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**ZRomSD 19,2 (2025)**

Herausgegeben von CHRISTOPH BÜRCEL, JENS F. HEIDERICH,  
CORINNA KOCH, CLAUDIA SCHLAAK & JUDITH VISSER

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*Zeitschrift  
für Romanische Sprachen  
und ihre Didaktik*

*ibidem*

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# *AUFSÄTZE*



# **Students' and Teachers' Perspectives on Translanguaging in Italian and English Foreign Language Teaching in Austria**

Maria Floigl (Graz)

## **Abstract**

Translanguaging, or the involvement of learners' full linguistic repertoire in education, has recently gained traction in FLT. As research has mostly been limited to EFL, this questionnaire study investigates perceptions of translanguaging among 80 Austrian students of Italian and English and their teachers. Results show largely positive attitudes confirming benefits such as facilitated understanding, communication, and metalinguistic reflection, especially for lower proficiency students. Positive effects on affective factors and target language development were not clearly supported. Notably, Italian students appreciated translanguaging far more than English students. Although translanguaging was reportedly highly common, it was largely limited to the use of the majority language, i.e. German.

## **1. Introduction**

As contemporary societies become increasingly linguistically diverse, language education is facing the pedagogical implications of multilingual classrooms. Translanguaging is one of the most influential concepts promoting the inclusion of students' diverse language skills in education. As such, it has recently gained influence in the field of foreign language teaching (FLT), where it is believed to benefit language learning in several ways. However, the concept has also faced criticism. Research on translanguaging in FLT has largely focused on English as a foreign language (EFL), while the specific teaching conditions of other foreign languages (FLs) have not been explored extensively.

Austrian language education is an interesting research context as the increasing linguistic diversity of its student body remains at the center of educational debates. As in many other European countries, students usually study two FLs at high school: the first is typically English, and the second a romance language. Translanguaging pedagogy might have particular potential in this teaching context. Investigating this possibility, this article presents the results of a quantitative questionnaire study conducted with 80 Austrian English and Italian as foreign language students and their teachers (see Floigl 2024). Respondents were surveyed about their attitudes towards translanguaging, as well as their language use in FL classes. Such stakeholder attitudes are instrumental in gaining an inside perspective on the proposed benefits and practical applicability of translanguaging

pedagogy. Novel insights were gained as students' and teachers' attitudes towards translanguaging had not yet, to the best of our knowledge, been investigated within Italian FL classes or Austrian FLT. Respondents largely embraced translanguaging in FLT. They demonstrated positive attitudes towards it and reported routinely practicing it in their language classes. Results confirmed many of the proposed benefits of translanguaging and support its practicability in this context. Interestingly, Italian students were especially appreciative of the concept, which suggests a particular potential of translanguaging pedagogy for the teaching of second or additional FL. However, translanguaging practices were mostly limited to the majority language, German, demonstrating a need for further guidance on the inclusion of students' diverse language skills to embrace the full potential of translanguaging.

## **2. Translanguaging in FLT**

Translanguaging is an educational and linguistic concept centered on the idea of embracing the plural language use of bilingual speakers. The concept was first introduced in the 1980s within Welsh bilingual education by Cen Williams. In this context, it referred to a teaching method which employs both English and Welsh in subject teaching to simultaneously strengthen students' content understanding and their competences in both languages (cf. Lewis et al. 2012, 643-644). Subsequently, García (cf. 2009a; 2009b) took up and popularized the term referring to the multilingual language use of bilinguals, which she argues must be embraced in schools to further the social and educational equity of bilingual people. She defines translanguaging as "the act performed by bilinguals of accessing different linguistic features of what are described as autonomous languages, in order to maximize communicative potential" (García 2009b, 140) and as "an approach to language pedagogy that affirms and leverages students' diverse and dynamic language practices in teaching and learning" (Vogel & García 2017, 1). Thus, García's notion of translanguaging describes both bilingual language use itself, as well as an educational strategy based thereon and intended to empower bilingual speakers. García's concept of translanguaging in education has arguably become even more influential and it has been applied to a variety of contexts in addition

to bilingual education for language minority students. Furthermore, Cenoz and Gorter (2017, 904; 2020, 3-4) have coined the term ‘pedagogical translanguaging’, which they broadly define as “instructional strategies that integrate two or more languages” (Cenoz & Gorter 2017, 904). This understanding of the term refers to strategic translanguaging activities within language or content teaching aimed at activating and capitalizing on students’ existing language skills as prior knowledge for learning in all educational contexts.

It has been argued that, as a teaching strategy, translanguaging has several benefits for language and content teaching. It is believed to improve content understanding from both linguistic and cognitive perspectives (see Baker & Wright 2017, 280-281; Cenoz & Gorter 2022; Creese & Blackledge 2010; García 2009b; Reitbauer et al. 2018; Williams 1996 as cited in Lewis et al. 2012, 644), support both home and target language development (see Baker 2001, 281-282; Cenoz & Gorter 2022; García 2009b; Williams 2003 as cited in Lewis et al. 2012, 644), have affective benefits that affirm bilingual students and reduce pressure on them (see Creese & Blackledge 2010; Cummins 2021, 11; García 2009b; Cenoz & Gorter 2022), and improve minority language speakers’ social standing through greater inclusion in education (see García 2009b; Wei & Lin 2019, 211-212). While there is no unitary approach to translanguaging pedagogy, it is broadly based on the idea that it is pedagogically valuable to include students’ diverse language skills in the classroom.

With its growing popularity, translanguaging pedagogy has also been applied in the context of FLT, where language choice remains a core point of discussion. Unlike bilingual education, FLT’s primary goal is to promote competence in a target language to which there is, typically, little exposure outside the classroom. During the 20<sup>th</sup> century, exclusive target language (TL) use and monolingual native speaker standards dominated professional and scientific discourses on foreign/second language learning as a reaction against the grammar translation method (cf. Leung & Valdés 2019, 352-353). With the ‘multilingual turn’ (see May 2014) in applied linguistics in the 21<sup>st</sup> century, however, the field gained a renewed interest in the first language as a learning resource by drawing on insights from bilingualism research (cf. Leung & Valdés 2019, 353, 357). In this context, translanguaging has become one of the most influential frameworks promoting the inclusion of

learners' languages in FL teaching and learning today. As Sembiante and Tian (2020, 52-55) explain, translanguaging pedagogy entails a change of perspective in language teaching: students are viewed as emergent bilinguals who are expanding their language repertoire instead of perpetual learners striving for native-like competence. Their non-native TL varieties are legitimized, and their additional language skills are regarded as an asset instead of a source of errors.

In this sense, it is argued that translanguaging benefits language learning and teaching in several ways. For one, it is believed to aid language acquisition by allowing learners to draw on their existing skills and experience (cf. Cenoz & Gorter 2022, 343, 345). As Cenoz and Gorter (2022, 343) point out, “[i]n the context of language learning, the most important knowledge that students have is the knowledge of previously acquired languages”. Moreover, it is argued that translanguaging aids student understanding as a scaffolding tool, develops meta-linguistic awareness, and has positive emotional effects as it validates learners' language repertoires and alleviates language anxiety (see Cenoz & Gorter 2022, 343-344; García 2009b, 152-153; Kim & Weng 2022, 8-9; Sembiante & Tian 2020, 55). Several studies have confirmed advantages of translanguaging for FL teaching and learning (see Atta & Naqvi 2020, 140-141; Huang & Chalmers 2023, 9-14; Raduan & Aziz 2023, 1572; Shin et al. 2020, 412-413). In addition, research has shown that translanguaging frequently occurs in language classes already, especially when students and teachers share another language (e.g., Hall & Cook 2013; Kim & Petraki 2009; Shin et al. 2020). Specifically, authors report that it is used for teaching language phenomena, classroom management, and interpersonal purposes (e.g., Hall 2020, 79; Hu 2020, 41; Wang 2019).

In this context, it is worth mentioning that the specificities of third language acquisition (TLA) might lend themselves to translanguaging pedagogy in a particular manner. Bilinguals who are learning a third or additional language have previous language learning experience and a more extensive language repertoire compared to monolingual second language (L2) learners. This resource provides them with greater ground for comparison, greater meta-linguistic awareness, and previously developed language learning strategies (cf. Cenoz 2013, 72, 76). Referring primarily to institutionally studied FLs, both Hufeisen (2010, 202-204) and Dietrich-Grappin and Hufeisen (2023, 333-334) highlight that third language

(L3) learning differs qualitatively from L2 learning because of the additional linguistic (i.e., lexis, syntax, phonetics, pragmatics...), metalinguistic (i.e., linguistic concepts), and meta-cognitive (i.e., learning strategies) knowledge that L3 learners gained during the L2 acquisition process. Although contexts differ, this additional knowledge is present for both multilingual learners and students learning a second or additional FL. In the latter sense, the principles of third language acquisition oftentimes apply to the teaching of Italian and other romance languages in and outside of Austria as they are most frequently studied as an additional FL after English. Translanguaging in FLT, which builds specifically on leveraging prior linguistic knowledge, might thus be especially effective in the context of TLA.

However, translanguaging has also faced considerable criticism, some of which is relevant to the FLT context. First and foremost, translanguaging's adequacy in building language proficiency has been questioned as critics are concerned that it promotes insufficient TL exposure/use. As Hall (2020, 78) states, "language learners clearly require input and output opportunities in [...] [the TL], and too much use of other linguistic resources may deprive them of this". This is especially relevant in contexts where the TL is not dominant outside the classroom, as in FLT contexts (cf. Baker 2001, 283). Secondly, there seems to be a lack of teaching infrastructure surrounding translanguaging such as teacher education on the topic, specific teaching methodologies and material, and institutional policies supporting the practice (cf. Canagarajah 2011, 9-10; Leung & Valdés 2019, 365; Prilutskaya 2021, 10). In addition, translanguaging becomes complicated in highly linguistically diverse classrooms when language minority students' languages are not shared by their peers or teachers (e.g., Cataldo-Schwarzl 2022, 11-12; Galante 2020, 5; Ticheloven 2021, 499-500). Finally, translanguaging often faces skepticism from stakeholders despite their de facto in-class language practices and changing scholarly opinion (e.g., Fang & Liu 2020; Hall & Cook 2013; Kim & Petraki 2009; Wang 2019; Yuvayapan 2019). This reluctance complicates its productive implementation in real-life settings.

### **3. Stakeholder Perspectives on Translanguaging in FLT**

Stakeholder perspectives on translanguaging pedagogy are a major focus of current research into the concept (see Özkaynak 2023, 10; Prilutskaya 2021, 8; Raduan & Aziz 2023, 1569, 1571-1572). The insights of students and teachers are very interesting as they serve as expert knowledge and offer an inside perspective on the usefulness and feasibility of translanguaging in real-life settings. Moreover, as Prilutskaya (2021, 9-11) demonstrates, stakeholder attitudes significantly affect the implementation and success of translanguaging and negative attitudes remain a challenge. Although a significant number of studies have already investigated stakeholder attitudes towards translanguaging as a classroom practice, they vary greatly in their approaches and contexts.

While many studies on stakeholder attitudes towards translanguaging are set in minority language education, equivalent research in FLT has only gained popularity more recently. Generally speaking, research in this area shows mixed results, and the attitudes expressed do not always align with *de facto* language use (see Özkaynak 2023, 10; Prilutskaya 2021, 9-11; Raduan & Aziz 2023, 1571-1572). Hall and Cook (2013), for instance, investigated ‘own-language’ use in a large-scale international mixed methods study and found that a majority of teachers favored instruction in the TL over including the first language (L1), even though both they and their students reported regularly employing the L1 in class for different purposes. In comparison, Wang’s (2019) and Fang and Liu’s (2020) more recent mixed methods studies on tertiary EFL students’ and teachers’ in-class translanguaging practices and their attitudes towards them identified diverse stakeholder perceptions (cf. Fang & Liu 2020; Wang 2019). The students surveyed by Wang (2019, 142) were roughly equally divided between preferring translanguaging and favoring exclusive TL use in the classroom. In contrast, the students surveyed by Fang and Liu (2020, 9-10) were largely positive about classroom translanguaging for several purposes. Teacher attitudes were mixed and ranged from a preference for exclusive TL use to flexible multilingual approaches (cf. Fang & Liu 2020, 11-12; Wang 2019, 143-144). Yet in both studies, students and teachers were observed translanguaging in class regardless of the attitudes they expressed (cf. Fang & Liu 2020; Wang 2019). As Kim and Weng (2022, 10)

illustrate, these misalignments between negative attitudes and de facto language practices represent a challenge for translanguaging pedagogy.

Compared to tertiary education, FLT in the secondary school context has received less scholarly attention, although learner characteristics and educational goals vary significantly (see Raduan & Aziz 2023, 1569). In relation to secondary school EFL instruction, Yuvayapan (2019) and Sobkowiak (2022) investigated EFL teachers' attitudes towards translanguaging, while Aoyama (2020) explored EFL students' perceptions, and Kim and Petraki (2009) combined both learners' and educators' perspectives. Again, these studies paint a picture of varied and sometimes contradictory stakeholder perspectives. For instance, 58% of the teachers surveyed by Yuvayapan (2019, 684-686) believe translanguaging is beneficial, while 42% believe it is detrimental. In contrast, the teachers interviewed by Sobkowiak (2022, 5) generally favor the TL for instruction. Furthermore, Kim and Petraki (2009, 65-66) found that teachers who are not native English speakers are more favorable to in-class L1 use than native speaker teachers. In contrast to other studies on the topic (e.g., Fang & Liu 2020; Hall & Cook 2013; Wang 2019), Yuvayapan (2019, 685-686, 689-690) and Sobkowiak (2022, 5-8) report a mismatch between educators' reported appreciation for translanguaging and their minimal use of it, a pattern that is attributed to institutional requirements and lack of experience. Translanguaging was favored for certain purposes including the teaching of language phenomena, classroom management, supporting lower proficiency students, and to achieve interpersonal/affective benefits (c.f. Kim & Petraki 2009; Sobkowiak 2022; Yuvayapan 2019). Looking at the student perspective, Kim and Petraki (2009, 64-65) found that a great majority of students, especially those with lower FL proficiency, regarded translanguaging positively, while learners interviewed by Aoyama (2020, 6-10) were split between valuing translanguaging as a communicative tool and dismissing it as a lack of effort despite their regular use of it.

As the studies discussed above demonstrate, most research on translanguaging in FLT is set in EFL instructional contexts, and foreign languages other than English are significantly underrepresented. With regard to Italian language education specifically, translanguaging pedagogy has been primarily researched within linguistically diverse mainstream education and the education of migrant L2

speakers of Italian within Italy (e.g., Carbonara & Scibetta 2019; Carbonara & Scibetta 2022; Piangerelli 2021). To the best of our knowledge, only one study by Cingotto and Turchetta (2020) has considered the teaching of Italian as a foreign language and investigated how Italian language teachers outside of Italy perceive translanguaging. The questionnaire survey demonstrated that most teachers practiced translanguaging in their language classes either by including students' home languages (63%) or by referring to English as a *Lingua Franca* (16%) (cf. Cinganotto & Turchetta, 2020, 25). Of the respondents who were formally aware of the concept, the majority (58%) was uncertain about its utility while 40% believed it to be helpful and only 2% considered it unhelpful (cf. Cinganotto & Turchetta, 25).

In addition, some research has been dedicated specifically to translanguaging within the teaching of third or additional languages, which reports largely positive stakeholder attitudes. This is relevant to the teaching of Italian and other romance languages in many cases, including the Austrian school system, as they are often taught as a second or additional FL after English. Kucukali (2021), for instance, interviewed tertiary FL teachers and their L3(+) students and found exceedingly positive attitudes towards plurilingual teaching approaches. Participants reported referring to their L1 and other FLs in class, and they perceived this to be emotionally and cognitively beneficial while also aiding the development of autonomous learning strategies and language awareness (c.f. Kucukali 2021, 77-81). Others, such as Leonet et al. (2020) and Chen et al. (2021), staged translanguaging interventions in L3 classrooms which were also received positively.

Within the Austrian context specifically, some research has been conducted on translanguaging pedagogy, but only a small number of studies have explored the FLT context, and none have focused on stakeholder attitudes towards the concept. However, existing research indicates that translanguaging practices are quite common in Austrian FLT, especially those involving the majority language, German. Neumeier (2020, 16), for instance, analyzed recordings of Austrian EFL classes and found that translanguaging was frequently employed, in particular, for the purposes of translation, linguistic explanation, and elicitation. Moreover, Erling et al. (2022) and Erling et al. (2023) investigated Austrian EFL students' and teachers' perceptions within a translanguaging framework. While the former

study looks at teachers' attitudes toward student multilingualism within FLT, the latter focuses on language practices in EFL classes as reported by students (cf. Erling et al. 2022; Erling et al. 2023). Among teachers, Erling et al. (2022) found mixed attitudes towards student multilingualism but almost no indication of leveraging students' multilingual resources for teaching and learning. Regarding in-class language use, Erling et al. (2023, 91) found that the use of German was reported to be quite common<sup>1</sup> in EFL classes, while the inclusion of other languages was exceedingly rare<sup>2</sup>.

While stakeholder attitudes towards translanguaging in FLT have been investigated before, not all research contexts have received equal scholarly attention. In general, the majority of studies are set in tertiary education and focus on the teacher perspective. More research is needed on the secondary school context and the student perspective. Moreover, EFL is starkly over-represented in research on translanguaging in FLT, and has yet to be explored in more detail within the teaching of FL other than English. To the best of our knowledge, Italian as a FL students' attitudes towards translanguaging have not yet been investigated, and there are no in-depth accounts of the teachers' perspective. Finally, although translanguaging has started to be investigated within Austrian FLT, no study to date has looked into teachers' and students' attitudes on the matter. The Austrian context is particularly interesting because of the high percentage of multilingual students and the variety of foreign languages taught at upper secondary schools.

#### **4. Methodology, Context, and Participants**

To fill the research gap outlined above, a quantitative questionnaire study was conducted in seven Austrian upper secondary foreign language classes. 44 English and 44 Italian FL students were surveyed together with their respective English

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<sup>1</sup> 87% of middle schoolers, 70% of vocational high school (BHS) students, and 32% of academic high school (AHS) students reported that their teachers occasionally used German (cf. Erling et al. 2023, 91).

<sup>2</sup> 7% of middle schoolers, 23% of BHS students, and 0% of AHS students reported teachers using additional languages in class, while 5% of middle schoolers and 0% of high schoolers (BHS & AHS) reported being encouraged to use other languages in class (cf. Erling et al. 2023, 91).

(2) or Italian (2) teachers. All students were in the 11<sup>th</sup> or 12<sup>th</sup> grade of an AHS (*Allgemeinbildende höhere Schule*/ Austrian academic secondary school) type school. Depending on their grade level, the English students had studied English for seven or eight years, and the Italian students had studied Italian for three, four, or five years. The instrument used was a self-administered paper-and-pencil questionnaire that elicited participants' attitudes towards translanguaging by having them rate statements on a 5-point Likert scale from "strongly agree" to "strongly disagree".

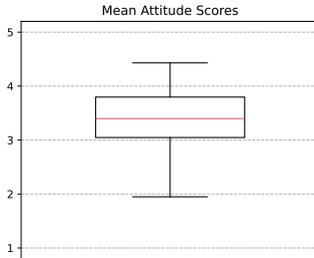
The questionnaire items inquired about participants' general stance towards the role of non-target languages in FLT, translanguaging's effect on learning, translanguaging's affective impact, and translanguaging's usefulness to fulfil certain functions in the FL classroom. Their content was based on the value of translanguaging pedagogy for FLT proposed in the literature. In addition, multiple-choice questions were used to enquire about personal information and in-class language use, and three open follow-up questions were added to the teacher questionnaire that expanded on perceived challenges and opportunities.

This research design was chosen as it allowed us to investigate the attitudes of a large number of (student) participants and to describe trends in the data (see Iwaniec 2019, 325-326; Baker 1997, 36; Johnson 2008, 3). While EFL is taught throughout the Austrian school system, the chosen context represents that in which Italian as a FL is most prominent. Due to feasibility and access, as well as the lack of a sampling frame, convenience sampling was employed. The data was collected between November 21 and December 7, 2023, in three Styrian secondary schools. Data was coded and analyzed using *Excel* and *Jamovi*. Given the non-systematic sampling procedure and small number of teacher participants, only descriptive statistical analysis was undertaken. Therefore, the presented results are only representative of the specific sample at hand and insights into the teacher perspective are limited. While the questionnaire was piloted and reviewed by an expert colleague, it could not be extensively tested for reliability as it was designed specifically for the purposes of the present study.

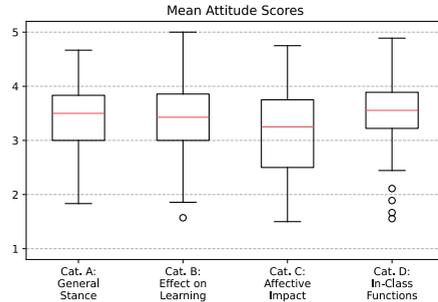
## 5. Results

In the first part of the questionnaire, personal data was surveyed to explore possible group differences between participants. Data related to students' language competencies proved to be relevant, and significant diversity was reported in relation to students' language repertoires. While 77% of respondents were native German speakers, 28% had other L1s. In addition, 27% of students reported speaking German and English, 44% reported speaking additional school-taught FLs on top of that, and 28% indicated speaking at least one language outside of those taught at school. Students were also asked to rate their perceived TL competence compared to their classmates. Among English students, 73% rated their TL competence above average, 23% rated it average, and only 4% rated it below average. In contrast, 32% of Italian students identified as above average, 43% identified as average, and 25% identified as below average. Other personal information, such as age, gender, and teacher characteristics, was not related to participant attitudes.

Regarding the main focus of the study, respondents generally demonstrated neutral to positive attitudes towards translanguaging in FLT, but their stance varied according to different aspects of the concept and the group characteristics outlined above. Mean item-scores between one and five were calculated to gauge participants' overall as well as category-specific attitudes, with scores below three indicating a negative attitude and scores above three indicating a positive one. Across categories, 78% of participants reached scores above three (with a mean of 3,4), and a majority of 68% scored between three and four. Among the categories explored, category D relating to translanguaging's usefulness to fulfil specific functions in the FL classroom garnered the most positive responses, with 82% of respondents scoring above three, with a mean of 3,5. This was followed by category A, relating to participants' general stance towards multilingualism in FLT, and category B, relating to its effect on language learning. While category A received scores above three from 74% percent of participants, category B received scores above three from 70%, and both generated a mean score of 3,4. Category C, relating to translanguaging's affective impact, was rated less positively in comparison, as only 51% of respondents scored above three, with a mean score of 3,2.

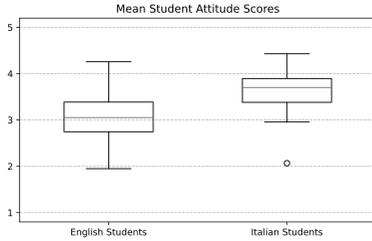


**Fig. 2:** Mean Attitude Scores

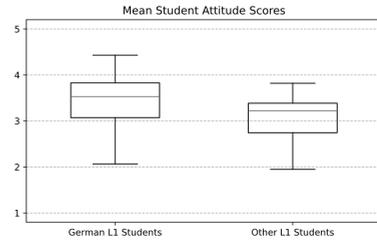


**Fig. 1:** Mean Attitude Scores by Category

Different participant groups demonstrated different attitude patterns as well. Teachers perceived translanguaging more positively compared to students as all four had mean scores above three ranging between 3,1 and 4,4. In addition, the teachers rated the categories differently from the students. Category A (general stance) and B (effect on learning) were rated most positively, while categories C (affective impact) and D (in-class functions) garnered less approval. This is interesting as category D was particularly favored by students. In contrast, among the students, those who studied Italian were significantly more positive towards translanguaging than those who studied English. As many as 95% of Italian students reached scores above three (with a mean of 3,6), while only 59% of English students scored above three (with a mean of 3,1). Moreover, perceived TL competence as well as language repertoire played a role. Average students rated translanguaging most positively, with 97% scoring above three. Above average students were least positive (65% > 3), and below average students took the middle position with the widest range of responses (77% > 3). Looking at their language repertoire, students whose first language was the majority language, i.e., German, were more positive than those with other first languages. While the former group scored above three in 82% of cases (with a mean score of 3,4), the latter did so in only 60% of cases (with a mean score of 3,2). In addition, students who reported speaking German, English, and another FL studied at school agreed with translanguaging most (87% > 3), students who only spoke German and English approved the least (67% > 3), and students who spoke languages outside of those studied at school occupied the middle position (72% > 3).



**Fig. 4:** Mean Attitude Scores: English vs. Italian Students



**Fig. 3:** Mean Attitude Scores: German L1 vs. Other L1 Students

As previously noted, category A examined participants' general stance towards the role of different languages in language learning and teaching and was rated highly. 74% of respondents had positive overall attitudes in this respect, which indicates a preference for a multilingual approach to language learning. Among participants, teachers were more positive than students, as were Italian learners in comparison to English learners. Teacher scores ranged between 3,8 and 4,7 and 82% of Italian students compared to 64% of English students scored above three, thus indicating favorable attitudes. Regarding single items in this category, our results show exceedingly positive attitudes towards the use of German in FL classes, while the use of other non-target languages was regarded more skeptically. While 78% of students (strongly) agreed with the use of German in FL classes, they were divided on the involvement of other languages. Teachers, however, were positive in both regards. Secondly, respondents overwhelmingly believed that competences in other languages positively affected FL acquisition, with 93% (strongly) agreeing that additional language skills had a positive influence, and only 13% regarding cross-linguistic influence problematic. In contrast, results regarding teaching/learning objectives varied. The native speaker standard as the goal of FL acquisition was widespread amongst students but not teachers as 75% of learners but no teachers (strongly) agreed with it. However, 70% of both students and teachers (strongly) agreed that native-like accuracy was not necessary if communicative competence was achieved.

Category B was concerned with translanguaging's effect on learning and elicited scores above three (i.e., positive attitudes) from 70% of participants. This indicates that translanguaging was mostly believed to benefit FL learning. Again, teachers were more positive than students with mean scores ranging between 3,3