

**Juggling with Languages: Multilinguals' Beliefs and Experiences of Translanguaging
and Code-Switching**

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Submitted in partial fulfillment of the requirements for the degree of
Bachelor of Arts In Applied Linguistics

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School of Liberal Arts

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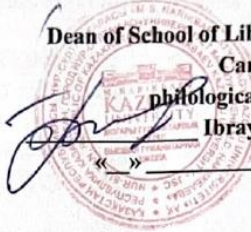

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Technical Assignment

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2022 г.



TECHNICAL ASSIGNMENT

For Senior Project

«Juggling with Languages: Multilinguals' Beliefs and Experiences of Translanguaging and Code-switching»

I. Justification of the relevance, originality and novelty of the project.

Over the last two decades, Multilingualism has become a popular topic of research and has drawn the attention of many scholars to its branches, namely Translanguaging and Code-Switching (Park, 2015). Trilingual policy in the Kazakhstani context is a plan the main objective of which is to implement three languages, namely Kazakh, Russian, and English in the education system and strengthen the status of each language (Karabassova, 2020). With the promotion of a trilingual policy and implementation of CLIL, the number of multilinguals in the country has increased. This rise in multilingual speakers and the use of Translanguaging and Code-Switching justifies the relevance of our research. Although there are numerous studies on the topic of Multilingualism, Translanguaging, and Code-Switching conducted in Kazakhstan, the majority of them focus on educational aspects and teachers' perspectives (Klyshbekova, 2020) (Kulsariyeva et al., 2017). We believe that these concepts need to be studied from different perspectives for their development, distribution, and better comprehension. Therefore, our study is going to focus on the perspective of multilingual speakers, their beliefs and experiences in relation to Translanguaging and Code-Switching. Thus, our research is going to bring original and new views and perspectives on these phenomena. Our study will contribute to the overall research base on the topics of Multilingualism, Translanguaging, and Code-Switching. The study will help to better comprehend these concepts and contribute to further research in this field of study.

II. Project object

The object of the study is the concepts of Translanguaging and Code-Switching and multilinguals' beliefs and experiences regarding them.

The main purpose of this research project is to study multilinguals' beliefs and experiences on Translanguaging and Code-Switching.

Research questions:

1. What are the multilinguals' beliefs on Translanguaging and Code-Switching?
2. What are the multilinguals' experiences of Translanguaging and Code-Switching?
3. How are multilinguals' beliefs and experiences of Translanguaging similar or different from the ones on Code-Switching?

Objectives of the study:

- Review the research on Multilingualism, Translanguaging, and Code-Switching.
- Identify multilinguals' beliefs on Translanguaging and Code-Switching.
- Identify multilinguals' experiences of Translanguaging and Code-Switching.
- Identify whether the beliefs and experiences of Translanguaging are similar or different from the ones of Code-Switching.

III. Scope, order and terms of work performance.

Stage 1. Conducting an analysis of the existing literature on the selected topic.

Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).

Stage 3. Description of the means of data collection (interviewing, document analysis, survey).

Stage 4. Description of the results of the study.

Stage 5. Description of the conclusion, recommendations.

IV. Project quality indicators.

- a) The use of relevant regulatory documents and literature at the time of writing the senior project;
- b) Writing a graduation project in accordance with the Guidelines for writing a senior project;
- c) Compliance by members of the Scrum Team with the requirements of the Academic Integrity Policy regarding anti-plagiarism is implied.

V. Composition of the group.

Explanation: senior project is carried out in groups. The project team consists of students (3-4 people), a supervisor, if necessary - several supervisors, a representative of the customer, if any.

Scientific advisor: Olga Bainova

Students: Russalina Akhmerova, Assem Toktamyssova, Aruzhan Kenshinbayeva

VI. The responsibility matrix of group members.

Explanation: the matrix of responsibility of group members can be built in the form of a table, diagram or otherwise, allowing to determine the degree of involvement of each member in the implementation of each individual design stage.

Project name: "Juggling with Languages: Multilinguals' Beliefs and Experiences of Translanguaging and Code-switching".

Stages	Supervisor: Olga Bainova	1 st student: Russalina Akhmerova	2 nd student: Assem Toktamyssova	3 rd student: Aruzhan Kenshinbayeva	Deadlines
Stage 1. Conducting an analysis of the existing literature on the selected topic.	+	+	+	+	31.01.23
<i>1.1 Reading the literature on the research's topic and selecting the sources.</i>	+	+	+	+	10.01.23
<i>1.2 Reading and analyzing the selected sources.</i>	+	+	+	+	20.01.23
<i>1.3 Conducting a written analysis of the literature in the selected topic.</i>	+	+	+	+	31.01.23
Stage 2. Description of the research methodology, justification for the choice of method (quantitative, qualitative).	+	+	+	+	10.02.23
<i>2.1 Identifying the method of the study</i>	+	+	+	+	02.02.23
<i>2.2 Describing the methodology of the study</i>	+	+	+	+	06.02.23
<i>2.3 Justifying the choice of method</i>	+	+	+	+	10.02.23
Stage 3. Description of the means of data collection (interviewing, document analysis, survey).	+	+	+	+	27.02.23
<i>3.1 Developing data collection tool</i>	+	+	+	+	15.02.23
<i>3.2 Collecting the data</i>	+	+	+	+	27.02.23

Stage 4. Description of the results of the study.	+	+	+	+	21.03.23
4.1 Analyzing and describing the findings	+	+	+	+	14.03.23
4.2 Writing the discussion part	+	+	+	+	21.03.23
Stage 5. Description of the conclusion, recommendations.	+	+	+	+	30.03.23
5.1 Revision of the whole project	+	+	+	+	10.04.23

Explanation of abbreviations:

S - Supervisor

C1 - Contractor 1

C2 - Contractor 2

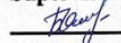



C3 - Contractor 3

C4 - Contractor 4

N/A - Not Applicable

VII. Project Completion Form.**Project Completion Form:**

We, the undersigned, agree to use this terms of reference as an agreement on the creation and use of a work of science, concluded between the members of the Scrum team and KAZGUU University, according to which the members of the Scrum team undertake to transfer to KAZGUU University the exclusive property right to the created work of science, as well as the exclusive right to use the work at its own discretion in any form and under any name in any country in the world, including the right to reproduce the work; distribution of the original or copies of the work through sale or other transfer of ownership; import of copies of the work; public display of the original or copy of the work; other communication of the work to the public; translation of the work into another language; processing and / or other alteration of the work and any other types of use not prohibited by the legislation of the Republic of Kazakhstan.

Supervisor: Olga Bainova**Students:** Akhmerova Russalina Toktamyssova Assem Kenshinbayeva Aruzhan

Abstract

Due to the increased popularity of Multilingualism both worldwide and in Kazakhstan, scholars have become more interested in researching Multilinguals' experiences and beliefs on certain multilingual practices, namely Translanguaging and Code-Switching. However, the existing studies tend to explore these concepts from an educational perspective. Hence, there is an insufficient amount of research available on Multilinguals' experiences and beliefs of Translanguaging and Code-Switching in a Social context. Moreover, the majority of the studies do not encompass both Translanguaging and Code-Switching, but rather study them separately, hence, insufficient data is available on the similarities and differences between Multilinguals' experiences and beliefs of Translanguaging and Code-Switching. Thus, this research aims to study Multilinguals' practices and attitudes toward Translanguaging and Code-Switching from both Academic and Social perspectives, and also identify whether Multilinguals' Translanguaging and Code-Switching practices and attitudes are similar or different. To study this, several research questions have been proposed: 1. What are Multilinguals' experiences of Translanguaging and Code-switching? 2. What are Multilinguals' beliefs on Translanguaging and Code-switching? 3. How are Multilinguals' experiences and beliefs on Translanguaging similar or different from the ones on Code-switching? This is qualitative phenomenological research that studies the phenomena of Translanguaging and Code-Switching as well as Multilinguals' experiences and beliefs on the established phenomena. The findings were obtained through semi-structured interviews and then triangulated through observations. Participants of the current study come from similar educational and social multilingual backgrounds. Purposeful and criterion sampling strategies were implemented to select Participants who are knowledgeable in the studied phenomena, actively practice teaching English, and are Multilinguals. The findings of the

research showed that Multilinguals' have controversial perspectives on Translanguaging and Code-Switching, and these beliefs are correlated with their practices of the aforementioned techniques. Moreover, certain similarities and differences in the implementation and perception of Translanguaging and Code-Switching were discovered.

Keywords: Translanguaging, Code-Switching, Multilingualism, Multilinguals, Multilinguals' experiences and beliefs, Academic and Social environments.

Аңдатпа

Бүкіл әлемде де, Қазақстанда да көптілділіктің танымалдылығының артуына байланысты ғалымдар мен полиглоттардың белгілі бір көптілді тәжірибелерге, атап айтқанда транслингвизмге және тіл кодын ауыстыруға қатысты тәжірибесі мен сенімдерін зерттеуге қызығушылық танытты. Дегенмен, қолданыстағы зерттеулер бұл ұғымдарды білім беру тұрғысынан зерделеуге бейім. Демек, әлеуметтік контекстте транслингвизм және тіл кодының ауысуы туралы көптілді адамдардың тәжірибесі мен сенімдері туралы зерттеулер жеткіліксіз. Сонымен қатар, зерттеулердің көпшілігі транслингвизмді де, тіл кодының ауысуын да қамтымайды, керісінше оларды бөлек зерттейді. Сондықтан көптілді адамдардың транслингвизм мен тіл кодын ауыстыруға қатысты тәжірибесі мен сенімі арасындағы ұқсастықтар мен айырмашылықтар туралы дәлелдер аз. Сол себепті, бұл зерттеудің мақсаты – көптілді адамдардың транслингвизмге және код ауысуына академиялық және әлеуметтік тұрғыдан қатысты тәжірибелері мен көзқарастарын зерттеу мен көзқарасы ұқсас немесе әртүрлі екенін анықтау. Мұны зерттеу үшін бірнеше зерттеу сұрақтары ұсынылды: 1. Көптілді адамдарда транслингвизм және тілдік кодты ауыстыру тәжірибесі қандай? 2. Көптілді адамдар транслингвизмге және тіл кодын ауыстыруға қалай қарайды? 3. Көптілді адамдардың транслингвизмге қатысты тәжірибесі мен наным-сенімдері олардың тіл кодын ауыстыруға қатысты тәжірибелері мен сенімдеріне қалай ұқсас немесе айырмашылығы бар? Бұл транслингвизм құбылыстарын және тілдік кодтың ауысуын, сондай-ақ көптілді адамдардың қалыптасқан құбылыстарға қатысты тәжірибесі мен сенімін зерттейтін сапалы феноменологиялық зерттеу. Нәтижелер жартылай құрылымдық сұхбаттар арқылы алынды, содан кейін зерттеудің дұрыстығын қамтамасыз ету үшін бақылаулар арқылы үшбұрышқа айналдырылды. Ағымдағы зерттеуге

қатысушылардың ұқсас білім беретін және әлеуметтік көптілді ортасы бар. Мақсатты және критериалды іріктеу стратегиялары зерттелетін құбылыстарды түсінетін қатысушыларды таңдау және ағылшын тілін оқытуда белсенді тәжірибеге ие және көп тілді меңгерген қатысушыларды таңдау үшін қолданылды. Зерттеу нәтижелері көптілді адамдардың транслингвизмге және тілдік кодты ауыстыруға карама-қайшы көзқарастары бар екенін көрсетті және бұл сенімдер олардың жоғарыда аталған әдістерді қолдану тәжірибесімен байланысты. Сонымен қатар, транслингвизмді және тілдік кодты ауыстыруды жүзеге асыру мен қабылдауда белгілі бір ұқсастықтар мен айырмашылықтар табылды.

Түйінді сөздер: транслингвизм, тіл кодының ауысуы, көптілділік, көптілді адамдар, көптілді адамдардың тәжірибесі және сенімдері, академиялық және әлеуметтік көзқарастары.

Абстракт

В связи с возросшей популярностью полиязычия как во всем мире, так и в Казахстане, ученые стали больше интересоваться изучением опыта и убеждений полиязычных людей в отношении определенных полиязычных практик, а именно транслингвизма и переключения языковых кодов. Тем не менее, существующие исследования, как правило, исследуют эти концепции с образовательной точки зрения. Следовательно, недостаточно исследований, посвященных опыту и убеждениям полиязычных людей о транслингвизме и переключении языковых кодов в социальном контексте. Более того, большинство исследований не охватывают как транслингвизм, так и переключение языковых кодов, а скорее изучают их по отдельности, поэтому имеется недостаточно данных о сходствах и различиях между опытом и убеждениями полиязычных людей в отношении транслингвизма и переключения языковых кодов. Таким образом, цель данного исследования состоит в том, чтобы изучить практику и отношение полиязычных людей к транслингвизму и переключению кода как с академической, так и с социальной точек зрения, а также определить, являются ли практика и отношение полиязычных людей к транслингвизму и переключению языковых кодов схожими или разными. Чтобы изучить это, было предложено несколько вопросов исследования: 1. Каков опыт транслингвизма и переключения языковых кодов у полиязычных людей? 2. Как полиязычные люди относятся к транслингвизму и переключению языковых кодов? 3. Чем опыт и убеждения полиязычных людей в отношении транслингвизма схожи или отличаются от опыта и убеждений в отношении переключения языковых кодов? Это качественное феноменологическое исследование, изучающее явления транслингвизма и переключения языковых кодов, а также опыт и убеждения полиязычных людей в отношении установленных явлений. Выводы были получены

с помощью полуструктурированных интервью, а затем триангулированы с помощью наблюдений чтобы обеспечить достоверность исследования. Участники текущего исследования имеют схожий образовательный и социальной полиязычной среды. Стратегии целенаправленной и критериальной выборки были применены для отбора участников, которые разбираются в изучаемых явлениях, активно практикуют преподавание английского языка и являются полиязычными. Результаты исследования показали, что полиязычные люди придерживаются противоречивого отношения к транслингвизму и переключению языковых кодов, и эти убеждения коррелируют с их практикой вышеупомянутых техник. Более того, были обнаружены определенные сходства и различия в реализации и восприятии транслингвизму и переключению языковых кодов.

Ключевые слова: транслингвизм, переключение языковых кодов, полиязычие, полиязычные люди, убеждения и опыт полиязычных людей, академическая и социальная точки зрения.

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Introduction

In modern society, with the spread of globalization, technological progress, and intercultural communication, more and more people tend to learn multiple languages. Hence, Multilingualism is becoming popularized. According to Cenoz (2013), Multilingualism is an interdisciplinary phenomenon that received much attention from scholars and has its beginning starting from Spanish and Basque languages, which were noted in a Latin book dated by the 11th century. Another famous example of Multilingualism was after the Norman Conquest in England in 1066, at that time most of the people spoke English, despite that Norman French was considered to be the language of the aristocracy, while Latin was inclusively used for keeping records and was used in the Churches (Cenoz, 2013). De Jong (2011) states that the capability to speak two or more languages is defined as Multilingualism. Comparing all these events and today's world, Multilingualism now is a common phenomenon (Cenoz, 2013). Shay (2015) states that multilingual speakers, who use three or more languages separated from each other or sometimes mix them to some extent, are usually called "polyglots". Given that there are around 200 sovereign countries and almost 7,000 languages spoken worldwide, various languages are unevenly distributed (Cenoz, 2013). Cenoz (2013) presents the key factors which influenced the development and popularity of Multilingualism such as globalization, transnational mobility of the population, and technological progress which has a valuable effect in political, social, and educational spheres.

Multilingualism has become the norm and an integral part of modern society (Dykhanova, 2015). Thus, every year Multilingualism and multilingual education are developing more and more (Aubakirova et al., 2019). In Kazakhstan, the importance of Multilingualism in society is highlighted by its diverse linguistic landscape (Shay, 2015). Language education plays a crucial role in determining an individual's professional and

social status, with proficiency in Kazakh, Russian, and English being highly valued (Shay, 2015).

With the rising popularity of Multilingualism, multilingual practices, namely Translanguaging and Code-Switching also cause interest in scholars. Welsh schools were the first to adopt Translanguaging, where teachers instructed learners by providing information in one language and letting them use a different language to complete the output activities (Jiang et al., 2022). Also, Jiang et al. (2022) stated that Translanguaging gives various perspectives on Multilingualism, for the reason that it views language use as a unitary repertoire, instead of separate autonomous systems. Translanguaging is a language pedagogical approach, which supports and values students' varied language practices in both teaching and learning processes (Jiang et al., 2022).

Code-Switching is another practice implemented by Multilinguals for versatile purposes. In terms of communication, it refers to the capacity of Multilinguals to switch between the languages or language variants (Shay, 2015). For instance, learners tend to switch from diverse linguistic codes in order to convey particular meanings/ideas more accurately and establish multicultural and multilingual identities (Park, 2013). Also, Park (2013) emphasizes that Code-Switching predominantly happens in multilingual environments for various communicative functions. The aforementioned concepts will be better explained in the following chapter.

Such relevance of Multilingualism and its practices causes interest among scholars. Therefore, this research paper is going to focus on this topic and go further by elaborating on Multilinguals' experience and beliefs on Translanguaging and Code-Switching.

Problem Statement

With the establishment of the "Trilingual Policy " and the rise of Multilingualism in Kazakhstan, several State programs were introduced to accomplish the successful

integration of such policy. For instance, the State Program for Education and Science Development 2016- 2019 stated that starting from 2017 up until 2023, STEM subjects will gradually be taught in English while starting from 2020, the history of Kazakhstan is to be taught in Kazakh and world history in Russian language (MoHES, 2016). This caused interest among researchers on the issue of the implementation of Multilingualism and its practices in the Kazakhstani educational context. Although there are numerous studies on the topic of Multilingualism, Translanguaging, and Code-Switching conducted both in and out of the Kazakhstani context, the majority of them focus on educational aspects and teachers' and students' perspectives (Klyshbekova, 2020; Kulsariyeva et al., 2017). However, these concepts need to be studied from different perspectives for better comprehension of their scope and influence on multilingual speakers. Therefore, this study is going to focus on the beliefs and experiences of multilingual speakers in relation to Translanguaging and Code-Switching in both Academic and Social contexts. Another gap that needs to be fulfilled is the insufficiency of research on the differences between Multilinguals' experiences and beliefs on Translanguaging and Code-Switching since the majority of the studies focus solely on one of these concepts without comparing or contrasting them. Hence, this study aims to not only identify the Multilinguals' experiences and beliefs on Translanguaging and Code-Switching in both Academic and Social environments, but also define whether their experiences and beliefs on Translanguaging are any different from the ones on Code-Switching. Next section is going to present the purpose of this study.

Purpose of the Study

In order to address the problem raised, the purpose of this research is to study Multilinguals' experiences and beliefs on Translanguaging and Code-Switching in both

Academic and Social contexts and identify the similarities and differences between them.

In order to achieve the set purpose, the following research questions were proposed:

1. What are Multilinguals' experiences of Translanguaging and Code-Switching?
2. What are Multilinguals' beliefs on Translanguaging and Code-Switching?
3. How are Multilinguals' experiences and beliefs on Translanguaging similar or different from the ones on Code-Switching?

Next section talks about the significance of the study.

Significance of the Study

First, this study might help Multilinguals, in particular, students and teachers, understand the scope of Translanguaging and Code-Switching concepts, and the ways these concepts are implemented in both Academic and Social environments. This study might also be useful for students and learners in a way that it sheds light on the experiences and beliefs of their fellow learners and colleagues. Furthermore, this study closes the gap in research by focusing on both Academic and Social contexts and presenting the similarities and difference between experiences and beliefs on Translanguaging and Code-Switching. This might also serve as a foundation for further research on the implementation of such practices in both Academic and Social environments and on the similarities and differences between these practices.

The following chapters include a Literature review on the topic of this study, Methodology of the research, Findings, Discussion, and conclusions of the main points as well as further recommendations.

Literature Review

To better understand the concepts of Translanguaging, Code-Switching, and Multilinguals' experiences and beliefs regarding them, the existing literature on these phenomena was sorted out and analyzed in order to create a certain picture of the concepts that are going to be studied in this paper. This section of the research paper provides an overview of the existing data on the concepts of Multilingualism, Translanguaging, Code-Switching, and Multilinguals' experiences and beliefs on these concepts. The literature review comprises the following sections: Concepts of Translanguaging and Code-Switching, Translanguaging and Code-Switching in learning, Multilingual reality in Kazakhstan, Concepts of Experience and Belief, Multilinguals' experiences of Translanguaging and Code-Switching, Multilinguals' beliefs on Translanguaging and Code-Switching.

Concepts of Translanguaging and Code-Switching

This section is going to cover the concepts of Translanguaging, and Code-Switching, and provide definitions for these notions as well as background information.

Translanguaging

Baker (2011), Lewis et al. (2012), and Williams (2002) refer to Translanguaging as a practice of alternating languages for input and output, hence receiving information in one language and producing it with the help of another. Baker (2011) provides an example of students reading in one language and discussing or writing in another. Furthermore, scholars characterize Translanguaging as Multilinguals' implementation of their whole linguistic repertoire in communication, whether they employ one language, multiple, or mixed forms (Galante, 2020). Similarly, Baker (2011), García and Sylvan (2011) state that Translanguaging differs from other multilingual practices in a way that students implement it in various ways such as reading, writing, speaking. Jiang et al. (2022), Park (2013), and

Vogel and García (2017) state that Translanguaging is a teaching strategy that utilizes learners' first language (L1) as a resource in education. Likewise, Translanguaging was discovered as an effective pedagogical practice in educational settings where language of instruction differs from the first language of the learners (Wei, 2018). Conteh (2018) adds that Translanguaging is a deliberate cross-curricular teaching and learning strategy that implicates the purposeful and systematic use of two languages in a single lesson. In the same manner, Wheeler (2017) states that Translanguaging aids to understand environment and experiences of multilingual people who utilize multiple languages for communication.

Instead of accepting monolingual practices as the norm of ideal communication, Translanguaging embraces the usage of linguistic features from diverse languages in a single communication, also underlines the flexibility and adaptability of Multilingualism (Wheeler, 2017). As with the aforementioned scientists, the idea of Translanguaging acknowledges how people use linguistic systems in order to convey proper meaning, values, and rapport (Wheeler, 2017). Translanguaging takes into account the diversity of language practices, it incorporates the reality of multilingual contexts and gives a possibility for new social realities to use such flexible approach to build communications (Wheeler, 2017). All aforementioned researchers have their own definitions of such a concept and what it comprises, however, in this research a definition provided by Baker (2011), Lewis et al. (2012), and Williams (2002) is going to be used. Next section dives into a deeper understanding of the concept of Code-Switching.

Code-Switching

Bullock and Toribio (2009) defined Code-Switching as an insertion of “single words” or “larger segments” in the conversation, which happens in certain situations. Cook (2001) and MacSwan (2006) divided Code-Switching into “intrasentential” which implied language alteration within one sentence and “intersentential” which referred to language

alteration between sentences from different grammatical systems. Likewise, Gumperz (1982) defined Code-Switching as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (p. 59). Therefore, Code-Switching may occur both within one system or subsystem. It was noticed throughout the research by Nordin et al. (2013) that in most cases the process of Code-Switching happens unconsciously and automatically. There is also such a term as linguistic solidarity among bilingual or multilingual students who share the same ethnocultural identity, in this case, Code-Switching helps them to build good relationships and communicate with each other (Nordin et al., 2013).

Park (2013) and Shay (2015) see the importance of Code-Switching in the classroom, which is why many curriculum developers and instructors start paying attention to implementing Code-Switching to assist language activities in which multilingual learners are involved (Park, 2013). Modupeola (2013) also agrees with Park (2013) and Shay (2015) about the positive effects of this concept, researcher refers to the term Code-Switching as the ability to switch between different languages or language varieties, which can be a useful tool in language teaching, especially at the foundation level, to capture the learners' attention and interest.

Bailey (2011) and Suleimenova (2013) stated that Code-Switching happens due to a psychological barrier caused by speaking a target language. Shay (2015) also believes that in addition to facilitating the learning process, Code-Switching offers psychological support for language learners by fostering an environment for understanding the content, which consequently reduces stress and anxiety, and makes the target language (TL) more comfortable to learn. Learners are better able to concentrate and participate in classroom activities, when they understand the material and feel supported, consequently it leads to a more successful learning experience (Shay, 2015). In this study the definitions provided by

Bullock and Toribio (2009) and Gumperz (1982) are going to be used as functional definitions of Code-Switching.

Translanguaging vs. Code-Switching

This section focuses on comparing two concepts: Translanguaging and Code-Switching. At first sight, both terms seem to be similar and relative due to their usage among multilingual learners (Park, 2013). Nonetheless, Park (2013) states that Translanguaging first used as an educational technique, where the language mode of input and output in bilingual classrooms was purposely switched. It was considered as a methodical approach of mixing two or more languages in the classroom in order to help multilingual learners to gain a deeper understanding and knowledge of the languages in the context of a certain subject matter throughout the classes (Park, 2013). Plus, Vogel and García (2017) explains that Multilinguals do not use Translanguaging when they are lacking words or phrases which are needed to express themselves in a monolingual environment; it is rather for going beyond language systems. There is a debate among scholars whether Translanguaging and Code-Switching can be classified as one practice, however, García and Cioè-Peña (2016) state that these terms cannot be used interchangeably since the former does not maintain the linguistic categories distinct while the latter does. Furthermore, Code-Switching may occur unconsciously or randomly while Translanguaging is a purposeful process of language alteration (Belova, 2017; García, 2009). Thus, this study perceives these concepts as different. The next paragraph is going to focus on the influence of using Translanguaging and Code-Switching in the learning context.

Translanguaging and Code-Switching in Learning

This paragraph will focus on talking about both concepts namely Translanguaging and Code-Switching in the learning environment. Jiang et al. (2022) supports the idea of

Translanguaging being an effective teaching practice in educational contexts where the language of instruction differs from the language of the students. According to empirical studies, Translanguaging is an effective approach which positively influences teaching and learning, by boosting Participants' self-assurance and motivation, as well as overall students' performance in specific language abilities (Jiang et al., 2022). Conteh (2018) saw the influence of Translanguaging as it encourages both teachers and students to participate during learning process. Translanguaging allows students and teachers to have fluidity in the language that is used, in order to move across language boundaries and it increases the linguistic resources available to them (Sahan & Rose, 2021). Sahan and Rose (2021) highlighted main functions of using Translanguaging to present or explain new content, to ask and answer questions, also to define and understand new challenging terms. All these cases when students use Translanguaging and Code-Switching rather help them to better understand new material, and due to the comfortable learning environment students are motivated to improve their language skills and have positive attitudes towards the learning process (Park, 2013). Additionally, the practice of Translanguaging could help to create a social space for multilingual learners to share their personal experiences, environment, attitudes, and beliefs, so that students would feel more flexible and comfortable (Park, 2013). Overall, Translanguaging can be a useful method for enhancing academic results and promote language learning (Jiang et al., 2022).

There is a dispute among scholars about the implementation of the Code-Switching practice as it may block and interfere with the learning process by causing problems for learners. Also, it would not allow learners to fully emerge in the foreign language environment, so it would slow down the progress by causing confusion and being dependent on teachers. On the other hand, Shay (2015) says that in the educational context, Code-Switching aids teachers to bridge the gap between the foreign language being taught

and students' native language. Such a concept would help students to understand the instructions and new material faster. Also, Code-Switching has effective functions, such as establishing an encouraging language environment in the classroom and developing relationship between teachers and students (Shay, 2015). Shay (2015) also states that teacher's repeated use of Code-Switching clarifies information and guarantees understanding. Shay (2015) comes to the conclusion that learning process becomes more enjoyable and comprehensible for students by implementing Code-Switching in teaching practices. Despite these positive aspects, Shay (2015) also noticed the negative ones. For example, students may lose interest in learning if Code-Switching is used too often as they become accustomed to hear instructions in their native language, which could lead to limited exposure to the foreign language discourse (Shay, 2015). Shay (2015) highlights that this could negatively influence students' academic progress, as they may not be fully immersed in the foreign language learning experience. In order to prevent this, it is crucial to have a balance in implementing Code-Switching in the learning process with enough of foreign language exposure to keep students engaged (Shay, 2015). Modupeola (2013) also highlights that due to Code-Switching practice, the learners' progress in proficiency slows down, and it is important to gradually reduce Code-Switching and encourage the use of TL to promote language development and fluency. Modupeola (2013), Park (2013), and Shay (2015) share the same opinions about the implementation of Code-Switching in the classroom and that it has positive effects on students' overall progress, however, Modupeola (2013) and Shay (2015) also noticed some negative effects on students' productivity and academic progress, so it is essential to reduce practicing Code-Switching over time and mostly focus on L2. Today, Code-Switching is widely recognized as a useful tool for language learning, such practice in the classroom is a natural response in a multilingual environment, and argued that the ability to switch between languages is a

highly desirable skill for learners (Alenezi, 2010). The next section looks at Multilingualism and its practices in Kazakhstani reality.

Multilingual Reality in Kazakhstan

This section focuses on the concepts of Translanguaging and Code-Switching in Kazakhstan's multilingual reality. Kazakhstan has developed the "Trinity of Languages" project which is a state program that provides its people with mastering three languages, Russian, Kazakh, and English. The Trilingual Policy was initiated and established by the Former President of Kazakhstan for Kazakhstan to be considered a highly developed country that employs three languages (Nazarbayev, 2007). This program is based on various events of the country and educational institutions of Kazakhstan. The main goal of Trilingualism is the integration of Kazakhstan into the global arena (Kurmanova et al., 2023). Kazakhstan is a multicultural country with more than 120 ethnic groups, therefore, terms such as Translanguaging and Code-Switching are well-spread here (Dykhonova, 2015). For instance, people who speak both Russian and Kazakh often use Shala Kazakh ("Half Kazakh") speech, during a conversation they may mix and combine Russian and Kazakh languages, thereby replacing one word with a translated one for another (Tastanbek, 2019). The relationship between these two languages takes the beginning in history when Kazakhstan was a part of the Soviet Union, and the longest land border enhances the influence of Russian culture on Kazakhstan (Dykhonova, 2015). Today, the English language occupies a special place in social, economic, and academic development. Since the adoption of the "Kazakhstan - 2050" strategy and the Trilingualism project, schools and universities with an American and European bias began to appear in Kazakhstan with the use of English in the classroom. This ensures the rapid growth of Multilingualism in Kazakhstan. That leads researchers to be interested in the linguistic situation in the conditions of trilingual education in the country. A feature of the language

policy of the Republic of Kazakhstan is the support of the government, which promotes a multilingual regime in the economy of the country, where English takes an essential place (Kurmanova et al., 2023). However, there is a current debate about the relative weight and importance of each language and the need for new intercultural disciplines to develop intercultural competence in future professionals (Shay, 2015). Although high levels of English proficiency are seen as a positive indicator of education, it is not the sole measure of a well-rounded education as international interaction extends beyond English-speaking countries (Aksholakova & Ismailova, 2013). This study is determined to explore the Multilinguals' practices and beliefs on Translanguaging and Code-switching in the Kazakhstani environment, however, to go beyond the Academic context and encompass Social context as well. The next section focuses on differentiating concepts of experience and belief.

Concepts of Experience and Belief

This section reveals concepts of experience and belief by identifying definitions, background information, and comparing them with similar concepts. Before providing a literature overview on the Multilinguals' experiences and beliefs on Translanguaging and Code-switching, it is important to identify what these concepts ("experience" and "belief") imply.

Experience vs. Practice

This section concentrates on comparing two concepts namely experience and practice. Language experience is a factor of repertoire and belonging (Cook, 2016). The Multilingualism of learners depends on the interaction of language with society, in the classroom, at home, while traveling, or digitally. In addition, past experience will also have a significant role in the perception of the language. Turner (2019) gave examples of language practice in the daily routine of students in order to improve their abilities. For

example, she provided an example of a student talking to his grandmother, where he, speaking in Spanish, sometimes explained words in Japanese to her (Turner, 2019). This indicates the use of language as a method of conveying ideas and thoughts while practicing one's new knowledge. Teachers in many cases try to connect with students through their experience in order to make their lessons much more interesting and productive by encouraging students to participate in the lessons and make it easier for them to understand the information (Tai & Wei, 2020). Teaching practices are teaching methods and strategies to achieve desired learning goals (Khader, 2012). Overall, there is limited information/literature available on the concepts of practices and experiences. However, the concept of experience is understood as the implementation of Translanguaging and Code-Switching by Multilinguals in their everyday lives both in the classroom and outside of it. Therefore, these concepts are going to be used interchangeably. Next section focuses on differentiating and comparing concepts of belief and attitude.

Belief vs. Attitude

This section compares concepts of belief and attitude. Borg (2015) in his work talks about the term cognition which as he states encompasses other notions such as “beliefs, knowledge, theories, attitudes, assumptions, conceptions, principles” etc. meaning that cognition is the main term and the concept of belief is a part of it (p. 333). Pajares (1992) claims that there are a number of other terms that are used in literature to refer to “beliefs” and are closely related to this concept: “attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions,” etc. He says that this variety of synonymous terms might cause difficulty in defining the concept of beliefs; he also states that these “synonyms” are “beliefs in disguise” (Pajares, 1992). In his work Pajares (1992) provides his own definition of the concept of belief as an individual’s judgment of whether the proposition is true or false. He then writes that teachers’ attitudes are generally referred to

as beliefs (Pajares, 1992). Rokeach (1968) included the concept of “belief” in his definition of “attitude” stating that it is a group of beliefs about objects or events causing individuals to respond in a specific manner. This also shows the relationship between the concepts. Goodenough (1963) defines beliefs as guides for evaluating the future, supporting decisions, or used in judging others’ behavior. Eisenhart et al. (1988), similarly to Rokeach (1968), included the concept of attitude to Goodenough's (1963) definition and referred to belief as a tool to define a relationship between a person and a task, action, and event, and this person’s attitude toward them. Reviewing the literature on the concepts of beliefs and attitudes, it was decided to accept their close relation and synonymity, and therefore, use these concepts interchangeably. Next section discusses Multilinguals’ experiences toward Translanguaging and Code-Switching.

Multilinguals’ Experiences of Translanguaging and Code-Switching

This section reviews the Multilinguals’ experiences/practices regarding the concepts of Translanguaging and Code-Switching.

Multilinguals’ Experiences of Translanguaging

Amaniyazova (2020) found that teachers implemented Translanguaging to help students with lower proficiency levels understand the material better. Similarly, Amaniyazova (2020), Akhmetova (2021) found that teachers mostly implement Translanguaging to explain complex grammar and vocabulary, and to clarify certain topics; however, they also believe that this tool should only be used at lower language levels. Doiz and Lasagabaster (2016) also state that Translanguaging is used in classrooms to translate certain vocabulary, explain ideas and terms, and clarify concepts to avoid misunderstanding. They conducted a study on teachers’ Translanguaging practices and beliefs and found that the majority of teachers accept Translanguaging during one-on-one sessions with students and during office hours (Doiz & Lasagabaster, 2016). The reason

for that is that students tend to use L1 during these interactions and teachers act similarly to make them feel more comfortable (Doiz & Lasagabaster, 2016).

Wang (2016) in his study divides Translanguaging practices into teacher-initiated, which comprises managerial and explanatory strategies, and student-initiated, which comprises interpersonal strategy. He then proceeds with an explanation of these strategies. The explanatory strategy initiated by the teachers is a scaffolding technique used to provide better elaboration and explanation of grammar, lexis, new vocabulary, etc. (Wang, 2016). The managerial strategy initiated by the teacher is used to provide instructions for activities, check the understanding of content, praise/disapprove, provide feedback, etc. (Wang, 2016). Interpersonal strategy is student-initiated and occurs when they interact with each other, for instance, while translating and helping their classmates (Wang, 2016). Similar to Wang (2016), Zhou and Mann (2021) in their study, identify three types of Translanguaging practices used by teachers: explanatory, attention-raising, and rapport-building. In their study explanatory strategy was implemented to explain textbook-related concepts using both English and Mandarin, however, they mention that the same strategy can also be used to elaborate more on grammar, vocabulary, or cultural differences between languages and countries (Zhou & Mann, 2021). Attention-raising strategy was used for managerial and instructional purposes and to make students focus on important points and concepts (Zhou & Mann, 2021). The rapport-building strategy was used in teacher-student interactions in two cases: 1. Students-initiated Translanguaging. 2. Teacher participating in learners' group discussions (Zhou & Mann, 2021). García and Sylvan (2011) state that the implementation of Translanguaging practices provides a scaffolding approach to learning. Sayer (2013) suggests that instructors employ these practices by integrating learners' L1 as a teaching tool in different circumstances provided by Translanguaging approaches. Michael-Luna and Canagarajah (2015) talk about code-

meshing which is yet another strategy for implementing Translanguaging. This strategy can be defined as a “communicative device used for specific rhetorical and ideological purposes [where] a multilingual speaker intentionally integrates local and academic discourse as a form of resistance, reappropriation, and/or transformation of the academic discourse” (Michael-Luna & Canagarajah, 2015, p. 56). Consequently, such implementation of learners’ L1 and other languages they use can lead to a greater sense of belonging to the learning process and a stronger sense of identity (Rivera & Mazak, 2017).

Daniel and Pacheco (2016) in their work interviewed 4 multilingual teenagers to learn about their experiences with Translanguaging in both Academic and Social contexts. The first student speaks 4 languages and uses them to achieve her personal and academic goals (Daniel & Pacheco, 2016). The second student speaks Chin, Burmese, and English. She thinks in Chin when she studies for her exams and in the classroom while interpreting teachers’ speech in English. She also speaks Burmese daily with her friends. She states that multiple languages help her with schoolwork, leisure activities, and responsibilities (Daniel & Pacheco, 2016). The third student speaks Bahdini (the dialect of the Kurdish language) with his parents and both, Bahdini and English with his brother. He also is learning Arabic and watches TV shows in all three languages (Daniel & Pacheco, 2016). The fourth student speaks two languages, English and Spanish. She uses Spanish in an out-of-classroom environment talking to her family and friends, as well as to make sense of schoolwork. She uses Translanguaging to read Spanish texts and talk to some of her classmates who also know Spanish (Daniel & Pacheco, 2016). Similarly, Daniel and Pacheco (2016), Hornberger and Link (2012) in their study illustrate an example of a student engaging in Translanguaging in her everyday life using it both at home and school. At school, the student uses both Spanish and English depending on the classroom tasks and peers she is talking to. She uses Spanish with her mother and both languages when

talking to her siblings and friends. Both at home and at school she accomplishes various activities that involve using both languages. These Translanguaging practices which she uses to move back and forth between Spanish and English allow her to engage in learning and communicate with different people (Hornberger & Link, 2012). Next section discusses Multilinguals' experiences and practices toward Code-Switching.

Multilinguals' Experiences of Code-Switching

Unlike the previous section, which focuses on both in-class and outside-the-class experiences and practices, this section mostly focuses on the in-class ones. Sert (2005) states that Code-Switching performs a variety of functions and is used by the speakers to define, control, and affect the situation, explain certain intentions, and make meanings. It was found that students employ Code-Switching unconsciously and believe that it is a natural phenomenon (Ospanova, 2017). Code-Switching is also used to create interpersonal relationships, and linguistic solidarity, sometimes to exclude a person from the conversation, or when the inability of expressing yourself in a certain language occurs so that the speaker has to switch to a different language (Modupeola, 2013). Sert (2005) divides Code-Switching practices in the classroom into three types, such as repetitive switch, topic switch, and affective switch. The first one is used to clarify/translate certain meanings or words for better comprehension. The second one is used to provide better elaboration and improve students' understanding of concepts like grammar. The third type is used to build student-teacher relationships (Sert, 2005). Sert (2005) also states that Code-Switching is used to facilitate the learning process, avoid any misunderstanding, and engage students.

Nordin et al. (2013) found that there is a relationship between using Code-Switching when elaborating on differences between languages (L1 and L2) and boosting students' confidence and creating a comfortable learning environment for them. Code-

Switching is regarded as a learning-facilitating tool and helps students to be more responsible for their learning (Nordin et al., 2013). Similarly, Cahyani et al. (2016) found that Code-Switching practices in an educational context were implemented to help the students understand certain concepts, manage the lessons, and engage students in different activities. They also divided teachers' Code-Switching practices into four types: 1. Knowledge construction, which comprised scaffolding, reinforcement, revision, etc. 2. Classroom management, which included managing learners' behavior, raising attention, etc. 3. Interpersonal relations: maintaining rapport and negotiations. 4. Personal or affective meanings (Cahyani et al., 2016). Halliday (1994) states that Code-Switching can be viewed as a tool that has the following three functions: 1. Ideational function which includes elaboration and explanation of the concepts, translation, and providing examples. 2. Textual function: pointing out the transition between different activities and topics. 3. Interpersonal function: building relationships and identities with the help of negotiations. These strategies are similar to the ones identified by Nordin et al. (2013). Similarly, aforementioned scholars, Ospanova (2017) found that students' practices of Code-Switching included asking for clarifications of complex concepts and implementing it due to vocabulary insufficiency. Strauss (2016) investigated the language, specifically Code-Switching, practices in two educational settings: instructor's presentation and students' discussions (in-class), and out-of-classroom activities such as debate practice. A significant number of Code-Switching instances occurred during both interactions; Code-Switching was used for the explanation and elaboration of the concepts and for managerial purposes. This shows that Code-Switching is implemented for versatile purposes. Next section examines Multilinguals' beliefs and attitudes toward Translanguaging and Code-Switching.

Multilinguals' Beliefs on Translanguaging and Code-Switching

This section reviews the Multilinguals' beliefs toward the concepts of Translanguaging and Code-Switching.

Multilinguals' Beliefs on Translanguaging

Most of the studies conducted on the Multilinguals' beliefs toward Translanguaging were conducted within the learning environment. Fallas Escobar and Dillard-Paltrineri (2015) examined the students' and instructors' beliefs on English-Spanish Translanguaging; the study was conducted in an English Department's EFL classroom at a university in Costa Rica. They found that both the students and the instructors had contradictory beliefs on Translanguaging in a classroom (Fallas Escobar & Dillard-Paltrineri, 2015). On the one hand, they believed that Translanguaging deters L2 cognitive processes, causes laziness, and only consists of translating L1 to L2 and vice versa; however, some believed that TL (Translanguaging) is an integral part of learning a language and being multilingual/bilingual (Fallas Escobar & Dillard-Paltrineri, 2015).

Amaniyazova (2020) conducted a study on teacher's beliefs on Translanguaging where she found that although teachers pursued the goal of an English-only class, they understood that some circumstances would not simply allow them to use only English, therefore they had to implement students' L1. This aspiration was explained by teachers' beliefs that the usage of L1 may interfere with student's English acquisition (Amaniyazova, 2020). It was also found that teachers did not accept Translanguaging as an essential tool, but rather as a "last resort" that was used to scaffold the process (Amaniyazova, 2020). Nevertheless, Translanguaging was inevitably used both by teachers and students (Amaniyazova, 2020). Translanguaging was also viewed as a time-saving device (Amaniyazova, 2020). However, certain participants experienced a feeling of guilt due to implementing Translanguaging in teaching (Amaniyazova, 2020). Likewise,

Mukhamediyeva (2021) found that teachers did not tend to perceive Translanguaging as a useful teaching technique, since its implementation would cause the feeling of guilt in them and was viewed as a low proficiency indicator.

Jiang et al. (2022) examined the attitudes toward Translanguaging of 292 Chinese students learning English as a foreign language by conducting a post hoc test and multiple regression analysis. The findings showed that non-English major students had a significantly higher tolerance toward both teachers' and students' Translanguaging than English major students (Jiang et al., 2022). The explanation for this is that English majors expect to be fully immersed in a target language environment and need to spend more time mastering it since their future depends on it (Jiang et al., 2022). The findings also showed that students believed that Translanguaging scaffolds learners with lower proficiency, relieves anxiety, and encourages participation and communication (Jiang et al., 2022).

Wang (2020) examined learners' beliefs on Translanguaging in Mandarin Chinese classrooms at three universities in New Zealand. Similarly, Jiang et al. (2022), the findings showed that students believed Translanguaging relieved stress and encouraged two-way communication (Wang, 2020). The study also encouraged foreign language programs to employ Translanguaging to increase students' engagement in the programs (Wang, 2020).

Wang (2016) conducted another study on attitudes toward Translanguaging; in this study, he examined both students' and teachers' attitudes toward Translanguaging in foreign language classrooms in Chinese Universities. Results showed that students were more inclined toward a multilingual type of learning; this way they could use their own resources for communication purposes and meaning (Wang, 2016). In regard to teachers' attitudes, some found it difficult to implement Translanguaging in their teaching, while others on the contrary actively employed the Translanguaging strategy (Wang, 2016). Both students and teachers believe that Translanguaging is a scaffolding strategy that can

enhance communication and relationships between students and teachers (Wang, 2016). Fang and Liu (2020) discovered that students view Translanguaging as a confidence-boosting strategy that improves their acquisition of the target language. Similarly, Zhou and Mann (2021) found that students believe that Translanguaging improves learning effectiveness and creates a beneficial learning environment in a classroom.

In research conducted by Akhmetova (2021), teachers perceive Translanguaging as a natural phenomenon and emphasized the role of L1 as a foundation for learning a foreign language. Translanguaging helped to connect learners' past knowledge with English-related knowledge (Akhmetova, 2021). Likewise, Tastanbek (2019) concluded that teachers viewed Translanguaging as a natural phenomenon of a multilingual environment; teachers deployed this technique for several purposes, namely rapport-building, out-of-classroom communication, and comprehension facilitating. Similarly, Tastanbek (2019) and Amaniyaziva (2020), Yakshi (2022) found that teachers considered Translanguaging as a natural phenomenon, regardless of their English-only preferences. Yakshi (2022) found that teachers believed Translanguaging facilitates students' comprehension of L2 since it allows to compare and contrast certain concepts from both L1 and target language, it is also employed to engage lower proficiency students in classroom activities by allowing them to express their thoughts in L1, hence preventing emotional stress. However, Yakshi (2022) also stated that there were instances of guilt and regret because of Translanguaging implementation, which correlates with the findings of Amaniyazova (2020) and Mukhamediyeva (2021). Hence, both students and teachers hold controversial beliefs toward Translanguaging. Next section talks about Multilinguals' beliefs toward Code-Switching.

Multilinguals' Beliefs on Code-Switching

This section focuses on discussing Multilinguals' beliefs toward CS (Code-Switching). Similarly, the previous section, the majority of the studies conducted on the Multilinguals' beliefs toward Code-Switching were also conducted within the learning environment. Nordin et al. (2013) conducted research on ESL learners' attitudes toward Code-Switching. The results showed that learners have positive attitudes toward it and believe that Code-Switching helps them comprehend the target language and become more confident when using it (Nordin et al., 2013). Al-Qaysi (2019) conducted research on attitudes toward Code-Switching in Oman's higher educational institutions. It was found that factors such as age, gender, major, etc. (in students) and age, gender, teaching experience, etc. (in teachers) have no impact on both students' and teachers' attitudes toward CS (Al-Qaysi, 2019). They also found that both groups have positive attitudes toward CS regardless of these factors (Al-Qaysi, 2019).

Dewaele and Wei (2014) found that attitudes toward Code-Switching are connected to one's personality, history of language learning, linguistic practices, etc. Attitudes toward different types of Code-Switching may vary within the same individual depending on the environment. For instance, an individual may believe that it is appropriate to Code-Switch in an informal environment (within a family), but inappropriate to do so in a formal environment (workplace), whereas another may believe vice versa (Dewaele & Wei, 2014). This, therefore, may significantly affect the experiments and studies, however, Dewaele and Wei (2014) aimed to provide some evidence on the way in which attitudes toward CS may vary within individuals. It was found that certain personality traits are connected to attitudes toward Code-Switching (Dewaele & Wei, 2014). For instance, Participants with higher emotional stability, tolerance of ambiguity, and cognitive empathy significantly have more positive attitudes

toward Code-Switching (Dewaele & Wei, 2014). They also found that Participants coming from multilingual, ethnically diverse environments or who had lived abroad tend to have more positive attitudes toward CS (Dewaele & Wei, 2014). Another finding is that female Participants significantly differ from male Participants in their attitudes toward CS, having more positive ones (Dewaele & Wei, 2014). The findings on the connection between these factors and CS contradict the findings from the study of Al-Qaysi (2019).

Alenezi (2010) conducted a study on students' attitudes toward CS between Arabic and English at Kuwait University. Findings showed positive attitudes toward Arabic/English Code-Switching among students (Alenezi, 2010). The majority of the students strongly agree on the benefits of using one language, nevertheless, they believe that CS facilitates learning and makes the class easier to understand. During a more detailed examination of students' attitudes toward CS, the majority stated that CS does not weaken either L1 or L2 (Alenezi, 2010). Another interesting finding is students' attitudes toward teachers' usage of CS; teachers who do use Code-Switching had higher status among the students (Alenezi, 2010).

Horasan (2014) stated that both students and teachers in the study believed that CS is predominantly caused by the lack of knowledge of the target language and that both groups believed that CS is an acceptable phenomenon in the lower levels of language learning. Rahimi and Jafari (2011) conducted a study on CS types and functions in EFL classrooms and students' attitudes toward Code-Switching between Persian and English. They found that the majority of students believed that Persian should not be used by either students or teachers during classroom interactions (Rahimi & Jafari, 2011). However, when it came to more intricate subject matters, for instance, grammar, new vocabulary, and explaining differences between two languages, the Persian language could be used (Rahimi & Jafari, 2011). Similar to Horasan (2014), Rahimi and Jafari (2011) found that

the usage of CS is correlated with the student's proficiency levels. The more proficient the students were getting, the less they switched to Persian while expressing themselves (Rahimi & Jafari, 2011). Ospanova (2017), on the other hand, found that students were more inclined towards English-only instruction and expressed negative beliefs of Code-Switching implementation since it interfered with the development of their English proficiency (Ospanova, 2017). She studied university students' experiences and beliefs of Code-Switching in an English-medium instruction program (Ospanova, 2017). Thus, it can be concluded that Multilinguals hold mixed beliefs on the implementation of Code-Switching.

After reading and analyzing the existing data on the topics of Multilingualism, Translanguaging, Code-Switching, and Multilinguals' experiences and beliefs regarding these two practices, a literature review was conducted to provide an overview of these phenomena. This section encompasses all of the needed components to create a detailed picture and a better comprehension of the studied notions. This section acts as a guide for future research that is going to be presented in the following sections.

Methodology

This section of the research paper provides the Methodology description used to answer the following research questions:

1. What are Multilinguals' experiences of Translanguaging and Code-Switching?
2. What are Multilinguals' beliefs on Translanguaging and Code-Switching?
3. How are Multilinguals' experiences and beliefs on Translanguaging similar or different from the ones on Code-Switching?

This section includes the following subsections: Research design, Data Collection, Interviews, Sampling, Trustworthiness of the Study, Ethical Considerations and Data Analysis.

Research Design

This research paper provides an exploratory analysis of the experiences and beliefs of Multilinguals' regarding Translanguaging and Code-Switching. In order to answer the proposed research questions, the concepts of beliefs, experiences, Translanguaging, Code-Switching, and the connection between them and Multilinguals needed to be studied. After conducting the Literature review where the analysis of the existing data was conducted, the Qualitative research method was selected to answer the posed research questions. According to Cresswell (1994), qualitative research is an investigating process of understanding a particular concept/problem of society or an individual, which is based on building a comprehensive and complicated picture with the help of words, and informants' perspectives that are obtained in a natural setting. The research questions of this study require a thorough explanation and understanding of Translanguaging and Code-Switching phenomena and their contexts, therefore, a qualitative research method was chosen to address and answer these questions (Ritchie & Lewis, 2003). One of the main peculiarities of qualitative methods is the ability to demonstrate a detailed description of

phenomena and the way they are experienced and understood by Research Participants (Ritchie & Lewis, 2003). This method helped to better understand the aforementioned concepts and the relationship between them in order to answer the research questions.

Phenomenology, as a type of qualitative method, was chosen to understand Multilinguals' experiences and beliefs on the phenomena of Translanguaging and Code-Switching. A phenomenological study aims to encompass the essence of Participants' experiences of a phenomenon and explore how they make sense of these experiences (Patton, 2014). Essentially, the phenomenological study is an in-depth study of a specific topic with a small number of homogeneous Participants. The researcher's goal is to understand the Participants' perceptions and experiences of a particular phenomenon and to define the differences or similarities between the cases (Glesne, 2016). This research method will help to understand the phenomena of Translanguaging and Code-switching and the way Multilinguals experience, perceive, and make sense of them.

Data Collection

Phenomenology, however, has a methodological implication; the researcher has to be knowledgeable and have a personal interest and experience with the phenomenon that is being studied which emphasizes the importance of in-depth interviewing and observation of the Participants (Patton, 2014). Phenomenology requires a thorough description of the way Participants experience a certain phenomenon, the way they perceive it, make sense of it, comprehend it, feel about it, use it, and discuss it with others. In order to obtain such data, the researcher needs to implement an in-depth interview with Participants who have experienced the studied phenomenon (Patton, 2014). Therefore, an interview, in particular, an in-depth, semi-structured interview along with Participant observation were chosen as the data collecting instruments.

Pre-Observation Interviews

Interviews in phenomenological studies need to focus on what are the Participants' experiences and what are the situations and contexts of these experiences (Moustakas, 1994). In-depth interviews are open-ended and can vary from unstructured to semi-structured. Thus, questions in in-depth interviews do not have a predefined list of suitable responses, for instance, true or false. Participants have more freedom and can lead in any direction providing thorough and detailed answers in their own language (Leavy, 2017). There are three characteristics of in-depth interviews: researchers look for full, rich, and detailed answers, questions are open-ended, and the asked questions are not fixed (Rubin & Rubin, 2012). In-depth interviews allow researchers to learn about Participants' experiences, opinions, and perceptions and see the studied problem from their perspectives (Rubin & Rubin, 2012). Similarly, Leavy (2017), Rubin and Rubin (2012) state that the default form of in-depth interviews is semi-structured and unstructured interviews. In semi-structured interviews, a researcher prepares a number of questions on a specific topic with the intention of asking follow-up questions (Rubin & Rubin, 2012). In semi-structured interviews, the conversation can encompass much more information and study Participants' opinions better since it does not adhere to verbatim questions, but rather provides space for rising questions to extract more information (Adams, 2015). For the purpose of this study and to answer the research questions, the created interview consisted of 24 set questions (the number of questions may vary), a few questions were closed-ended and ask basic information about Participants, e.g. "How many languages do you know/speak?", however, the majority of questions were open-ended and required more in-depth answers, e.g. "What do you know about Code-Switching and Translanguaging?". In order to capture and then analyze all information, the interviews were recorded and notes were taken. The location of the interviews was individually arranged for each Participant

and the duration depended on each interviewee as well. All the interviews were conducted online. The time limit took up to an hour, depending on the Participant. Having received the necessary information from the respondents, this information was then analyzed and interpreted in order to answer the research questions. The interview protocol was piloted and changed upon necessity prior to conducting the interviews (See Appendix A for the final version of the Pre-Observation Interview protocol).

Before conducting the interviews, researchers prepared proper and functional definitions based on the literature review in order to explain to participants the difference between TL and CS. This reduced misunderstandings and confusions between researchers and participants. Participants also signed a consent form that guaranteed their anonymity and confidentiality as well as informed them about the purpose of this study (See Appendix B for Consent Form).

In pre-observation interviews researchers got Participants' reported practices i.e. their responses of what they say they do during their classes. Teacher self-report is a flexible procedure to monitor classroom instruction and get a general picture of teacher's perception on their practices and way of teaching in the classes (Stephen & Burns, 1986). It helped to have a general picture of how and why participants implement TL/CS in teaching and their perspectives on them. It also helped to prepare for the observations and identify what we should pay attention to. Next section reveals the observation process.

Observations

To ensure the trustworthiness of the information collected during the interviews, triangulation method, namely Participant observations, was used as a second data-collecting instrument. Glesne (2016), distinguishes observation as a data-collecting method different from interviews, and states Participant observation mainly focuses on understanding the Participants, their behavior, and the research setting. Since the

research's Participants are teaching interns, observations were conducted in a classroom environment during the lessons taught by the Participants. During the observations, Participants were observed; observations focused on the instances when Translanguaging and Code-Switching were used by the Participants and the purposes of such implementations. An observation protocol was created for filling in the information from the observations, this information was further analyzed and used for post-observation interviews (See Appendix C for Observation Protocol).

Participants were distributed among the research members the same way as in pre-observation interviews, and observations were arranged at the comfortable for Participants' time. In total, 8 classes were observed, i.e., one class per Participant. Observations took place at either Participants' workplaces or internship sites. The duration of the classes ranged from 45 minutes to an hour. On the scheduled observations, each researcher took a notebook with pen/pencil to take notes while observing the classroom and make sure that every important detail was written down. The observed classes included students of different levels, which affected the frequency of usage of TL/CS. As it was reported from Participants on their personal experience of being a student and a teacher, the level of proficiency in language plays a crucial role in the implementation of TL and CS. Each lesson was divided into sections of warm-up activities, main part, and the concluding part. The focus was on noticing the instances and situations when teachers used TL or CS as well as functions and purposes of the implementations.

During the observing period of time, it was essential to write down the notes on differentiating instances of TL and CS usage. When a teacher used some words in another language to present new vocabulary or translate/clarify unknown words, CS was implemented; and when there was a need to provide an extended elaboration on a difficult concept, TL was implemented. A more elaborate description of the findings obtained

during this stage is provided in the next section. After conducting all the observations, the notes were converted into an electronic format to share among group members, and discuss the findings from the observations in order to analyze and see the similarities/differences among Participants.

Participants' reported practices correlated with observed practices in implementing TL and CS during classes. Observed practices of teachers during the classes have represented excerpts from interviews, and later fulfilled by post-observation interviews (Zoest et al., 2002). Next section shows the post-observation interviews process and what was gained from it.

Post-Observation Interviews

After conducting the observations, post-observation interviews were conducted to discuss any arisen questions and the collected information in general. Post-observation interviews were based on the observations carried out prior. Post-observation interview questions were developed for each Participant individually since the collected observation data varied for each of them. The post-observations interviews focused on confirming the information collected during the pre-observation interviews and observations themselves, on clarifying any questions, and on filling the gaps. Another focus was on identifying Participants' attitudes and reasons for using a particular language or technique. The time limit for the post-observation interviews was approximately 10-15 minutes, depending on a Participant. Post-observation interviews were conducted online at the comfortable time for Participants (See Appendix D for Post-Observation Interview Protocol).

Post-observation Interviews helped to put the puzzle together into a complete picture. Hence, the main goal was to discuss Participants' reported and observed practices to understand the beliefs and reasons for implementing TL and CS. Next section presents detailed information about sampling of this qualitative research.

Sampling

Since Phenomenology requires both Researchers and Participants to experience and be knowledgeable of the studied phenomenon, purposeful, criterion-based, and convenience types of sampling were used to choose the Participants for the interviews. Ritchie and Lewis (2003) state that all kinds of sampling are purposive, however, “criterion-based” sampling is a more suitable term. Purposive sampling implies that participants are being chosen with the aim to suit a specific criterion. Creswell and Clark (2011) state that purposeful sampling implies the selection of individuals who are highly knowledgeable and experienced in a studied phenomenon. Therefore, the chosen Participants were familiar with the concepts of Code-switching and Translanguaging and implemented these concepts in their lives. Criterion sampling implies selecting individuals that correspond to a specific criterion of importance (Cohen & Crabtree, 2006). The main criterion for choosing the Participants for the interviews was their ability to speak several languages, each language at the Pre-Intermediate level or higher, so that they are able to use it during their Code-Switching and Translanguaging practices. Teaching experience was another criterion that our participants were selected by. Convenience sampling, which refers to choosing Participants based on their availability and convenience, was also implemented in the study since not everyone who was suitable for this research was easy to access (Creswell & Creswell, 2017).

Creswell (1994) states that the sample size depends on the type of qualitative method being used, in phenomenology the number of participants ranges from 3 to 10. A total number of 8 participants were chosen as the interviewees for this research paper. All interviewees either work as English teachers or do a teaching internship. All Participants use more than one language and know these languages at a relatively high level. All Participants are highly experienced and knowledgeable in the studied phenomena and use

them on a daily basis. The site did not play an essential role in this study, since Participants were from different universities and workplaces, and also were interviewed online. In the table below, general information about Participants is presented.

Table 1.

(Participants, languages they know, plus at which level, gender, their age and teaching experience)

Participants	Languages and levels	Gender	Age	Teaching experience
Participant 1	Russian (advanced C1), Kazakh (pre-intermediate B1), English (upper-intermediate B2), Korean (basic A2)	Female	21	2 years
Participant 2	Kazakh (native C2), Russian (advanced C1), English (upper-intermediate B2), French (basic A2)	Female	21	3 months
Participant 3	Russian (C2), Kazakh (B2), English (C1), Turkish (B1)	Female	22	6 months
Participant 4	Russian (C2), Kazakh (B1), English (B2), German (A2)	Female	24	3 months
Participant 5	Kazakh (C2), Russian (C2), English (C1), Spanish (B2), Turkish (B1), German and Korean (A1)	Female	21	3 months
Participant 6	Kazakh (C2), Russian (C1), English (C1), German (A2-B1)	Female	21	4 months
Participant 7	Kazakh (C2), Russian (C2), English (C1), Chinese (A2)	Female	20	3 months
Participant 8	Kazakh (C2), Russian (C2), English (C1), French (A1)	Female	22	1 year

Trustworthiness of the Study

To persuade the researchers themselves and the readers that the study is worthy of attention, the criterion of trustworthiness needed to be fulfilled. Trustworthiness refers to the rigor and quality of the study. There are certain criteria that define the trustworthiness

of the study; they refer to the research method, data collection tool, data analysis, and interpretation (Glesne, 2016). Trustworthiness comprises the concepts of credibility, transferability, dependability, and confirmability (Nowell et al., 2017). Credibility focuses on the correspondence between the Participants' answers and the researchers' representation of the data (Nowell et al., 2017). One way to ensure credibility is through triangulation which implies the use of different information sources to affirm and enhance the clarity of the research findings (Ritchie & Lewis, 2003). Patton (2014) states that triangulation can be achieved by combining different types of research methods, combining different types of sampling, or using both observations and interviewing. Denzin (1979) distinguishes four types of triangulations, such as: methodological triangulation, theory triangulation, investigator triangulation, and data triangulation. Relying on this division, data triangulation, which refers to the use of multiple data sources, is used in this study (Denzin, 1979). As mentioned in the data collection section, instruments such as pre-observation interviews, observations and post-observation interviews were used to thoroughly study the Participants' beliefs and experiences of the phenomena and to ensure the trustworthiness of the data. The next section talks about ethical considerations of the research.

Ethical Considerations

Creswell and Creswell (2017) define a code of ethics as a set of rules and principles which regulate and manage research studies in different fields. Ethics are an integrated part of social research to ensure that it is not harmful since it deals with an understanding of human beings, their realities, and experiences (Leavy, 2017). Glesne (2016) defines three ethical principles, such as justice, respect, and beneficence. The respect principle emphasizes Participants' voluntary participation and informed consent. Beneficence focuses on ensuring that the research is harmless for the Participants. Justice refers to the

equal distribution of research liabilities and benefits. Creswell and Creswell (2017) list the following ethical considerations: informed consent which comprises voluntary participation, confidentiality, and Participants' rights to opt out of the study and to ask questions regarding the study. This study adheres to the defined ethical conduct and therefore guarantees confidentiality, anonymity, and voluntary participation to our Participants. Participants signed a consent form, which is mentioned in Appendix B and were informed about their rights. Participants were allowed to stop participating in the study at any point and were guaranteed protection and anonymity. Specific nicknames were used for each Participant to ensure their anonymity. The next section talks about the data analysis process.

Data Analysis

After collecting all the data, interviews were divided among group members for the further analysis in accordance with the conducted interviews and observations. Leavy (2017) points out several phases of analysis and interpretation step-by-step including: data organization, coding, theming, categorization, and interpretation. The very first step in data analysis was preparing the transcripts of the full interviews, which contain word-for-word written responses of Participants and interview questions (Rubin & Rubin, 2012). After preparing the transcripts, the process of Coding started. Each group member highlighted important information in Participants' interviews and wrote comments/memos on them. Coding is used to facilitate retrieval of the information by marking a word or phrase which represents a particular passage in transcripts (Rubin & Rubin, 2012). Coding process helps to generate a small number of themes for a research study, later they will appear as major findings which display multiple perspectives from Participants and be supported by various quotes and evidence (Cresswell & Cresswell, 2017). During the coding process, interesting information was color-coded, depending on its content.

Thematic analysis was chosen for educational qualitative research. According to Glesne (2016) thematic analysis is searching patterns and themes, where the main focus is on separating data into categories by codes. After categorizing and collecting, the coded clumps of data were analyzed in different ways (Glesne, 2016). Glesne (2016) states that thematic analysis focuses on achieving the goal of getting a more detailed understanding of a certain social phenomenon through understanding of perceptions, and attitudes of people toward it. Qualitative researchers specifically code to find and distinguish themes, patterns and processes in order to compare and build theoretical explanations (Glesne, 2016).

While rereading interviews, highlighting the important information, and discussing it, the main topics and subtopics were created to differentiate the data. After finishing coding interview transcripts and observation notes, a list of codes was created and subsequently arranged into major categories and subcategories (Glesne, 2016). Then, certain themes were identified. Cresswell & Cresswell (2017) state that themes play multiple functions, for example “themes could be analyzed for an individual case and across different cases (as in case studies), or shaped into general description (as in phenomenology)” (p.269). Themes are conclusions, which give explanations of what something means, why something happened, and interviewee’s opinion on it; usually themes show the relationship between two or more concepts (Rubin & Rubin, 2012).

Two major themes were identified: Academic and Social environments which comprised the subcategories TL/CS practices/beliefs, teaching/learning perspectives, friends/family contexts. Firstly, it was essential to understand the relationships among the codes and develop themes, after that look for patterns, compare and generate explanations, thus codes build a framework of relational categories (Glesne, 2016) (See appendix E for Coding Scheme).

The Participants' responses were divided into different google documents by themes; having it structurally in one place, allowed each group member to access it easily. Each group member took a particular theme to analyze and write down the deeper understanding and analysis of combining similarities and differences among Participants. First, doing it separately, then read each other's analyses and discuss them altogether. After discussing and rereading all analyses, it was decided to combine similar responses of the Participants, leaving the most interesting and bright quotes. Such a process of dividing data into the small parts and then collecting into one whole helped to study the topic from different angles, and provided a thorough analysis.

This section provided the justification for the methodology chosen to conduct this paper. Qualitative method and phenomenology as a type of qualitative research were chosen to study the phenomena and answer research questions. Data collecting instruments for this study were pre-observation interviews, observations, and post observation interviews; all of the data collecting instruments supported each other and revealed the data fully from different perspectives. Pre-observation interviews Observations were used as a triangulation method to ensure the trustworthiness of the study, and post-observation interviews clarified and filled the gaps. Participants of this research were female young adults, who speak several languages at least at the intermediate level and have teaching experience. Thematic analysis was implemented to analyze and interpret the gathered data. The following part is going to focus on the findings of this study.

Findings

This chapter presents the findings that were obtained after collecting and analyzing the data. The chapter is divided into 2 main sections, namely Academic environment and Social environment, which implies Participants' life out of academic context. The former section consists of two subsections: Teaching perspective and Learning perspective, the latter section also comprises two subsections, namely: Family environment and Friends environment. The obtained findings are presented in the following sections.

What Languages Participants Speak

All participants are Multilinguals and speak three or more languages. The most common are Russian, Kazakh, and English. However, they also speak other foreign languages, namely, French, Turkish, Korean, etc. All participants are fluent in English, while proficiency of other languages varies. Participants 1, 3, 4, and 6 speak 4 languages, which include Russian, Kazakh, English, and also another foreign language which differs for each participant. Participants 2 and 7 also know 4 languages, however use only three (Russian, Kazakh, English). Participant 8 speaks three languages, namely Russian, Kazakh, and English. Participant 5 has studied 7 languages, however they all are of different proficiency levels.

Participants' L1s

For each participant, the first language is either Russian or Kazakh, "Kazakh, because my nationality is Kazakh" (Participant 8). However, some consider themselves bilingual, knowing both Kazakh and Russian equally, "I consider myself as bilingual" (Participant 5).

What languages Participants think in

When Participants were asked what languages, they think in, all of them

stated that they use more than one language, depending on the situation. Participants 1, 2, and 4 mostly think in Russian. However, they also think in either English, or Kazakh depending on the situation, “There are times when I watch Tik Tok in English, therefore, I think in English” (Participant 1). Participants 7 and 8 think equally in Russian and Kazakh, however the language choice again depends on a specific situation or people they are talking to, “If I speak with a person in Kazakh, then I think in Kazakh and vice versa” (Participant 7). Participants 3 and 6 implement three languages in their thinking process (Russian, Kazakh, and English), choosing a particular language according to the situation. Overall, it can be concluded that the participants’ language choices depend on a situation/people they deal with and language they need to speak in.

Academic Environment

This paragraph analyzes Participants’ use of Translanguaging and Code-Switching in the Academic context, including their practices and attitudes towards these techniques, from both teaching and learning perspectives.

Teaching Perspective

This section includes Participants’ practices and beliefs on Translanguaging and Code-Switching in an Academic environment from a teaching perspective.

Languages Participants Use when Teaching. Participants mostly implement English and Russian in their teaching; however, some also use Kazakh. Most of the time Participants 1, 3, and 8 try to teach in English only, because they believe it helps students learn the language quicker, “80% percent of time I try to use only English, since it contributes to greater learning efficiency” (Participant 8). Participants 3 and 5 also mention that one of the reasons for trying to teach mostly in English is a high-proficiency level of their students. They mentioned that their students don’t have any problems with understanding them. Participant 6, on the other hand, is required to use only English

during the lessons, however admits that Russian is also implemented since students are of different levels and have difficulties with understanding certain grammar rules, instructions, and new vocabulary. All Participants implement either TL or CS, or sometimes both techniques in their teaching process. Let us first look at the TL practices in their teaching.

Translanguaging Practices. Majority of Participants actively implements TL in their teaching for versatile purposes. Participant 1 actively uses TL when explaining new grammar so that students have a full understanding of the new rules. She starts explaining in English, after that explains the same concept in Russian. Participant 1 also uses TL during speaking activities with elementary or pre-intermediate students. Participant 1 starts talking in English and checks whether they understand or not, students are also allowed to reply in Russian. Participant 1 also implements TL when teaching Business English.

TL is also used when explaining complex definitions or idioms. Participant 5 starts with an English explanation and then switches to Russian to explain the term in a more detailed way. When it comes to idioms, she explains them in Russian. Participant 2 provided an example of not being able to explain a particular grammar rule in English due to students' proficiency level and having to explain it completely in Russian, therefore implementing TL. Participant 4 works with school students of lower proficiency levels, hence also actively implements TL in teaching. Most of the cases when TL is used include explanation of grammar and new concepts, which is provided in either Russian or Kazakh. She also states that some students speak only Russian and others only Kazakh, therefore Participant 4 has to adapt to each student to make sure everyone understands the material. Participant 6 also implements TL when explaining grammar, however, even with students of higher proficiency level to avoid any future confusion, "Even with my students, like a higher level, like the intermediate or upper intermediate, I explained in Russian language.

So that they totally understand it. And there would be no confusion at the end of the lesson”. Participant 6 also mentioned that sometimes after explaining the concepts in English, students may still not understand and be confused, then she has to switch to Russian or Kazakh to provide a better explanation. However, in this case she either provides a complete Russian/Kazakh explanation which is a TL implementation, or an English using some Russian/Kazakh words which is an example of CS. Also, there were cases when Participants use TL by explaining home tasks first in English and then in Russian in order to clarify and avoid misunderstanding. Participant 7 also actively employs TL when introducing new material and concepts. At first, the material is introduced in English, however, right after Participant 7 translates everything to Russian or Kazakh, depending on the group she is working with. Similarly, Participant 8 uses TL when explaining new rules. Participant 8 provides explanations in both English and Russian/Kazakh (depending on students’ first language). She also compares the concept in both languages making sure students understand the concept, “everything is understood in comparison, when we compare and compare the rules in English in Russian or Kazakh, then it is clearer to the student why this is so”. Thus, Participants actively implement TL in their classrooms for versatile purposes.

Code-Switching Practices. Participant 1 actively employs CS in various situations during the class, stating that students, especially of lower proficiency levels, are allowed to use CS when speaking so that they convey their thoughts more efficiently. It also helps some students to overcome their language barriers, because CS helps them express themselves more freely without having to stop to think about certain words. Participant 2 used to use CS when presenting new vocabulary, however was then advised to use only English and try to explain new concepts using pictures or simplified English definitions, so that students don’t get used to a constant switching to Russian. Participant 2 also admits

that does not know all English words, therefore uses CS to say certain words in Russian. Similarly, Participant 3 implements CS in cases when students ask for a Russian equivalent of a particular word, or when she forgets certain words and has to switch to Russian, however it happens rarely. Participant 4 also implements CS when she forgets some words and has to switch to Russian or Kazakh to say them. Other instances when Participant 4 uses CS is when explaining grammar to translate certain words so that students understand it better. Participant 4 also lets students use CS during class discussions since students have difficulties expressing themselves using only English. Although Participant 5 is required to only use English during the lessons, when explaining new concepts, there are cases when CS is used. For instance, “However, there are some cases when students don’t understand or ask for a Russian/Kazakh equivalent of the word, and I just simply provide it”. Likewise, Participant 6 tries to make students use only English when speaking in class, however she employs CS to translate certain words for less proficient students.

Observation Notes. Both CS and TL were used to explain grammar concepts, for example depending on the level of proficiency and difficulty of the grammar topic. Sometimes Participants switched to Russian to translate a couple of words to students, however if it was not enough, teachers used TL to explain the concepts in English, and then translate everything to Russian. Grammar topics could be quite challenging sometimes, that is why teachers did not hesitate to use TL and CS to make sure students understood it correctly. With some Participants, there were no instances of TL in explaining grammar or vocabulary because they tried to explain everything in English using simplified structures and examples so that the students could understand, and if necessary, explaining twice in English. However, there are also some cases when they used CS providing Russian equivalents of certain words to facilitate students’

understanding. As there are participants who work in educational centers, they have students of different proficiency levels. That is why, with beginner/elementary groups several languages were used: English and Russian/Kazakh, and with intermediate students, teachers tried to solely use English language. There were students who did not have an appropriate level of competency or were struggling with understanding the material from the first time, so the teacher made sure that everything was clear for them, hence actively used TL and/or CS techniques. Usage of TL and CS varied on the level of students, difficulty of the grammar/vocabulary concepts. Next section looks at participants' beliefs on TL and CS from a teaching perspective.

Beliefs on Translanguaging. There are limited findings of Participants' beliefs on TL apart from CS since most of them were expressing their opinion on both of these techniques. However, Participant 1 when contemplating about these tools, mentioned the preference toward using CS rather than TL when teaching General English, "I don't really like using TL because in general English there are no complex terms that require Russian/Kazakh explanations, therefore I use CS more frequently" (Participant 1). She mentioned that TL is more suitable for Business English since there are more complex concepts that require implementation of TL.

Beliefs on Code-Switching. Regarding participants' beliefs on CS, there is a diversity in answers. Some Participants believe that CS is a helpful technique that facilitates students' understanding of material, "Possibly. Code switching is useful to help students understand the material better" (Participant 5). Participant 1 states that CS is a great and useful tool that may help students to overcome their language barriers. However, she also says that teachers need to be careful with using CS because students may get used to it. Thus, Participant 1 suggests introducing tasks that do not allow students to use CS. Participant 2 does not completely support CS implementation in teaching stating that

students may get confused and not immerse in the language they learn. She also states that there are certain cases when neither teachers nor students should use CS, for instance, words that were previously mentioned, “In these cases it is better to use English only, to provide definitions”. However, Participant 2 states that CS is valid if the language level is low. Thus, Participants share mixed beliefs on CS in teaching.

Beliefs on Translanguaging and Code-Switching. This section includes participants’ beliefs on both CS and TL as teaching techniques. Participant 1 would like to use English more when teaching so that students enhance their comprehension and skills, however it is not always possible due to students’ different proficiency levels. Overall Participant 1 believes that both CS and TL when used correctly can be useful when it comes to teaching English, “They are both very effective. There are obviously certain advantages and drawbacks, however if there is balance, so that students don’t get used to it, they can be very efficient”. Participant 3 states that if the students’ proficiency level is low, then these techniques can be implemented to facilitate comprehension, however, the higher the level, the less these techniques should be employed. Participant 4’s main goal is to make sure students understand the presented material; therefore CS and TL can be used to assure students’ comprehension. Participant 5 states that implementing both CS and TL can be beneficial not only for students, but also for teachers. She shared that using English only is difficult because of the Participant's confidence issues and inability to convey thoughts using solely English. Regarding students, Participant 5 states that not all students can understand English well, therefore, CS and TL are employed. Participant 6 states that CS and TL are efficient at the beginning of learning languages, “Yes, for sure. At the beginning it is really useful”. However, Participant 6 also believes that if a person wants to learn a language, they need to immerse into it. Thus, it can be concluded that Participants hold controversial beliefs toward both of these techniques in teaching. All participants

have positive attitudes towards usage of TL/CS during classes to facilitate the learning process, and they use such techniques in their teaching practice when needed.

Learning Perspective

The following section includes Participants' practices and beliefs on Translanguaging and Code-Switching in Academic environment from a learning perspective.

Translanguaging Practices of Participants' Teachers. Some of the Participants state that Translanguaging in the classes is important since English is not their native language and it is easier to understand new topics, vocabulary, and terminology when teachers implement TL, "Sometimes we don't get it in English. So, they translate from English to Russian or Kazakh to explain certain topics. So, in that way students can understand them better" (Participant 3). Another thing that may cause the use of Translanguaging is the students' language level. For instance, Participant 1 mentions that their Korean instructor implements TL due to students' low proficiency level, "He uses three languages. He first reads the definition in Korean, then translates to English, then explains in Russian". Participant 2 also states that whether teachers use TL or not depends on the students' level of language proficiency. Participant 3 mentions that teachers try to speak only English, and sometimes use Russian or Kazakh to explain some new terminology, give homework feedback, or discuss important deadlines to make sure the students understood it.

Code-Switching Practices of Participants' Teachers. According to the Participants' answers, almost all the teachers code-switch between languages. Participant 5 mentioned that the reason for it is that English is not their native language. Participant 3 has some classes taught in Russian and sometimes teachers code-switch into English by using some English words that may be more convenient for them to understand, "Well,

they usually use Russian, and sometimes they can use such common English words like Timing, Traffic, or... Bullying”. Next section looks at Participants’ Translanguaging practices from a learning perspective.

Translanguaging Practices. Participant 3 states that she mostly uses Translanguaging during group work, and mostly speaks Russian with other students, although the tasks are in English. Also, Participant 3 mentioned that TL implementation depends on the class's purpose. For example, language classes focus on language proficiency while in thematic classes, such as marketing, it is important to convey the message, where the use of language is not particularly valued, therefore she may employ TL more frequently. Participant 1 states that every time there is something unclear during the Korean class, students can speak Russian, however when the teacher asks them questions in Korean, they have to reply in Korean as well. Participant 5 sometimes uses TL in writing assignments, according to Participant, it is easier to write it in Russian and then translate it into English. Thus, Participants implement TL in learning context for specific purposes.

Code-Switching Practices. According to Participants' answers, the reasons for using CS include weak vocabulary knowledge, inability to express their thoughts correctly, or simply forgetting certain words. In such cases, students may change the English word with an equivalent from Russian or Kazakh languages, “Because sometimes I forget certain words and to just continue my sentence, I say these words in Russian for instance” (Participant 6). Participant 1 shared some situations of talking with group-mates, switching between languages by discussing class topics, assignments, etc. Participant 3 also states that sometimes when talking in class, she forgets certain words in English, in this case she code-switches to Russian, and the teacher may help translating the word or just tell Participant 3 to proceed. Next two sections look at Participants beliefs on TL and CS.

Beliefs on Translanguaging. Regarding implementation of TL during the classes, Participant 3 states that this use of communication impairs language abilities. She believes that excessive use of two languages in the speech will not lead to the growth and development of a foreign language, because the students will be in their comfort zone. On the other hand, Participant 3 mentions that for students with lower language proficiency, the use of TL could be beneficial, because they would at least understand what happens in the class and would be more active and interested. Participants 1 and 8 say that the use of TL during complex subjects and topics makes it easier to understand them, “It helps understand the tasks better when teachers repeat information in Russian after explaining it in English” (Participant 8). According to Participant 4 and 5’s answers, TL’s pros and cons depend on the language level:

But again, it's a bit complicated. If a student does not understand some words, it turns out twice as difficult for him/her. But this is if the subject is purely in English. And if the teacher uses both Russian and English for different tasks, it certainly makes learning and understanding easier, but there are still bad consequences. Well, in general, it depends on the language level. Thus, it can be concluded that Participants hold mixed beliefs on TL implementation from a learner’s perspective.

It can be concluded that Participants share mixed attitudes toward TL in learning.

Beliefs on Code-Switching. Participant 1 states that using CS helps during discussions, especially when the students’ language levels are different, so it is easier to understand each other. Participant 1 also states that using CS makes one feel smarter, and provides an opportunity to interpret their thoughts better. Participant 3 highlights CS implementation helps during complex classes. Participant 3 states that CS in classes could be beneficial only if teachers translate unknown terms, words, and so on. In this case,

students would know the term itself and its definition. Participant 3 also says that in some cases it gives students freedom of language choice and maybe students will be more confident in expressing their thoughts.

Beliefs on Translanguaging and Code-Switching. For some students, for example, Participant 5, it is more difficult to understand certain topics during the classes without TL or CS. Participant 5 also shares that some teachers would not implement these techniques, even though some students do not understand the content of the lesson, “So that's why maybe I don't understand 50% of the things that's going on during the class, and these techniques would be very helpful”. Participant 5 also mentions that the use of TL is better during the class while CS may confuse some students, “It depends on the topic. When instructors code-switch, it can be confusing because they use two languages at the same time. It is better when they explain something in English and then translate it if necessary”. Participant 7 states that both techniques are helpful especially when a student's language proficiency is low. Participant 6 shares the same views, highlighting that in one class there may be students of different proficiency levels, which may be hard for them to understand the teacher who does not implement these techniques. It is also difficult for Participant 6 to understand the content exclusively in English.

Although there are some positive views on implementing TL and CS in learning, some participants also share either neutral or negative attitudes towards these techniques. Participant 2 says that not having access to the use of a native language contributes to the rapid development of the foreign language. Participant also mentions that due to the university instructors, the Participant's English skills improved, because some instructors do not implement Participant's native language during the lessons. Participant 4 shares mixed beliefs on CS and TL, stating that it is better to use a particular language when learning rather than mixing everything which makes it more confusing, however it is

helpful when teachers translate certain words. Participant 4 then shares that, “Of course when learning the language, for instance English, it is better for students to use only this language”. Participant 4 also states that both CS and TL are useful only for elementary level students, because they can help if learners struggle with comprehension, however, students with higher language abilities should study only in English. Similarly, Participant 1 says that in terms of comprehension of complex topics, these techniques might be effective, however if it is about language proficiency growth then these techniques are not appropriate. Participant 1 mentions that if a person gets used to constant implementation of these techniques, they might have certain future problems in expressing themselves in one particular language, e.g., their second language. Participant 3 says that sometimes it is easier to use CS or TL because some Russian words do not have the equivalents that convey the same meanings as in English. Participant 3 also believes that using only CS or TL without any translated equivalents, i.e., having a lesson in English and saying only Russian terms without providing translation will cause no benefit to the student's language improvements. Participant 3 also states that using CS and TL makes the learning process easier, however less effective, rather than explaining everything solely in English:

On the one hand, I want to say yes, because we are used to such a system, that if we don't understand something, they tell us in our understandable language so that we understand, but it would probably be more effective if, as they say, to learn a language, you need to settle in this environment, yes. And, for example, a teacher who speaks exclusively in English, he would not be able to translate us into Russian. And he would try to explain it somehow in sign language or in other words that... that is, still in English, but in other words, synonyms. That is, the student will have no other way than, well, to understand in English. More effectively in terms, the student would learn English so much faster than if the

teacher used TL and somehow translated it all into Russian. That is, the process of explanation is like... it becomes easier, but at the same time you study the language, it seems to me longer than if it all happened in English.

Overall, Participants view these techniques as helpful in certain learning situations, however also hold either neutral or negative beliefs toward them.

Social Environment

This section discusses participants' practices and beliefs on TL and CS in the context of their everyday life and situations, for instance their encounters with friends, family members, and other people.

Participants' Language Choices Depending on Situations

When it comes to speaking, participants' language choices depend on the environment they are in and people they are talking to. In each environment, whether it is work, university, or home, they use particular languages to adapt to the conversations and people. When it comes to participants' families and friends, they all use Russian and Kazakh. Some participants also use English when talking to friends. In academic, working, or teaching contexts participants also implement the aforementioned languages. When it comes to daily encounters with strangers, participants' language choices vary. Most of them try to adapt to the person they are speaking with, "If I'm in a taxi, and the driver speaks Kazakh, I try to reply in Kazakh as well, because the situation forces me to do so" (Participant 1). Participant 1 chooses to speak just one language which is Russian when talking to strangers, however, as mentioned above, sometimes she has to adapt and use a different language. Participant 3 on the other hand, purposely chooses to speak Kazakh when it comes to strangers, "In social encounters not related to family, friends, or work, I force myself to speak in Kazakh with strangers" (Participant 3). However, Participant 3 also mentions that when a person starts speaking in Russian, she switches.

Participant 5 states that they employ different languages for different activities. For instance, Participant 5 mostly uses Russian, English, and Spanish because they are of a higher proficiency level. However, Participant 5 also believes that her thoughts sound more beautiful when speaking English or Russian. When it comes to reading books, Participant 5 prefers using English, Russian, and Kazakh, however, when watching videos on social media platforms, Participant 5 prefers using Turkish or Spanish to practice them. Thus, Participants choose to speak particular languages depending on situations. The next sections look at Participants' TL and CS practices and beliefs in different daily encounters (out of family and friends' context).

Translanguaging Practices

Majority of participants tend to use only Code-Switching during the daily encounters. Nevertheless, some participants do use TL, for instance, Participant 1 uses TL when speaking in Russian to Kazakh people and is able to understand a person as well as to be understood, "I can communicate with taxi drivers, when they are talking exclusively in Kazakh, and I use Russian, and I may not understand them completely, but they do understand my Russian and we are able to convey our thoughts" (Participant 1). Participant 3 implements both CS and TL in her speech in everyday life, mostly to convey the thoughts properly or to be able to communicate with people, "If I don't know the definitions of certain words in Kazakh, I can say them in Russian, or if I start talking to someone in Kazakh, and they reply in Russian, I start speaking in Russian as well" (Participant 3). Thus, although there is a tendency among Participants to implement CS in daily encounters, some of them do employ TL for certain purposes.

Code-Switching Practices

All participants Code-Switch on a daily basis, mostly between Russian-English or Russian-Kazakh. However, some participants may involve other foreign languages they

know, for instance Participant 5 uses Spanish or Turkish, because she thinks that certain expressions sound better in these languages. The main reason for Participants' Code-switching between the languages is an inability to remember certain words in a particular language and having to switch to another to convey the thoughts, "I code-switch between Russian and Kazakh, because sometimes I don't know some Kazakh words, and I'm like "Остановите, пожалуйста, на остановке этой. Рахмет, сауболңыз" (Participant 1) (Could you please stop at this bus stop. Thank you, bye). Moreover, Participant 6 mentions that she is comfortable with Code-Switching when she knows that a person, she is speaking with knows both languages. It can be concluded that Participants employ CS for versatile purposes, for instance, to ensure comprehension or to express themselves clearly.

Beliefs on Translanguaging

Since implementation of TL is less frequent than of CS, participants did not express any thoughts specifically on this tool. However, their responses did include their opinion on both of the techniques, "I think both of them are fine to me. Because again it depends on the person I'm talking to. And sometimes it can be Code-Switching, and sometimes it can be Translanguaging. So, both are fine for me" (Participant 5). Overall, most participants share that it is difficult for them to speak one language only, therefore they employ either CS or TL in their speech, "It is easier to use several languages in different situations. I can't speak only one language all the time" (Participant 2). Thus, although TL implementation is not as frequent as CS, Participants still share either neutral or positive beliefs toward it.

Beliefs on Code-Switching

All participants stated that CS is a useful tool that they employ daily. Participants 1 and 3 state that CS allows them to use more interesting and appropriate phrases/words, and it is easier to use CS and say something in a different language than try to remember or

explain the same concepts in a language the conversation is held in. Participants 3 and 5 also provided their own understanding of why they use CS, “Sometimes it's comfortable to say some expressions in those languages because in other languages they don't have similar meanings” (Participant 5). Participant 8 states that they frequently forget certain words and CS is a useful technique to use in such cases. Participant 8 also states that using just one language when explaining something makes it more complicated and it is easier to mix languages in order to accelerate the explanation process. Participant 6 shares the same beliefs, however, also states that mixing languages makes it difficult for others to understand them, “But I think it's not comfortable for other people to understand me because I speak fast and I always use different words from different languages”. It can be said that Participants actively implement CS and mostly hold positive beliefs toward this tool.

Family Environment

This section discusses participants' Translanguaging and Code-Switching practices and beliefs in a family context.

Languages Participants and Their Family Members Use. All of the Participants' families are bilingual or to some extent know either Kazakh or Russian as their second language. Most of the time Participants, in particular, 2, 6, 7 and 8 use Kazakh language to communicate with their families, as it is their mother tongue, and it is important for them not to forget it. They do use Russian but to a lesser extent. Participant 6 shares, “I think most of the time, maybe 90% of the time we speak in Kazakh. For example, with the older generation, my aunts, my grandparents, I use only Kazakh language” (Participant 6). Meanwhile, Participants 1 and 4 mostly use the Russian language with their families. However, they also sometimes use Kazakh phrases or words in their speech or have small talks with their families in Kazakh. Most Participants, for

example, Participants 1 and 3, easily speak in different languages with family members, and do not have any problems with selecting a particular language, depending on a family member. Furthermore, Participants 5 and 8 use both Kazakh and Russian at the same level with their families. Such a choice was explained by the region they lived in most of their lives, and it shaped their way of speaking. Participant 5 shared her opinion on how and why she uses several languages, namely Kazakh and Russian “My family is also bilingual, so we mix these languages in our speech. Also, I think that coming from the northeast region of our country also affected this.” (Participant 5). Thus, Participants use more than one language with their families and the following sections will elaborate on Participants’ TL and CS practices and beliefs in the family context.

Translanguaging Practices. All participants implement either TL or CS, or sometimes both techniques while communicating with family members. Firstly, let us look at the TL practices. Participants 5, 7, and 8 implement TL when speaking with particular family members or depending on the topics being discussed, “For instance, with the older generation like my grandparents, I mostly use the Kazakh language. But I can say that there might be some conversations in Russian. It mostly depends on the situation and on the topics that we talk about” (Participant 5). Kazakh language is a native language for participant 7, and it is in family values to respect and be able to speak it. She, therefore, shares an interesting example of TL:

If I’m with my parents, that is, if we’re on our own, then we use Russian, although my parents make me speak Kazakh with my sister, because even if she goes to the Kazakh kindergarten, everyone speaks there, including teachers, in Russian, and so the most, as it were, trying to fill the Kazakh language at home. Well, I can give an example with my younger sister. She often resists, does not want to explain

something in Kazakh and, accordingly, speaks Russian with us. And my parents, on the contrary, answer her in Kazakh.

Moreover, participants 6 and 8 use TL, choosing a certain language to speak about difficult topics, explain certain concepts/terms, and make explanations as easy as possible. There are also some instances of participants implementing both TL and CS. Participant 3 can implement either TL or CS when speaking in Kazakh due to inability to communicate exclusively in this language, “I can forget some Kazakh, and I can say a word or whole sentences in Russian or English. Yes, because I try to speak Kazakh in order to practice it. But I told you that I lack a little vocabulary, so I will adjust”. Participant 6 implements both CS or TL when talking to their cousins, “I can talk to them, like in Kazakh language and there will be some words in Russian, and they can answer me in English or Kazakh. So, there's actually a mix of it. I totally understand. And there's just juggling with two or three languages. It's totally fine, I think”. In the family context, Participants actively implement TL for versatile purposes, the next section is going to look at Participants' CS practices.

Code-Switching Practices. All Participants employ CS with their family for various purposes. Participants 1 and 4 use CS with certain words from a particular language, which do not have the same meaning in other language. That is why it is easier for them to use CS to save the meaning and retrieve the words from a that language “When you can just tell some kind of joke, and they won't like it ... and they are like, “so this is not even a joke”, instead they can just say “Кумаш” (Kazakh slang means come on, I don't believe it) (Participant 1). Additionally, participant 6 tends to use connectors in the Russian language, as it helps to convey a thought, “Maybe some words in Russian, like “если” (if), or “потому что” (because), these Russian words sliding in our speech”. Participant 6 also mentions that when her family watches or reads content on specific

topics for example politics or news, they use Russian to freely and easier express themselves. Participant 6 states, “So it's kind of sometimes hard for us to just speak only Kazakh language. So, there are always Russian words like Russian phrases, and we totally understand each other in all these languages”.

Participant 5 states that her family is bilingual, so it is not a challenge to switch languages. Also, there is a tendency among Participants to use certain words from a particular language because initially they have learned these words in this language. For instance, Participant 2 has an experience of learning and using some words in Russian, although mostly speaking Kazakh with her family, however, later on she discovered translation of those words, but out of habit, Participant 2 keeps using these words in the language she has learned them, “It's just that from birth, probably, we were taught that a balcony is a balcony. And we learned the translation of the Kazakh language of this particular word later. Therefore, now we say it in Russian, out of habit.” The inability to express themselves in just one language makes Participants employ CS with their family members.

Beliefs on Translanguaging and Code-Switching. Since most Participants implement CS when communicating with their family members, they feel comfortable employing it, for instance, Participant 2 uses Russian words in her speech as it is comfortable and it has been practiced since childhood, “Yes, because I'm used to it since birth”. There is an idealistic way of speaking in a certain language, as participant 8 states that their family appreciates and praises speaking one language at a time without mixing it, “Most people in my family think that the language should be, in quotation marks, clean. If you speak Russian, then it is necessary to speak purely in Russian”. Participant 4, on the other hand, states that her family values comfortability, as long as they can understand each other, it does not matter if someone speaks one language or mixes languages, i.e.,

uses CS and TL, “I don't have any kind of limit to speak a certain language. You speak the way it is convenient for you”. Interestingly, Participant 1 states that lately due to the changing world and political changes toward prioritizing Kazakh language, Participant 1’s family started paying more attention to Kazakh and practicing it more. Hence it can be concluded that Participants and their family members hold controversial beliefs toward TL and CS implementation.

Friends Circle

This section discusses Participants’ Translanguaging and Code-Switching practices and beliefs in the context of their communication with friends.

Languages Participants and Their Friends Use. All of the Participants’ friends speak multiple languages, but mostly they use Russian and Kazakh, and sometimes English. Participants’ language choices depend on the friends they are speaking with. For example, Participants 1 and 7 speak Russian most of the time, however they try to mix languages. Also, they have foreign friends with whom they solely speak in English. Unlike others, Participant 6 can use three languages with her friends, because they know Russian, Kazakh and English at a proficient level. However, Participant 3 mostly uses Russian with her friends, “Everyone mostly speaks in Russian. Someone speaks in English, and rarely who speaks in Kazakh. Generally, everyone speaks in Russian”. All of the Participants’ friends know two or more languages, as most of their friends are from university where they learn additional foreign languages. Participants 6, 7, and 8 stated that their friends due to their majors, interests, or nationalities/ethnicities know additional languages at some level, “And there are some friends that speak French, German, Turkish, Korean. So, Yeah, they also know multiple languages” (Participant 6). This shows that there are two or more languages which are used in Participants’ communication with friends.

Translanguaging Practices. All participants implement either TL or CS, or both techniques in their conversations with friends. For instance, Participants 1 and 3 implement TL by speaking in English with friends, because nowadays there is a lot of content in English and it is easier to discuss it in English language straightaway, “Yes, often, given that there is a lot of English content on social networks and, here, we share content in English very often. And, accordingly, then the dialogue can also continue in this language, often in Russian and English” (Participant 3). Also, participants 2 and 3 mix phrases/words (CS) or have whole conversations (TL) in a certain language depending on which language is comfortable for a friend and participant to speak in and discuss particular topics. For example, some complex topics they can discuss in Russian, and some informal conversations can be held in Kazakh. Participant 5 chooses to speak in Kazakh with friends who are comfortable speaking in that language, and other languages such as Russian and English to talk to other friends. It shows that participant 5 is flexible in changing languages and does not feel overwhelmed by it, “I have some friends who mostly speak in Kazakh and it's better to explain something like that or have some small talk with them in Kazakh. And so, I choose the Kazakh language to speak with them, while I can use Russian or English or other languages to speak with other friends”. Also, there is a tendency of discussing a particular concept/content they saw in the language they watched it in, and they can discuss it in the same language or use CS to refer to some terms/titles etc. Hence, implementation of TL is caused by certain situations and employed for various purposes.

Code-Switching Practices. As mentioned before, along with TL, CS is also implemented in Participants' communication with their friends. Participants 1, 6, and 8 code-switch to English when they speak to their friends about slang/trends from English-speaking countries, terms connected to studies, or to simply express their own emotions.

As most of the Participants use social media, e.g., TikTok, they try to watch English content so they remember English words from there, and then use it in dialogues.

Participant 6 uses English with her friends to fully express and transfer emotions, when the participant needs additional vocabulary, “I use English language only when I cannot express myself in Kazakh or Russian. I just switch to English and they totally understand it and I'm happy about it”. Participant 4 states that some specific terms are easier to use in the original to save time when conveying the idea, as there are authentic concepts which are inherent in a particular language. Sometimes it's better to use CS in order to convey the idea correctly, and not to waste time on explanation:

For example, we were talking with a friend, and I forgot a word that translates into Russian. I told her in Kazakh, and she immediately understood. There are some terms that are inherent in a particular language, and it is difficult to somehow explain them in another language. Yes, because well, you forget a word. But you are trying to speak the language in which you want to say the definition, so that the person understands the essence of the conversation.

It can be concluded that CS is actively implemented by Participants for versatile purposes when communicating with their friends.

Beliefs on Translanguaging and Code-Switching. Participants did not explicitly express their beliefs on TL and CS in the context of communication with their friends, however based on their responses and information from the previous sections on TL and CS practices, it can be concluded that Participants share positive attitudes towards implementing both TL and CS when talking to their friends.

This section presents the findings gathered from the data collection and analysis processes and presents Participants' TL and CS experiences and beliefs in both Academic and Social environments. It was found that Participants actively implement both these

techniques in different contexts and situations for versatile purposes. Participants also share mixed beliefs on these tools, however their attitude depends on the context these techniques are implemented in. The next section provides a more thorough discussion of the findings and looks at their correlation with the existing literature.

Discussion

The previous section presented the findings obtained from the qualitative data. This section provides the elaboration of the findings of this research study and discusses how they correlate with the existing literature. The purpose of the research was to study Multilinguals' experiences and beliefs on Translanguaging and Code-Switching. To do that, three research questions were formulated: 1. What are Multilinguals' experiences of Translanguaging and Code-Switching? 2. What are Multilinguals' beliefs on Translanguaging and Code-Switching? 3. How do Multilinguals' experiences and beliefs on Translanguaging are similar or different from the ones on Code-Switching? The discussion aligns with the aforementioned research questions.

Research Question 1. What are Multilinguals' Experiences of Translanguaging and Code-Switching?

This section looks at the connection between the findings and the literature in relation to the first research question.

Translanguaging Practices in Teaching

First, let us look at Participants' Translanguaging teaching practices. Findings have shown that Participants mostly implement TL when teaching to introduce new material or to elaborate on complex concepts. TL is also implemented to engage learners in the process and make sure that each learner understands the material. This correlates with Park's (2013) findings of TL being used to create a comfortable learning environment by facilitating comprehension of the new material. According to Amaniyazova (2020) and Yakshi (2022), TL is implemented by teachers to support lower proficiency students, however it has been found that some Participants implement TL to assist students even with higher proficiency to eliminate any future confusion. Another reason for employing TL is to facilitate comprehension by comparing and contrasting the concepts using both L1

and the target language (Yakshi, 2022). Similarly, it has been found that certain Participants do implement TL for this specific purpose to make sure that learners have a full understanding of the material.

Code-Switching Practices in Teaching

Shay (2015) claims that CS may facilitate students psychologically by reducing anxiety and boosting their confidence since they are able to freely convey their thoughts. Similarly, it has been found that Participants implement CS to help learners, especially those with low language proficiency, overcome their language barriers since they are able to continue their thoughts without stopping and convey them more efficiently. Some Participants, however, employ CS for personal purposes when they forget certain words and are unable to express themselves in English (Modupeola, 2013).

Translanguaging Practices in Learning

Translanguaging can be used as a student-initiated interpersonal strategy, to communicate and/or help each other during class activities, similarly it has been found that Participants mostly implement TL for the same purposes (Wang, 2016). Some Participants also implement TL during certain classes and respond in their L1 to explain themselves and avoid misunderstanding (Doiz & Lasagabaster, 2016). Another example of Participants' implementation of TL is usage of L1 and target language for different purposes and activities, for instance writing in Russian and then discussing in English (Baker, 2011). This shows that Participants implement Translanguaging in learning for versatile purposes to develop language skills (García & Sylvan, 2011).

Code-Switching Practices in Learning

The main reason for Participants' Code-Switching implementation is to be able to express themselves and their thoughts in a certain language when they forget words or simply do not know them which relates to Modupeola's (2013) statement that CS is

employed when people are unable to express themselves in a particular language.

Participants also implement CS to create interpersonal relationships with other students when talking to group mates and discussing assignments (Modupeola, 2013).

Social Translanguaging Practices

It has been found that Participants actively implement TL in their everyday lives in both Academic and Social environments. The findings of this study correlate with the findings of Daniel and Pacheco (2016) and Hornberger and Link (2012) in a way that Participants use TL when communicating with their families, friends, and other people. They mostly use TL when talking to different people in order to convey their thoughts and understand the interlocutors. Participants implement TL by using different languages depending on the person they are interacting with, formality of the conversation, and the topics they are discussing (Hornberger & Link, 2012).

Social Code-Switching Practices

The reasons for implementing CS in Social context are somewhat similar to the Academic context. Participants employ this technique when they forget words in a certain language and therefore switch to retrieve them from a different one so that they convey their thoughts properly (Modupeola, 2013). Furthermore, Participants implement CS when they want to use specific words or phrases from a particular language that do not have the same meaning in the language they are speaking. However, it also has been found that Participants tend to CS when they know their interlocutor understands both languages. Furthermore, some automatically implement CS with when it comes to the words they have initially learned in a particular language.

Research Question 2. What are Multilinguals' Beliefs on Translanguaging and Code-Switching?

This section looks at the connection between the findings and the literature in relation to the second research question.

Beliefs on Translanguaging in Teaching

It has been found that Participants show mixed beliefs on TL implementation in their classrooms. Although they think that TL is a great tool that facilitates the learning process, they share the common belief that it is more helpful in teaching lower proficiency students. This correlates with the findings of Fallas Escobar and Dillard-Paltrineri (2015) who have also found that instructors have controversial beliefs on TL implementation in classrooms. Unlike Amaniyazova (2020), Mukhamediyeva (2021), and Yakshi (2022), Participants of this study did not express the feeling of guilt because of TL implementation.

Beliefs on Code-Switching in Teaching

Participants share controversial opinions on implementing the CS techniques during classes. On the one hand, they agree on the fact that CS should be employed in accordance with students' proficiency i.e., the lower the language level, the more beneficial it is to use CS to facilitate material comprehension. Likewise, Horasan (2014) states that the CS phenomenon is only reasonable for classes with lower proficiency. On the other hand, similarly to Ospanova (2017) they reckon that CS may interfere and slow down the learning process since students may get used to constant switching, hence CS and target language exposure should be balanced (Shay, 2015). Interestingly, this contradicts with the findings of Alenezi (2010) who states that CS implementation does not affect neither L1 nor the target language. Nevertheless, it has also been found that Participants believe CS serves as a useful tool that facilitates students in expressing

themselves, therefore, helps to overcome language barriers (Nordin et al., 2013). It is evident that Participants' CS teaching practices correlate with their beliefs.

Beliefs on Translanguaging in Learning

Regarding TL implementation from the student's perspective, Participants also share contradicting beliefs. It is believed that excessive use of TL may stagnate the learning process since it may create a comfort zone for the learner (Fallas Escobar & Dillard-Paltrineri, 2015). However, they also find it convenient to use when it comes to complex concepts since it facilitates comprehension (Jiang et al., 2022). In general, Participants believe that TL helps lower proficiency students to be more engaged in the classroom (Jiang et al., 2022). However, they prefer using TL in the thematic classes where they need to convey their thoughts and the focus is not on language learning. This correlates with the findings of Jiang et al. (2022) where students preferred being immersed in the language environment since it would affect their future more positively.

Beliefs on Code-Switching in Learning

As mentioned before, from the student's perspective, Participants implement CS for interpersonal strategies which they believe helps them to understand their group mates easier and better (Modupeola, 2013). They also believe that CS makes them feel more intelligent since they are able to freely express their thoughts, and that CS implementation helps them understand complex concepts, which correlates with Nordin et al. (2013) who state that CS boosts students' confidence and facilitates learning. However, they prefer their teachers to provide the equivalents of the words in both languages and not just code-switch to, for instance, L1 when explaining something.

Beliefs on Translanguaging in Social Context

Since Participants actively implement TL in the social context for various purposes, they share either positive or neutral attitudes toward it. Participants find it

difficult to speak only one language, therefore implement TL which as they believe helps them to achieve their personal goals and make sense of different situations (Daniel & Pacheco, 2016; Hornberger & Link, 2012).

Beliefs on Code-Switching in Social Context

In social context, Participants actively implement CS with their families, friends, and in other instances, hence, share positive attitudes toward it. This can be explained by the fact that they come from ethnically diverse, multilingual backgrounds (Dewaele & Wei, 2014). Participants believe that CS facilitates communication by letting them simply switch to a different language rather than spend time trying to retrieve certain words from a different language. However, they also think that CS may confuse their interlocutors.

Research Question 3. How are Multilinguals' Experiences and Beliefs on Translanguaging Similar or Different from the Ones on Code-Switching?

This section looks at the connection between the findings and the literature in relation to the third research question.

Similarities between Translanguaging and Code-Switching Experiences

It has been found that Participants' TL and CS practices are somewhat similar, since they implement these techniques for almost the same purposes. For instance, in Academic environment, they implement both TL and CS through explanatory strategies to explain new concepts, create a comfortable classroom environment, and facilitate the learning process (Rahimi & Jafari, 2011; Wang, 2016). They also implement these techniques through interpersonal strategies in both Academic and Social contexts to make connections and communicate with other people. This correlates with the findings of Wang (2016), who stated that interpersonal strategy is one of the ways to implement TL, and the findings of Modupeola (2013) who stated the same about CS implementation.

Differences between Translanguaging and Code-Switching Experiences

Although there are some similarities in TL and CS implementation, certain differences still remain. Regarding the teaching environment, Participants tend to choose one technique over another depending on the situation. For instance, when a more elaborative explanation of the concept is required, they prefer using TL, when CS is mostly used to clarify certain words or phrases. TL is also employed when Participants want to compare or contrast certain concepts from both languages. Rahimi and Jafari (2011), however, state that CS can also be implemented to clarify the differences between the languages. Regarding both Academic and Social environments, Participants implement CS unconsciously, however TL implies purposeful implementation. It correlates with the findings of Ospanova (2017) and Nordin et al. (2013) who state that CS is a natural phenomenon and is used automatically while Belova (2017) and Garcia (2009) also add that TL is used intentionally. Moreover, Participants tend to employ CS when speaking, unlike TL which is implemented during writing, reading, and listening as well.

Similarities between Translanguaging and Code-Switching Beliefs

Participants share some similar beliefs on both Translanguaging and Code-Switching, in general, it can be concluded that they share controversial attitudes toward both of them. From a teaching perspective, they believe TL and CS are useful tools that scaffold the learning process, however only at lower proficiency levels. Akhmetova (2021) provides the same findings on TL whereas Jiang et al. (2022) on CS. Consequently, they believe that L1 exposure should be reduced as language level progresses since learners might encounter certain problems if they get used to constant TL and CS implementation. Regarding both Academic and Social perspectives, Participants believe that both TL and CS help them in versatile ways and it is difficult not to implement them. This correlates with Jiang et al. (2022) who stated that TL as a scaffolding technique helps students with

lower proficiency by reducing anxiety and encourages students to communicate more during classes. Similarly, Sert (2005) shares opinions on CS which helps to facilitate the learning process and motivate students.

Differences between Translanguaging and Code-Switching Beliefs

Now, let us look at some differences that have been found in Participants' beliefs on TL and CS. Their choices and preferences of implementing one of these techniques in a particular situation is connected with their beliefs. For instance, in Academic context they use TL when explaining complex concepts because they believe it is more suitable for such purposes. Amaniyazova (2020) and Akhmetova (2021) state that TL is implemented by teachers to explain difficult topics. Moreover, some Participants prefer using TL because they believe CS may confuse learners. However, CS might be more beneficial because as they believe, it provides less exposure to L1 than TL. It correlates with Amaniyazova (2020) and Akhmetova (2021) on the beneficence of implementing TL to explain complicated topics, grammar concepts and vocabulary, on the other hand Participants state that such technique should be used only at lower proficiency.

Before drawing any conclusions, a thorough research of databases using the keywords was conducted. However, after not being able to find a sufficient number of appropriate resources that explore both concepts as well as their similarities and differences, some of our findings might be considered as new concepts. Literature available on these topics supports certain findings on either TL or CS, however not in relation to each other. Answering the first two research questions on Multilinguals' practices and beliefs on TL and CS, it can be said that Participants actively implement both tools for versatile purposes, although holding controversial beliefs on them. It is also evident that Multilinguals' practices correlate with their beliefs on both techniques. Regarding the third question, certain similarities as well as differences between

Participants' practices and beliefs on TL and CS have been discovered. The more specific elaboration on the answers and findings is presented in the next concluding section.

Conclusion

The previous section provided a discussion on the findings of the study and their connection to the conducted literature review. This section summarizes and presents the major conclusions of the study. This research paper aimed to study Multilinguals' experiences and beliefs on Translanguaging and Code-Switching as well as the similarities and differences between Multilinguals' practices and attitudes toward both techniques. There are three research questions that were raised and answered throughout the study: 1. What are Multilinguals' experiences of Translanguaging and Code-switching? 2. What are Multilinguals' beliefs on Translanguaging and Code-Switching? 3. How do Multilinguals' experiences and beliefs on Translanguaging are similar or different from the ones on Code-switching? The following sections provide the main conclusion of the study, contributions, limitations, and recommendations for the future research.

Main Conclusions of the Study

This section presents the major findings of this research paper. Coming from multilingual backgrounds, all Participants implement Translanguaging and Code-Switching in their lives. First, it can be concluded that Participants' practices are related to the beliefs they hold on them. Participants also hold mixed beliefs on both TL and CS in both Academic and Social contexts. Regarding Academic context, Participants implement both techniques in their teaching practices through explanatory strategy to explain new or complex concepts, they also view both tools as scaffolding techniques that facilitate the learning process. However, TL is mostly used to provide a full elaboration on a particular concept or to compare and contrast concepts from both L1 and the target language, whereas CS is implemented to translate or clarify certain words/phrases. Moreover, regarding the Academic environment in general, Participants believe that the higher the proficiency, the less frequent the implementation of such techniques should be since it may

negatively affect the learning process. Nevertheless, Participants think that CS provides less exposure to L1 than Translanguaging. Moreover, Participants believe that these strategies help to overcome language barriers, however, a balance of exposure should be maintained. They also prefer using these Practices in non-language-focused classes, since these tools mostly help to freely express their thoughts, and language-focused classes should be more target language oriented.

In general, regarding both environments, CS is mostly implemented unconsciously and to retrieve more suitable words/phrases from a particular language, whereas TL is more about a purposeful implementation. Furthermore, some Participants implement CS when using the words, they have initially learned in a specific language, hence using them when speaking a different language. They also implement these techniques through interpersonal strategies in order to communicate with people. However, it is believed by some Participants that CS implementation might confuse their interlocutors, therefore Participants make sure that they understand both languages. Furthermore, CS mostly occurs in Participants' speech, however, TL involves all language skills. It is also believed that these strategies, especially CS, make them feel smarter since they provide freedom in conveying their thoughts. Although Participants hold controversial beliefs toward these practices, they state that it is difficult not to implement them in their lives. These were the main conclusions of this research paper.

Contribution

The relevance of this study is justified by the scholars' interest in the concepts of Multilingualism, Translanguaging, and Code-Switching. This study encompasses the aforementioned concepts in both Academic and Social contexts and Multilinguals' experiences and beliefs on them. This study might be implemented as a foundation for the further research on the related topics. It can be applied as a fulcrum for scholars who aim

to study the mentioned concepts and to either conduct a more elaborative research or look at the problem from a different perspective.

Most studies conducted on the related to this research topics predominantly focus on educational context and teachers' perspectives; however, this study encompasses both Academic and Social contexts as well as learners' perspectives. Thus, this research studies Multilinguals' experiences and beliefs from both teaching and learning perspectives as well as in both Academic and Social environments. This helps to understand how Multilinguals apply both practices in their in-classroom and out-of-classroom environments and what attitudes they have toward them. Hence, this study expands the scope of existing research and allows us to look at the problem from different and more elaborative perspectives.

Moreover, this study provides findings on the similarities and differences between Multilinguals' experiences and beliefs on Translanguaging and Code-Switching. There is limited literature on the differences between practices and beliefs on TL and CS. Thus, this study helps to understand how Multilinguals view these techniques and what purposes they employ them for. This also shows whether they perceive these tools the same or differently and whether they implement them to achieve the same or different goals. Hence, this study does not separate the concepts of TL and CS, nor Multilinguals' experiences and beliefs. The main contributions of this study include the findings on the Multilinguals' experiences and beliefs in Academic and Social contexts, as well as similarities and differences between TL and CS implementation and attitudes.

Limitations

There were certain limitations that affected the scope of the research project. First limitation relates to the number of participants and their academic and social backgrounds. As mentioned earlier in the research, participants of this study are females that come from somewhat similar academic and social backgrounds. Having interviewed a greater number

of participants (within the Phenomenological framework) from different backgrounds and of both genders might have allowed us to look at the problem from a different perspective, thus, receiving additional information that could have contributed to the overall results of the study. Therefore, the results that have been received were limited by aforementioned limiting points.

Second limitation was related to the data collection process. The interviews and observation schedules had to be changed and adjusted several times since Participants were not available during certain periods, therefore it was difficult to collect the data within the set deadlines.

The last limitation is connected to the literature available on the topic. First, insufficient number of Kazakhstani studies on Code-Switching is available, and the difference between the number of available sources on both techniques is present. Moreover, during the literature analysis process, a certain gap was identified. The differences between Multilinguals' experiences and beliefs regarding Translanguaging and Code-Switching are either not present in the literature or there is an insufficient number of available sources. As mentioned before, a thorough search based on key-words was conducted, however we were unsuccessful in finding a sufficient number of studies. These were the limitations that occurred during the process of conducting this research. The next section provides further recommendations on conducting further research on the topic.

Recommendations

Based on this projects' limitations, there are a few recommendations that can be given for future research. The first recommendation would be to extend the number of participants, which however, also suits the Phenomenological scope. Perhaps, this would help to obtain broader views and perspectives on the problem. Another recommendation would be to involve participants from different academic and social backgrounds, which

would also contribute to the findings and may provide more versatile information that can be employed. The last recommendation would be trying to conduct a quantitative study, which could possibly lead to different results and may look at the problem from a different perspective.

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Appendix A: Interview Protocol

Interview protocol.

1. Greetings
2. Introducing the research topic
3. Introducing the concepts of Translanguaging and Code-Switching and identifying the difference between them
4. Asking the interviewees to sign the consent form
5. Starting the interview

Interview questions:

Ice-breakers:

1. How many languages do you speak and at what levels?
2. Which language do you consider your 1st language? Why?
3. What language are you most comfortable with? Why?

Lead-in questions:

4. What language do you think in? Why?
 - a. Do you ever think in any other language (depending on the situation)? Why?
5. Do you switch or translate between languages in your head? Why/Why not?
6. Does the choice of language depend on certain situations? What situations and Why?
7. Do you use more than 1 language/Do you switch between languages in certain situations? Why/Why not?

Out-of-classroom related questions:

8. Do your family members speak one language or multiple?
9. Do your friends speak one language or multiple?
10. What language(s) do you usually use at home/with your family? Why?
11. Can you think of any situations when you use CS/T with your family?
 - a. TL: Do you use different languages for different situations/with different family members?
 - b. CS: When talking to family, do you ever switch between languages during the conversation?
12. What language(s) do you usually use with your friends? Why?
13. Can you think of any situations when you use CS/T with your friends?
 - a. TL: Do you use different languages for different situations/with different friends?

- b. CS: When talking to friends, do you ever switch between languages during the conversation?
- 14. Apart from when you are with your family or friends can you think of any situations in which you use:
 - a. TL
 - b. CS
- 15. Is it more convenient for you to use only one language or use CS/T? Why?
- 16. Is speaking only one language in a certain environment comfortable for you? Why/Why not?

In-classroom related questions:

- 17. What is the main language you use at your university/work? Why?
- 18. Are you satisfied with your education/work language? Why/Why not?
- 19. What language would you like to use at university/work? Why?
- 20. Do your university instructors use Code-switching during the classes? Why and How?
- 21. Do your university instructors use Translanguaging during the classes? Why and How?
- 22. Does it help to understand the material better? Why/Why not?
- 23. Do you think CS is useful (in education)? Why/Why not?
- 24. Do you think TL is useful (in education)? Why/Why not?
- 25. Do you use CS as a student? Why? Can you think of any examples?
- 26. Do you use TL as a student? Why? Can you think of any examples?
- 27. Does your work/internship place require you to use only English? Why/Why not?
- 28. Do you use CS when you teach? Why/Why not? (If yes) Can you think of any situations?
- 29. Do you use TL when you teach? Why/Why not? (If yes) Can you think of any situations?
- 30. What if some students do not understand the material in English? Will you implement CS/T to facilitate understanding?
- 31. Do you use CS/T to provide instructions, explain grammar concepts, or new vocabulary? Why/Why not?
- 32. Do you think CS is beneficial/useful in teaching/learning? Why/Why not?
- 33. Do you think TL is beneficial/useful in teaching/learning? Why/Why not?

Appendix B: Consent Form

Participant's Consent Form

You are being invited to be a participant in the research project on «Juggling with Languages: Multilinguals' Beliefs and Experiences of Translanguaging and Code-switching».

This study is being conducted by Russalina Akhmerova, Assem Toktamyssova, and Aruzhan Kenshinbayeva as a part of their Bachelor thesis at Kazguu University. The ultimate purpose of the research is to identify Multilinguals' beliefs and experiences of Translanguaging and Code-switching and identify whether these beliefs and experiences on Translanguaging differ from the ones on Code-Switching.

The data collection methods to be used include interviews, follow-up observations, and post-observations interviews. This process might take up to two weeks

You will receive no direct benefits from participating in this research. However, your responses may help the researchers learn more about Multilinguals' beliefs and experiences of Translanguaging through this research.

There are no foreseeable risks if you decide to participate in this research study, nor are there any costs for participating in the study. All the responses you give will be kept strictly confidential (in a laptop folder locked with a password to which only we and our advisor have access to).

Participation in this research project is completely voluntary and you are free to withdraw from it at any time, even at the end of your participation, without having to provide any reason and without being penalized or disadvantaged in any way. You may choose not to respond to any particular question(s) during the study, and you can also ask the researcher to delete or not make use of any information you provide.

Your real name will not appear anywhere in the research materials; no one will be able to identify you, nor will anyone be able to determine which institution you work for. None of the information you provide during the study will in any way influence your present or future employment with your current employer.

The information you provide will be used anonymously for internal publication for Ms. Akhmerova's, Ms. Toktamyssova's, and Ms. Kenshinbayeva's Bachelor Thesis and might be submitted for publishing in academic journals and conferences.

If you have any questions about the study, feel free to contact Ms. Akhmerova, Ms. Toktamyssova, and Ms. Kenshinbayeva at the e-mail address r_akhmerova@kazguu.kz. If you have any comments or concerns about the ethics or procedures involved in this study, you can contact Ms. Akhmerova's, Ms. Toktamyssova's, and Ms. Kenshinbayeva's supervisor, Olga Bainova, at his/her e-mail address o_bainova@kazguu.kz

I have read and understood the above and consent to participate in this study. I understand that I will be able to keep a copy of this consent form for my records.

Participant's signature

Date

NB: please, sign in below if you give permission to audio record your interviews.

Participant's signature: _____

I have explained and defined in detail the research procedure in which the participant has consented to participate. I will retain a copy of this consent form for my records.

Researcher's signature

Date

Appendix C: Observation Protocol

Level: Pre-Intermediate

Time: 60 min

Question	Answer	Notes
What language/s does the instructor mainly use during the lesson?	English/Russian	While the class she uses two languages: Russian and English
What language/s does the instructor mainly use to explain grammar?	English/Russian	Mostly she used English then she just repeated the information in Russian
Are there any instances of using CS during the grammar explanation? If yes, why?	No	
Are there any instances of using TL during the grammar explanation? If yes, why?	Yes	She first explained the grammar concept in English and then translated everything into Russian
What language/s does the instructor mainly use to explain new vocabulary?	English/Russian	She provides English terms and then Russian translations for them She also provides synonyms in English She also gives examples in both Eng/Ru
Are there any instances of using CS during the vocabulary explanation? If yes, why?	yes	Sometimes she provided a Russian translation of the new word
Are there any instances of using TL during the vocabulary explanation? If yes, why?	yes	She provides an explanation of hard terms in Russian in order to make sure the students understood the meaning
What language/s does the instructor use to introduce any other new concepts?	English	For the new concepts explanation she mostly uses English
Are any instances of using CS/TL during the introduction? If yes, why?	CS	She switched to Russian to explain/translate some of the words during the explanation
What language/s does the instructor use to provide instructions?	English/Russian	Instructions are always explained in English, then re-explained in Russian languages
Are there any instances of using CS/TL? If yes, why?	TL	She explained everything in English and then translated it into Russian

What language/s are the tasks written in?	English	All the tasks were written in the English language.
What language/s is/are used during the class discussions?	English	While class discussions/ speaking classes she uses English, only if there are students that do not understand some clauses, she translates it into Russian. TL.
Are there any instances of the teacher using CS/TL during the discussion? If yes, why?	No	
What are some other moments during the lesson, when the instructor implemented CS/TL? Why?	N/A	

Appendix D: Post-Observation Interview

Post-Observation Questions

1. In your opinion, why was or wasn't TL used in this particular situation? (example of the situation)
2. In your opinion, why was or wasn't CS used in this particular situation? (example of the situation)
3. What is the reason for using TL during grammar explanation/new vocabulary introduction/discussion (or other activity)?
4. What is the reason for using CS during grammar explanation/new vocabulary introduction/discussion (or other activity)?
5. Were there any benefits of implementing TL/CS during these situations? Why/Why not?

Appendix E: Coding Scheme

ACADEMIC

Practice CS - pink

Practice TL - blue

Belief - CS

Belief - TL

Speaker 1 [00:37:01] OK. Thank you. Do you use CS in your teaching methodology? And can you give an example?

Speaker 2 [00:37:14] For example.. Again, if I explain the rules to them, then I can use CS. That is, I can say the name in English, then speak in Russian, then again in English. Um.. it happens.. the only thing is, I strictly forbid talking... well when speaking is exactly the task... so that they could speak English clearly. And they can use CS when explaining the rules. When, for example, we read the text.. or we watch... And if we watch some series, for example, in class or cartoons, then when we discuss them, they may sometimes use CS, because we look at both subtitles, and they sometimes understand one or the other expression...

Speaker 1 [00:38:31] Okay What about TL? Do you use it when you teach?

Speaker 2 [00:38:43] I think so. On speaking assignments, sometimes, and with some students who are at the elementary or pre-intermediate level, I sometimes did how, I started speaking in English, understands/understands, no/no, so that they caught the main meaning, and they could not answer me in Russian. Let's say if I was talking about something, I was making some kind of speech, and I ask them their opinion. I am at the level of elementary, my students used the Russian language. And if the pre-intermediation level is higher, then they could answer CS.

Speaker 1 [00:39:26] OK. And there are some tasks that you give them that require only English, without Russian at all.

Speaker 2 [00:39:38] Um, yes. Again, it depends on the level, I think. The higher the level, the more often English is used. And if it's an intermediate, then I try to do it in English more often, if it's a pre-intermediate, then I already share it there... on the pre-intermediate, I do more, as it were, speaking in English. There is in short, a task, a control, a seven-control, and just such free tasks. And if these are free tasks, then I try to explain them in English.

Speaker 1 [00:40:23] And in general, in general, what do you think you use CS and TL for in teaching? For what purpose?

Speaker 2 [00:40:36] More often so that they just get used to the language. And, for example, CS is easier for them to use than English to begin with because most often students have a barrier that they.. it is difficult for them to overcome, as it were, and CS gives them a good start. That is, they speak English, but if something is like that, they speak Russian again, but they are already more or less talking. That's good. And TL, for example, can teach you to understand the language. That is, the total minimum is.

SOCIAL

Practice CS - pink

Practice TL - blue

Belief - CS

Belief - TL

Family

Speaker 1 [00:10:02] Oh wow. Well, that's great, Cool. At least someone can communicate in Chinese. So. What languages, what languages do you use with your family?

Speaker 2 [00:10:22] Emm.. Russian, and they like to throw phrases in Kazakh.

Speaker 1 [00:10:28] But he's mostly Russian, yes, you use it. Okay, why Russian? 90% of the time, why?

Speaker 2 [00:10:34] We are used to speaking Russian in our family. But in recent years they want to promote more like culture, all things, so they are now trying to use the Kazakh language in a mixed way. But in general, it's when we initially spoke in Russian.

Speaker 1 [00:10:56] Mgm, good. And, it turns out, TL is more suitable here, because you speak Russian with your family, as it were. But as far as I understand, when, as it were, they switch to Kazakh, it's CS. And in what situations they are.. in what situations does CS happen to you when you switch to Kazakh? Can you please give an example.

Speaker 2 [00:11:25] It can be quite everyday situations in terms of what type.. em.. there is here, uh.. how to say? "Oh, balaam, kyzym", all business or when you're there.. you just might be telling something, there, some kind of joke, and they won't like it.. and they're like, um.."so it's not even a joke," they can just throw go "oh kumash", and the like. That is, this maximum goes like this in words.

Friends

Speaker 1 [00:12:00] What about your friends? What languages, well, what languages do you use with your friends?

Speaker 2 [00:12:09] Mostly Russian, but I also use English more often than with my family. It's just that there is such a thing that my company, some of them, though they know a little English, but they seem to be a little shy. And those who studied with me at uni and still do, then we use CS more often.

Speaker 1 [00:12:34] And there are, say, situations with friends when you can speak pure English, without CS into Russian, for example? Or in some other language?

Speaker 2 [00:12:50] There is a situation only if we are in pairs, and we need to speak in English, and so that it is completely in English... um.. the only situation when there was once, we once played a game, and everyone was like, "let's try to pronounce in English," okay, okay. That is, purely for them, the practice is going on, well, they liked it.. that is, we had such a thing.

Speaker 1 [00:13:16] OK. And so.. that is basically CS, right? From English, oh, from Russian to English. Can you please give an example? That is, how exactly does CS happen?

Speaker 2 [00:13:35] Yeah. Let's say we're talking about a situation. There is a certain slang that sometimes does not translate into Russian normally. That is, someone can say like "side eye", "save", all things. It happens that we play a game, and we basically all have the game in English with English voice acting, and the names of the type cards themselves, and places on the type map, they are on the trail or they are there on honey and the like, that is, we can use in such situations. We can, when we discuss some things, use CS, for example, recently there was all this discussion in a tick-tock, like Tim Selena, Tim Haley or all things. That is, many people remember exactly the words in English with tik tok, I noticed. And only then is CS used for them. If I'm talking to Jasik (?), for example, then I can use English more often, namely some phrases or terms that are very difficult to translate into Russian. Here, I use on it.

Speaker 1 [00:14:51] OK. Well, you have a boyfriend. That is, it costs a little bit separately, Right? do you hear me? I can hear you, can you hear me? Can you hear me?

Speaker 2 [00:15:11] Right now, yes, I have the Internet.. yes.

Speaker 1 [00:15:16] It's okay, But you get it. Here's how to phrase it so that it doesn't sound awkward. I mean, there are friends, there is a family, and there is your boyfriend, yes, and that's what languages, let's say, you speak with him, what languages do you use with him?

Speaker 2 [00:15:41] Emm.. Russian and English. Because.. I would say Kazakh, but we didn't really communicate in Kazakh at all, and we don't communicate, because I can't, but he can. And I have a little bit of such a barrier, just the same, but in English I can at least talk to him 50/50. More like CS exactly goes, and not in English completely.

Other situations

Speaker 1 [00:16:05] OK, that is, with Russian, yes, it is still mixed during the conversation. Okay, got it, thanks. And besides, say, friends, and family, are there any other situations where you can use either TL or CS? Let's say you said that when you go in a taxi, yes, you can communicate with people in Kazakh.

Speaker 2 [00:16:27] Yes. By the way, I'm just doing something like CS between Russian and Kazakh, because sometimes it happens that I don't know a word in Kazakh. And I'm like, "Please stop at this stop. Rakhmet, saubolnyz", something like this I can say. Or if they ask for a number, I can say it in Kazakh, then switch to Russian, but also, most often CS is just the same used in.. at work, so to speak, in my work. Because if a student has a pre-intermediation level, plus or minus, then I can switch. That is, I can first read the assignment in English, we will discuss something with him, then switch abruptly to Russian, so again to English, so that he can get used to it easier, for example, to speech.

Speaker 1 [00:17:32] OK. What about TL? Is there a moment when you purely use a certain language, besides Russian, for example?

Speaker 2 [00:17:43] It's more difficult with TL, in terms of what TL is... Honestly, I'm still confused about it, but this is when people interfere with two, three, or more languages in order to communicate there, to talk. Now I'm coming to a certain point... um... by the way, yes, there's a good example of TL is when I can communicate with, say, taxi drivers, with drivers, they can talk completely in Kazakh, and I can talk to them in Russian if I'm not mistaken, this is TL. Because there is a moment when I don't understand someone's Kazakh at all, but they understand me in Russian, and I understand them in Kazakh and absolutely fine. Here, probably, at such moments are most often used. Or, here I have a vegetable shop next to me and there turns out to be a seller, he is not from Kazakhstan at all, maybe a Turk, maybe some other, but he communicates very poorly, both in Kazakh and in Russian, so somehow we are trying to understand each other like this. That is, he's on some kind of his own, and I'm also in the way.

Speaker 1 [00:19:12] Cool, okay. Well, in general, is it more convenient for you to use one language, yes, or is it convenient to use CS or TL?

Speaker 2 [00:19:31] Can you hear me now?

Speaker 1 [00:19:33] Yes. Did you hear the question?

Speaker 2 [00:19:34] Yes, I heard it, I just disappeared altogether, it seems. It's easier for me to use CS because then you can seem to use more words and phrases more interesting, I do not know how to explain it. There are times when you can only give some expression in English, but you can't remember in Russian. Then it is very saving.