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## ***‘Languages are not enemies but friends’: Primary school teachers’ attitudes towards the use of translanguageing in the EFL classroom***

This investigation is conducted in the primary school context of the Valencian Community (Spain), which is characterised by the presence of three teaching languages: (i) Catalan, as the minority language, (ii) Spanish, as the majority language, and (iii) English, as the main additional language. Regardless of this multilingual curriculum, the L3 (English) of students is taught in isolation without considering their L1s. Therefore, this study aimed at analysing 12 EFL primary school teachers’ attitudes towards the use of translanguageing practices in the EFL classroom. Moreover, we explored the effect of individual variables on teachers’ attitudes, which include teachers’ L1(s) and previous training on multilingualism. Practitioners responded to a written questionnaire and took part in face-to-face semi-structured interviews. Data were codified and examined using SPSS and NVivo softwares. Findings show that teachers recognised the benefits of translanguageing pedagogies for scaffolding target language learning in the early EFL classroom. Although attitudinal differences were noticed among teachers with different L1s, they were not statistically significant. Hence, our results suggest that these primary school teachers are open to the introduction of more multilingual approaches towards L3 teaching and learning that consider young learners’ language backgrounds and previous experience as language learners.



**Keywords:** translanguaging, attitudes, EFL classroom, primary school teachers, Catalan schools

**Słowa kluczowe:** translanguaging, postawy, język angielski jako obcy, nauczyciele szkoły podstawowej, katalońskie szkoły

## 1. Introduction

International research has shown that multilingual learners' needs cannot be met with traditional monolingual models of education (Karpava, Ringblom, Zabrodskaia, 2024; Ohm, 2009; Schleppegrell, 2007). Instead, educational policies should adopt a more multilingual paradigm that promotes a flexible and dynamic relationship between languages (Cenoz, Gorter, 2015). That is why research on translanguaging has recently gained prominence, as this multilingual approach fosters the use of the resources from students' multilingual repertoires (Portolés, Gayete, 2024). Furthermore, as stated by Papadopoulos and Jansen (2024), translanguaging emphasises the role of teachers in employing and valuing students' L1s to facilitate learning and interaction in the classroom.

Special attention should be given to the EFL classroom, representing a context in which students' L1s could be employed to support the learning of English and assist the progress of meaning-making beyond the traditional comparison of linguistic elements (Gkaintartzi, Tsokolidou, 2018). Taking this aspect into consideration, recent studies have analysed EFL teachers' attitudes towards the use of translanguaging (Fang, Liu, 2020; Khairunnisa, Iwa Lukmana, 2020; McMillan, Rivers, 2011; Raja, Suparno, Ngadiso, 2022; Yuvayapan, 2019). Most of these investigations have reported teachers' very favourable attitudes to the use of students' L1s in translanguaging practices. However, to the best of our knowledge, only the studies of Gayete (2022) and Guzmán-Alcón (2019) investigated teachers' attitudes towards multilingual education in the educational context of the Valencian Community (Spain), although the scholars did not specifically focus on translanguaging pedagogies, but on other aspects of multilingual education. This is the main reason why the present small-scale study explores Valencian EFL primary school teachers' attitudes towards translanguaging, as well as the impact of teachers' L1s and prior multilingual training on their attitude.

## **2. Theoretical background**

### **2.1. Translanguaging**

Translanguaging has its origin in the Welsh bilingual context of education. Williams (1994) coined the term to describe the use of Welsh and English in the same lesson to develop simultaneous competence in both languages. This original meaning of translanguaging has evolved over the last decades. For instance, Canagarajah (2011: 401) defined translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system”.

In the context of multilingual education, translanguaging embraces the use of students' multilingual repertoire as a learning strategy (García, Ibarra Johnson, Seltzer, 2017). Cenoz (2019) distinguished two types of translanguaging practices: pedagogical and spontaneous. While pedagogical translanguaging involves the systematic and planned use of students' language repertoires in instruction, spontaneous translanguaging refers to the natural and spontaneous use of these languages inside and outside the classroom.

Previous research has demonstrated some benefits of translanguaging practices, such as an increase in students' motivation, confidence and self-esteem (Creese, Blackledge, 2010; Tsokolidou, Skourtou, 2020), a better cognitive engagement in content learning (Latisha, Young, 2017; Papadopoulos, Jansen, 2024), a development of deep understanding (Duarte, 2020), the promotion of balance between language and content in content subjects instructed through an additional language (Cenoz, Santos, 2020), the building of an equilibrium of power and relationship among languages (Cenoz, 2017), and the development of metalinguistic (Cenoz, Gorter, 2021) and cultural awareness (Papadopoulos, Jansen, 2024), among others. In addition, other authors have recognised the dynamic and flexible language practices found in translanguaging pedagogies as a tool to scaffold language learning (Duarte, 2020; García, Wei, 2014).

### **2.2. Teachers' attitudes towards the use of translanguaging in the EFL classroom**

Due to the fact that translanguaging represents a current trend in multilingual education and that previous research has reported its benefits, several scholars have explored teachers' attitudes towards the use of translanguag-

ing for teaching and learning purposes. Since our study focuses on an EFL programme, we will pay attention to studies that have investigated teachers' attitudes towards the use of translanguaging practices in the EFL classroom (Fang, Liu, 2020; Khairunnisa, Lukmana, 2020; McMillan, Rivers, 2011; Raja, Suparno, Ngadiso, 2022; Yuvayapan, 2019).

The investigation carried out by Khairunnisa and Lukmana (2020) analysed 50 primary school EFL teachers' attitudes towards translanguaging in the educational context of Indonesia. Findings extracted from a questionnaire showed that teachers believed that using Indonesian in teaching, as well as other local languages, benefited English language learning, so they were in favour of applying a translanguaging approach in the EFL classroom. Indeed, practitioners recognised that they usually employ translanguaging practices for enhancing students' foreign language learning.

Yuvayapan (2019) also examined 50 EFL teachers' perceptions of translanguaging, but in secondary state and private schools in Turkey. The study employed a questionnaire on teacher beliefs, semi-structured interviews and classroom observations to explore teachers' use of students' L1s during their teaching, and whether their beliefs differed from their actual language behaviour. Findings indicated that teachers' views were not in line with their pedagogical practices, since they declared favourable beliefs about translanguaging, but did not normally make use of this multilingual practice, due to external factors such as the expectations of institutions, parents and colleagues.

Also in secondary education, Raja, Suparno and Ngadiso (2022) investigated teachers' attitudes towards the use of translanguaging in the EFL classroom of two private high schools in Indonesia. Data collected through questionnaires, semi-structured interviews and classroom observations indicated that, although some teachers did not report positive attitudes towards translanguaging strategies, they employed translanguaging in multiple foreign language learning situations. Similarly, teachers expressed their willingness to implement translanguaging pedagogies in future lessons to improve teaching and learning conditions in the EFL classroom.

At the higher level of education, McMillan and Rivers (2011) explored 29 lecturers' attitudes towards the use of students' L1s to scaffold EFL learning at a Japanese university following a dominant monolingual policy. Teachers filled in an online survey, the findings of which showed that, in spite of the strict monolingual policy of the university, lecturers believed that using students' L1s could improve students' English language learning in a communicative framework.

Last but not least, Fand and Liu (2020), through classroom observations and semi-structured interviews, found that EFL and EMI university

teachers from a Chinese university differed in their views on translanguaging and did not make frequent use of this multilingual practice. Nevertheless, instructors acknowledged some of its benefits, such as an increase in students' understanding, the promotion of respect among languages, greater learning of the content-matter, and positive learning outcomes for students with a low English proficiency level.

The findings reported in this section suggest that most EFL teachers from different contexts and levels of education held favourable attitudes towards translanguaging and recognised its advantages in the foreign language classroom. Nonetheless, monolingual laws in education and traditional perspectives held by society were crucial factors challenging the implementation of a more multilingual approach in EFL teaching. Moreover, to our knowledge, no studies exploring EFL teachers' attitudes towards translanguaging have been conducted in the educational context of the Valencian Community, that is the principal setting of this investigation.

### 3. The study

Taking into consideration existing literature and the main gaps in the research, this paper explores primary school teachers' attitudes towards the use of translanguaging practices in the EFL classroom in the Valencian context of education, which is characterised by the presence of three teaching languages (Catalan, Spanish and English). In addition, it investigates the effect of teachers' L1s and previous multilingual training on the attitudes of teachers. Considering these objectives, we formulated two research questions:

RQ1: What are the attitudes of EFL primary school teachers towards the use of translanguaging in the EFL classroom?

RQ2: Do teachers' L1(s), or previous training on multilingualism, influence their attitudes?

Based on existing literature, we present the hypothesis that will guide the present study.

Hypothesis: Teachers will declare favourable attitudes towards the use of translanguaging in the EFL classroom, although they will report poor use of this multilingual practice. Speaking a particular L1(s) and having previous training on multilingualism will influence teachers' attitudes.

### 3.1. Method

#### 3.1.1. Participants

The sample was composed of 12 EFL teachers from two public primary schools based in La Vall d'Uixó, a town located in the province of Castelló (Valencian Community, Spain). These schools are trilingual since they offer three languages (Catalan, Spanish, and English) as language subjects and languages of instruction through the PEPLI programme.

Teachers' ages ranged from 23 to 52, with an average age of 39.50, and 12.58 their average number of years of teaching experience. Regarding their gender distribution, 83.3% ( $n = 10$ ) of the teachers are female and 16.7% ( $n = 2$ ) are male. In relation to teachers' L1(s), 41.7% ( $n = 5$ ) have Catalan as their L1, 33.3% ( $n = 4$ ) are native speakers of Spanish, and 25% ( $n = 3$ ) share both languages (Catalan and Spanish) as their L1s. Therefore, all teachers are, at least, trilingual since they are competent in both co-official languages (Catalan and Spanish), as well as in English as their professional language.

With regard to teachers' participation in training programmes on multilingualism, 50% ( $n = 6$ ) reported receiving previous multilingual training, whereas the remaining 50% ( $n = 6$ ) of the teachers had not enrolled in this type of course. From the pool of teachers who received multilingual training, 25% ( $n = 3$ ) took part in multilingual preparation courses during their master degrees, 16.7% ( $n = 2$ ) received instruction on multilingualism in their bachelor degrees, and 8.3% ( $n = 1$ ) participated in optional courses offered by the Valencian regional government (*Generalitat Valenciana*).

#### 3.1.2. Instruments

Two instruments were employed to collect data in the present study: an attitude scale questionnaire and semi-structured interviews.

First, we designed an attitude scale questionnaire which was divided into two main parts (see Appendix 1). The first part collected background information about the teacher participants, such as age, gender, L1s, nationality, years of teaching experience, Catalan and English proficiency levels, and prior training on multilingualism. The second part of the questionnaire included 20 statements representing attitudes towards the use of translanguaging in the EFL classroom. Teachers were asked to select their degree of agreement with each statement by selecting one of the following options: strongly disagree, disagree, neither agree nor disagree, agree or strongly agree.

The second instrument consisted of a semi-structured interview composed of 4 open-ended questions based on teachers' attitudes towards the use of students' L1s in the EFL classroom, as well as teacher training on translanguaging (see Appendix 2). Semi-structured interviews were performed to complement and reinforce the quantitative data extracted from the questionnaire with a set of qualitative data.

### **3.1.3. Data collection and analysis**

The data collection procedure took place in two main stages. First, teachers filled in the attitude scale questionnaire during an approximate time of 30 minutes. Second, practitioners participated in face-to-face semi-structured interviews that were recorded and subsequently transcribed.

Quantitative data coming from the questionnaire was examined using the SPSS programme. We assigned numbers to each of the options. The option 'strongly agree' was coded as 5, 'agree' as 4, 'neither agree nor disagree' as 3, 'disagree' as 2, and 'strongly disagree' as 1. The scores were inverted in the negative statements presenting unfavourable attitudes.

We analysed qualitative data extracted from semi-structured interviews through the NVivo programme following an inductive analytical approach. Teachers' responses were classified into categories progressively established according to emerging topics mentioned by teachers. Qualitative data was also quantified. The coding of those categories, which ranges from 1 to 5, 1 representing very negative attitudes and 5 indicating very positive attitudes, was agreed by the authors of the study and other two experienced researchers.

A Shapiro-Wilk normality test showed that our data was normally distributed ( $>0.05$ ), so parametric tests were carried out. A one-way ANOVA statistical test was run to identify differences in the attitudes of teachers who had different L1s and an independent sample t-test was conducted to explore the effect of multilingual training on attitudes. Significance was considered at the level 0.05.

All ethical principles of academic research were followed in the study.

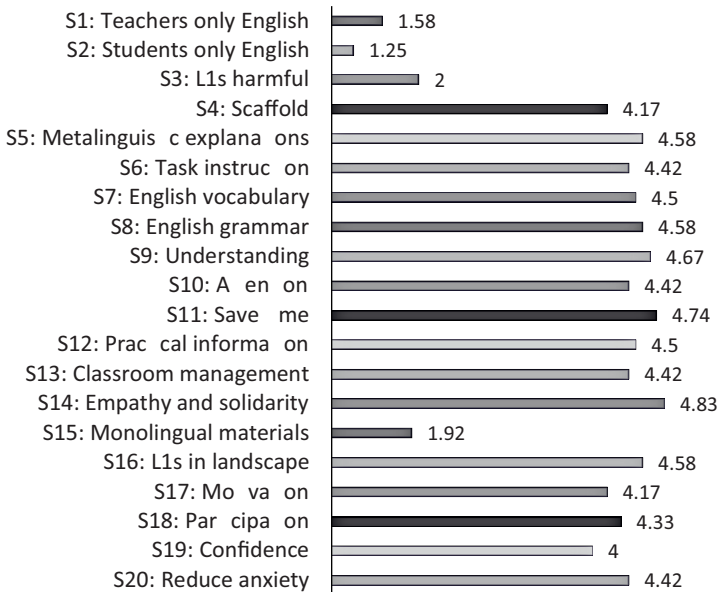
## **4. Results and discussion**

### **4.1. Results and discussion related to RQ1**

RQ1 (What are the attitudes of EFL primary school teachers towards the use of translanguaging in the EFL classroom?) deals with the examination of

teachers' attitudes towards the use of translanguaging strategies in the EFL learning context of primary education.

Overall, the results extracted from the attitude scale questionnaire and semi-structured interviews indicated teachers' very favourable attitudes towards the use of translanguaging ( $M = 4.30$ ,  $SD = 0.36$ ). There was a high degree of agreement among the participants towards all the statements (S) representing a multilingual perspective in EFL instruction (S4-S14, S16-S20 on the questionnaire), whereas they expressed a low level of agreement with the statements supporting monolingual views (S1-S3 and S15), as seen in Figure 1 below.



**Figure 1. Teachers' degree of agreement with questionnaire statements**

Source: own study.

The statements that received the greatest degree of agreement were related to the use of Catalan and Spanish to foster empathy and solidarity (S14:  $M = 4.83$ ,  $SD = 0.39$ ), save quality time (S11:  $M = 4.74$ ,  $SD = 0.45$ ), ensure students' understanding (S9:  $M = 4.67$ ,  $SD = 0.49$ ), explain English grammar (S8:  $M = 4.58$ ,  $SD = 0.67$ ), and provide metalinguistic explanations (S5:  $M = 4.58$ ,  $SD = 0.67$ ). The teachers also considered that the English classroom should promote a multilingual landscape in which students' L1s were not left apart (S16:  $M = 4.58$ ,  $SD = 0.67$ ).

Moreover, teachers acknowledged some other relevant functions of translanguaging, such as scaffolding general target language (TL) learning (S4:  $M = 4.17$ ,

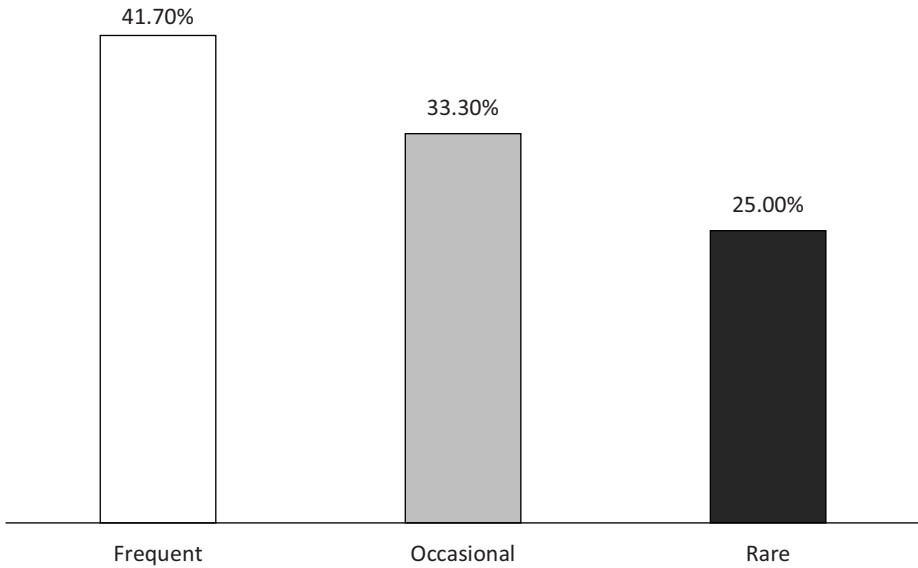


$SD = 0.72$ ), providing task instructions (S6:  $M = 4.42$ ,  $SD = 0.79$ ), teaching English vocabulary (S7:  $M = 4.50$ ,  $SD = 0.80$ ), keeping students' attention (S10:  $M = 4.42$ ,  $SD = 0.79$ ), giving practical information to students (S12:  $M = 4.50$ ,  $SD = 0.52$ ), and managing lessons (S13:  $M = 4.42$ ,  $SD = 0.67$ ). Practitioners also recognised several benefits of employing students' multilingual repertoires, such as an increase in students' motivation to learn English (S17:  $M = 4.17$ ,  $SD = 0.83$ ), the promotion of greater student participation (S18:  $M = 4.33$ ,  $SD = 0.78$ ), an improvement in students' confidence (S19:  $M = 4.00$ ,  $SD = 0.74$ ), and a decrease of students' anxiety (S20:  $M = 4.42$ ,  $SD = 0.67$ ).

Thus, in line with preceding studies (Fang, Liu, 2020; Khairunnisa, Lukmana, 2020; McMillan, Rivers, 2011; Yuvayapan, 2019), our findings suggest that teachers were against language isolation in the early EFL classroom and recognised the functions and benefits of using students' L1s (Catalan and Spanish) for fostering an English teaching and learning environment. Some of the beliefs of our teachers about the benefits and functions of translanguageing were also reported in previous research, such as the increase of students' motivation and confidence (Creese, Blackledge, 2010; Tsokalidou, Skourtou, 2020), the development of understanding (Duarte, 2020; Fang, Liu, 2020), and the scaffolding role of the practices involving translanguageing (Cenoz, Gorter, 2021; Duarte, 2020; García, Wei, 2015; Karpava, Ringblom, Zabrodskaia, 2024; Papadopoulos, Jansen, 2024).

Teachers' favourable attitudes were reinforced by the low scores of the statements which follow a monolingual perspective (S1:  $M = 1.58$ ,  $SD = 0.79$ ; S2:  $M = 1.25$ ,  $SD = 0.45$ ; S3:  $M = 2.00$ ,  $SD = 1.21$ ; S15:  $M = 1.92$ ,  $SD = 0.79$ ). According to these statements, there is no room for the use of other languages apart from English, either for communication, or for the elaboration of classroom resources and materials. Hence, contrary to the monolingual policies implemented in Valencian education, teachers considered that a more multilingual perspective should be assumed in the primary EFL classroom which taps into students' language backgrounds and previous experience as language learners, as was also found in the study carried out by McMillan and Rivers (2011).

We also explored teachers' self-reported use of translanguageing (see Figure 2 below). Whereas 41.7% ( $n = 5$ ) of the teachers stated employing students' L1s on a daily basis, 33.3% ( $n = 4$ ) made occasional use of these languages, and 25% ( $n = 3$ ) rarely applied translanguageing practices. Thus, there were more teachers who made a poor or non-existent use ( $n = 7$ ) than a frequent use of translanguageing ( $n = 5$ ), as was also observed in previous research in which practitioners held favourable attitudes towards translanguageing, but did not tend to employ it in their classroom practice (Fang, Liu, 2020; Yuvayapan, 2019).

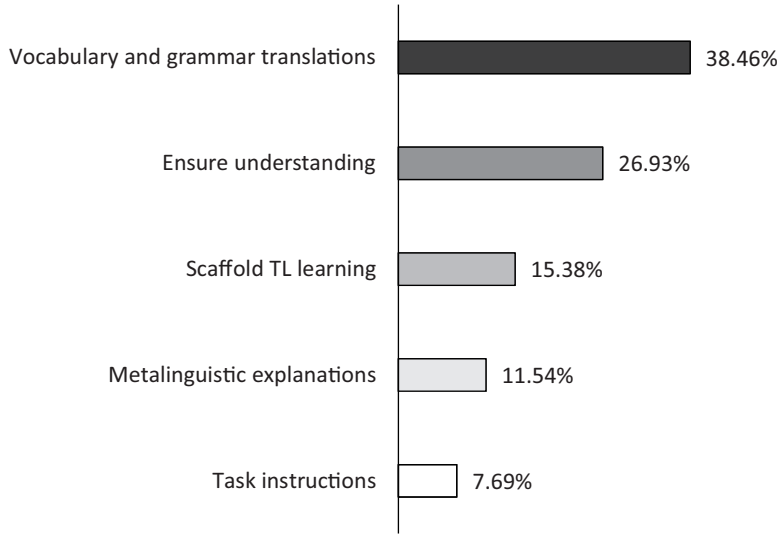


**Figure 2. Teachers' self-reported use of translinguaging**

Source: own study.

In spite of these findings, the majority of teachers (91.7%,  $n = 11$ ) declared being satisfied and comfortable with the use of translinguaging. As depicted in Figure 3 below, teachers' main goals for the use of Catalan and Spanish were to provide English vocabulary and grammar translations (38.46%), ensure students' understanding (26.93%), scaffold TL learning (15.38%), help in metalinguistic explanations (11.54%), and give task instructions (7.69%). Indeed, 41.66% ( $n = 5$ ) believed that translinguaging was completely necessary for guaranteeing adequate TL learning, whereas 33.33% ( $n = 4$ ) considered it a beneficial and useful teaching resource. Other teachers (16.66%,  $n = 2$ ) claimed that translinguaging practices are inherent to language lessons, since languages reinforce each other and should not be isolated. Some teachers' responses representing these ideas are presented below.

- T.6: Using Catalan and Spanish is sometimes necessary and the only way to accomplish specific learning outcomes.
- T.1: L1s are a useful resource that should be used and promoted in English lessons. Students find it easier to learn English if they can rely on their languages.
- T.9: I love translinguaging. Languages are not enemies but friends and should not be separated into different lessons.



**Figure 3. Teachers' goals for the use of students' L1s in the EFL classroom**

Source: own study.

We also examined teachers' disposition to participate in training programmes on translanguaging. All teachers expressed their willingness to take part in such courses to implement translanguaging strategies in their future classroom, as also expressed by teachers in the study of Raja, Suparno and Ngadiso (2022). The most frequent reasons given by teachers were that multilingual training is crucial for updating and improving teaching methods by the application of a more multilingual approach (47.06%), and that translanguaging practices are an interesting topic to cover and learn more about (17.65%). Examples of teachers' justifications are shown in the following lines:

T.2: As English teachers, it is always good to learn more, to update our teaching methods and enhance students' language learning.

T.4: I would really like to receive more training on translanguaging since I think it is a very interesting and relevant topic in education.

The idea mentioned by T.2 should be highlighted since the instructor acknowledged translanguaging pedagogies as useful strategies to implement innovative techniques in language teaching, as was also observed in the study by Papadopoulos and Jansen (2024). Therefore, translanguaging may represent an opportunity to improve and refresh teaching methods according to the current needs of multilingual students.

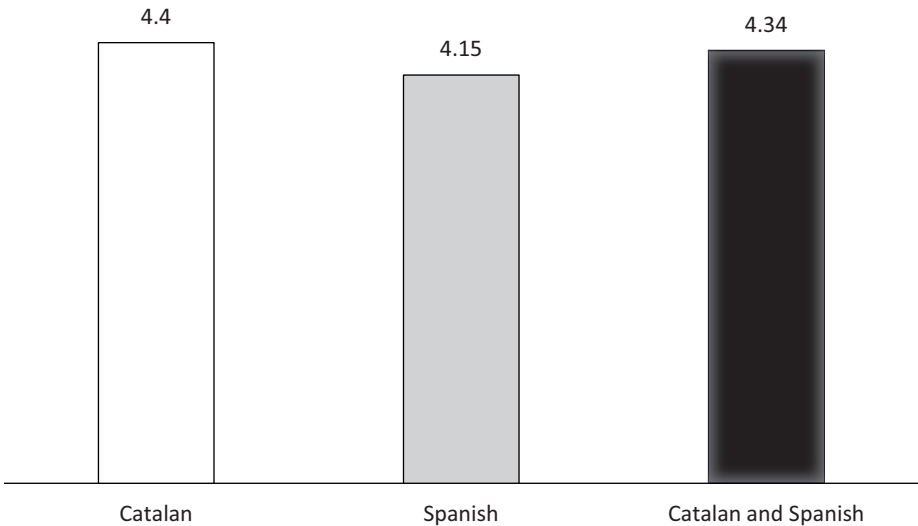
Overall, the findings presented in this section may confirm the part of our hypothesis dealing with RQ1 (*i.e.*, Teachers will declare favourable attitudes towards the use of translanguaging in the EFL classroom, although they will report a poor use of this multilingual practice) since, even though teachers held very positive attitudes about using a translanguaging approach for EFL teaching, the number of teachers who reported employing translanguaging practices on a daily basis was lower than the number of instructors who made occasional, or rare use of students' L1s. These results suggest that EFL primary school teachers should be trained on the application of more multilingual and heteroglossic methodologies that involve students' and teachers' whole language repertoires, to enhance young learners' L3 development, since our findings have demonstrated teachers' favourable views and openness to the introduction of translanguaging practices, but a very low degree of actual implementation. They may be encouraged by multilingual training sessions.

#### 4.2. Results and discussion related to RQ2

RQ2 (Do teachers' L1(s) or previous training on multilingualism influence their attitudes?) explores the impact of the L1(s) and prior multilingual training on the attitudes of teachers.

Regarding the effect of teachers' L1s, descriptive analysis showed that instructors who had Catalan as their L1 showed the most favourable attitudes ( $M = 4.40$ ,  $SD = 0.28$ ), followed by teachers who shared both Catalan and Spanish as their L1s ( $M = 4.34$ ,  $SD = 0.45$ ), and finally, teachers who were native speakers of Spanish ( $M = 4.15$ ,  $SD = 0.43$ ), although all attitudes were very positive (see Figure 4 below). However, statistical results extracted from a one-way ANOVA parametric test demonstrated that differences in attitudes were not statistically significant:  $F(2.9) = 0.520$ ,  $p = 0.611$ . Hence, in our study, having a particular L1 did not affect EFL primary school teachers' attitudes towards the use of translanguaging.

Regardless of the lack of statistical significance, more positive attitudes were found among teachers who had Catalan as their principal L1, or as one of their L1s, than among teachers who only had Spanish as their L1. These results may suggest that teachers having Catalan as one of their core languages may recognise to a higher extent the importance of using students' whole language repertoires for developing competence in English at the primary school level, and in the same vein, promote the use of the minority language (Catalan) in education.



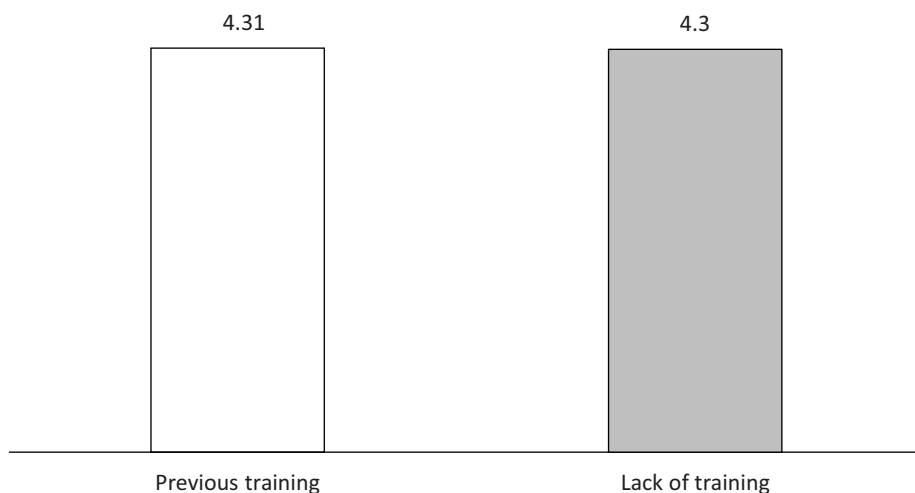
**Figure 4. Teachers' attitudes towards translanguaging according to their L1s**

Source: own study.

We also explored the impact of previous multilingual training on teachers' attitudes towards translanguaging (see Figure 5 below). Findings revealed that teachers' participation in training courses on multilingual education did not have an effect on their attitudes towards translanguaging, since the scores were practically identical for teachers who received training ( $M = 4.31$ ,  $SD = 0.45$ ) and teachers who did not receive it ( $M = 4.30$ ,  $SD = 0.29$ ). In fact, an independent sample t-test confirmed the lack of significance in attitude differences:  $t(10) = 0.055$ ,  $p = 0.957$ . Therefore, in our study, preceding training on multilingualism proved to be a factor not influencing teachers' attitudes.

It is worth mentioning that we did not explore the nature of the multilingual training received by teachers. As reported by practitioners, this form was part of specific subjects from their bachelor and master degrees, or optional courses offered by the Valencian regional government. Nonetheless, we did not go through the contents and objectives of these courses to verify the real validity and quality of the multilingual training. This is the main reason why explicit multilingual training should be provided to teachers, in order to examine the teachers' attitudes before and after receiving multilingual instruction.

Overall, results dealing with RQ2 lead us to reject the part of our hypothesis related to this issue (*i.e.*, Speaking a particular L1(s) and previous training on multilingualism will influence teachers' attitudes) which states



**Figure 5. Teachers' attitudes towards translanguaging according to prior training on multilingualism**

Source: own study.

that both variables will have an impact on teachers' attitudes. Notwithstanding this lack of statistical significance, attitude differences were identified for teachers being different L1s, with Catalan native speaker teachers the ones that denoted the most favourable attitudes towards translanguaging. Yet, these results leave ground for further research.

## 5. Concluding remarks

The findings of this paper may contribute to the growing field of research on the use of translanguaging in the EFL classroom, although the small-scale nature of the study entails that generalisations should be made cautiously. Following the findings of preceding studies (Fang, Liu, 2020; Khairunnisa, Lukmana, 2020; McMillan, Rivers, 2011; Yuvayapan, 2019), our small-scale investigation shows that EFL primary school teachers in the Valencian educational context are in favour of employing students' multilingual repertoires (Catalan and Spanish) for the teaching and learning of English. Instructors recognised the potential functions and benefits of translanguaging, as well as the relevance of introducing multilingual resources and a multilingual landscape in the foreign language classroom. Despite these favourable attitudes, when facing the classroom reality, most teachers do not apply translanguaging on a frequent basis, but rely on monolingual teaching methods, as was

also found in previous research (Fang, Liu, 2020; Yuvayapan, 2019). Thus, it seems that, as also noticed in Tsokalidou and Skourtou's (2020) investigation, going against the dominant monolingual paradigm in education represents a challenge for teachers. Nonetheless, practitioners in our study feel comfortable with the idea of this multilingual practice and reported their willingness to learn more about the use of translanguaging.

Regarding the effect of the individual variables examined, we found no significant differences in the attitudes of teachers with different L1s and those of instructors who received or did not receive prior multilingual training. However, we noticed more positive attitudes in teachers having Catalan as their L1, or one of their L1s. Hence, our hypothesis (*i.e.*, Teachers will declare favourable attitudes towards the use of translanguaging in the EFL classroom, although they will report a poor use of this multilingual practice. Speaking a particular L1(s) and previous training on multilingualism will influence teachers' attitudes) could be said to have been partially confirmed since, although the teachers' attitudes were positively grounded regardless of their poor implementation of translanguaging, there was no significant influence of their L1s and previous multilingual training on their attitudes.

The findings of our study may lead to several pedagogical implications to be translated into teaching practices and educational policies. In the first place, since translanguaging pedagogies were perceived by teachers as effective teaching and learning resources, educational laws need to promote more flexible and recurrent use of students' L1s in the primary school EFL classroom. Furthermore, the fact that most teachers did not rely on translanguaging on a frequent basis, regardless of their positive attitudes towards this multilingual practice, indicates the need for teacher training on the use of translanguaging strategies in L3 teaching. The introduction of multilingual classroom resources, materials and linguistic landscapes could serve as a potential technique to facilitate the integration of translanguaging pedagogies, and increase young learners' awareness of the relevance of their multilingual repertoires in foreign language learning. Last, we propose alternative ways of exploring translanguaging in EFL lessons, based on the examination of the functions described by students and teachers of their translanguaging practices (see Aoyama, 2020; Sahib, 2019; Sobkowiak, 2022; Yuan, 2024; Yuvayapan, 2019). If specific purposes of translanguaging are explored in detail, we may guarantee a more adequate design and application of multilingual policies and methodologies in the early EFL classroom.

This study has some limitations. First, the number of participants is limited and may not be representative. Some ideas for further research may also be provided. Future investigation should explore attitudes of teachers belonging to different educational levels, such as secondary and

higher education. Other individual variables, such as age or gender, should be further investigated. Last but not least, future studies should provide teacher training on translanguaging, and analyse attitudes before and after receiving this multilingual instruction. Accordingly, this article encourages further research to contribute to the field of translanguaging.

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## APPENDICES

### Appendix 1. Attitude scale questionnaire.

#### PART 1. BACKGROUND INFORMATION

1. Age: \_\_\_\_\_ 2. Gender: \_\_\_\_\_  
 3. L1(s): \_\_\_\_\_ 4. Nationality: \_\_\_\_\_  
 5. Years of teaching experience: \_\_\_\_\_  
 6. Catalan proficiency level (accredited): \_\_\_\_\_  
 7. English proficiency level (accredited): \_\_\_\_\_  
 8. Have you received training on multilingual education? Yes - No  
 8.1. Which type of training? \_\_\_\_\_

#### PART 2. QUESTIONNAIRE

Select your degree of agreement towards each of the statements by selecting one of the following options (SD: Strongly disagree, D: Disagree, NAND: Neither agree nor disagree, A: Agree, SA: Strongly agree).

	SD	D	NAND	A	SA
1. Teachers should only use English in the English class					
2. Students should only use English in the English class					
3. Using students' L1s (Catalan and Spanish) in the English class may be harmful					
4. It is good to use Catalan and Spanish for scaffolding TL (English) learning					
5. It is good to use Catalan and Spanish in metalinguistic explanations					
6. It is good to use Catalan and Spanish during task instructions					
7. It is good to use Catalan and Spanish for the teaching of English vocabulary					
8. It is good to use Catalan and Spanish for explaining English grammar					
9. It is good to use Catalan and Spanish to ensure students' understanding					
10. It is good to use Catalan and Spanish to keep students' attention					
11. It is good to use Catalan and Spanish to save time					

12. It is good to use Catalan and Spanish while providing practical information to students					
13. It is good to use Catalan and Spanish for classroom management					
14. It is good to use Catalan and Spanish to foster empathy and solidarity					
15. Classroom materials and resources should be only in English					
16. The landscape of the English class should include Catalan and Spanish (ex. posters)					
17. Using students' L1s in the English class increases students' motivation to learn English					
18. Using students' L1s in the English class fosters students' participation					
19. Using students' L1s in the English class increases students' confidence					
20. Using students' L1s in the English class reduces students' anxiety while learning English					

## Appendix 2. Semi-structured interviews.

**Question 1.** Do you use students' L1s to support TL learning? On which occasions?

**Question 2.** Are you in favour of this multilingual practice or do you feel guilty while using students' L1s? Why?

**Question 3.** Do you think that the use of students' L1s should be limited or forbidden in the English classroom? Why?

**Question 4.** Would you like to receive training on the use of translanguaging practices in the EFL classroom? Why?