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Towards a Cognitive–social Model of Translanguaging in Azerbaijani Efl Classrooms: A Conceptual Framework and Research Agenda

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Abstract. *This article proposes a Cognitive–Social Model of translanguaging for Azerbaijani English as a Foreign Language (EFL) classrooms. The framework addresses a conceptual and methodological problem: cognitive-functional and social-interactional dimensions of translanguaging are discussed across related strands of scholarship, but their relationship is rarely specified within an explicitly testable measurement architecture. The model distinguishes cognitive-functional translanguaging, defined as the reported mobilisation of multilingual resources for comprehension, meaning verification, and task-related processing, from social-interactional translanguaging, defined as the use of multilingual resources in identity positioning, relational alignment, and classroom interaction. Both are treated as proposed analytical constructs rather than established psycholinguistic categories. The framework additionally considers mindset and gratitude as learner-related dispositions that may be associated with learners' uptake of translanguaging practices, and treats classroom context as a contextual condition. A five-phase research agenda progresses from construct and content validation through exploratory and confirmatory factor analysis, structural modelling, measurement-invariance testing, and behavioural validation using classroom observation and stimulated recall. The contribution lies not in claiming a previously unrecognised cognitive–social distinction, but in specifying an analytically testable architecture that links these dimensions to measurement development and contextual validation. The framework is grounded in the Azerbaijani EFL setting while offering a basis for comparative work in other multilingual educational contexts.*

Keywords: *translanguaging, cognitive-functional translanguaging, social-interactional translanguaging, multilingual education, Azerbaijan, conceptual framework*

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Azərbaycan EFL siniflərində transdilliliyin koqnitiv–sosial modelinin işlənməsinə doğru: konseptual çərçivə və tədqiqat istiqamətləri

Könül Abdurehmanova

Xülasə. *Bu məqalə Azərbaycanda ingilis dili (EFL) sinifləri üçün transdilliliyinin Koqnitiv–Sosial Modelini təklif edir. Çərçivə konseptual və metodoloji problemi həll etməyə yönəlib: transdilliliyinin koqnitiv-funksional və sosial-interaktiv ölçüləri əlaqədar tədqiqat istiqamətlərində müzakirə olunsa*

da, onların qarşılıqlı əlaqəsi açıq şəkildə yoxlanıla bilən ölçmə arxitekturası daxilində nadir hallarda dəqiqləşdirilir. Model koqnitiv-funksional transdilliliyinin — çoxdilli resursların anlama, mənanın yoxlanılması və tapşırıqla bağlı emal üçün səfərbər edilməsi kimi — sosial-interaksional transdillilikdən — çoxdilli resursların kimlik mövqeləndirməsi, münasibətlərin tənzimlənməsi və sinif qarşılıqlı təsirində istifadəsi kimi — fərqləndirir. Hər ikisi təsdiqlənmiş psixolinqvistik kateqoriyalar deyil, təklif olunan analitik konstruktlar kimi nəzərdən keçirilir. Çərçivə əlavə olaraq təfəkkür tərzi (mindset) və minnətdarlığı öyrənənlərin transdillilik təcrübələrini mənimsəməsi ilə əlaqəli ola biləcək dispozisiyalar kimi, sinif kontekstini isə kontekstual şərt kimi qiymətləndirir. Beş mərhələli tədqiqat proqramı konstrukt və məzmun validasiyasından başlayaraq kəşfiyyatçı və təsdiqedici faktor təhlili, struktur modeləşdirmə, ölçmə invariantlığının yoxlanılması və sinif müşahidəsi ilə davranış validasiyasına doğru irəliləyir. Töhfə əvvəllər tanınmamış koqnitiv–sosial fərqin iddia edilməsində deyil, bu ölçülərin ölçmə inkişafı və kontekstual validasiya ilə əlaqələndirilməsində analitik olaraq yoxlanıla bilən arxitekturanın müəyyənləşdirilməsindədir.

Açar sözlər: *transdillilik, koqnitiv-funksional transdillilik, sosial-interaktiv transdillilik, çoxdilli təhsil, Azərbaycan, konseptual freym*

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Introduction

Monolingual-oriented pedagogy in multilingual contexts

Across many language-teaching contexts, monolingual-oriented approaches have often treated learners' first language (L1) as a resource to be minimised rather than one to be systematically incorporated into instruction. This perspective has contributed to the adoption of English-dominant pedagogical practices, including in contexts where students are routinely multilingual (García & Kleifgen, 2020). In Azerbaijan, this issue is particularly relevant in multilingual educational settings. The country's linguistic landscape is characterised by the historically significant presence of Russian alongside Azerbaijani, particularly in certain urban and educational domains, while English has acquired an increasingly prominent role in internationalisation, higher education, and global mobility (Mammadova, 2024, 2025).

Despite this multilingual reality, available research suggests that some Azerbaijani EFL settings continue to operate within predominantly English-oriented pedagogical practices, leaving a gap between students' lived linguistic experience and classroom practice. Recent small-scale research in Azerbaijani EFL settings indicates that multilingual practices occur during classroom interaction, serving functions that include supporting comprehension, managing tasks, and organising classroom talk (Abbasova & Gahramanova, 2024). These observations sit alongside broader developments in Azerbaijani higher education, where English is increasingly used as a medium of instruction (Mammadova, 2024).

A note on terminology. Although code-switching and translanguaging are closely related in classroom practice, they are not treated as synonymous here. Previous Azerbaijani studies of code-switching provide contextual evidence that learners and teachers already draw on more than one linguistic resource; they do not, by themselves, establish that such practices constitute translanguaging in the theoretical sense adopted in this article (see García & Wei, 2014; Cenoz & Gorter, 2022). Prior code-switching research is therefore treated as evidence of multilingual language practices and contextual

conditions, not as direct empirical support for the proposed constructs. A further qualification is warranted: the available Azerbaijani evidence consists of a small number of localised classroom studies, so it establishes plausibility rather than prevalence, and the framework does not rest on it evidentially.

Translanguaging as a response to monolingual ideology

Translanguaging has emerged as a framework for understanding multilingual practices that challenges the treatment of named languages as fully discrete systems, conceptualising them instead as elements of a repertoire that multilingual individuals draw on flexibly to make meaning across contexts (García & Wei, 2014). Pedagogically, the approach treats students' linguistic backgrounds as resources for learning rather than as resources to be excluded from classroom activity (Cenoz & Gorter, 2022).

In Azerbaijan, recent scholarship has argued for a move towards a bilingual model of education, proposing that in classes taught through Russian or English, Azerbaijani should also hold the status of a language of education (Jafarov, 2024). International research has documented translanguaging across diverse settings, from Indonesian pesantren (Madkur et al., 2022) to Thai EMI classrooms (Boonsuk & Ambele, 2024; Thongwichit & Ulla, 2024), and its growing recognition as a legitimate pedagogical practice (Wang et al., 2025; Moraru et al., 2025).

The gap: two dimensions, two literatures

Cognitive and social accounts of translanguaging have largely developed in parallel. Cognitive perspectives relevant to the proposed construct draw on psycholinguistic research on bilingual processing (Kroll, et al., 2006) and on research into L1 use in second-language task performance (Swain & Lapkin, 2000); neither literature proposes the construct advanced here, and both are drawn on as background rather than as precedent. Sociolinguistic perspectives emphasise identity negotiation, power dynamics, and the social meanings attached to language choice, including work addressing identity as constructed in translanguaging interaction itself (Creese & Blackledge, 2015; Norton, 2000; Pavlenko, 2006). Both dimensions are widely acknowledged, and a number of studies address them together. To the authors' knowledge, what remains uncommon is an explicit specification of how they relate to one another in a form that can be operationalised and tested. It is this specification, rather than the recognition of the two dimensions, that the present article takes as its point of departure.

The role of learner-internal factors – affective dispositions, beliefs, emotional orientations — in shaping uptake of translanguaging has likewise received limited empirical attention. Gratitude and mindset have been associated with academic engagement and persistence (Dweck, 2006; Froh et al., 2008; King & Datu, 2018), but their relevance to translanguaging remains underexplored.

The present article

This article proposes a conceptual framework integrating the cognitive-functional and social-interactional dimensions of translanguaging. It distinguishes:

1. Cognitive-functional translanguaging – the reported mobilisation of multilingual resources for comprehension, meaning verification, and task-related processing.
2. Social-interactional translanguaging – the use of multilingual resources in identity positioning, relational alignment, and classroom interaction.

The framework incorporates mindset and gratitude as learner-related dispositions that may be associated with uptake of translanguaging practices. The Azerbaijani setting, characterised by

Azerbaijani–Russian bilingualism and the expanding role of English, offers a relevant context for examining these dynamics.

The novelty claimed here is deliberately modest. It does not consist in asserting that translanguaging has previously been understood exclusively in cognitive or social terms; that claim would misdescribe the literature. The contribution lies in specifying the two dimensions as analytically distinguishable but potentially related domains within a single architecture, and in linking that distinction to an explicit programme of construct development and validation. This makes it possible to ask whether the proposed dimensions are empirically separable, how they relate to one another, and whether they are associated with different learner- and context-level conditions.

The Methods section reviews the theoretical foundations and describes the Azerbaijani EFL context. The Results section presents the framework, outlines a preliminary instrument, and proposes a five-phase research agenda. The Discussion considers theoretical and pedagogical implications and sets out the limitations of the study, and the Conclusion closes the argument.

Methods

Theoretical foundations

The linguistic repertoire

Central to many translanguaging perspectives is a view of multilingual speakers as drawing on an integrated and dynamically deployable repertoire rather than treating named languages as self-contained resources. This perspective does not require the assumption that bilingual speakers possess no language-specific representations, or that languages are neurologically indistinguishable. It foregrounds the flexible deployment of linguistic resources in relation to communicative and contextual demands (García & Wei, 2014; Wei, 2018). Psycholinguistic research on bilingual lexical access provides complementary evidence that a speaker's languages can be co-activated during processing, including when one language is ostensibly in use (Kroll, Bobb, & Wodniecka, 2006). The framework draws on both literatures without treating psycholinguistic co-activation and translanguaging as the same phenomenon.

Cognitive functions

From a cognitive perspective, translanguaging may function as a resource for mediating comprehension and task performance. When learners meet complex or unfamiliar input, access to previously developed linguistic resources may support meaning-making, metalinguistic reflection, and task completion. Research on L1 use in second-language learning has documented functions such as generating ideas, organising information, and supporting task completion (Swain & Lapkin, 2000). In this framework these are interpreted as potential manifestations of cognitive-functional translanguaging, and the term adopted throughout is *cognitive processing support* rather than cognitive load reduction: the latter asserts a specific mechanism that would need to be demonstrated episode by episode, and reviews of pedagogical translanguaging report comprehension and verification benefits without establishing that processing demands are lowered in every instance (Huang & Chalmers, 2023; Cenoz & Gorter, 2022).

A study of Azerbaijani EFL classrooms reports learners drawing on Azerbaijani when facing difficult concepts, unfamiliar vocabulary, or complex instructions (Abbasova & Gahramanova, 2024). Such behaviour need not indicate linguistic deficiency; it is consistent with the strategic use of available resources to sustain communicative flow while processing demanding material.

Social functions

Beyond cognition, translanguaging is embedded in social and identity processes. Language choice can carry social meaning: it may index social hierarchies, educational trajectories, and cultural affiliations. In Azerbaijan, Russian and English occupy different but socially salient positions within the multilingual ecology, and language policy in education has shifted markedly over recent decades (Mammadova, 2025).

In classroom interaction, language switching may carry social meaning beyond comprehension, including relational and identity-related functions. In the Azerbaijani context, however, the empirical evidence for such functions is limited, and the present framework therefore treats them as propositions requiring investigation rather than as documented findings. On this view translanguaging is not only a pedagogical instrument but potentially a social practice through which learners negotiate their position within intersecting linguistic communities. This connects to Norton's (2000) notion of investment: learners may weigh perceived benefits of drawing on the L1 against its social costs in evaluative settings.

Positive psychology in language learning

Incorporating gratitude and mindset requires justification, since neither is a component of translanguaging. They are learner-internal affective dispositions that may shape how learners take up translanguaging practices.

The rationale draws on research on positive psychology in second language acquisition, which shifts attention from deficits and anxiety towards strengths and well-being (MacIntyre & Mercer, 2014; Dewaele & MacIntyre, 2014).

Gratitude has been identified as an affective resource in educational contexts, with gratitude associated in educational research with indicators such as engagement, motivation, and academic adjustment (Froh et al., 2008; King & Datu, 2018). In EFL research it has been examined in relation to learner-reported experience and classroom conditions (Wilang, 2024), although its relationship to translanguaging specifically remains unexplored. No causal or predictive relationship between gratitude and translanguaging is assumed here; gratitude enters the framework as an exploratory affective correlate whose association with uptake of translanguaging practices remains to be examined.

Mindset — beliefs about the malleability of ability — has been studied extensively in educational psychology (Dweck, 2006) and in SLA (Mercer & Ryan, 2010; Lou & Noels, 2017). Growth-oriented beliefs have been associated with more adaptive responses to difficulty in educational and language-learning research. In the context of translanguaging it may bear on learners' willingness to engage difficult material and take linguistic risks. As with gratitude, this is advanced as a hypothesis rather than an established finding.

Both constructs are treated as dispositions that may shape uptake of translanguaging, not as constituents of it — a distinction that matters for interpreting any future empirical results.

The Azerbaijani EFL context

Linguistic ecology

Azerbaijan occupies a distinctive position in the linguistic landscape of the South Caucasus. As a post-Soviet state with a Turkic linguistic heritage, it exhibits a multilingual ecology shaped by historical, political, and sociocultural forces. Azerbaijani is the state language and the dominant language of public life, while Russian retains a significant presence in some urban, educational, and intergenerational domains. English has acquired an increasingly prominent role in higher education

and internationalisation, with English-medium instruction expanding across Azerbaijani universities (Mammadova, 2024, 2025).

This configuration creates conditions in which cross-linguistic practices may occur. Azerbaijani–Russian code-switching has been documented in specific educational settings (Abbasova & Gahramanova, 2024). The growing presence of English adds further complexity, positioning speakers within a multilingual continuum in which language choice may index social status, educational attainment, and cosmopolitan identity (Mammadova, 2025).

English language teaching in Azerbaijan

Over the past three decades English language teaching in Azerbaijan has changed substantially, mirroring wider internationalisation in higher education (Mammadova, 2024). After the dissolution of the Soviet Union, English became the primary language of external communication while Azerbaijani became the sole state language (Mammadova, 2025). Interest in English has risen sharply, and the language now occupies a distinctive position in Azerbaijani society.

Despite this emphasis, Azerbaijani classrooms operate within a multilingual environment. Available small-scale studies indicate that code-switching occurs in Azerbaijani EFL classrooms, with learners turning to Azerbaijani when expressing complex ideas or when English vocabulary is limited, and with teachers switching languages to secure comprehension when introducing unfamiliar vocabulary or intricate grammatical structures (Abbasova & Gahramanova, 2024). These reports describe particular institutional settings and should not be read as establishing national patterns or prevalence.

The case for translanguaging in Azerbaijani EFL

The Azerbaijani setting offers a relevant case for translanguaging pedagogy. For learners with Azerbaijani–Russian bilingual experience, prior movement across languages may provide a relevant background for multilingual classroom practice; the growing presence of English adds a third layer to that continuum; and English-dominant pedagogies may not fully accommodate the resources learners bring, as documented instances of code-switching suggest (Abbasova & Gahramanova, 2024).

These considerations suggest that translanguaging may support comprehension, sustained participation, and identity affirmation in Azerbaijani EFL classrooms. The mechanisms through which it operates, and the conditions shaping learners' uptake of it, remain underexplored. The framework below is intended to make those questions tractable.

Results

The cognitive–social model of translanguaging

The core distinction

The framework distinguishes two analytically proposed dimensions.

Cognitive-functional translanguaging is conceptualised as the reported mobilisation of multilingual resources for comprehension, meaning verification, and task-related processing. Its theoretical grounding lies in psycholinguistic research on bilingual processing, including non-selectivity in lexical access, cross-linguistic influence, and L1-mediated task performance (Kroll, Bobb, & Wodniecka, 2006; Swain & Lapkin, 2000). Proposed functions include:

1. *Comprehension support:* drawing on the L1 to understand complex input.
2. *Metacognitive verification:* using the L1 to check understanding of new concepts.
3. *Concept checking:* verifying meaning through cross-linguistic comparison.
4. *Task support:* using the L1 to generate ideas, organise information, and solve problems.

The construct is not equivalent to L1 use, code-switching, or bilingual scaffolding. These overlap empirically but differ in theoretical scope. Cognitive-functional translanguaging refers specifically to learners' reported strategic mobilisation of resources from across the repertoire for meaning-making, verification, and task processing. The defining criterion is therefore not the presence of another named language in the interaction, but the learner's reported or observed functional use of multilingual resources for meaning-making, verification, or task processing. Accordingly, code-switching studies are drawn on here as contextual evidence of multilingual language practices, not as direct evidence that the proposed constructs are present. Whether the distinction can be empirically sustained is an open question for the validation programme set out in the research agenda.

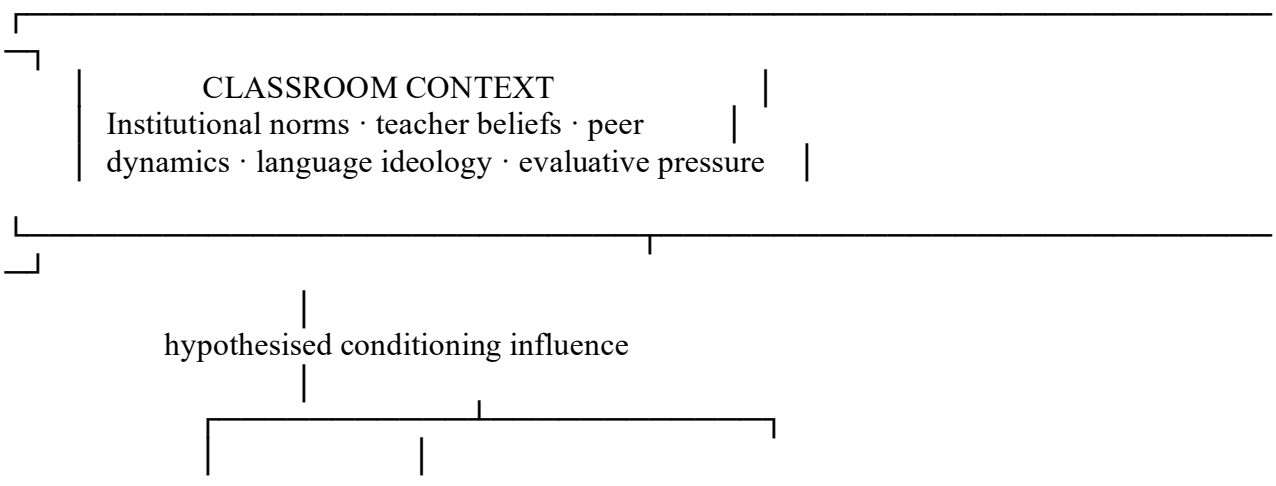
The term is used as a framework-specific analytical construct rather than an established psycholinguistic category. Its grounding is informed by work on co-activation, cross-linguistic influence, and L1-mediated performance, but the construct itself is proposed for examination.
Social-interactional translanguaging is conceptualised as the use of multilingual resources in identity positioning, relational alignment, and classroom interaction. Its grounding lies primarily in sociolinguistic and identity-oriented research on translanguaging in interaction (Creese & Blackledge, 2015; Norton, 2000), with scholarship on multilingualism and emotion providing a complementary perspective (Pavlenko, 2006). Proposed functions include:

1. *Identity positioning:* using language choice to position oneself within social groups.
2. *Relational alignment and solidarity:* managing relationships and belonging through language choice.
3. *Stance-taking:* signalling attitudes and positions through language selection.

Here too the presence of multilingual speech alone would not constitute evidence of social-interactional translanguaging; the relevant criterion is the interactional or identity-related function attributed to the multilingual practice, whether by the learner in stimulated recall or by the analyst on interactional grounds.

These practices are hypothesised to be shaped by contextual conditions — evaluative pressure, classroom norms, peer expectations, language ideology — which are treated as conditions on the practices rather than as components of translanguaging itself.

The framework proposes that the two dimensions may be subject to different constraints: cognitive-functional translanguaging may depend chiefly on learners' access to previously developed resources, while social-interactional translanguaging is hypothesised to be more strongly conditioned by the classroom's social organisation. This too requires empirical testing.



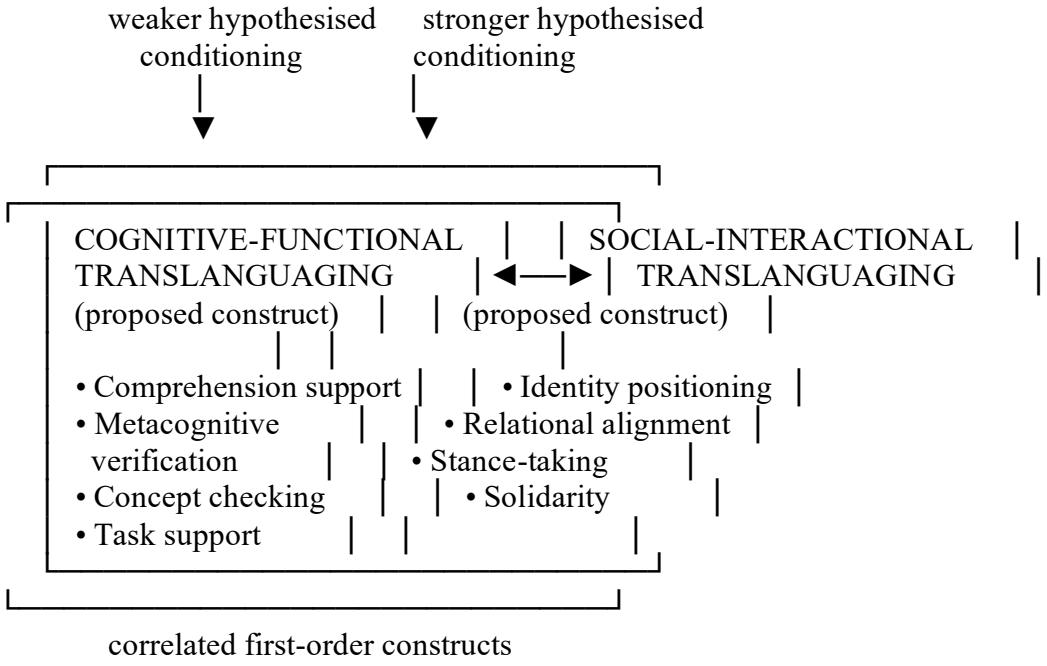


Figure 1

Cognitive–social model of translanguaging (proposed)

Note. Classroom context is positioned as a hypothesised influence on translanguaging rather than as a consequence of it. The two proposed dimensions are modelled as correlated first-order constructs, shown side by side and linked by a correlation, with no superordinate factor above them: the framework does not propose a higher-order construct and the validation programme does not test one. *Uptake of translanguaging practices* is used in the text as an umbrella expression for both dimensions together, not as a latent variable. The differing labels on the two downward arrows represent the asymmetry proposed in P6, which is itself to be examined rather than assumed. Contextual conditions are represented once, at the top.

Learner-internal factors

The framework proposes that mindset and gratitude may be associated with the extent to which learners take up translanguaging practices. Both are conceptualised as affective dispositions bearing on how learners approach linguistic challenge. These are hypotheses, not findings.

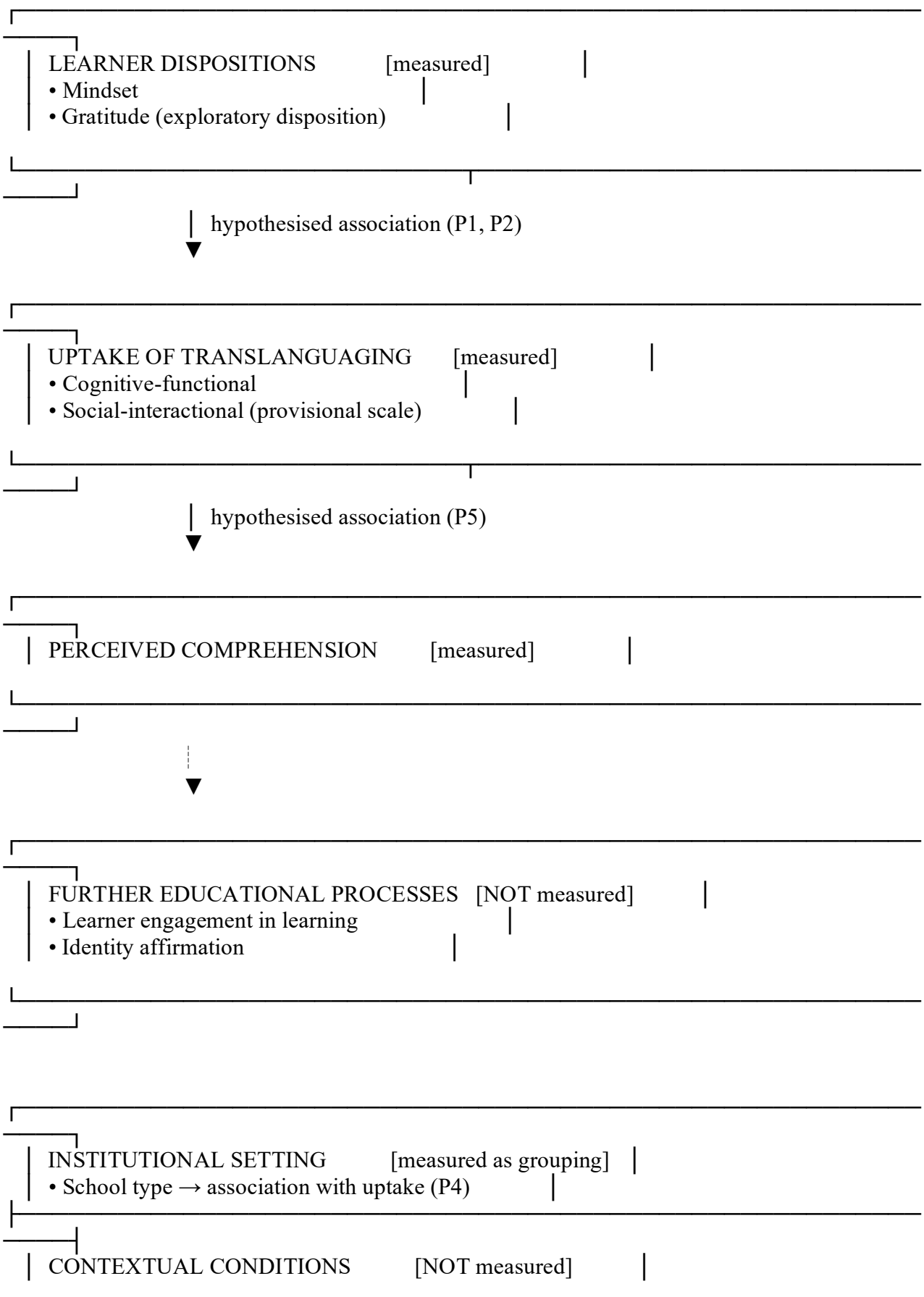
Mindset is proposed as a potential influence through beliefs about the malleability of ability: learners holding a growth mindset may be more willing to use the full repertoire, take linguistic risks, and treat errors as informative.

Gratitude enters as an exploratory affective correlate rather than a theoretically motivated predictor. Learners who report appreciating their learning environment may also appraise translanguaging more favourably as a cognitive-communicative resource. No directional relationship is assumed.

Neither construct is a component of translanguaging; both are dispositions that may shape its uptake.

A terminological note. This article distinguishes *uptake of translanguaging practices* — the extent to which learners draw on their repertoire, whether reported or observed — from *learner engagement in learning,* the broader construct of behavioural, cognitive, and emotional involvement. The two are related but not identical, and conflating them has made claims in this area difficult to evaluate. Where the framework proposes that dispositions bear on translanguaging, the referent is uptake; where

engagement appears as a possible educational outcome, the referent is the broader construct. Each would require its own operationalisation.



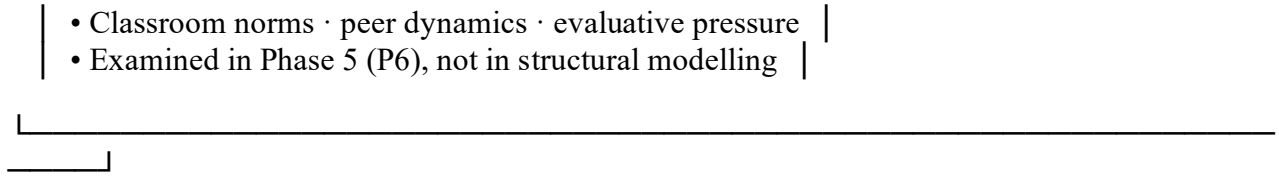


Figure 2
Proposed conceptual relationships

Note. All arrows indicate hypothesised associations, not causal effects. Bracketed labels indicate whether each element is operationalised in the preliminary instrument. Solid arrows mark associations testable within a questionnaire design (P1, P2, P5), with institutional setting entering as a grouping variable (P4). Dotted arrows mark links the framework proposes but does not measure: learner engagement and identity affirmation are anticipated outcomes for which no scale is offered here, and the contextual conditions in P6 are examined through the behavioural and contextual validation in Phase 5 rather than through structural modelling. The figure is deliberately drawn to show the boundary of the current measurement architecture rather than the full theoretical model.

Propositions
The following propositions are advanced for empirical testing. Each is stated so that it could in principle be disconfirmed.

1. P1: Gratitude is associated with learners' overall uptake of translanguaging practices. The direction and magnitude of this association are treated as exploratory, and a null result would be informative rather than a failure of the framework. No prediction is made as to whether the association differs across the two dimensions; that is examined exploratorily in Phase 4, since the framework offers no theoretical basis for expecting gratitude to bear on one dimension rather than the other.
2. P2: A growth mindset is positively associated with overall uptake of translanguaging practices. Whether the association differs across the two dimensions is left to exploratory analysis rather than specified in advance.
3. P3: Cognitive-functional and social-interactional translanguaging are empirically distinguishable dimensions that are nonetheless correlated — that is, a two-factor solution with correlated factors fits better than either a single-factor or an orthogonal two-factor solution.
4. P4: Institutional setting, initially operationalised by school type, is associated with learners' uptake of translanguaging practices.
5. P5: Uptake of cognitive-functional translanguaging is positively associated with learners' perceived comprehension during EFL learning.
6. P6: Classroom norms, peer dynamics, and evaluative pressure are expected to be more salient for social-interactional than for cognitive-functional translanguaging.

These propositions are addressed at different stages of the research agenda. P3 concerns the measurement model rather than a structural relationship, and is therefore examined in the confirmatory work of Phase 3. P1, P2, P4, and P5 are structural propositions testable within a questionnaire-based design given the measures of the preliminary instrument, and are addressed in Phase 4. P6 invokes contextual conditions that the preliminary instrument does not operationalise; specifying them as latent variables would overstate the measurement architecture, so P6 is examined through the behavioural and contextual validation of Phase 5.

Preliminary instrument design

A preliminary instrument is proposed for the validation programme. It contains no previously reported statistical results and no claim of empirical validation; it is a starting point for psychometric testing.

Constructs and items

The instrument comprises a demographic section and five proposed scales. It operationalises the learner-level dispositions, the two proposed translanguaging dimensions, and a single proximal outcome. It does not operationalise the contextual conditions invoked by P6, nor the wider educational outcomes shown in Figure 2; these are reserved for the behavioural and contextual validation described in Phase 5. This delimits the empirical reach of the proposed measurement architecture.

A design principle governs the item pool for the two translanguaging scales. Items must report what learners do with their repertoire, not what they believe about its usefulness. An item such as "using Azerbaijani and English together makes lessons easier to understand" measures an appraisal of benefit and would leave the construct unmeasured, since a learner may hold that belief without engaging in the practice, and vice versa. Candidate items are therefore framed as reports of function and practice.

1. *Demographic and background information (4 items).* Gender, institutional setting, educational level, and daily language use. Daily language use is not treated as a simple descriptor: a learner who uses Azerbaijani, Russian, and English daily may respond to the translanguaging scales quite differently from one who uses Azerbaijani almost exclusively, so this variable is recorded as a background characteristic available for exploratory controls and, potentially, as a confounder to be examined rather than assumed away.
2. *Gratitude (6 items).* Measured as a general disposition rather than as an appraisal of the EFL classroom, using the Gratitude Questionnaire (GQ-6; McCullough, Emmons, & Tsang, 2002), a unidimensional scale with documented psychometric properties. Adaptation is limited to translation and minor wording adjustment; domain-specific items are deliberately not written, since substituting classroom-referenced statements would measure a different construct while still carrying the GQ-6 label. Wilang (2024) informs the rationale for including gratitude in an EFL framework but is not the source of items. Because the framework treats gratitude as a learner disposition, the general form is the coherent choice; a classroom-specific gratitude construct would require separate justification and its own development work.
3. *Mindset (12 items).* To be adapted from established language-mindset measures, particularly Lou and Noels (2017), and contextualised for the same population. Example: "I believe that my ability to learn English can improve through effort and effective strategies." No mindset item refers to translanguaging, so that the scale remains independent of the constructs it is intended to predict.
4. *Reported cognitive-functional translanguaging practices (8 items). Items* report the functional deployment of the repertoire for comprehension, verification, and task processing. Candidate items include:

- "I use Azerbaijani when I need to understand a difficult explanation given in English."
- "I use another language to check whether I have understood a new English concept correctly."
- "When I cannot formulate an idea in English, I work it out in another language first."
- "I draw on more than one language when organising information for an English-language task." Item development draws on classroom translanguaging functions reported in previous research, including Yuvayapan (2019).

5. *Reported social-interactional translanguaging practices (8 items).* Items report relational alignment, identity positioning, and audience-sensitive language choice rather than comfort or willingness. Candidate items include:

- "I draw on Azerbaijani or another language to establish a closer connection with particular classmates."
- "I draw on different languages from my repertoire depending on whom I am speaking to in class."
- "Using Azerbaijani with certain classmates helps me feel part of the group."
- "I choose a particular language from my repertoire to signal agreement or solidarity with classmates."

Item development draws on work on translanguaging and identity in educational interaction (Creese & Blackledge, 2015; Norton, 2000).

6. *Perceived comprehension during EFL learning (4–5 items).* A short proximal outcome scale, so that P5 has a measured dependent variable rather than an implied one. Example: "I understand what is being taught in my English lessons." This is a self-report of perceived understanding, not a comprehension test; an objective comprehension task is introduced in Phase 5.

Status of the instrument

The instrument has not undergone psychometric validation. The items are offered as candidate indicators requiring testing for reliability, validity, and factor structure in Azerbaijani educational settings.

The scales are labelled as *perceived practices* to reflect that they capture self-reported perception rather than observed behaviour. Two design constraints follow from earlier sections. First, items intended to measure a predictor must not refer to translanguaging, since content shared with the outcome would inflate any association. Second, because social-interactional translanguaging may be less accessible to self-report than its cognitive counterpart, the social scale should be regarded as the more provisional of the two and should be developed in conjunction with the qualitative work described in Phase 1. Because identity positioning and interactional alignment may not be fully recoverable through decontextualised Likert items, that scale is treated as a provisional measurement instrument rather than a definitive operationalisation of the construct.

Research agenda

A five-phase programme is proposed, moving from construct definition to contextual validation.

Phase 1: construct and content validation

Objective: refine the constructs and establish their relevance to the Azerbaijani setting.
Methods: cognitive interviews with Azerbaijani EFL learners (n = 10–15) to test item comprehension, identify ambiguous wording, and check cultural appropriateness; expert review by Azerbaijani EFL teachers and applied linguists (n = 5–7) to assess content validity. Because the social-interactional construct is the less well specified of the two, this phase should also include open-ended interviewing aimed at identifying locally meaningful indicators rather than only evaluating pre-written items.
Deliverables: a refined item pool and construct definitions grounded in the local context.

Phase 2: scale development and exploratory testing

Objective: establish factor structure and internal consistency.
Methods: a study with a sample of roughly 200 learners, with final adequacy judged against expected communalities, the number of factors, the number of indicators per factor, and anticipated loadings rather than a fixed participant-to-item ratio; exploratory factor analysis conducted on a polychoric

correlation matrix with an oblique rotation, in recognition that Likert responses are ordinal, with the number of factors informed by parallel analysis alongside the scree plot; internal-consistency estimation using ordinal alpha and McDonald's omega; item analysis in which items are considered for removal where loadings are weak, cross-loadings substantial, communalities inadequate, or the item conceptually redundant, with statistical criteria interpreted alongside theoretical coverage rather than applied mechanically.

Questions: Do items load onto the expected factors? Are the factors internally consistent, with coefficients around 70 or higher treated as an initial benchmark rather than a mechanical acceptance criterion, and interpreted alongside item distributions, loadings, and construct breadth? Which items require revision or removal?

Reporting in this phase should include the full pattern matrix with communalities and the scree plot, not summary ranges, so that the solution can be independently evaluated.

Phase 3: confirmatory validation
Objective: confirm the structure, test P3, and establish construct validity.
Methods: confirmatory factor analysis with an independent sample, sized through a priori power analysis with attention to model complexity rather than a fixed minimum. Model fit evaluated using CFI, TLI, RMSEA with its confidence interval, and SRMR, interpreted jointly rather than against single cut-offs. P3 tested by comparing nested and alternative specifications: a single-factor model, an orthogonal two-factor model, and a correlated two-factor model. Convergent validity assessed through average variance extracted, with .50 as a benchmark rather than a threshold; discriminant validity assessed with HTMT as the primary criterion and Fornell–Larcker as a supplementary diagnostic.

Questions: Does the structure replicate? Does the correlated two-factor specification fit better than the single-factor and orthogonal alternatives (P3)? Do items load on their intended factors?

Phase 4: structural modelling and group comparisons
Objective: test the proposed relationships and examine equivalence across groups.
Methods: structural equation modelling of the structural propositions (P1, P2, P4, and P5), with P3 having been addressed in Phase 3 and P6 reserved for Phase 5; sample size determined by a priori power analysis. Multi-group analysis would compare institutional settings, which must be defined explicitly before data collection — the relevant contrast here is between public schools, private schools and lyceums or gymnasiums, and vocational institutions, rather than any of the other groupings the term "school type" could denote. Such comparison is undertaken only where each group is adequately sized and measurement invariance can be established, examined sequentially at configural, metric, and scalar levels. Where institutional setting enters a regression or structural model it is treated as a categorical variable with an explicit reference category, never as an ordinal score.

Questions: Are mindset and gratitude associated with overall uptake of translanguaging (P1, P2), and does either association differ across the cognitive-functional and social-interactional dimensions when examined exploratorily? Is institutional setting associated with uptake (P4)? Is cognitive-functional uptake associated with perceived comprehension (P5)? Does the measurement model function comparably across institutional settings?

Phase 5: behavioural and contextual validation
Objective: validate the framework against observed practice.
Methods: classroom observation (video or audio recording of 20–30 lessons) to capture translanguaging episodes; stimulated recall interviews to explore learners' reasoning during those

episodes; qualitative and descriptive examination of correspondence between questionnaire measures and observed behaviour; an objective comprehension task to complement the self-report measure used for P5; and qualitative comparison across settings differing in classroom norms and evaluative climate, which is where P6 is addressed.

Questions: Do self-reported perceptions correspond to observed practice? What processes are activated during translanguaging episodes? Is observed translanguaging associated with measurable outcomes?

Behavioural validation is treated as integral rather than supplementary. Self-report can capture perceptions and reported practice, but not the frequency, sequential organisation, or interactional function of translanguaging in naturally occurring discourse. With 20–30 lessons the correspondence between questionnaire and observation is examined descriptively and qualitatively; establishing quantitative association would require substantially more observations, participants, and coded episodes than this phase provides. Yuvayapan (2019) combined questionnaire data with observation and interviews for this reason, and the present framework requires comparable triangulation – particularly for the social-interactional dimension, where the gap between perception and practice is likely to be widest.

Discussion

Theoretical implications

The framework offers four contributions.

First, it proposes a conceptual distinction between cognitive-functional and social-interactional translanguaging in operational terms, providing a basis for testing whether the dimensions are empirically separable and whether they are subject to different constraints.

Second, it incorporates learner-internal dispositions – mindset and gratitude – as factors that may bear on uptake, extending attention to learner-internal psychological factors (MacIntyre & Mercer, 2014).

Third, it is grounded in the Azerbaijani context, contributing to the diversification of translanguaging research beyond Western and Southeast Asian settings.

Fourth, it raises a measurement question with practical consequences. If the two dimensions are theoretically distinct, they may require different instruments: perceived cognitive-functional translanguaging may be tractable through self-report, whereas the social-interactional dimension may demand observational or qualitative approaches. A framework that specifies both dimensions but measures only one would misrepresent its own scope.

Pedagogical implications

The following are directions for exploration rather than recommendations supported by evidence from this framework.

1. *Teacher education.* Programmes could address both dimensions, covering how learners may use the full repertoire as a processing resource while also attending to the classroom conditions under which drawing on the L1 carries social cost.
2. Classroom practice. Tasks that accommodate cognitive-functional translanguaging — bilingual glossaries, parallel texts, concept verification activities — may be worth trialling, alongside attention to whether learners experience L1 use as unproblematic.

3. *Policy.* Rigid English-dominant approaches may warrant reconsideration where learners draw on multiple resources to support comprehension. The conditions under which L1 use is most helpful remain to be established.
4. *Materials development.* Bilingual glossaries, parallel texts, and translanguaging tasks may support comprehension and participation. Incorporating local cultural material may increase relevance.
5. *Assessment.* Assessment research could examine whether, and under what conditions, multilingual responses can validly be incorporated into evaluation of subject or language learning.

All five remain speculative pending the validation programme set out in the research agenda.

Limitations and directions for future research
The framework is conceptual and requires empirical validation. Several limitations should be stated plainly.

The propositions stated above are untested, and the article reports no empirical results. The preliminary instrument is unvalidated and may require substantial revision or replacement.

The Azerbaijani evidence drawn on for contextual grounding is thin: it consists largely of small-scale postgraduate studies, and the framework treats it as establishing plausibility rather than prevalence. Claims about the national linguistic situation are correspondingly cautious, and a fuller contextual account would benefit from published survey or corpus evidence.

The framework is grounded in one national setting. The conceptual distinction may have wider applicability, but the specific relationships proposed may not transfer, and cross-context validation would be needed.

The framework addresses learner dispositions and classroom context but not teacher beliefs, curriculum design, or language policy at system level, each of which may bear on translanguaging practice.

The proposed measures are self-report. Self-report suits perceptions and dispositions but does not capture practice or outcomes, which is why Phase 5 is treated as integral rather than optional.

No causal relationship between gratitude or mindset and translanguaging is assumed. Identity affirmation is included as a hypothesised outcome, not an automatic consequence of translanguaging.

Finally, the distinction between the two dimensions is an analytical proposal, not a claim about the cognitive architecture of multilingual speakers. Whether it can be sustained empirically is the central open question, and a finding that the dimensions are not separable would be a substantive result worth reporting.

Conclusion

This article has proposed a conceptual framework for translanguaging in Azerbaijani EFL classrooms organised around cognitive-functional and social-interactional dimensions. The first covers comprehension support, metacognitive verification, concept checking, and task support; the second covers identity positioning, relational alignment, solidarity, and stance-taking. Mindset and gratitude are incorporated as learner-related dispositions that may bear on uptake.

The contributions are threefold. Theoretically, the framework connects cognitive and social accounts that have largely developed in parallel and specifies their relationship in operational terms. Methodologically, it links that specification to a staged programme of measurement development and validation, including behavioural triangulation. Contextually, it is grounded in an under-researched setting.

The article reports no statistical results and makes no claim of empirical validation. The relationships proposed are hypotheses to be tested. Their value lies in being stated precisely enough to be disconfirmed: a finding that the two dimensions are not separable, or that the dispositional associations are null, would advance the field as much as confirmation would.
The framework therefore conceptualises translanguaging as potentially multidimensional, its educational significance potentially depending on learner dispositions and institutional conditions as well as on linguistic resources.

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