phrases, sentences and/or even larger bodies of language data (Mavetera & Kroeze, 2009). So as to find meaningful relationships among the codes extracted in open coding, in axial coding the data was reassembled in new ways. Conceptual analysis in selective coding was conducted by creating a table to juxtapose the selected themes from the first interview and other pre-course data, with those of while-course interviews (early-course, mid-course and late-course interviews) and early-course, mid-course and late-course data (reflective journals, researcher journal, discussions on LMS CANVAS, observations and field notes). This enabled a comparison of codes referring to various aspects of each participant's identity reconstruction across the pre-training and post-training interviews, and the capture of the process identity reconstruction of each trainee. The analysis was deepened with memo writing, in which the researchers captured the comparisons, as well as connections made, and crystalized directions. Also, theoretical sampling was conducted throughout, during which pertinent data was collected in order to elaborate the themes in the emerging theory and constant comparison (Mertens, 2005). The transferability of the data was strengthened through the multiple case design of the current study (Yin, 2002); each of the four cases in the current study renders conclusions by assessing similarities and differences (Creswell, 2013). Finally, the first author showed the participants their cases, which they confirmed. The current research is in the constructivist paradigm (Cresswell & Miller, 2000) as indicated in Table 5.

In this regard, validity was achieved in the following ways: the researchers seek disconfirming evidence for the themes arrived at, recognising the complexity of the research situation. The understanding of the EFL teachers comes from prolonged engagement in the field, with almost 4 months of data collection from late September 2020 to early January 2021, in a context in which the first author has worked for 17 years. Finally, validity is conveyed to the external world through thick description, achieved through the depth of detail as regards the following: EFL teachers' teaching practices, perception and scope of bilingualism, teaching approach, self-image, self-efficacy, future perspectives, role perceptions through the semi-structured interviews, in-class and video-

enhanced observations, discussions on LMS CANVAS, reflective journals, and field notes.

The first author was personally involved in the training being researched. As well as benefits of this emic stance, it also runs the risk of bias. To overcome this risk and increase reflexivity, the second author monitored the process of data collection, while the first (the trainer) used a reflective research journal to uncover bias. To secure trustworthiness, four of Lincoln and Guba's (1985) criteria were adopted: *credibility* is assured by the etic stance of the second author and the time devoted to data collection due to first author's role as a member of the population from which the participants were drawn; *transferability* is attained by providing thick description of the context, in this case, detailed description is crucial in highlighting to other researchers which aspects of the context resemble their own, and the implications it could have for them, and it is also strengthened by multiple case design of the study; *dependability* and *confirmability* is provided by documenting clearly the research procedures, including procedures of data collection, analysis and interpretation.

#### 4. Results

Type of data is shown by using the following abbreviations. "Int" stands for semi-structured interviews – e.i. *Pre-int* for pre-training interviews, *int1/2/3* for while training interviews and *Post-int* for post-training interviews – whereas data from LMS CANVAS is presented as "LMS CANVAS". Quotations extracted from the EFL teachers' reflective journals are marked "RJ". Data gathered from in-class observations are marked "OBS", while those from video enhanced observations are marked "VEO".

##### 4.1. EFL teachers' language practices and professional identity orientations before the training

Four themes of EFL teachers' identities emerged from the analysis: *Only-English Users*, *Only-Turkish Users*, *Both-Language Users with Comfort*, and *Both-Language Users with Reluctance*.

##### 4.1.1. Only-English users

In the current study, Only-English User Identity is used to describe EFL teachers whose professed experiences implied the use of prevalent monolingual practices. Two out of 12 EFL teachers were categorized as having Only-English User Identity: Eda and Nilay. They conform to prevalent monolingual ideology, and their aim is achieving native like competence. Nilay, for instance, pictures herself as a competent English language teacher by making the students use the target language only, i.e. English, not their mother tongue, Turkish at all by saying:

*I talk only in English in my classes and ask my students to use English only in my classes. Although it causes some big problems at*

the very beginning, they get used to it as the time goes by, and all of them finally come to realize that they can communicate with me in English, and use English, although some of them could already use English efficiently. But, it is a process and I know it and I apply this policy effectively. (Pre-int, Nilay)

Additionally, Eda defines herself as non-bilingual, stating: "I am not bilingual because I do not think I can use English at the same proficiency as my mother tongue. My competence in English is good but not as good as a native-speaker." (Pre-int, Eda)

#### 4.1.2. Only-Turkish users

Only Turkish User Identity is used to describe EFL teachers whose language teaching practices are based on students' mother tongue (Turkish in this study), in contrast to prevalent monolingual ideology. In other words, these teachers use Turkish to teach English, and resist the dominant monolingual norms. Two out of 12 EFL teachers were categorized as having Only-Turkish User Identity: Metin and Hasan.

They distance themselves from the prevalent monolingual ideology. Hasan, for instance, states: "When I used English only throughout the lesson, students became anxious. It made my students afraid and prevented them from participating in the lesson." (Pre-int, Hasan) Similarly, Metin stated: "In the class, I prefer Turkish language so that students can understand reading texts and grammar points better and thus follow the lesson." (Pre-int, Metin) Despite this flexibility, they adopt a monolingual ideology-driven definition for bilingualism. Hasan, to exemplify, describes bilingualism as "having the ability to speak and write in a foreign language just as you can in your mother tongue." (Pre-int, Hasan). Based on this definition, they regard themselves as semi-bilinguals rather than full-bilinguals, and also aim at achieving native-like competence.

#### 4.1.3. Both-language users with comfort

Both-Language User with Comfort Identity is utilized to characterize EFL teachers whose language teaching practices are based on a combination of the weaker language (English) and strong language (Turkish) in opposition to the prevalent monolingual ideology. Four out of 12 EFL teachers were categorized as conforming to Both-Language User with Comfort Identity: Bade, Dilan, Sevgi, and Ferid. In other words, these English teachers use both Turkish and English. Although these teachers are aware that their language practices run counter to the prevalent monolingual ideology, they are satisfied with their language teaching practices. Sevgi, for instance, emphasized that she works with the reality of the classroom, stating "Students are Turkish and use Turkish. I do not forbid Turkish in my classes. It is part of the classroom spirit and I take advantage of it." (Pre-int, Sevgi) They also regard themselves as bilinguals, and aim at achieving communicative competence by applying improvised bilingual practices. Dilan, to exemplify, defines bilingualism as "the ability to express oneself in everyday situations by using both of the languages." (Pre-int, Dilan) She also added:

When I sometimes use Turkish to give instruction or answer a question in Turkish, students tend to interact with me more and participate in the class activities more. I know the curriculum requires me to use English only, but I think I have to violate this rule from time to time to reach students or touch their hearts. (Pre-int, Dilan)

#### 4.1.4. Both-language users with reluctance

Both-Language User with Reluctance Identity is used to denote EFL teachers who have language teaching practices based upon both the weaker (English) and stronger language (Turkish) in contrast with prevalent monolingual ideology. Four EFL teachers were categorized as having Both-Language User with Reluctance Identity: Tulin, Lale, Selin, and Meva.

These teachers teach using both Turkish and English, and are aware that their language practices are not in line with the preva-

lent monolingual ideology. This discrepancy makes them discontented with their language teaching practices, oscillating between actual classroom needs and the dominant ideology. Tulin, for example, stated:

I sometimes use Turkish at the key points of the lesson. So, students can understand better and they can be engaged in activities. At the same time, I question myself because we were told to use only English no matter what happens, during our university years. Additionally, the ministry of national education also mandates only English policy. It bothers me, to be honest. (Pre-int, Tulin)

#### 4.2. The ways in which translanguaging pedagogy influences EFL teachers' identity during and after the training

Three categories of teachers emerged from the analysis: *Translanguaging-Romanticised Users*, *Translanguaging-Aware Users* and *Translanguaging-Inspired Users*. *Translanguaging-Romanticised Users* are the EFL teachers who regard translanguaging pedagogy as an ideal, but with limited feasibility due to the constraints of the school context, curriculum, educational policy. *Translanguaging-Aware Users* are EFL teachers who consider translanguaging pedagogy as ideal and scaffolding while teaching only the emerging bilinguals excluding the competent and expert bilinguals. *Translanguaging-Inspired Users* are those adopting translanguaging pedagogy as humanitarian, modern and horizon-widening, and aim at achieving translanguaging proficiency by utilizing the whole of their students' linguistic repertoire. Four aspects of these EFL teachers' identity reconstruction process is presented below: a) teaching approach, b) role perception, c) teaching purpose, d) scope of bilingualism.

##### 4.2.1. Translanguaging-romanticised users

4.2.1.1. *From rigid separation to liminal bilingual use.* These users shifted from rigid separation of languages or reluctant divergence from rigid separation of languages to liminal bilingual practitioner. As evidenced by the ideas expressed in the first while-training interview, the translanguaging-romanticised users seemed to have entered the training with the transmission approach promoted by authorities. Eda, for instance, expressed: "I am a teacher working for the National Ministry of Education. I should use this book for every activity because this book is the one which we must teach." (Int1, Eda) The translanguaging-romanticized users took an authoritarian stance, believing that they were the sole source of information and students should imitate whatever they presented. Tulin described herself as an instruction-manual-like teacher, stating:

I am the teacher and everything is under my control. I want my students to learn from me everything in a correct way. First I show them how to pronounce, write and read and ask them to do it as I have shown. (Int1, Tulin)

During the training, they started to develop a more critical approach to their English teaching course materials. For instance, Eda stated in the second while-training interview:

We do not want students to memorize but think and analyse. So we should do the same while teaching English and using the course book. We should think about the topic in the text deeply and use bilingual texts to understand better. (Int2, Eda)

Eda, who formerly believed she should follow English-only policy and limit herself to the course book provided by National Ministry of Education, distanced herself from this subservient stance in the third while-training interview, stating:

Doing things right does not necessarily mean doing the exercises or tasks in the text books. We should unchain ourselves and look around at what else we can use to reach the target. The teachers' manual should not rule me. There might be other tools and ways leading to the destination. (Int3, Eda)

Tulin expressed that bilingual texts make students feel more comfortable and productive, asserting: “Students comprehend better and also use what they have learnt to question and produce things in a relaxing environment.” (RJ, Tulin) This view of translanguaging practices as deep learning enabled these EFL teachers to enrich their classes and student learning by using some bilingual texts. Eda showed she was moving away from following rigid only-English policy:

*In the future, I will use translanguaging practices for some units in order to enrich my lessons by using bilingual texts, including videos, when I want my students to learn a topic wholly, even at the cost of lagging behind the curriculum.* (Post-int, Eda)

**4.2.1.2. From super controller to classroom supporter.** Early in the training, the translanguaging-romanticized users expressed the authoritarian belief that they were the sole source of information, and that students were to imitate whatever they presented. Eda, for instance, displayed her authoritarianism, stating: “I am the one who presents the correct information and I have to become active throughout the lesson and students can reach the correct information just from me.” (RJ, Eda)

At some point during the training, Tulin started to question the reasons behind her didactic approach, after having experienced the positive results of language partners and students’ interaction in translanguaging space:

*I used to tell students to pronounce words this way or that way, and used to focus on their mistakes both in terms of grammar and pronunciation of the words. I see that I behaved like a boss checking the documents. But I am their teacher, not their boss.* (Int2, Tulin)

Likewise, Eda concluded: “Classrooms are the places where we walked with students along the learning process. Supporting them in this process instead of judging their performance seems to be more effective.” (RJ, Eda) This quote suggests that Eda started to adopt a more supportive role, adopting a less authoritarian perspective.

**4.2.1.3. From native-like competence to proficient users.** Translanguaging-romanticised users seemed to have entered the training with an overriding concern for achieving native-like competence both for themselves and their students, particularly in terms of mechanical knowledge. Eda, for instance, expressed that

*My students should have perfect grammar knowledge. So, I always show them what is right and what is wrong. I myself refresh my knowledge and improve my skills particularly in terms of grammar. In order to enable my student to achieve a native-like competence, I should also give feedback to them just as a native-speaker would do.* (Int1, Eda)

In the post-training interview, translanguaging-romanticised users redefined their purpose in teaching as to help students achieve proficiency in the target language to convey the message clearly, rather than achieving native-like competence, but without deep learning. Tulin, for instance, expressed that

*Having perfect knowledge of grammar or sounding like a native speaker might look great at first sight. But if you do not know how to analyse the information, you are just a yapper. We should know how to use the knowledge and we should move beyond superficial learning. My purpose of teaching is therefore to enable students to have proficiency in English to convey messages.* (Post-Int, Tulin)

**4.2.1.4. From being a non-bilingual to being a developing bilingual.** Early in the training, they also defined themselves as non-bilingual teachers, in accordance with their perception of bilingualism, which implies a native-like command in both languages. Eda, for instance, expressed:

*Bilingualism means being fluent and native-like in two languages. To me, I am not bilingual because I still do not have an overall competency in English language. Maybe I do not have that competency*

*in Turkish, either but I can think like a Turkish person, and I cannot think like an English person.* (RJ, Eda)

Towards the end of the training, the translanguaging-romanticised users’ dynamism-focused conceptualization of bilingualism surfaced, as illustrated by Eda’s statement about the importance to being able to use both languages efficiently: “Bilingual people should make meanings by using both of the languages. The more they do it, the better they are.” (RJ, Eda) Tulin, for instance, redefined bilingualism as “the ability of using two languages effectively.” (LMS CANVAS, Tulin)

#### 4.2.2. Translanguaging-aware users

**4.2.2.1. From Only-English users to bilingual practitioners.** These users were reluctantly diverging from only English instruction and advocating exclusionary target language approaches before the training but later learnt to facilitate translanguaging, thus empowered themselves to become bilingual practitioners. Early in the training, translanguaging-aware users emphasized the difficulty in motivating students to learn English, and lack of participation, which demotivated them. Selin, for instance, expressed the following: “I want to see that all of my students are active, but two or three students participate in the lessons. It is saddening for me. My lessons do not turn out to be the way I have imagined.” (Int1, Selin) By highlighting the strong link between motivation and participation, the translanguaging-aware users seemed to have used the training to find ways to improve teaching practices by adopting either only-Turkish user identity or both-language user with reluctance identity. Metin, formerly an only-Turkish user, expressed his view that: “I am here for students. So if I have to use Turkish, I use it. I know ELT books say the opposite and restrain me from using the mother tongue. But I tried that and it did not pay off. My students should love learning English first of all. No motivation, no gain. All I have to do first is just to motivate my students and engage them better.” (Int1, Metin) During the training, the translanguaging-aware users who had utilized translanguaging only for reading skills began to expand these practices for all four language skills, including syntax and vocabulary. (VEO, Selin, Metin, Hasan, Meva) They also considered translanguaging pedagogy suitable only for emerging bilinguals with low proficiency in the language they are developing. Hasan, for instance, stated:

*I was impressed when I saw that every student was engaged in the lesson and they were all cooperating and developing their English better than ever. But their level is low. Translanguaging seems to be ideal for the students at low levels.* (RJ, Hasan)

In this regard, they continued prioritizing the competence in the target language over translanguaging, focusing solely on the scaffolding role of translanguaging practices. Towards the end of the training, the translanguaging-aware users began to feel less frustrated on account of being unable to teach effectively, and started to enjoy classes in which student participation, and thus, level of English had increased. In this regard, Metin expressed: “In the future, I will continue using translanguaging practices for my students who are at A1 and A2 levels.” (Int3, Metin)

**4.2.2.2. From puppeteer to co-driver.** Early in the training, the translanguaging-aware users were willing to give students more space on the grounds that they should practise the topics covered in the lessons. Metin, for instance, reported: “I provide students with texts which students have to memorize, and then they act their roles out in front of the class.” (RJ, Metin)

Similarly, after having presented the text and assigned roles to the students, Meva asked them to memorize the text and act out the dialogue in front of the class. (OBS, Meva) However, during the training, Lale started to criticize practices in which students act out the controlled dialogues with no chance to process and digest the information or make use of their full linguistic repertoire, stating:

Giving students the texts and asking them to act them out used to seem to make students active at first look. But, they are actually just parroting. We are talking about languaging. So we and our students should make meaning and also they should have freedom to make mistakes. (Int1, Lale)

Towards the end of the training, having gained awareness of their students' roles as puppets manipulated by teachers, the translanguaging-aware users began to favour deeper learning in order to promote learner autonomy. In this regard, Hasan explained that "students should not imitate the texts or their teachers' words. They should add something to the task from themselves by analysing and synthesizing the information. We as teachers should make them feel that we are by their sides." (RJ, Hasan)

**4.2.2.3. From native-like competence to communicative competence.** Early in the training, the translanguaging-aware users were so concerned with achieving native-like competence, desiring their students to speak as fluently as native speakers. Meva, for instance, reported that "I want my students to pronounce and speak just like a native speaker so I try to pronounce words just like a native speaker." (Int1, Meva) However, their reflective journals revealed that, towards the end of the training, the translanguaging-aware users began to critique their old teaching purpose. Metin stated:

I want my students to be able to communicate in English. They do not have to be like native speakers and there is no need for forcing them to be just like native speakers. Instead, I should ease the process by helping them to make meaningful conversations for real purposes instead of making the process harder by forcing them to act out artificial dialogues. (RJ, Metin)

Similarly, Selin raised awareness about intelligibility by emphasizing: "We should focus on expressing our ideas and feelings in an understandable way. The pronunciation does not have to be British. We should help students express themselves in English." (RJ, Selin)

In the post-training interview, translanguaging-aware users described their purpose of teaching as enabling students to gain communicative competence by prioritizing intelligibility. Meva, for instance, expressed the view that

Language is for communicating and my target will be to make students communicate. They do not have to sound like a British person but they should convey their messages in a way that the listener can understand. If they can achieve it, then I can say I have realized my goal. (Post-int, Meva)

**4.2.2.4. From semi-bilingual to competent bilingual.** Early in the training, the translanguaging-aware users defined themselves as a only a semi-bilingual teacher, in accordance with their perceptions of bilingualism, i.e., a native-like command in both of the languages. Metin, for instance, expressed that

I do not think that I am bilingual. In fact, to teach English is my job, I am deeply interested in and determined to become competent in the language. I do not have enough competence to use the language in the way a native speaker uses the language in its own nature. On the other hand, I can read, write, speak and listen in two languages well. Therefore, we can also say that I am half bilingual. (Int1, Metin)

Selin also showed a similar orientation by portraying herself as a teacher who uses limited English, and labelling herself as a semi-bilingual by expressing: "I define myself as semi-bilingual. I am an English Language Teacher and use English in the teaching process. I also use English in my projects for communicating with my foreign colleagues." (RJ, Selin)

Towards the end of the training, the translanguaging-aware users started to reconceptualise bilingualism as dynamism, triggered by integration of both the languages and abandoned compartmentalizing languages for different areas of use, thus moving away from idealizing the native-like competence as a benchmark. At the end of the training, Lale stated that "being bilingual means

being able to use both of the languages in order to meet needs." (LMS CANVAS, Lale) Having re-defined bilingualism in terms of dynamism, the translanguaging-aware users tended to define themselves as competent bilinguals. Hasan stated that "I am pretty good at using both English and Turkish. So, I can say that I am a competent bilingual teacher." (Post-int, Hasan) In a similar vein, Selin defined her level of bilingualism as "competent", stating "I am capable of using both of the languages in a wide range of areas in addition to teaching. So, I am competent." (Post-int, Selin)

#### 4.2.3. Translanguaging-inspired users

**4.2.3.1. From voluntary L1 user to multilingual ecology creator.** Early in the training, translanguaging-inspired users were enthusiastic about implementing translanguaging practices. Sevgi, Dilan, Bade and Ferid seemed to have entered the training with a sceptical view of the dominant monolingual ideology, but not Nilay, who seemed to have begun with a transmission view, not questioning her role in enforcing the superordinate status of prevalent monolingual ideology, as evidenced by statements in the first while-training interview:

During my secondary and high school years, all of our lessons including Maths, Physics, Biology were all in English. At university, it was all in English and we were taught to use only-English. Now I have been teaching English for 21 years and I have always boasted about my teaching practices so far by following only-English policy. I have not questioned even its efficiency, the idea, the philosophy behind this practice. It is clear that I have taken it for granted because my teachers and ELT books have told me so. (Int1, Nilay)

During the course of the training, the translanguaging-inspired users began to allocate more time to student-to-student interaction and translanguaging space, believing that deep-learning occurs then and translanguaging space engenders creativity and curiosity. Bade highlighted the role of creating translanguaging space, saying:

I activated breakout rooms on my Zoom account. To see all the students active by allowing them to use all the languages at their disposal while discussing is great. I like this part because students came up with interesting ideas and coin new words like 'terribilastic', which is a mixture of terrible and fantastic, and they use it for things which can be terrible sometimes and fantastic some other times. They think one step further about the topic like creating a web page of our city's traditional costumes both in English and Turkish. (Int2, Bade)

As the students produced this kind of authentic product, translanguaging-inspired users started to focus on the unitary view of translanguaging, not only in terms of named languages, but also praxis, bringing the theory and practice together. The following quotes illustrate this unitary view:

It is getting clear in my mind that if we remove the virtual boundaries between the languages and transform the potential into kinetic energy. They both become stronger and they come together when necessary and go apart when there is a need. Together, they are stronger. I can see that. We understand better and produce better. We do not confine the objectives to classrooms. Rather, the objectives come alive naturally when we translanguague. (Int2, Ferid)

Feeling enlightened by translanguaging pedagogy, the translanguaging-inspired users regarded using a wider range of techniques and strategies in line with translanguaging pedagogy as optimal for language learning, providing a more humanistic, contemporary, democratic and flexible classroom environment. Bade, for instance, stated:

Translanguaging is in line with the conditions of today's world where people go from one country to another due to various reasons and experience different cultures. Nobody wants to forget their language and replace it with another. Now there are different students speaking different languages from different cultural backgrounds. Translanguaging unites all by utilizing all these languages and shows



us the power of being able to combine all of these and creates a democratic, humanitarian and contemporary classroom atmosphere. (Int3, Bade)

This unitary and humanitarian view of translanguaging practices enabled these EFL teachers to enrich their classes by using other languages in which students are developing competence, and to promote deeper learning by removing the boundaries between the languages. Bade, for example, stated: *"I myself feel enlightened about many aspects of difficulties students have had, and I also could have learnt many things earlier and more effectively if I had used translanguaging when I was a student."* (Int3, Bade) Nilay also highlighted her eagerness to include other languages in the meaning making process, which could trigger creativity: *"The students are learning French at our school and I asked my students to utilize French while introducing our city on Padlet. I am sure that their knowledge in French will add to our product and their creativity."* (Int3, Nilay) In this parallel, the translanguaging-inspired users tended to abandon rigid adherence to the language teaching status quo, deliberately integrating the full linguistic repertoire of the class into the teaching and learning process, and prioritizing a more humanistic and emancipatory classroom environment. In the post-training interview, Bade stated:

*Translanguaging increased my students' performance and widened my horizon in that any language is a resource which should exist in the language-learning process. It shows that you, as a teacher, value all the languages and provide a more humanistic, creative and freer atmosphere so that the inner power can surface.* (Post-int, Bade)

**4.2.3.2. From knowledgeable role-model to freer practice-maker.** Early in the training, the translanguaging-inspired users redefined their roles in respect to students, putting them at the centre of teaching and learning process and prioritising their needs and interests. Bade, for instance, defined teachers' role through the students' perspective by stating: *"Teachers' first and foremost responsibility was to appeal to students' interests and create a friendly environment for students to learn English."* (R), Bade)

As the training progressed, translanguaging-inspired users started to allocate more time for translanguaging space, and translanguaging objectives. (VEO, Sevgi, Dilan, Bade, Nilay and Ferid) In addition, translanguaging-inspired users regarded creating translanguaging space as a melting pot in which interactions allowed creative peer learning based on input, regardless of the specific languages employed. Ferid, for instance, started to appreciate the benefits of peer learning, stating: *"I should spend more time on student to student interaction because they learn much more from each other and translanguaging space boosts this positive effect by removing language restriction."* (Int2, Ferid) After questioning their roles, the translanguaging-inspired users began to allow freer practices while still focused on learning objectives, by reducing their lecture time and increasing the allocated time for translanguaging space. (VEO, Sevgi, Dilan, Bade, Nilay and Ferid)

**4.2.3.3. From communicative competence to translanguaging proficiency.** Early in the training, the translanguaging-inspired users seemed determined in their focus on communicative competence. Bade, for instance, expressed that *"Students should be able to speak in English in order to express their thoughts and feelings."* (Int1, Bade) However, in the post-training interview, these translanguaging-inspired users went beyond a competence-bound definition of English language teaching, emphasizing their responsibility to raise students' critical consciousness and foster their creativity. Thus, they foregrounded translanguaging proficiency and the use of the whole linguistic repertoire in a systematic and purposeful manner. Bade, for instance, expressed that

*I will integrate German into our lessons because students have been learning German in our school. It is the second foreign language.*

*In addition, German will create new areas for us to discover and create different products. There are some students who are interested in Korean, too. They follow Korean series and learn Korean. Including Korean will definitely enhance the learning process by adding a new colour.* (Post-int, Bade).

**4.2.3.4. From being a bilingual to an expert bilingual.** Early in the training, the translanguaging-inspired users defined themselves as bilingual teachers in accordance with their already-established perceptions. After some time, as the translanguaging-inspired users learned to integrate the languages in a planned and purposeful way, they reconceptualised this concept as a dynamism in which languages develop each other. students' shuttle between the languages and heightened linguistic awareness created a positive mindset in these teachers who came to regard themselves as expert bilinguals who create space for students to dive deeper into learning. Bade stated that *"I am expert at using both of the languages because I provide students with space in which they can use the languages creatively and go beyond mere communication"*. (Post-int, Bade)

The above observations show that the translanguaging-inspired users began to aim at developing translanguaging proficiency by integrating all the languages available, thus engendering criticality and creativity, which signals a shift from translanguaging-inspired users to *translanguaging-wise(user)s* who go beyond the boundaries between individual languages and also, semiotic and cognitive resources.

## 5. Discussion

### 5.1. EFL teachers' existing identity and language teaching practices

Each identity was defined by its differences and similarities with the other identities in terms of five components: *teaching approach, perception of bilingualism, self-efficacy, teaching purpose, and role perception.* *Teaching approach* involved the aspects of conforming to prevalent monolingual ideology, disclaiming prevalent monolingual ideology, oscillating between classroom needs and dominant ideology, and applying improvised bilingual practices. Their *perception of bilingualism* considered their attitudes to native-like competence in the target language or communicative competence - and concomitantly their self-image as bilinguals or non-bilinguals or semi-bilinguals. Their *self-efficacy* focused on competent or incompetent teaching based on their perception of bilingualism. Their *teaching purpose* focused on their aim of achieving native-like competence or communicative competence in the target language. Finally, their *role perception* was decided by whether they had an instrumentalist orientation or aimed for criticality.

The first major finding was that the EFL teachers were either Monolingual users - e.g. Only-English and Only-Turkish users- or Both-Language users- e.g. Both-Language users with Reluctance and Both-Language users with Comfort. They all considered it essential to establish rapport with students and create an emotional bond between students and the target language. Yet, this group of teachers differed in terms of their teaching practices, self-image, self-efficacy, future perspective, and their perception of bilingualism, due to their specific contexts and histories, which, like their identities, are integral parts of complex systems, (De Villiers-Botha & Cilliers, 2010), as highlighted by the *autopoietic* feature of complexity theory (Maturana & Varela, 1980). Thus, there were multiple interactions of the interconnected dimensions in their existing identities at different levels, which are typical complex systems (Hiver & Larsen-Freeman, 2020). In this regard, their perceptions of bilingualism visible on the discussions on LMS CANVAS, indicating either full native-like competence or a more flexible communicative competence in the target language had different repercussions

for the EFL teachers' existing identities, in line with the *relational principle* in the complexity theory (Hiver & Al-Hoorie, 2019).

Another finding emerging from the semi-structured pre-training interviews and discussions on LMS CANVAS was that the dichotomy between the classroom reality and educational policy affected the EFL teachers' existing identity. Only-English users opted for a rigid pursuit of the dominant ideology of existing educational policy, while Only-Turkish users disputed exclusionary target language perspective, treading a middle way between the students' needs and objectives posed by educational policy, and, along with those with the identity of Both-Language users with Reluctance, felt a sense of guilt as in Manan and Tul-Kubra's study (2019) due to their divergence from dominant monolingual ideology. Both-Language users with Comfort flouted the monolingual practices, preferring to align their practices with their classroom realities. Therefore, the divergence from dominant monolingual ideology initiated a non-linear adaptivity engendering a *bifurcation* (Nowak et al., 2005) in the EFL teachers' existing identity –i.e. Only-Turkish users, Both-Language users with Comfort and Both-Language users with Reluctance in that their divergence from dominant monolingual ideology resulted in different identities.

### 5.2. The impact of translanguaging pedagogy on EFL teachers' identity reconstruction process

The analysis indicated that translanguaging pedagogy led the EFL teachers to reassess their teaching practices, materials, and choice of language while teaching English, their interaction with students, and their own and the students' agency (Allard, 2017; Garcia & Sylvan, 2011; Moll, 2013); thus triggering a complex process of identity reconstruction. These processes situated the EFL teachers at the critical nexus of translanguaging pedagogy (Wei, 2018), and complex identity re-construction process (Cochran-Smith, 2005), in order to "comprehend the relations between the whole and the parts" (Morin, 2007, p.6). Thus, the idealization of monolingual practices can be re-negotiated, and the fundamental premises of ELT transformed, constituting a bona fide area for inquiring into the identity reconstruction process through core principles of complexity theory. The EFL teachers exhibited one of three newly-emerging identities: a) Translanguaging-Romanticised Users, b) Translanguaging-Aware Users and c) Translanguaging-Inspired Users. These three emerging identities reveal that translanguaging influenced the EFL teachers' identities by triggering *level jumping* (Davis & Sumara, 2006, p.26) in their (a) scope of bilingualism, (b) teaching approach, (c) teaching purpose, and (d) role of perception at varying levels at different times. In line with the complex systems' dynamic behaviour, including rich variations which are diachronically asymmetrical (Koopmans, 2014), these three emerging identities bear out that translanguaging pedagogy was a significant perturbation in their existing *attractor state* (Kiel & Elliot, 1996), ensuring the self-organisation necessary to proceed towards a new attractor state.

All the EFL teachers moved through a discursive rather than linear, developmental trajectory (Liu et al., 2020), in which they were confronted with challenges related to developing lesson plans, implementing the pedagogy in the class, students' reactions, students' performance, time-management, and exams. This trajectory, in line with self-organization principle (Dekker et al., 2011), led to teachers adopting one of three different identities – i.e. translanguaging-romanticised users, translanguaging-aware users and translanguaging-inspired users, as a response changing dynamics in the classroom environment and self-adapting to this ever-changing context (Juarrero, 1999). Furthermore, the three separate emerging identities suggest that the whole process was differentiated, non-linear and feedback sensitive (Davis

& Sumara, 2006). All of the EFL teachers continued with the implementation of translanguaging pedagogy throughout the training, which might stem from various reasons. One of the possible explanations is the evidence of improvement in foreign language skills (Ke & Lin, 2017; Yüzlü & Dikilitaş, 2022) that translanguaging pedagogy enabled, via deeper learning that enabled students to digest and process information (Baker, 2001). While the whole class participation and deep learning reinforced identity re-construction process for both translanguaging-aware and translanguaging-inspired users, the former groups' developmental path showed iterative patterns. These positive feedbacks created unstable patterns, which, in the case of Nilay, led to points of criticality (Straussfogel & Von Schilling, 2009), thus engendering the type of dramatic change associated with the butterfly effect in complexity theory (Kauffman, 1995). Translanguaging-inspired users created a multilingual ecology in their environment through constant optimizing (Nowak et al., 2010). Building upon practices that promote creativity and criticality (Wei, 2011), translanguaging-inspired users adopted an approach of empowerment and legitimacy, potentially contributing to a more humanitarian, democratic, contemporary, participatory and egalitarian future in ELT. However, the translanguaging-romanticised users showed an *incubation effect* (Joe et al., 2017), unlike translanguaging-aware, and particularly translanguaging-inspired users, i.e., a delayed influence of translanguaging pedagogy on their identity reconstruction process. For some, time and persistence is required before the full effect of translanguaging pedagogy-driven training unfolds (Morrison, 2012). It also underscores the threshold effect of the translanguaging pedagogy-driven training, which builds up over time before cascading into the ultimate *attractor state* (Gershenson, 2008).

In sum, the core principles of complexity theory (Overton, 2013) manifested in the EFL teachers' identity reconstruction process are (a) self-organization, (b) the butterfly effect, (c) interconnectedness, and (d) emergent order. These respectively correspond to the underlying features of teacher identity, which are (a) constant ongoing negotiation, (b) non-linear, (c) pluralistic, and (d) emergence of unpredictable behaviours (Cochran-Smith, 2005; Freeman, 2007; Richards, 2008; Wenger, 1998).

## 6. Conclusions

The present study significantly contributes to the literature by investigating the impact of translanguaging pedagogy-driven training on identity reconstruction process of in-service EFL teachers at K-12 contexts. The results revealed that translanguaging pedagogy-driven training triggers a complex process in the identity reconstruction process of EFL teachers after their introduction to translanguaging pedagogy. The very emergence of these reconstructed identities indicates that EFL teachers were able to embrace a more critical view, although to differing extents, and in various ways. Adopting a critical and transformative approach entails a strong drive to struggle against the educational flow, and willingness to leave their comfort zone, and challenge the status quo. Teachers trying to redefine themselves as transformative translanguaging-wiser, and to shift their identities from that of mere knowledge-transmitters are those who place classroom dynamics fully at the centre of their work. Thus, trainings making trainees self-explore the hidden dynamics in their language practices implicitly through translanguaging have the potential for initiating transformation and fostering criticality.

The emic stance of the first author might be considered as the main limitation of the research, which could impact the investigation of the phenomena under study and the emergent patterns. Nonetheless, various techniques – peer debriefing, disconfirming evidence, data triangulation – were used to ensure the reliability of

the findings and mitigate as far as possible this insider bias. Moreover, the study was conducted with only in-service EFL teachers at K-12 contexts and examined only English teaching as a foreign language. Different results might arise in private schools or at universities, and the findings of this study should be regarded as suggestive rather than conclusive.

## 7. Implications

The present study offers numerous practical implications for researchers, administrators, practitioners, and material/course designers. Initially, the findings revealed that translanguaging pedagogy could significantly trigger micro and macro-behavioural changes in teachers' identity because it enhances their learners' engagement, increases their classroom interaction, and leads them to reconceptualise bilingualism and reconstruct their teaching practices, based on flexible bilingualism. Also, before implementing translanguaging pedagogy, it may be beneficial for teachers to receive complexity theory-oriented training on translanguaging pedagogy to support their adaptation to translanguaging pedagogy into their own contexts.

Briefly, the findings of this study are of importance in that the implementation of translanguaging pedagogy played a pivotal role in EFL teachers' identity reconstruction process, particularly for those who prioritize student interaction and collaboration, communication, creativity and criticality, which are among 21<sup>st</sup> century skills, resulting in greater teaching satisfaction. It might also be significant to organize trainings aligned with principles of complexity theory, rather than one-shot trainings.

## Declaration of Competing Interest

No Conflict of Interest.

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