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**Gender, multilingualism and self-esteem as possible predictors for children's attitudes
towards translanguaging.**

Thesis

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Abstract

Translanguaging is a multilingual pedagogy for teaching and learning, in which there is a dynamic and flexible use of linguistic resources. However, little is known about the attitudes of children regarding translanguaging in the classroom. Children can have certain attitudes towards translanguaging, which may be influenced by various predictors. It is important to gain a more comprehensive view on which factors can influence children's attitudes towards translanguaging, as it allows us to further develop and shape the translanguaging pedagogy that is currently used in Dutch education. It could also aid us in improving children's attitudes towards translanguaging, which in turn can enhance how these children learn. Thus, the main objective of the current study was to examine whether gender, multilingualism, global self-esteem and academic self-esteem are predicting factors for children's attitudes towards translanguaging in the classroom. Age was also added as a covariate. Forty-four Dutch children between the ages of eight and twelve participated by filling in an online questionnaire. A hierarchical multiple regression analysis was then conducted to analyse whether the variables were significant predictors. Age, gender, multilingualism and global self-esteem were not significant predictors for children's attitudes towards translanguaging. Academic self-esteem was a significant predictor. This implies that a higher level of academic self-esteem predicts a more positive attitude towards translanguaging in children.

Key words: translanguaging, attitude towards translanguaging, gender, multilingualism, global self-esteem, academic self-esteem

Introduction

Language is an integral part of everyday life in the current society. In the Netherlands, globalisation and an increase in migration flow have led to a diverse population, where more than 4.4 million inhabitants (25%) have a migration background (Centraal Bureau voor de Statistiek, 2023). However, despite the recent increase in diversity, attention for languages and multilingualism in education has decreased in the past years (Duarte, 2022). There are many multilingual children that possess knowledge and skills in their first language that are not sufficiently utilised in a monolingual environment (García & Wei, 2014). This is also true for children in the Netherlands. Consequently, translanguaging as a multilingual pedagogy for teaching and learning could change the way in which language minority students experience their education.

Translanguaging originates from the Welsh *trawsieithu* and initially referred to a pedagogical practice in which students were asked to alternate two languages for the purposes of receptive or productive use (Williams, 1994). Translanguaging can currently be defined as the process of making meaning, shaping experiences, and gaining understanding and knowledge through the dynamic and flexible use of linguistic resources by multilingual children in the classroom (Baker, 2011, p. 288; García & Kano, 2014; Lewis et al., 2012).

Translanguaging in the classroom has shown to help children foster a sense of identity, as well as positively influence their academic development. For instance, translanguaging can increase participation, help children build self-confidence, increase sense of belonging in the classroom, allow children to communicate in a creative and meaningful way, and help the integration of fluent speakers with early learners (Hélot, 2014; Nurhikmah et al., 2020; Wang, 2022; Baker, 2001, p. 281). Moreover, translanguaging can promote a deeper and fuller understanding of the subject matter, help the development of the weaker language and facilitate home-school links and cooperation (Baker, 2001, p. 281). Translanguaging can also be beneficial for monolingual children, as it can encourage them to recognise language diversity and prepare them for a multicultural society (García & Wei, 2014).

However, attitudes towards translanguaging can differ. While there has been some research on attitudes towards translanguaging, these studies mainly focus on the attitudes of multilinguals in a university setting outside of the Netherlands, such as Carson & Kashihara (2012) and Wang (2019). According to Kircher (2016), knowledge about attitudes is necessary when shaping and implementing effective language planning measures, as it allows us to shape children's education in such a way that promotes the use of translanguaging and increases their motivation and attitudes. These children are stakeholders, meaning their

attitudes and experiences should be included when shaping and refining translanguaging in the classroom. As these attitudes can influence how children view languages, they also may affect how these children learn (Rivera & Mazak, 2017) and how they will behave towards translanguaging (Pickens, 2005). Possible predictors for children's attitudes towards translanguaging can be factors such as gender, multilingualism and self-esteem.

Firstly, gender as a predictor for attitudes towards translanguaging has accumulated limited research. Ren et al. (2022) discovered that women have a more positive attitude towards translanguaging than men. However, these findings were acquired in China, relating to adults' social-media usage. Contrarily, Ahsan et al. (2020) reported that gender was not significantly related to multilinguals' overall attitude to L1 use in Pakistan. This study utilised a mixed method design in which questionnaires were used to investigate university students' attitudes towards the use of their L1, Urdu, in the English classroom. There is a large gap in the literature concerning younger children's attitudes towards translanguaging, and specifically the difference between boys and girls, in a Dutch context. Following the findings of Ren et al. (2022), it could be hypothesised that gender predicts attitude towards translanguaging, in which girls have a more positive attitude than boys.

Multilingualism is another factor that could possibly predict attitude towards translanguaging, and can be defined as the use of two or more languages in everyday life (Grosjean, 2010, p. 4). According to recent findings on American university students, some multilingual students believe using their L1 in the classroom will negatively impact the usage of their L2, whereas others think using their L1 will enhance their educational experiences (Alzahrani, 2019). Raja et al. (2022) found that multilingual students in Indonesia have a positive attitude towards teacher-directed translanguaging (i.e., a planned and structured activity by the teacher), yet a negative attitude towards pupil-directed translanguaging (i.e., independently undertaken translanguaging activities by more competent multilingual students). Furthermore, monolingual children might feel excluded if the translanguaging pedagogy is not implemented properly (Cogo, 2016). This could imply that monolingual children might have a more negative attitude towards translanguaging, though there is a gap in the literature, as there has been no research on the attitude of monolingual children towards translanguaging in the Netherlands. It could be hypothesised that multilingualism predicts a more positive attitude towards translanguaging.

Lastly, self-esteem could serve as a predictor. Global self-esteem is an assessment based on emotions of one's self value or worth (Leary & Baumeister, 2000). However, beginning in middle childhood (around the age of eight), self-esteem can also be divided into

multiple domains, such as academic competence, athletic competence, social acceptance, physical appearance, and behavioural conduct (Harter, 1985). Academic self-esteem refers to the child's perceived cognitive competence, as applied to schoolwork. As translanguaging, following the definitions of Baker (2011), García & Kano (2014) and Lewis et al. (2012), represents making meaning, shaping experiences, and gaining understanding in the classroom, academic self-esteem could be a predictor for attitude towards translanguaging. Hence, the current study will examine both global self-esteem and academic self-esteem as predictors for attitude towards translanguaging.

Elementary school children with a higher level of global self-esteem tend to have higher academic achievement, though the effect is modest (Valentine et al., 2004). Moreover, children with low global self-esteem may not feel capable to try a new pedagogy in the classroom such as translanguaging, as these children focus more on what they cannot do rather than on what they can do (Jahan et al., 2021; Cenoz et al., 2022). Thus, it could be hypothesised that a higher level of global self-esteem predicts a more positive attitude towards translanguaging.

According to Kane (2016), who utilised surveys to investigate attitude towards translanguaging, American primary school children with high academic self-esteem recognise the advantages of translanguaging in the classroom, and found that using both languages helped them perform successfully. Furthermore, Pullman & Allik (2008) found that children with low academic self-esteem show little patience or preference when difficulties are encountered, whereas children with high academic self-esteem invest more effort in completing tasks in the classroom. The implementation of translanguaging can require more effort at first, as children must adapt to a new pattern in the classroom. Thus, it could be hypothesised that a higher level of academic self-esteem predicts a more positive attitude towards translanguaging.

Gender, multilingualism and self-esteem are factors that are not isolated when viewing them as predictors for attitude towards translanguaging. Even though Robins et al. (2002) originally found that boys and girls have almost identical global self-esteem levels from the age of nine to twelve, more recent research on gender and self-esteem demonstrates the contrary. According to Magro et al. (2018), boys tend to have slightly or moderately higher global self-esteem levels than girls, starting from the age of eight. When viewing multilingualism and self-esteem, findings suggest that multilingual children have higher levels of global self-esteem than monolingual children (Pesner & Auld, 1980). Thus, gender and multilingualism correlate with global self-esteem, though as these difference are small,

the current study will not further investigate the moderating value of global self-esteem on the relationship between gender or multilingualism and attitude towards translanguaging.

Findings on the effect of gender, multilingualism and self-esteem on Dutch primary school children's attitudes towards translanguaging have been scarce, demanding further research. A more comprehensive view on children's attitudes allows us to shape their education in such a way that promotes the use of translanguaging, increases their motivation and attitudes, and influences the way they behave towards translanguaging (Pickens, 2005; Kircher, 2016). Therefore, the aim of this study is to examine whether gender, multilingualism, global self-esteem and academic self-esteem are predictors for children's attitudes towards translanguaging. It is hypothesised that gender will be a significant predictor, in which girls will have a more positive attitude than boys. Furthermore, it is hypothesised that multilingualism will be a significant positive predictor for attitude towards translanguaging. Lastly, it is hypothesised that high global self-esteem and high academic self-esteem will both be significant positive predictors for attitude towards translanguaging. Moreover, this study will control for the possible effect of age on attitude towards translanguaging.

Method

Participants

Participants were recruited by means of a non-probability convenience sample. Scholen op de kaart (<https://scholenopdekaart.nl>) was used to collect email addresses of 125 primary schools in Utrecht and North-Holland, which were approached via email twice. Two schools agreed to share the questionnaire amongst parents and students. Parents were approached via social media (i.e., posts in six Facebook-groups about mothers, parenting, and multilingual families, and via the author's personal Instagram page). A power analysis with an effect size of .15 and power of .8 was executed and produced a required sample size of 32 participants. The total sample consisted of 44 children, aged between 8 and 12 years old ($M = 10;1$, $SD = 1,5$ years). This sample included 17 boys (38,6%) and 27 girls (61,4%). Both monolingual ($n = 33$, 75%) and multilingual ($n = 11$, 25%) children participated. All children lived in different parts of the Netherlands at the time of measuring. To ensure that participants would be able to understand and answer the questions, they had to have attended regular Dutch primary education for at least eighteen months. Children in special education were excluded from this study.

Measuring instruments

An online questionnaire was used to measure gender, multilingualism, global self-esteem, academic self-esteem, and attitude towards translanguaging. Participants did not provide any personally identifying information besides age and gender to ensure anonymity. The questionnaire consisted of 26 multiple choice questions, starting with two questions regarding demographic data (age and gender). Most questions were answered on a 5-point Likert scale.

Multilingualism

All questions concerning multilingualism were derived from the Belgian Validiv-project (Van der Wildt et al., 2017), which aimed to evaluate and innovate the way teachers handle multilingualism in the classroom. Questions were adjusted to suit both the Dutch language and Dutch educational context.

Questions 5 and 6, “Which language do you speak with your parents?” and “Which language do you speak with your siblings?” were used to create the multilingualism variable. Following Grosjean’s (2010, p. 4) definition of multilingualism (i.e., the use of two or more languages in everyday life), participants were classified as multilingual (1) if they answered “sometimes Dutch, sometimes another language”, “mostly another language” or “always another language” on either question. If they answered “always Dutch” or “mostly Dutch” on both questions, they were classified as monolingual (0). Internal consistency for the multilingualism scale was excellent ($\alpha = .90$) and mean inter-item correlation was .83, which could imply that the items were too similar.

Questions 3, 4, 7, 8, 9, 10 and 11 functioned as descriptive data, with questions such as “How often do you read a book in another language?” for which answers ranged from 1, “never” to 5, “every day”.

Global self-esteem

To measure global self-esteem, five questions from the Dutch version of the Rosenberg Self-Esteem Scale (RSES) were used (Rosenberg, 1965; Everaert et al., 2010). The RSES measures global self-esteem by measuring positive and negative feelings about the self. Internal consistency for the RSES is good ($\alpha = .89$) and mean inter-item correlation is .46. Questions were adjusted to conform to the young age and context of this study’s participants. Questions 17 to 21 measured global self-esteem with statements such as, “I am happy with myself.” Answers ranged from 1, “completely disagree” to 5, “completely agree”. Internal consistency for the global self-esteem scale after adjusting to suit the Dutch context was poor ($\alpha = .58$). However, deleting items would merely raise Cronbach’s alpha to .601. As the item

in question was considered different than other items in the scale, analyses were conducted with all items preserved. Mean inter-item correlation was .23, which falls within the ideal range (0.15 – 0.50) in which the items are homogenous, but not too similar (Piedmont, 2014, p. 3303).

Academic self-esteem

To measure academic self-esteem, five questions from Tiwari's (2011) study on the impact of academic self-esteem on academic performance were adapted and used. Internal consistency for the questions on academic self-esteem is good ($\alpha = .84$). The five chosen questions were adjusted to suit the Dutch language, context and age of the participants. Questions 22 to 26 measured academic self-esteem with statements such as, "I can do things just as well as most other children at my school." Answers ranged from 1, "completely disagree" to 5, "completely agree". Internal consistency for the academic self-esteem scale after adjustment was good ($\alpha = .82$) and mean inter-item correlation was .49, which also falls within the ideal range.

Attitude towards translanguaging

Questions concerning attitude towards translanguaging were derived from the Validiv-project (Van der Wildt et al., 2017) and adjusted to suit the Dutch language and educational context. Questions 12 to 16 measured attitude towards translanguaging with statements such as, "I think all children should always speak Dutch at school." Answers ranged from 1, "completely disagree", to 5, "completely agree". Internal consistency for the attitude towards translanguaging scale after adjustment was acceptable ($\alpha = .70$) and mean inter-item correlation was .32, which falls within the ideal range.

Procedure

Data was gathered in January and February 2023. Ethical approval was provided by the ethics committee of the Faculty of Social and Behavioural Sciences at Utrecht University. Parents provided informed consent prior to participation. The participants were asked to fill in an online questionnaire containing 26 multiple choice questions. On average, this took around five to ten minutes per participant. The participants could fill in the questionnaire at any time and in any browser on a computer, tablet, or smartphone and did this at home, either alone or with a parent to help them. If they exited the questionnaire before finishing, they could resume at the same point at a later moment.

Plan of Analyses

The dependent variable in this study was attitude towards translanguaging, and the independent variables were gender, multilingualism, global self-esteem and academic self-

esteem. The analyses were executed using a hierarchical multiple regression analysis in Statistical Package for the Social Sciences (SPSS) version 28. After all necessary assumptions were checked (linear relationship, correlation, independence and normal distribution), a hierarchical multiple regression analysis was run which used the independent variables to predict the outcome of attitude towards translanguaging. Age was also added as a covariate to control for the possible effect on attitude towards translanguaging. The predictors were added in order of probability to serve as a significant predictor based on literature and previous findings. Thus, after first adding age as a covariate, the predictors were added in the following order: gender (0 = girl, 1 = boy), multilingualism (0 = monolingual, 1 = multilingual), global self-esteem and academic self-esteem, resulting in five models.

Results

Data Screening

Prior to conducting a hierarchical multiple regression, the relevant assumptions were tested using parametric tests. Cook's Distance ($M = .03$) showed no significant outliers. Missing data analyses showed no missing data points. The assumption of singularity was met, as collinearity statistics showed VIF values between 1.04 and 1.43 and Tolerance values between .70 and .96, which suggest low multicollinearity. There was no autocorrelation in the residuals (Durbin Watson test: 2.14). Residual and scatter plots were used to check normality, linearity and homoscedasticity.

Data Analyses

Table 1 illustrates results from the conducted hierarchical regression analysis and Table 2 illustrates results from the Pearson correlation analysis.

Table 1

Summary of Hierarchical Regression Analysis for Variables Predicting Attitude Towards Translanguaging

Variable	B	95% CI for B		SE B	β	t	R ²	ΔR^2
		LL	UL					
Model 1							.04	.02
Constant	11.95**	4.26	19.64	3.81		3.14		
Age	.50	-.26	1.25	.38	.20	1.33		
Model 2							.05	.01
Constant	12.26**	4.47	20.06	3.86		3.18		
Age	.50	-.27	1.26	.38	.20	1.32		
Gender	-.78	-3.05	1.49	1.12	-.11	-.70		
Model 3							.14	.07
Constant	11.33**	3.74	18.93	3.76		3.02		
Age	.52	-.22	1.25	.36	.21	1.42		
Gender	-.49	-2.70	1.73	1.10	-.07	-.44		
Multilingualism	2.46	-.03	4.95	1.23	.30	2.00		
Model 4							.17	.08
Constant	6.70	-4.36	17.74	5.46		1.23		
Age	.49	-.25	1.22	.36	.20	1.35		
Gender	-.54	-2.75	1.67	1.09	-.07	-.50		
Multilingualism	2.31	-.18	4.81	1.23	.28	1.87		
Global self-esteem	.24	-.17	.65	.20	.17	1.17		
Model 5							.28	.19*
Constant	4.87	-5.65	15.38	5.19		.94		
Age	.33	-.38	1.03	.35	.13	.94		
Gender	-.20	-2.29	1.90	1.04	-.03	-.19		
Multilingualism	1.78	-.62	4.16	1.18	.21	1.50		
Global self-esteem	-.04	-.49	.41	.22	-.03	-.18		
Academic self-esteem	.48*	.08	.87	.19	.41	2.46		

Note. CI = confidence interval; LL = lower limit; UL = upper limit; *p < .05. **p < .01.

Table 2

Pearson's Correlations Between Attitude Towards Translanguaging, Age, Gender, Multilingualism, Global Self-Esteem and Academic Self-Esteem for the Total Sample (n = 44).

Measure	1	2	3	4	5	6
1. Attitude towards translanguaging	-					
2. Age	.20	-				
3. Gender	-.11	-.01	-			
4. Multilingualism	.30*	-.03	-.14	-		
5. Global self-esteem	.21	.06	.03	.10	-	
6. Academic self-esteem	.47**	.18	-.12	.22	.51**	-

Note. * $p < .05$; ** $p < .01$

Table 1 illustrates that age was not statistically significant as a controlling variable ($F(1, 42) = 1.76, p = .192$), and model 1 explained 4% of variance in attitude towards translanguaging.

Gender was not statistically significant as a predictor ($F(2, 41) = .48, p = .49$), and model 2 explained 5% of variance in attitude towards translanguaging. Girls ($M = 17.26, SD = 3.27$) had a higher mean attitude towards translanguaging than boys ($M = 16.47, SD = 4.23$). Furthermore, the Pearson correlation analysis in Table 2 illustrates that the correlation between gender and attitude towards translanguaging had a small effect size. However, these differences and correlations were not statistically significant.

Multilingualism was not statistically significant as a predictor ($F(3, 40) = 3.98, p = .05$), and model 3 explained 14% of variance in attitude towards translanguaging. The multilingual group ($M = 18.82, SD = 3.34$) had a higher mean attitude towards translanguaging than the monolingual group ($M = 16.33, SD = 3.57$). Moreover, the correlation between multilingualism and attitude towards translanguaging had a medium effect size and was statistically significant.

Global self-esteem was not statistically significant as a predictor ($F(4, 39) = 1.36, p = .25$), and model 4 explained 17% of variance in attitude towards translanguaging. Global self-esteem had a small to medium-sized positive correlation with attitude towards translanguaging, which was not statistically significant.

Academic self-esteem was statistically significant as a predictor ($F(5, 38) = 6.05, p = .02$), and model 5 explained 28% of variance in attitude towards translanguaging. Academic

self-esteem also had a medium to large-sized positive correlation with attitude towards translanguaging.

The Pearson correlation analysis illustrated that global self-esteem and academic self-esteem were significantly related to one another and showed a large effect size, though collinearity statistics (Tolerance and VIF, mentioned above) were all within accepted limits.

Lastly, the descriptive data concerning multilingualism showed that 82% of multilingual children always or mostly speak Dutch at school, and 73% always or mostly speak Dutch on the playground. Furthermore, while most multilingual children (55%) always or mostly speak another language with their parents, only 36% always or mostly speak another language with their siblings.

Discussion

The main goal of the current study was to explore whether gender, multilingualism, global self-esteem and academic self-esteem act as predictors for children's attitudes towards translanguaging. It is important to gain a more comprehensive view on which factors can influence children's attitudes towards translanguaging, as it allows us to further develop and shape the translanguaging pedagogy that is currently used in Dutch education (Kircher, 2016). Furthermore, exploring which factors are significant predictors can aid us in improving children's attitude towards translanguaging, which in turn can enhance how these children learn.

Four hypotheses were tested. Firstly, the hypothesis that gender would be a significant predictor for attitude towards translanguaging, in which girls would have a more positive attitude than boys, was rejected. Ren et al. (2022) found that women are considered to have a more positive attitude towards translanguaging than men. However, the correlation between gender and attitude had a small effect size and was not statistically significant in the current study. Hu (2022) found similar findings in his cross-sectional survey research among university students, in which gender did not show any statistical association with learners' attitude towards translanguaging. While the current research did not find gender to be a significant predictor, it may be interesting to explore whether the purpose of translanguaging plays a role in the attitude of children. Azkarai (2015) found that girls use translanguaging for other purposes than boys. For example, girls will switch to their L1 to interact with teachers and peers, while boys will switch to their L1 to increase their language proficiency. This could imply that girls and boys also have different attitudes, as their goals when using translanguaging differ. Therefore, additional research should further explore the relations between gender, attitude towards and purpose of translanguaging.

Secondly, the hypothesis that multilingualism would be a significant predictor for attitude towards translanguaging, in which multilingual children would have a more positive attitude than monolingual children, was rejected. Research on the influence of multilingualism on attitude towards translanguaging has shown contradicting results, as Alzahrani (2019) found that some children believe that using their L1 in the classroom will negatively impact the usage of their L2, whereas other children think that using their L1 will enhance their educational experiences. However, multilingualism was not a statistically significant predictor in the current study. According to García (2009, p. 46) and Horner et al. (2011), some multilingual children view bilingualism as two segregated languages and believe they are expected to communicate through a standard language, and thus exclude all other languages. Hence, it could be possible that the multilingual children in the current study believe that the majority language is more important in the educational setting than their L1. Similar results have previously been reported by Agirdag (2010) and Daniel & Pacheco (2016).

Furthermore, the hypothesis that global self-esteem would be a significant predictor for attitude towards translanguaging, in which a higher level of global self-esteem would coincide with a more positive attitude, was rejected. This is contradictory to previous findings. For example, Jahan et al. (2021) found that children with low global self-esteem may not feel capable to try a new pedagogy in the classroom such as translanguaging. Multiple studies (Abood et al., 2019; Alghazo, 2023; Rubio-Alcalá, 2017) also link a higher global self-esteem to a lower level of language anxiety, which could be implied to be related to a more positive attitude towards translanguaging. Thus, the findings of the current study are remarkable and call for further research on the direct link between global self-esteem and attitude towards translanguaging.

Moreover, the hypothesis that academic self-esteem would be a significant predictor for attitude towards translanguaging, in which a higher level of academic self-esteem would coincide with a more positive attitude, was accepted. Similar results were previously found by Kane (2016), who reported that children with high academic self-esteem recognised the advantages of translanguaging in the classroom, and found that using both of their languages helped them perform successfully. Gonzalez (2018) also found similar results and explained that children with low academic self-esteem may not feel proficient in utilising their linguistic repertoire, which could also lead to them excluding themselves from specific situations that require using a certain language. Consequently, if a student has high academic self-esteem, they may feel more confident in their linguistic ability and have a more positive attitude

towards translanguaging. Following these findings, practical implications involve raising awareness of this correlation amongst Dutch policymakers and educators. If teachers are able to improve their pupils' academic self-esteem, for example by consistently modelling new skills or tasks (Schunk & Zimmerman, 2007) and providing a positive ethos in the classroom (Lawrence, 2006, p. 16), this may also positively enhance the children's attitudes towards translanguaging.

Lastly, the current study did not differentiate between teacher-directed and pupil-directed translanguaging, as previous studies have (Jones, 2017; Raja et al., 2022; Shi, 2021). Differentiating between these two strategies could possibly induce different results. Thus, further research could expand on the current study by exploring the differences in attitude towards teacher-directed and pupil-directed translanguaging.

Limitations

These results should be interpreted with some caution due to the relatively small sample size of 44 participants. Low statistical power due to low sample size negatively affects the likelihood that a nominally statistically significant finding actually reflects a true effect (Button et al., 2013). The group of multilingual children was especially limited, with a sample size of 11 participants. This could have skewed the results, as the group of monolingual children was thrice the size.

Furthermore, global self-esteem was not an ideal variable. Firstly, Cronbach's alpha for global self-esteem was poor. This indicates that there is not enough correlation or internal consistency between the items for this variable. Hence, the results concerning global self-esteem may be unreliable, as the variable may not truly reflect global self-esteem, but another construct. Secondly, there was a large correlation between global self-esteem and academic self-esteem, though only of the two was a significant predictor. This may mean that the items of both variables were too similar and did not measure separate factors, which results in poor validity. Thus, results must be interpreted with caution.

Lastly, the amount of variance explained by the predictors was small for all models. A low R^2 figure is typically unfavourable for predictive models (Field, 2018). R^2 indicates that age, gender, multilingualism, global self-esteem and academic self-esteem together explain only 28% of the variance in attitude towards translanguaging, which means that other factors explain the remaining 72% of variance. Other factors could, for example, include the child's L1 or ethnicity (Lasagabaster, 2003), the socio-political context (Rasman, 2018), and the language policy at their school (Carroll & Mazak, 2017). Further research with a higher R^2 figure would be more reliable and could possibly examine the relations between other factors

and attitude towards translanguaging.

Conclusion

In sum, the current study established that academic self-esteem is a significant predictor for children's attitude towards translanguaging, which is in line with previous findings (Gonzalez, 2018; Kane, 2016). Children with a higher level of academic self-esteem may have a more positive attitude towards translanguaging. Other factors such as gender, multilingualism and global self-esteem did not predict children's attitude towards translanguaging in this study. However, due to various limitations such as small sample size and correlation between constructs, further research is necessary to examine whether the current findings are generalizable to a broader context.

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