Translanguaging and Emotional Landscape in EFL Classrooms: A Loving Pedagogy Perspective

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Abstract
Translanguaging pedagogy permits the utilization of all linguistic repertoire within the language classroom. However, to date, language teachers have less explored the psycho-emotional consequences of Translanguaging. Thus, the present study looked upon translanguaging from an emotionally-driven perspective to provide evidence on possible constructive roles of the concept and theorize its inclusion within the Loving Pedagogy (LP) framework, which advocates peace, flourishing, and well-being of the teachers and learners. The study aimed to explore how Translanguaging contributes to creating emotionally enriching classroom experiences for educators and students. In this vein, the qualitative data was obtained from 15 Iranian EFL teachers through semi-structured interviews in a multilingual context. Thematic analysis revealed that language teachers who rely on Translanguaging are more prone to benefit from an emotionally supportive classroom environment, a boosted sense of self-efficacy, and a self-decentralized teaching context. The study suggests that by incorporating translanguaging practices, educators foster inclusivity and emotional safety, which ultimately improves the overall learning experience. Theoretical and pedagogical implications for teachers were also discussed, along with directions for future research, emphasizing the need for further exploration of the connections between Translanguaging, emotional resilience, and pedagogical practices in diverse educational settings.

1. INTRODUCTION

Language teaching is among the most stressful and emotionally demanding professions, often leading to high turnover rates. For instance, Horwitz et al. (2010) and Imran et al. (2017) highlighted how stress affects language teachers' career trajectories, while MacIntyre et al. (2019) and Mercer et al. (2018) emphasized the emotional challenges associated with teaching. Similarly, Esmaeilee and Hassaskhah (2023) and Mearns and Cain (2003) have explored the impact of psychological distress and burnout on language teachers, with Wang et al. (2021) focusing specifically on anxiety in educational contexts.

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To address these challenges, Positive Psychology (PP) has emerged as a promising framework that examines the psychological strengths and well-being of individuals, offering insights into how language teachers can nurture motivation, hope, and other positive emotions (Dewaele et al., 2019; Seligman & Csikszentmihalyi, 2000). One extension of this framework is Loving Pedagogy (LP), which advocates for teaching practices grounded in empathy, kindness, and emotional support, aiming to improve both teacher and student well-being (Loreman, 2011; Wang et al., 2022; Yin et al., 2019). Despite its potential, the implementation of LP remains underexplored, particularly in applied linguistics.

As a pedagogical strategy, Translanguaging allows teachers and students to fluidly draw upon their full linguistic repertoires, fostering flexibility and inclusivity in the classroom (Li, 2018; Otheguy et al., 2015). Research has demonstrated that Translanguaging can alleviate students' anxiety (Song et al., 2022), enhance their willingness to communicate, and increase classroom engagement (Ahn et al., 2018; Omidire & Ayob, 2020). However, its implications for teachers' emotional well-being have received limited attention. Integrating Translanguaging within the Loving Pedagogy framework may offer teachers a means to cope with the emotional labor of language teaching while fostering a more supportive and caring classroom environment.

In the Iranian context, where rigid "English-only" policies often prevail (Mayni & Paramasivam, 2021), teachers may experience additional stressors tied to such constraints. Translanguaging by breaking these boundaries offers a practical approach to mitigate these challenges (Bozorgian & Fallahpour, 2015; Hopkins & Dovchin, 2024). This study explores the psycho-emotional outcomes of translanguaging in English as a Foreign Language classroom, theorizing its inclusion within the Loving Pedagogy framework as a tool for fostering teacher and student well-being. The research seeks to address gaps in the literature, particularly regarding the intersection of Translanguaging, Positive Psychology, and Loving Pedagogy and their implications for the emotional landscape of EFL teaching.

2. LITERATURE REVIEW

Translanguaging

Multilingualism and translanguaging have recently been extensively discussed among applied linguists. The term translanguaging was first used by Williams (1994) to describe a pedagogical practice in Wales that involved teachers and students systematically switching between English and Welsh. Likewise, in the learning process, the learners' identities may be reflected positively through the simultaneous use of two languages. This could encourage them to take ownership and engage consciously, resulting in a more in-depth understanding (Desmond & Makalela, 2013). In a broader view, a translanguaging approach implies that bilingualism and multilingualism are not separate linguistic systems but manifestations of the use or avoidance of language features (i.e., words, sounds, rules) assigned by society to one or more languages (Otheguy et al., 2015). According to Wei (2018), learners' primary goal when learning a new language is to become bilingual and multilingual, not to replace their native language with another monolingual. This needs to be noticed in educational curricula. In this vein, knowledge of a previous language(s) is important in mediating processes and outcomes when learning multiple languages (Aronin & Hufeisen, 2009). Thus, multilingual and bilingual learners might benefit from classroom activities that involve translation, code-switching, and the synthesis of multilingual aspects (Song et al., 2022). Importantly, translanguaging is both a practice and a process, encompassing the dynamic integration of different languages, ultimately facilitating knowledge construction beyond linguistic boundaries (Wei, 2018).

A growing body of research emphasizes the benefits of translanguaging and the need for translanguaging pedagogy in various settings. Recent translanguaging studies, for instance, have

examined that pedagogical translanguaging can be used in language and in content classes to improve English academic vocabulary and reading comprehension skills (Arteagoitia &Howard, 2015; Namrullah & Nasrullah, 2020; Cenoz & Gorter, 2020; Lin, 2019), the clarification of some linguistic points (Cenoz & Santos, 2020), and offering an engaging environment that enables students to use all available linguistic resources for meaning-making and negotiations (Yasar Yuzlu et al., 2022). A translanguaging space also provides a supportive environment for integrating new languages into a dynamic linguistic repertoire, allowing bilinguals to develop new ideas, values, identities, and practices (García & Li, 2014; Li, 2020). However, Omidire and Ayob (2020) explored the enablers and constraints of supporting multilingual learning through learners' home languages, highlighting that a non-threatening environment, teachers' positive attitudes, and accessibility to translated materials facilitate translanguaging. On the other hand, factors like inadequate resources, limited lesson time, complex home languages, and socio-economic challenges can constrain it.

Regarding emotions for development in L2 classrooms, researchers (Back et al., 2020; Song et al., 2022) have frequently sought to explore teachers' strategies that enable students to recognize their emotions and utilize them to engage in classroom activities and meet their learning objectives. For instance, Back et al. (2020) emphasized the effectiveness of translanguaging strategies as scaffolds for learners' emotional well-being, demonstrating how they contributed to reducing anxiety and behavioral issues and improving academic performance. Using a translanguaging strategy also makes students feel happier and more valued. Moreover, teachers' emotional skills have been emphasized in reducing language learners' negative emotions and boosting positive emotions (Dewaele & MacIntyre, 2014). By employing students' entire linguistic repertoire, teachers can create an intimate atmosphere conducive to scaffolding less-proficient students (Burton & Rajendram, 2019; Schissel et al., 2021).

In the L2 teaching context, however, translanguaging and emotionality have received less attention. Nazari and Karimpour (2023) explored Iranian English teachers' emotional labor about their translanguaging practices, revealing positive and negative perceptions of its application. Their findings suggested that teachers' awareness of translanguaging pedagogy influenced their emotions in three ways: 1) as proficiency-inflected emotion work, 2) as a face-saving emotional undertaking, and 3) as a multifaceted emotion-bearing policy. Similarly, Hopkyns and Dovchin (2024) identified the conflicting and complex emotional outcomes of translanguaging practices in their study of six university teachers, where emotions such as comfort, pride, shame, frustration, and guilt emerged.

The present study follows the aforementioned ones and focuses on unravelling the psycho-emotional outcomes that translanguaging practices entail. Moreover, it tries to contribute to the literature by providing evidence and justifying translanguaging in the LP framework.

Loving Pedagogy

There has been a plethora of research on psychological factors demonstrating their positive influence on teaching and learning processes and outcomes; however, love as one dimension of positive psychology remains underexplored in applied linguistics and the theoretical domain (Barcelos & Coelho, 2016; Grimmer, 2021; Wang et al., 2022). Throughout his work, Freire (2005) stressed the centrality of love for teaching, emphasizing "...being a teacher cannot be without loving one's students, even realizing that love alone cannot suffice."

Expressing love in education can be challenging due to cultural interpretations and religious sensitivity (Wang et al., 2022). As a result, many educators use terms like passion, care, bond, and affect instead of love. However, these terms do not fully capture the powerful impact that love can have on education and learning. Love in language teaching now encompasses teachers' kindness, affection, empathy, and care for their students' feelings, needs, learning, and achievement (Zhao

& Li, 2021). In this vein, the ultimate aim of education should go beyond academic outcomes. A positive learning experience for practitioners includes psycho-emotional constructs such as passion, kindness, empathy, and similar notions (Loreman, 2011). Sternberg's (1986) triangular theory of love emphasizes creating an intimate learning environment through intimacy, passion, and decision/commitment. Likewise, this love-oriented approach to teaching improves teachers' engagement, creativity, motivation, and other psychological factors affecting language teachers' well-being (Wang et al., 2022; Yin et al., 2019). It also serves as an essential motivator for learning, improves the quality of education, and forms the basis for classroom interactions (Loreman, 2011).

Regardless of its potential to influence teachers' professionalism in education, establishing a practical framework to apply a loving pedagogy has yet to be explored. Page's (2018) research is one of the first to focus on professional love, introducing a model with four steps: 1) be emotionally resilient and intellectually capable of developing self-awareness among practitioners, 2) To de-center or to shift the focus from one's self and needs to consider the needs of the other, 3) To fully immerse oneself in the demands of the 'other' by incorporating emotional intimacy into the relationship, 4) Establish a long-term and authentic relationship with the child and parent. To make the model of Page (2018) appropriate in applied linguistics and SLA studies, Wang et al. (2022) designed a model that considers variables such as teacher, learner, context, and cultural-related variables. To the best of our knowledge, there has been no attempt in the language education domain to situate and integrate the role of translanguaging into the LP framework. Such an attempt would highlight the practical ways love can be infused into language learning contexts. Considering these gaps, the authors would seek to pose the following research question:

Research Question: What are the psycho-emotional outcomes of translanguaging in ELT classrooms?

3. METHPDOLOGY

Design

This qualitative study aims to provide evidence on the psycho-emotional outcomes of translanguaging among EFL teachers and theorize its use within the framework of Loving Pedagogy (LP). The exploratory design adopted an inductive approach to derive themes directly from the participants' responses (Stebbins, 2001). Special attention was given to variability among the participants, such as their academic qualifications and teaching experiences, to understand how these differences might influence the study's findings.

Context

Iranian educational system rests on two channels of instruction. The majority of the students benefit from state schools where the curriculum is organized around honing the students' knowledge and skills in various fields of study, and English is taught as a foreign language alongside Arabic. The private sector also follows the determined curriculum of the Iranian Ministry of Education, but as far as the English language is concerned, the context of such schools provides more flexibility since the density of students in each class is far less than that of state schools and teachers have more agency to infuse creativity to their classroom environment. English is also more authentic in private schools in Iran (Gholami et al., 2016). In the present study, we relied on five state and two private schools located in a city in the North of Iran. The city was selected due to its multicultural, multilingual context wherein teachers and students are exposed to Persian as their national language alongside Arabic and English as the two foreign languages. Moreover, the heterogeneity of the classrooms in these schools resulted from combining students with Persian, Turkish, Turkmen, and Mazandarani dialects. This situation provided a proper vantage point to look upon the psycho-emotional fluctuations of EFL teachers who relied on translanguaging as a means of responding to the diverse linguistic needs of their students.

Participants

Fifteen EFL teachers (male=9; female=6) were contacted and asked to participate in this study through purposeful sampling in which the selection of respondents aligns with the purposes of the study (Ary et al., 2019). In this vein, EFL teachers who (1) were consciously aware of the nature of translanguaging and (2) had positive attitudes towards using L1 in their classrooms were selected for the interview. The participants varied in academic qualifications (B.A., M.A., and Ph.D.) and teaching experience (3–19 years). While this variability enriches the dataset by providing diverse perspectives, it is acknowledged that differences in qualifications and experience may influence teachers' perceptions and practices regarding translanguaging. These factors were carefully considered during data analysis to account for their potential impact on the findings. Specifically, responses were analyzed with demographic information to identify possible trends or variations based on academic background and teaching experience. To fulfill the criteria, we initially conducted a pre-interview phase and asked 3 questions (Appendix A) of 25 teachers who announced their willingness to participate. This phase helped us to consider 15 of them for the main data collection phase since they were familiar with the nature of translanguaging, had several instances of translanguaging, and were aware of challenges and criticism that one might pose to their translanguaging-driven teaching practices. The respondents were English language teachers in Iranian junior and senior high schools where English is taught as a foreign language. All the respondents were informed about the nature of the study, expectations, ethical considerations, and additional information, as suggested by BERA (2011). Table 1 provides a summary of the participants' demographics:

Table 1: Participants' demographic information

	Range/type	**Number**
Gender	Male	9 (60%)
	Female	6 (40%)
Age	26-30	5
	31-34	6
	35-40	4
Years of teaching experience	3-5	6
	5-10	3
	11-14	4
	15-19	2
Major	English language teaching	10
	English literature	2
	English translation	3
Academic degree	B.A.	4
	M.A.	8
	Ph.D.	3
Workplace	Public schools	9
	Private schools	6
	Both	11

Instrument

After an in-depth literature review, interview questions were designed consisting of three open questions and some sub-questions regarding translanguaging pedagogy outcomes in their EFL classrooms (Appendix B). To ensure content validity, two qualitative study specialists provided feedback to ensure linguistic transparency and relevance of the questions. After revising the

content and clarifying ambiguities to ensure trustworthiness, the interview questions were piloted among nine non-participants with similar characteristics to the study respondents (Nassaji, 2020).

Procedure

Data collection involved teachers participating in individual semi-structured interviews. To brief the respondents about the study and for ease of access, the researchers created a Telegram group. Being ensured of confidentiality and anonymity issues, participants agreed to partake in the interviews. Interviews continued until no new information was obtained and data saturation was reached (O'Reilly & Parker, 2013). Participants were free to add any further points at the end of the interview. Interviews were primarily conducted in Persian to ensure participants could express themselves clearly and comfortably, given the variability in their English proficiency levels and academic backgrounds. Responses provided in English were included as-is, and any potential inconsistencies were addressed during the member-checking process and discussions with participants, as described in the methodological rigor section. This approach ensured the accuracy and consistency of the data while accommodating participants' linguistic preferences. Interviews were conducted privately and lasted around 30 minutes for each of the individuals. The interviews were held in February and March 2023, and the participants were free to provide their answers in audio or text in either English or Persian; however, for conducting the analyses, all the responses were translated into English.

The answers were thematically analyzed through open, axial, and selective stages, as outlined by Boyatzis (1998). The codification and analysis process were conducted simultaneously by having a satisfactory saturation point in mind (O'Reilly & Parker, 2013). Moreover, an inductive approach was undertaken while reading answers multiple times to become familiar with the answers. The initial themes were elicited and coded in the open coding stage. In the axial coding stage, the elicited themes were refined, and preliminary links between them were generated. Finally, in the selective stage, major themes were identified and labeled. The member-checking process by which the extracted themes are discussed with the participants was utilized to address the credibility of the findings (Lincoln & Guba, 1985). The transferability of the findings was evaluated by cross-case participants to see how individuals with different perspectives would assess the findings (Nassaji, 2020). The disagreement and mismatches that emerged in the transferability check stage were resolved by some rounds of negotiations between the authors and the auditor. Finally, a cross-source comparison process was used to check the inter-coder agreement, which was estimated to be 94%. For this stage, 30% of the codes were analyzed by an independent qualitative research expert.

4. RESULT

An analysis and evaluation of forty-three semi-structured interviews were conducted using a grounded theory approach to examine whether translanguaging has a beneficial impact on implementing the pedagogy of love and alleviating the stressor factors among teachers. In response to the interview questions and as depicted in Figure 1, three major themes emerged as the most salient outcomes of translanguaging pedagogy, as asserted by the EFL teachers, including 1) Intimacy, 2) Self-efficacy, and 3) Self-decentralization.
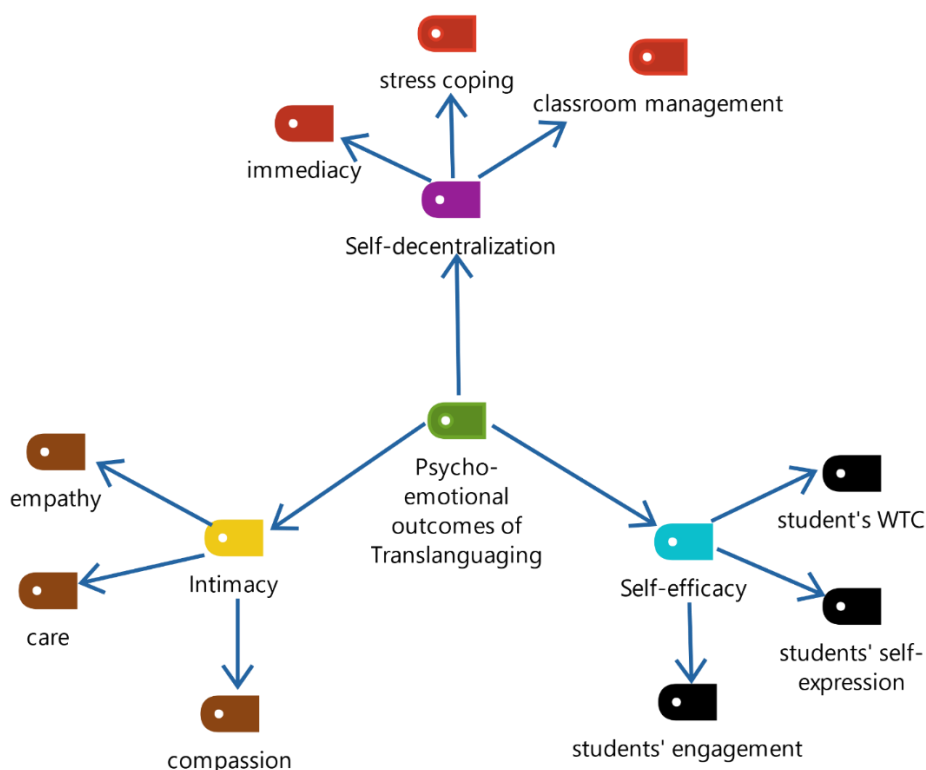
Figure 1: Psycho-emotional outcomes of translanguaging in L2 class

Accordingly, establishing an intimate classroom climate emerged as the most frequent outcome. The teachers' major argument was that to provide a mutually supportive climate and the influential impact of love on academic knowledge; they try to moderate the level of using other codes to improve the learners' learning process in an instructional setting. The following extract signals a teacher whose translanguaging-oriented approach serves as a strong tool in creating a mutually supportive environment towards a situation in which she sees the learners as incapable of doing anything:

> First, I adopt this class, a silent classroom was there. Students' concerns with personal evaluations of their language performances make them frustrated of being engaged. When I tried translanguaging, my students emerge to become more active and more engaged in their learning process. This provides the students to learn in collaborative way, resulting in establishing a mutually supportive environment, growing knowledge, and growing in confidence. [p. 7]

Most of the respondents claimed a similar point in relation to the nature of exposure of students to their whole linguistic repertoire for developing their interconnectedness and the sense of care among teachers and students. Moreover, they noted that the freedom of choice to switch in-between languages makes them feel more compassionate towards themselves and others. The teachers also made an interesting case regarding the important role of knowing emotions, perceptions, and the awareness of their feelings before knowing others. Specifically, the teachers argued that self-regard is essential to creating an emphatic environment in an instructional setting. One teacher, for example, argued that:

> Establishing understanding between myself and my students plays an essential role in my classes. However, this requires an awareness of my own feeling. If a teacher has not engaged in self-understanding, she may face problems understanding others' feelings and perceptions. [p. 9]

The other mentioned that:

> In my opinion, a new linguistic environment puts the learners under pressure. I have had students from whose eyes I could read that my English language bothered them. Thus, sometime using L1 is very helpful to minimize the sense of being neglected, resulting in an increase in their willingness to engage and communicate with other students and me. [p. 11]

Self-efficacy was the second salient outcome that emerged from the responses and referred to teachers' perception in viewing themselves to hone their language teaching skills. Four teachers reasoned that their awareness of the importance of translanguaging pedagogy interacted with their self-efficacy. They regarded the application of the learners' whole linguistic repertoire as providing them with an opportunity for better self-expression, resulting in highly self-efficacious teachers. This was especially true for less experienced teachers, who found translanguaging to be a practical tool for building rapport and encouraging self-expression.

> My students felt at ease to express themselves when I let them synergize Translanguaging pedagogy. By using sources other than English, especially with references to their mother tongue, the students feel more courageous and excited in expressing their ideas. This makes me feel more efficient and happier. [p. 2]

The third foremost emerged theme pertained to the extent to which the teachers self-decentralize themselves to be aware and act for the good of the student's needs, thoughts, and feelings. The teachers argued that incorporating the theoretical lens of Translanguaging improves accountability and responsiveness to students' needs and plays a significant role in nurturing a classroom environment where teachers' primary focus is more on developing a sense of empathy and community among all students, resulting in students' welfare. The following extracts represent the answers of two teachers' use of Translanguaging pedagogy in improving a positive interaction with students:

> As educators, we typically center our teaching on what we want our students to know and be able to do. Teachers are responsible for allowing students to cultivate empathy and community in practice and activate this personality disposition within themselves. Using students' local dialects within English classes provides helpful guidelines for better understanding the students' feelings and seeing education from their perspectives nonjudgmentally. [p. 12]

The findings suggest that translanguaging fosters an emotionally supportive environment by encouraging empathy, reducing stress, and enhancing teacher-student relationships. However, teachers from state schools with larger class sizes noted challenges in implementing translanguaging consistently due to time constraints and curriculum pressures.

4. DISCUSSION

Relying on the qualitative data obtained through interviews, researchers of the present study sought to shed light on translanguaging practices and teachers' emotional status to theorize translanguaging within LP framework. Accordingly, we postulated that switching in-between different languages instead of limiting oneself to one language would help the teachers feel more relieved in their classroom and bear the emotional labor that might be imposed on them through English-only policies. The variability in participants' qualifications and teaching context not only highlighted the adaptability of translanguaging but also revealed potential challenges.

The qualitative analyses suggest that teachers who rely on translanguaging are more prone to benefit from an emotionally supportive classroom environment. In other words, the findings indicate that the utilization of translanguaging would possibly add to the intimacy of teachers and learners and decentralize the teachers from being the authority of the class, hence, infusing more flexibility into the classroom environment. As induced from the findings, the most salient outcome of translanguaging is the freedom that it provides to language teachers and learners and permits them to switch in-between different codes that are comprehendible in the classroom context. As a result, the interpersonal relatedness of teachers and learners would be honed through enhanced engagement and intimacy. This finding aligns with previous ones suggesting that the application of translanguaging would enhance the intimate atmosphere of the language classes (Burton & Rajendram, 2019; Schissel et al., 2021; Yuvayapan, 2019). Moreover, translanguaging would possibly leave space for students to bring their voices to the language class. Based on teachers' opinions, translanguaging would refuel the disengaged students and increase their willingness to be involved in classroom activities and tasks by giving them the opportunity to express themselves through their own linguistic codes. The idea which is supported by García and Li (2014) and Li (2020), who asserted that translanguaging would help students to shape new ideas, identities, and practices. As a result, it can be argued that the self-expression of the students would possibly grant the teachers a sense of efficacy and gives them cues about their effectiveness. In line with the previous studies, we would further argue that the enhanced involvement and engagement of the students through the application of translanguaging not only improves the students' content learning and proficiency (Arteagoitia & Howard, 2015; Cenoz & Gorter, 2020; Lin, 2019; Park, 2014; Yasar Yuzlu et al., 2022) but might also positively lead the teachers to perceive more efficacy, and more intimate environment between students and teachers. However, some participants noted that managing this inclusivity in large state school classrooms with rigid curricula posed challenges. This suggests that while translanguaging can enhance intimacy, its practical implementation may require adjustments to teaching practices and institutional policies.

As confirmed by the respondents, teachers' reliance on translanguaging decentralized them in the classroom and helped them switch the focus from themselves to their students. In doing so, teachers mentioned that self-decentralization through translanguaging functioned as a means of coping with stressful situations. To justify the stress-coping potentialities of translanguaging and its self-decentralization effect on the teachers, we argue in line with Nazari and Karimpour (2023), who noted that translanguaging functions as a proficiency-inflected emotion work and gives the teachers a face-saving channel through which emotional labor caused by teaching context is handled more efficiently. Moreover, the present study signals the idea that translanguaging can be acknowledged by the teachers as an approach utilized by the students to elevate their wellbeing (Back et al., 2020), but also a coping strategy that would help the teachers feel less stressed and limited in their class. Findings also support Hopkyns and Dovchin's (2024) findings, where they reported that translanguaging would trigger the senses of pride and comfort.

As noted earlier, the boosted language skills and positive emotions caused by translanguaging make the students feel happy and more valued (Back et al., 2020; Dewaele & MacIntyre, 2014;

Gregersen et al., 2014; Park, 2014; Song et al., 2022). In line with the positive emotions of the students caused by translanguaging, the sense of efficacy and decreased anxiety of the teachers, which were mentioned by the respondents, might be due to the contagious effect of emotions (Moskowitz & Dewaele, 2021). In other words, when teachers perceive that their students are happy through translanguaging, they themselves would also feel the same. Since increased self-efficacy and happiness, along with decreased anxiety and stress, are beneficial for the well-being of individuals (Mercer, 2020; Omidire & Ayob, 2020; Xing, 2022), we would suggest that teaching L2 through translanguaging would help the teachers feel less stressed and gives them options to handle tense situations by giving them a sense of efficacy, making their students happier, and increasing the intimate atmosphere of the class. The senses of increased bonding, community, and intimacy, as emerged in the study, are in line with Loreman's (2011) framework of Loving Pedagogy. As induced from the findings, translanguaging would possibly lead to more engagement by providing a basis for students' self-expression and shifting the focus from the teacher to each student. This might probably increase the bonds in-between all individuals in the class and give a sense of community and care to them. Such an emotionally supportive classroom climate would pave the way for more positive psycho-emotional such as creativity, motivation, care, and love to flourish (Esmaeilee & Hassaskhah, 2023; Loreman, 2011; Wang et al., 2022; Yin et al., 2019).

Moreover, the self-decentralization effect of translanguaging and its potential to increase the intimate atmosphere of the classroom, as mentioned by the respondents, are in line with Page's (2018) four steps model of Loving Pedagogy according to which a pedagogy that revolves around love and empathy, requires a basis which helps the individuals remain emotionally resilient and self-aware to the needs of others. As we noted earlier, translanguaging would help the teachers to allay their negative feelings, which in turn might have a positive influence on their resilience. Moreover, a sense of shared awareness caused by the intimate and emotionally supportive atmosphere would make classrooms more welcoming places wherein self-decentralization makes the teachers and students more aware of others' needs and establishes an environment in which teachers and students enjoy a long-term authentic relationship (Page, 2018; Wang, 2022). By integrating translanguaging into the LP framework, this study supports the idea that language teaching can extend beyond academic outcomes to foster meaningful interpersonal connections. However, the variability in participants' experiences suggests that institutional support and teacher training are crucial for implementing this approach effectively. For instance, private school teachers with smaller class sizes reported fewer challenges compared to their counterparts in larger state schools, highlighting the need for context-sensitive strategies.

5. CONCLUSION

Following the emotional intensity of language teaching, the present study explored the presence of positive psycho-emotional outcomes of translanguaging. In essence, the results of the current study revealed that teaching L2 through translanguaging would help the teachers buffer distressful impacts in tense situations by giving them a sense of efficacy, shifting the focus from the teacher to each student, and providing an emotionally supportive classroom climate.

Several theoretical and pedagogical implications can be induced from the present findings. First of all, the study signals the idea that translanguaging gives language teachers the freedom to switch in-between various linguistic codes that coexist within the English class. In other words, many EFL teachers, especially in the Iranian context, might blame themselves for code-switching while in class. However, the present study and similar ones suggest that the use of languages other than English yields several psycho-emotional and educational benefits, such as reduced teaching stress, increased self-efficacy, and learner engagement. Secondly, translanguaging would be beneficial for EFL teachers since it gives them a sense of efficacy because, through translanguaging, students are more prone to engage with L2 practices and are more open to expressing themselves.

Moreover, the present study implies that translanguaging can be considered a practical way through which a pedagogy of love is applied and sought. Finally, we theorize that as a practice that promotes teachers' self-efficacy and teacher-student rapport and intimacy, translanguaging can properly fit into the pedagogical aspects of the LP. As implied by the results, the concept would possibly yield several constructive outcomes for both teachers and learners; however, contrasting to Hopkyns and Dovchin (2024), our analyses did not reveal traces of shame, frustration, and guilt as experienced and mentioned by the teachers in that study.

Future studies might consider the effects of translanguaging on teachers' psycho-emotional factors through more robust designs, such as longitudinal and experimental ones, by considering more influential factors such as teachers' gender, experience, race, culture, etc. Translanguaging might have more positive outcomes, and the limited number of participants in this study might give an underestimated picture of reality.

Declarations
Ethical Approval
All respondents were briefed about the study, and ethical considerations outlined by BERA (2011) were followed and applied throughout the study.

Publication Consent
The following statement was approved by all participants prior to data collection stage:

> *I hereby declare that I voluntarily participated in this study. I let the researchers use my responses as data as far as my identity remains anonymous and I hereby declare that I granted permission for publicizing my anonymized responses. In addition, the researchers guarantee that all information I provide for this study will be treated confidentially.*

Availability of Data
The raw data for the current study is sharable on reasonable request.

Conflicting interests
The authors declare that they have no conflict of interest.

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Appendices

Appendix A: Sampling questions

1. How would you define translanguaging in the context of language teaching?
2. Can you provide an example of how you have incorporated translanguaging in your classes?
3. How do you respond to any potential criticisms or challenges that may arise when employing translanguaging in your classes?

Appendix B: Interview questions

This interview aims at understanding the psycho-emotional outcomes of translanguaging approach in your professional life as an English language teacher. There are no right or wrong answers as it concerns your subjective understanding, and experiences. We ask you three main questions, and based on your answers, we might ask additional questions. Feel free to add whatever you think describes you as an individual who works as an English teacher:

1. What motivates you to utilize translanguaging approach to language teaching in your EFL classrooms? What have been your reasons for utilizing such an approach?
2. How did your students react to using multiple languages in English classes? Where they more supportive and engaged?
3. To what extent, has translanguaging influenced your professional performance in your classes? Elaborate on whether it has had any influence on your mindset as a teacher. Has it been effective in controlling your work tensions?